THE USE OF FIX UP STRATEGY IN IMPROVING STUDENTS' READING SKILL

(A Pre-Experimental Research at the Eleventh Grade Students of SMA Muhammadiyah 9 Makassar)

A THESIS

Submitted to the Faculty of Teacher Training and Education
Makassar Muhammadiyah University in Part Fulfillment
Of the Requirement for the Degree of Education in English Department

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MUHAMMADIYAH UNIVERSITY OF MAKASSAR
2017

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Day / Date	Chapter	Note	Sign
6/12 2017		- No academic title in abstract - Use simple post tense in chapter III.	
11/12 2017		- Pense finding - Use point (.) for decimal number - Put related theory in discussion	
13/12 2017		Revise suggestion	

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Dengan ini saya menyatakan perjanjian sebagai berikut:

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4. Apabila saya melanggar perjanjian pada butir 1, 2 dan 3 maka saya bersedia menerima sanksi sesuai dengan aturan yang berlaku.

Demikian surat perjanjian ini saya buat dengan penuh kesadaran.

Makassar,   Januari 2018

Yang membuat perjanjian

Firmayanti. A

MOTTO AND DEDICATION

- *You have to be odd to be number one*

- *You gotta nourish to flourish*

- *Live your life and forget your age*

DEDICATION:

This thesis is dedicated to:

- *My beloved parents (Mr.Arianto Putra and Mrs. Sarawi).*

- *My beloved brother (Firmansyah. A).*

- *My beloved sisters (Putri Rahmadani, Magfirah maharani).*

- *My beloved friends (Fausiani, Riska, Mentari, Ratna, Risna, Sugra,).*

- *All people around me.*

ABSTRACT

Firmayanti. A.2017.*The The Use of Fix up Strategy in Improving Students' Reading Skill (A Pre-Experimental Research at the Eleventh Grade Students of SMA Muhammadiyah 9 Makassar,* under the thesis of English Education Department the Faculty of Teachers Training and Education, Makassar Muhammadiyah University (supervised by Erwin Akib and Nunung Anugrawati).

This research aimed to find out the improvement of the students' reading skill by using Fix up Strategy that literal comprehension which focuses on main idea and interpretative which focuses on conclusion.

The research applied pre-experimental method with one group pretest-posttest design, and collected the data by giving pre-test and post-test. The sample of the research was class XI of SMA Muhammadiyah 9 Makassar which consisted of 22 students. The sample was taken by using purposive sampling technique. The researcher used reading material of essay test as instrument pre-test and post-test.

The result of the analysis showed that there was a significant difference between pre-test and post-test. The value of t-test of literal comprehension (3.52) was greater than the t-table (2.079). The value of t-test of interpretative comprehension(9.69) was greater than the t-table (2.079). The value of t-test of reading skill (12.23) was greater than the t-table (2.079) and degree of freedom (df) =21. It was concluded that Fix up Strategy is effective in improving the students' in reading skill.

Keywords: Reading Skill, Fix up Strategy, Literal Comprehension, Interpretative Comprehension

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BILLAHI FiiSabililHaqFastabiqulKhaerat

Makassar,   November 2017

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CHAPTER I

INTRODUCTION

A. Background

Reading is one of important language skills that should be develop inside or outside the classroom. Reading has several categories, such as reading ability, reading achievement, reading comprehension, and so forth. Reading comprehension is one of important aspects in reading skill. In learning English, the students are not just obligate to be able to read what is write in reading material, but also they should be able to capture the information or massage in the reading material comprehensively.

Reading will help students' to master the other skills and of course in mastering English completely. By reading a text, one can study other language elements like vocabulary, grammar, punctuation, and the way to construct sentences, paragraph, and texts. To comprehend a text successfully, students have to understand what the words mean, what the sentences mean, so that in the end they will comprehend the message of the whole text they read.

However, reading is a complex task to do as what is state by Moreillon (2007:10), in order to be readers, learners must take their ability to pronounce words and to "read" pictures and then make the words and images mean something. So, reading is more than just pronouncing words from the text but the learners should also catch what the text means. According to Klingner and Geisler

(2008: 65), reading comprehension is the process of constructing meaning from a text and involves the complex coordination of several processes, including-decoding, word reading, and fluency along with the integration of background knowledge and previous experiences. It means that reading comprehension is not just single process. The readers construct the meaning by combining their background knowledge and vocabulary mastery through several processes so that they get the message from the writer.

Reading comprehension has the very tight relation toward priorknowledge and vocabulary. As state above, reading comprehension means reading for getting massage or information. However, it can be done if the readers have no good vocabulary and priorknowledge. According to Duffy (2009), reading comprehension depends on the prior knowledge expressed into words. The readers can know the meaning of the written massage only if they have past experience related to the topic and they can use the words to construct the meaning.

To improve the students' reading comprehension, the teacher can use the various ways to fire up the students' reading comprehension. It can be done by monitoring the students' reading comprehension by modeling some strategies in reading comprehension, one of the effective strategies to improve the students reading comprehension is *Fix-up Strategy*. It is a strategy which can help the students understand the message of the text when they get stuck with certain words or certain sentences. When using this strategy the teachers should provide the students with some tools for fixing up their meaning-making. According to

Doyle (2012), Fix-up strategies are learning behaviors that help students to know what to do when they do not understand something. Moreover, Moreillon (2007: 114) states that fix-up strategy offers readers processes they can use to recover meaning, such as rereading, reading ahead, or figuring out unknown words. Fix up strategy is a strategy used to reconstruct meaning when comprehension goes astray. Fix-up strategy includes rereading, reading ahead, identifying unknown words, making and changing predictions, connecting things in the text to personal experiences and memories. The fix-up strategy offer the readers processes that they can use to recover meaning, such as rereading, reading ahead, or figuring out unknown words. Fix-up strategies are tools students can use automatically when they realize that they have become confused and no longer understand the text they are reading. To successfully use these strategies, students must constantly monitor their comprehension to be able to identify the point in the text where the confusion began. You will notice that this key draws on many of the previous comprehension strategies.

Based on the problem and the explanation expose by the writer above, it is obvious that some of the students at that school still have problems which should have been solve as soon as possible. Either the problems were on the students or cause by others factor (reading difficulties it self). Therefore, the researcher interest in verifying those problems in a research entitle: The use of Fix-Up Strategy in improving Student's Reading Skill (A Pre Experimental Research at The Eleventh Grade of SMA Muhammadiyah 9 Makassar).

B. Research Problem

Based on the background above, the researcher formulates research questions as follow:

1. Does the use of Fix-up strategy improve the students' reading comprehension in terms of literal comprehension at the eleventh grade of SMA Muhammadiyah 9 Makassar?

2. Does the use of Fix-up strategy improve the students' reading comprehension in terms of interpretative comprehension at the eleventh grade of SMA Muhammadiyah 9 Makassar?

C. Research Objective

Based on the problem statement above, the objective of the research formulate as follows:

1. To find out the students' reading comprehension in terms of literal comprehension at the eleventh grade of SMA Muhammadiyah 9 Makassar?

2. To find out the students' reading comprehension in terms of interpretative comprehension at the eleventh grade of SMA Muhammadiyah 9 Makassar?

D. Significant of the Research

There are significant of this research that can give benefit for student, teacher, researcher and the next researchers.

1. Student

   To give positive contribution to the students in improving their reading comprehension and the students can get the stimulus to think more creatively and critically about the text they read.

2. Teacher

   To give positive contribution to the teacher of English to develop the students' reading comprehension and the teacher can apply the strategy to teach reading comprehension.

3. Researcher

   To enlarge the writer's knowledge about the research, especially in the topic of student's reading comprehension in narrative text. To give contribution in development to teaching and learning English theoritically of practically as a foreign language and for those who are concern very much in the field of language teaching and learning.

4. The next researchers

   To add references for other next researchers having the same problem as the researcher.

E. Scope of the Research

Based on the identification of problem in students' reading comprehension above, the researcher focused on improving students' reading comprehenesion in

literal comprehension and interpretative comprehension by using narrative text at

the eleventh grade of SMA Muhammadiyah 9 Makassar.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Research Findings

Previously, Suryati (2013) conducted a research underline Title "The effect of using fix-up strategy towards reading comprehension of the second Year students at SMAN 2 Tapung Kampar regency". Based on the data analysis, the type research was quasi-experimental research which the researcher can not create a new participant groups for this experiment. The main focus of this research was to find out the significant effect of using fix-up strategy towards students' reading comprehension in narrative text at the second year of SMAN 2 Tapung Kampar Regency. In this research, the researcher took two classes; experimental class and control class from the four classes of the second grade. There were 51 students as the sample from 103 students of population that taken from second year classes by using clustering sample randomly based on group. In collecting the data, the researcher used reading test. It consisted of 25 multiple choice items based on the text. In analyzing the data, the researcher used t-test formula that operated by using SPSS 16.0 versions. This research focuses to find out the significant effect of using fix-up strategy towards students' reading comprehension in narrative text.

Indahsari (2012), "The effectiveness of using fix-up strategy to teach reading viewed from students' self-confidence ".The experimental research was conducted at SMP Negeri 2 Temanggung, from March to April 2012. The sample of the research was two classes; those were VIIID which was treated as

experimental class taught by using fix up strategy and VIIIG which was treated as control class taught using by direct teaching. Each of them consisted of 26 students. The data were in the form of quantitative data that were taken from reading test and self-confidence questionnaire. The data of reading test were used to know the students' reading skill. The data of self-confidence questionnaire were used to know the students' level of self-confidence.This research focuses on the self confidence students' in reading comprehension.

Rosalina (2014), "The Influenc of Collaborative Strategic Reading (CSR) Technique on Students' Achievement Reading Comprehenesion of Narrative Text". The writer considered this research finding asrelevant research because Fix-up Strategy is the part of this strategy. It is mentioned in the point of Click the Clunk. In theresearch finding, they stated that Collaborative Strategic Reading is an approach that works well in mixed-ability classrooms and helps students improve theirreading comprehension. This research focuses on collaborative strategic in reading comprehension that one of the part of CSR mention Fix-up strategy can help the students improve their reading comprehension.

Based on the research findings, it can be concluded that fix up strategy is an effective strategy to teach reading in improving students' reading comprehension for the students having at the eleventh grade of SMA Muhammadiyah 9 Makassar.

B. The Nature of Reading Comprehension

1. Definition of Reading

Reading is the one of four language skills. It is the first direct communication of students to acquire their language development. After years of listening and speaking, students further goes to school where for the first time,they learn to read before writing.

As one of language skills, reading roles so urgently in communication. Reading is the receptive skill, meaning that the way in which people extract meaning from the discourse they see. Also, Patel and Jain (2008: 11), stated that reading means to understand the meaning of printed words i.e written symbols. Reading is an active process which consists of recognition and comprehension skill. In short, reading is the process of receiving the written information regarding what the reader see.

As reading is a process, according to Patel and Jain (2008: 11), there are three stages of reading, as follows:

a) The recognition stage. At this stage, the learner simply recognizes the graphic counter part so the phonological items. For example, he/she recognizes the spoken words in this written form.

b) The second stage is structuring stage. The learner sees the syntactic relationship of the items and understands the structural meaning of the syntactical units.

c) The last stage is interpretation stage. The learner comprehends the significance of word, a phrase, or sentence in the overall context of discard.

Reading is perceive as a complex act of communication in which a number of textual, contextual, and reader-based variables in tract to produce comprehension. The similar perceptionis state that reading is a fluent process of readers combiningin formation from a text and their background knowledge to build meaning than the goal of reading is comprehension.

In conclusion, the process of reading is started by the way of the reader know about the spoken words of the written for reading material, then the reader understand about the sentence structure of the text, and finally, the readers interpret the context of the reading material. Reading can be perceive as the receptive skill of communication by relating the readers' experience and the written information to produce comprehension.

2. Definitions of Reading Comprehension

Reading and comprehension are so tightly connected because comprehension is the result of reading. If there is no comprehension in reading, there is no communication, mainly in written communication. Based on the study of Richard and Renandya (2002), Reading comprehension is the understanding resulted through the process by which the meaning of a written text is understood. In addition, Thombury (2003), stated that comprehension skills are the heart of the reading process and we bring our life experiences to the act of the reading. Next, in her research, Snow (2002), defined reading

comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. Neufeldin Beyer (2007) went on further to say that comprehension involves two important features: being actively involved with the text and using appropriate background knowledge to interpret the text.

Carrel (1988) states that "reading comprehension in general viewed is the resulting from the four way interaction between readers, text, task, and structured activity. The success of this interaction depends of the availability of quality of content and strategist schemata to new problem solving situations. Moreover, reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. It entails three elements: the reader who is doing the comprehending, the text that is to be comprehended, and the activities.

The purpose for reading and type of text determine the specific knowledge, skills, and strategies that reader needs to apply to achieve comprehension. Reading comprehension is thus much more than decoding. Reading comprehension result when the reader knows which skill and strategies are appropriate for the type of text, and understands how to apply them to accomplish the reading purpose.

The idea is that students will develop stronger reading comprehension skills on their own if the teacher gives them explicit mental tools for unpacking text there are a wide range of reading strategies suggested by reading programs and educators. The National Reading Panel identified

positive effects only for a subset, particularly summarizing, asking questions, answering questions, comprehension monitoring, graphic organizers, and cooperative learning. The Panel also emphasized that a combination of strategies, as used in Reciprocal Teaching, can be effective. Today, most reading comprehension programs teach students explicit reading strategies using teacher direct instruction with additional student practice.

Reading comprehension is about much more than answering literal questions at the end of a passage, story, or chapter, as you'll see in the videotape series Strategy Instruction in Action. Reading comprehension is the ability to identify meaningful relations between the various parts of a text and between these parts and the readers' background knowledge. Based on the theories and explanation above, the writer can conclude that reading comprehension is not merely an easy process, but also interactive which entails the readers to comprehend not only literal meaning of the text, but also text organization and to be able to make conclusion from the text. The readers must get involve emotionally into the contents explicitly and implicitly in the text. In addition, reading comprehension can be defined as a simultaneous process of constructing meaning of the written text and relating it to the life experience.

In short, reading comprehension is the act of understanding what readers are being read. It is an intentional, active, interactive process that occurs before, during and after a person reads a particular piece of writing.Without comprehension, reading is nothing more than tracking symbols

on a page with eyes and sounding them out. People read for many reasons but understanding is always a part of their purpose. Reading comprehension is important because without it, reading doesn't provide the reader with any information.

3. **Level of Reading Comprehension**

In the level of reading comprehension actually have a three level but in this research, the researcher only take two part in a level of reading comprehension. Each level involves more of an active role on the part of the reader as follows:

a. Literal comprehension

It involves what the author is actually saying. The reader needs to understand ideas and information explicitly stated in the reading material. Some of this information is in the form of recognizing and recalling facts, identifying the main idea, supporting details, categorizing, outlining, and summarizing. The reader is also locating information, using context clues to supply meaning, following specific directions, following a sequence, identifying stated conclusion, and identifying explicitly stated relationships and organizational patterns. These organizational patterns can include cause and effect as well as comparison and contrast. For example, some questions and activities may include:

1. What words state the main idea of the story?

2. How does the author summarize what she/he is saying?

3. Outlining the first paragraph of the story. What happened first, second and last?

4. How are these things alike? How are they different? What things belong together?

b. Interpretative comprehension

In this level the reader not only knows what the author said but goes beyond that simple knowledge. It involves an effort to grasp relationship, compare facts with personal experiences, understand sequences see cause and effect relationship, and generally interpret the massage. It requires a more active participation on the part of the reader.At the interpretative level, students are able to read beyond the literal words on the page and find understanding. They use an important skill called inferring. When students infer, they go beyond the text to find meaning. The information they understand isn't found in the text, which requires them to imagine what a character is feeling or what the author means by words or actions.For example, some questions and activities may include:

1. What does the author value?

2. What is theme?

3. How do you think this story will end?

4. Make the conclusion of the text above?

c. Applied comprehension

In this level reader does more than merely receiving and interpreting the massage. The reader evaluates the author's ideas, either accepting or rejecting them or applying then to some new situation.

Generally the emphasis at this level of comprehension is on actively bringing the reader's general understanding to bear on the ideas and concepts contained in the reading passage. The synthesis is necessary for higher comprehension, especially on difficult material.

4. **Reading Comprehension in Narrative Text**

Narrative text is a written text that tells about a story. Students use narrative text when they tell a friend about something interesting which happened in past time. Narrative is one of the forms of developing reading comprehension. Students can take messages from the text in other to build their understanding. Plot and characters in story make students enjoy in reading.

Narrative text or narration can be define as a story reading material. Narrative text is a story; it has introduction that engages the reader's interest, a body that gives details about the main event or action in the story, and a conclusion that describes the outcome. In addition, Sudarwati and Grace (2007) stated that narrative text is type of the text functioning to entertain with a story that deals with complications or problematic events which lead to a crisis and in turn finds a resolution. In other words, narrative text is a story

writing which the function is to amuse or to entertain the readers with the events organized in the way the story happen and in time order.

In curriculum of the second year of Senior High School, thenarrative text is organized as follows:

    a. Orientation, Sets the scene: where and when the story happened, introduces the participants of the story: who and what is involved in thestory.

    b. Complication, Tells the beginning of the problem which leads to the crisis (climax) of the main participants.

    c. Resolution, The problem (the crisis) is resolved, either in a happy ending or in a sad (tragic) ending.

In addition, the language features usually used in narrative text are asfollows:

1. Noun: travellers, bundle, tree, etc
2. Pronouns: they, their, you, etc.
3. Time connective and conjunction: later, then, a long, long time ago, when, etc.
4. Adverbs and adverbial phrases: angrily, in horror, etc.
5. Material processes (action verbs): arrival ate, etc.
6. Verbal process (saying verb): asked, etc.

In short, in narrative text, the reader should be able recognize thestructures of the narrative text including orientation, complication, and resolution to comprehend the text. Also, the features of the text, like time

connectives, conjunction, adverbs, material process, and saying verbs are so important in narrative text because they are what make the sense of story in narrative text.There are some steps to make students understand the generic structure of narrative text. Firstly in orientation, students look for the main characters and possibly some minor characters. Some indication is generally given of where the action and when an action happened. Secondly is complication. Students find out the problem that arises in the story. The last is resolution. It is an optional closure of event. The complication may be resolved for better or for worse, but it is rarely left completely unresolved. Therefore, the students should know whether the story is happy or sad ending.

C. The Nature of Fix-UpStrategy

1. The definitions of fix-up strategy

In reading process, it is not unusual if a reader monitors the meaning of the reading material, but there is sometimes a thing that makes no sense. In this problem, the reader usually tries to find a problem-solving technique.

Fix-up strategy is what you use to help yourself get unstuck when you are reading confusing text. According to Neufeld in Beyer (2007), fix-up strategy is use to help students deal with information they have questions about. Furthermore, in the study of Moreillon (2007), he stated that Fix-up options are tools that readers can rely upon to find their way home, to make sense of what they read. In brief, fix-up strategy is one of strategies in reading comprehension that is used to help the readers getting unstuck in reading text to make sense about what they read.

In addition, Duffy (2009) stated that Fix-up strategy are also frequently referred to a strategy in which readers search backward and sometimes forward in a text to remove a meaning blockage encountered while reading. To use it, readers first need to understand that it is essential to monitormeaning getting as you read and that good reader's stop when a problem is encountered. In short, a reader first should realize that he/she does notunderstand about the particular word meaning in the text, and then try to find the meaning by reread, use prior knowledge, think, and reflect, to find out theproblem. After finding the problem, the reader can visualize, retell, and noticeabout what is already understood from the text.

There are several steps of using fix-up strategy used by the reader or students as follows:

a. Reread, it is ok to reread text that you've already read. Maybe you misread a word or left out a word that holds the meaning to the text.

b. Read ahead, you might want to continue reading for a couple of sentences if you are confused. If the confusion does not clear after a couple of sentences, try another strategy.

c. Figure out the unknown words, you may use context clues, identify roots and affixes, or use a dictionary to determine the meaning. Do not just skip the word altogether.

d. Look at sentence structure, sometimes an author's style of writing may contain awkward sentence structure. Try moving the words around in your head until they make better sense.

e. Make a mental image, take time to make a movie in your head. As you read the descriptions of characters or settings, paint a picture. This strategy will help you visualize and comprehend better.

f. Define your purpose for reading, ask yourself why you are reading. Reading to learn or pass a test requires more concen-tration than reading for enjoyment.

g. Ask questions, if you ask questions as you read, you will be more actively engaged with the text. You will be looking for answers to your questions, and will remember what you read.

h. Make predictions, as you read, think about what might happen next. You will be making inferences and drawing conclusions about the characters and plot.

i. Stop to think, every so often as you read, you should stop and think about what you have read. If you don't remember anything you have read, why continue? Pause and summarize in your head.

j. Make connections to what you already know, as you read you should be thinking about how the information fits with what you know about yourself, what you've read in other texts, and how things operate in the real world. This will help you remember what you read.

k. Look at the pictures, illustrations, charts, and graphs, these are used by the author to help you understand what you are reading.

Pictures and illustrations help you visualize what you are reading. Charts and graphs are used to present the information in a more visual manner. By closely examining these, you can deepen your level of understanding.

a. Read the author's note – Sometimes the author will present background information as an author's note. By reading this section, you will be preparing your brain to take in new information and connect it to what you have already learned.

b. Ask for help – When you are not understanding what you are reading, and you do not know which fix-up strategy to use, ask someone. You might ask a friend or you might need help from a teacher or parent.

c. Stress to the students that they should not continue to read if they are not able to summarize what they have read so far. If they do, they are just wasting time "saying words" and they won't be learning or understanding anything from the text.

2. **Teaching reading comprehension by using fix-up strategy**

As fix-up strategy is a reading strategy, or in common as learning strategy, it is not used by the teacher, but it is used by the students. However, the students will not be able to use the strategy if the teacher does not teach them before. Thus, the roles of the teacher are also very important in implementing the strategy.

Based on the explanation above, to teach the students the fix-up strategy, the teacher can use the following steps:

a. Ask the students to read and let the students tell the problem found.

b. Have the students stop in the word that is considered not to make Sense.

c. Ask the students to figure out and let them use the look-back or fix-up

strategy.

d. Instruct the students to identify the problem and to think if the

students know anything about the problem (unknown words) to help

them resolving the problem.

e. Ask the students to use context strategy that can resolve their problem

by looking back the text to find the words related to the words in

problem (using context clues).

f. Let the students test if the words make sense or not.

D. Conceptual Framework

```
┌─────────────────────────┐
│      READING            │
│   COMPREHENSION         │
└─────────────────────────┘
            │
            ▼
┌─────────────────────────┐
│    FIX-UP STRATEGY      │
└─────────────────────────┘
            │
            ▼
┌─────────────────────────┐
│ STUDENTS' READING SKILL │
└─────────────────────────┘
        ↙         ↘
┌──────────────┐  ┌──────────────────┐
│   LITERAL    │  │  INTERPRETATIVE  │
│COMPREHENSION │  │  COMPREHENSION   │
└──────────────┘  └──────────────────┘
```
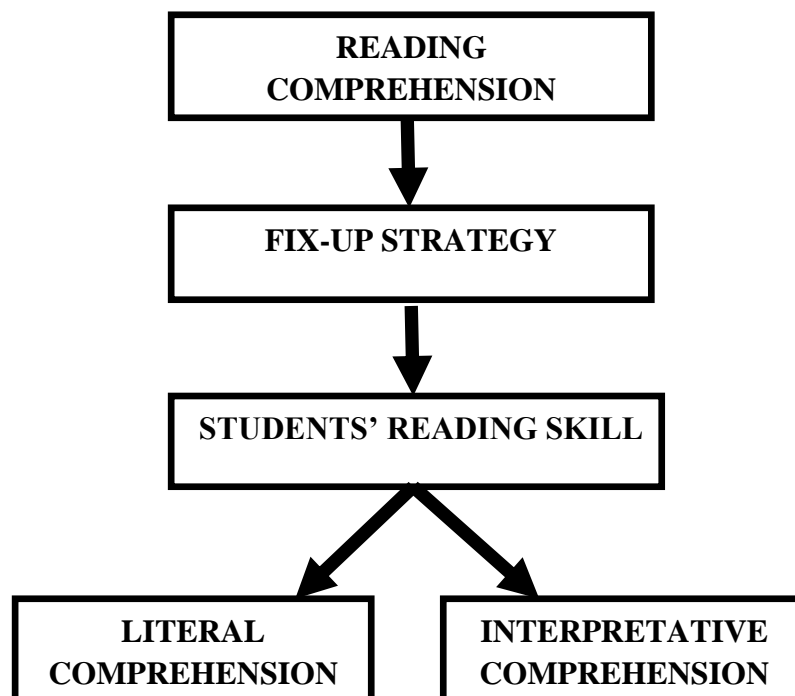
Reading comprehension is one of important aspects in reading skill. To improve the students' reading comprehension, the teacher could use the various ways to fire up the students' reading comprehension. It could be done by monitoring the students' reading comprehension by modeling some strategies in reading comprehension, one of the effective strategies to improve the students reading comprehension is *Fix-up Strategy*. To know the effectiveness of using Fix-up Strategy, the researcher takes two levels of reading comprehension that consist of literal comprehension and interpretative comprehension. Literal comprehension involves what the main idea of the text and interpretative comprehension involves the summarize of the text. Both of this level of reading comprehension can help the students' to improve their reading comprehension.

E. Hypothesis

Based on the conceptual framework, the researcher elicite forward the hypothesis as follows:

1. Null hypothesis (Ho): There isno significant difference on the students' reading comprehension in terms of literal comprehension and interpretative comprehension at the eleventh grade of SMA Muhammadiyah 9 Makassar?

2. Alternative hypothesis (H1): There issignificant differenceon the students' reading comprehension in terms of literal comprehension and interpretative comprehension at the eleventh grade of SMA Muhammadiyah 9 Makassar?

CHAPTER III

METHOD OF THE RESEARCH

A. Research Design and Variable

1. Research Design

The design of this research was pre experimental research which intens to find outthe students' reading comprehension in terms of literal comprehension and interpretative comprehension at the eleventh grade of SMA Muhammadiyah 9 Makassar. The experimental research was the only type of research that can test hypotheses to establish cause-and-effect relationship. Also, the experimental research design was research in which the investigates or determines whether th eactivity or materials make a difference in result for participant. This research focused on the One group Pre-test Post-test that given a pre-test, treatment and a post-test.

$$O_1 \longrightarrow X \longrightarrow O_2$$
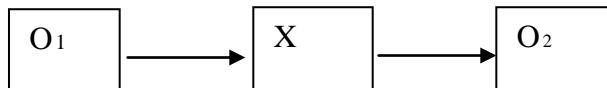
Where:

O_1 : pre-test

X : treatment

O_2 : post-test.

2. Research Variables

In this research, there was two variables, the using of fix-up strategy as the independent variable (X) and the students' reading comprehension in narrative text as the dependent variable (Y).

B. Population and Sample

1. Population

The population of the research was the eleventh grades students' which only one class of SMA Muhammadiyah 9 Makassar in the 2017/2018 academic years.

2. Sample

The researcher used Purposive Sampling Technique to the eleventh grade students' of SMA Muhammadiyah 9 Makassar. In this research only would taken one class to represent all of the population. The sample of this research was the members of students' in Class XI that consist of 22 students'.

C. Instrument of the Research

To know the effectiveness of using Fix-up strategy in improving students' reading skill, the researcher used a test that consist of pre-test and post-test. Pre-test would be given before treatment and post-test would given after treatment. In treatment, the researcher explain about narrative text by using fix-up strategy and then the reasercher gave question for the students'.

D. Procedure of Collecting Data

In collecting the data, the researcher collecting the data with the following procedures:

1. Pre-test

Pre-test would be given to the students'before giving the treatment of the technique of the experimental class, this test was used to measure basic reading comprehension of narrative text.

2. Treatment

Treatment would be given to know the knowledge of the students', in this treatment the researcher can applies the Fix-up Strategy to the students' in the class. The first meeting the research explain about "Fix-up Strategy" and then the researcher gave the narrative text. The researcher gave opportunities the students to read the text. Than the researcher gave opportunities for students to answered the question.

3. Post-test

Post-test would be given to the students' after giving the treatment of technique to the experimental class to found out whether it made difference or not in reading comprehension of narrative text.

E. Technique of Data Analysis

1. Indicator of Reading Comprehension

Table 3.1 Literal Reading Comprehension dealing main ideas and sequences details

No	Criteria	Score
1	The answer includes a clear generalization that state or implies the main idea.	4
2	The answer states or implies the main idea	3
3	Indicator innacurate or incomplete understanding of main idea.	2
4	The answer include minimal or no understanding of main idea.	1

(Dianne McKay in Mahadir,2014)

Table 3.2 Interpretive Reading Comprehension dealing prediction

outcomes and conclusion

No	Criteria	Score
1	Conclusion reflects resource readings in development of idea it is excellent.	4
2	Conclusion reflects resource readings in development of idea it good.	3
3	reflects resource readings in development of idea it is poor	2
4	Conclusion do not reflect any reading of resources in development idea.	1

(Dianne McKay in Mahadir,2014)

2. **To calculate the students scoring essay question**

$$\text{Scoring} = \frac{Total\ Correct\ Answer}{Maximum\ Score} = \text{x } 100 \qquad \text{(Gay, 1981)}$$

3. **Classifying the students score into five classifications as follow**

Table 3.3 Classification of the students' scores

No	Scale	Classification
1	Excellent	96 – 100
2	Very good	86 – 95
3	Good	76 – 85

4	Fairly Good	66 – 75
5	Fair	56 – 65
	Low	46– 55
	Very low	0 – 45

(Suharsimi Arikunto in Jamila, 2013)

4. **Calculating the mean score and percentage of improving students'**

   reading skill

   To calculate the mean score, the researcher applied the formula as follows:

   $$\bar{X} = \frac{\sum x}{N}$$

   $\bar{X}$ = The mean score

   $\sum x$ = The sum of all score

   N = The total number of students   (*L.R Gay, 1981:298*).

   Calculating the percentage of improving students' reading skill, the

   formula:

   $$P = \frac{X_2 - X_1}{X_1} \text{ x } 100 \text{ %}$$

   Where:

   P   : Percentage

   X_2 : Average score of post-test

   X_1 : Average score of pre-test   (Gay and Mills, 2006: 320).

5. The test of significant

In order to know the difference of the mean score between pre-test and post-test it needed to calculate the t-test value. The formula as follow;

$$t = \frac{\overline{D}}{\sqrt{\dfrac{\Sigma D^2 - \dfrac{(\Sigma D)^2}{N}}{N(N-1)}}}$$

Notation:

T: test of significance

D: the means score of difference

ΣD: the sum total of total score of difference

ΣD: the square of the sum score of difference

N: the total number of the subjects

DF: N – 1

(L.R Gay,2006)

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter answered of problem statements in the previous chapter and consisted of findings and discussion. Findings showed description of result from the data that had collected through reading test in pre-test and post-test. It was described in graphic or chart or table form. Then, discussion was explanation of findings but it still showed result of the data. In this discussion, the researcher used their own word to explain it.

A. Finding

The findings of the research that teaching reading comprehension by using Fix up Strategy could improving students' reading comprehension in literal comprehension and also could improving students' reading comprehension in interpretive comprehension. In the further interpretation of the data analysis were given below:

1. Students' Literal Reading Comprehension by Using Fix up Strategy In Term of Main Idea

Students' literal reading comprehension by using Fix up Strategy have different in pre-test and post-test. In pre-test the students' achievement in reading comprehension was less understandable about main idea but after applied the use of Fix up Strategy the students more understandable about main idea, it can be seen clearly in Table 4.1

Table 4.1 Students' Literal Reading Comprehension by Using Fix up Strategy

No	Literal Reading Comprehension	The Student's Score		Improvement (%)
		Pre-Test	Post-Test	
	Main Idea	53.40	76.63	43.50%

Based on the table 4.1 above, it showes that the score of students in post-test improved after teaching reading comprehension in terms of Literal Comprehension by using Fix up Strategy. The mean score of the students in pre-test were 53.40 and post-test which to be 76.63.

The result of pre-test and post-test had improved which was 43.50%, the data showed that Fix up Strategy in reading could improve students' reading skillin terms of Literal Comprehension. The improvement of the students' literal comprehension could be described as follows chart:
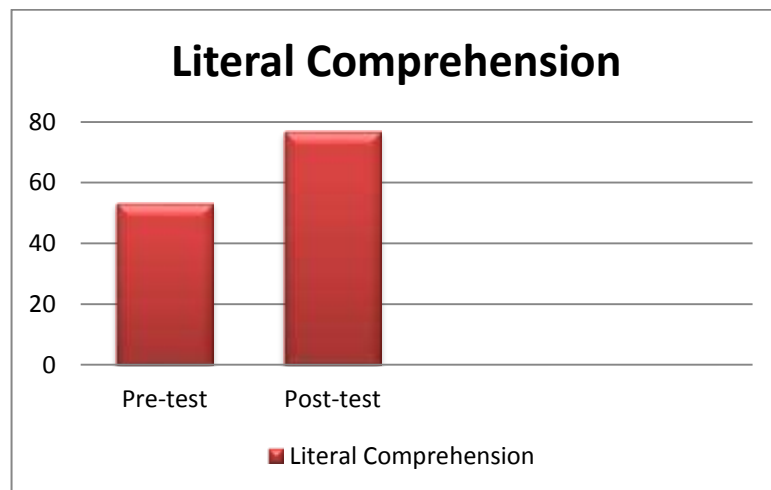
Figure 4.1: The Improving of the Students in Literal Comprehension

2. **Students' Interpretive Reading Comprehension by Using Fix up Strategy in Terms of Conclusion**

Students' interpretive reading comprehension by using Fix up Strategy have different in pre-test and post-test. In pre-test students still less understand about conclusion but after using Fix up Strategy the students more understand about conclusion, it can be seen clearly in Table 4.2

Table 4.2 Students' Interpretive Reading Comprehension by Using Fix up Strategy

No	Interpretive Reading Comprehension	The Student's Score		Improvement (%)
		Pre-Test	Post-Test	
	Conclusion	48.29	77.20	59.86%

Table 4.2 showes that the score of interpretative comprehension from of students in post-test improved after teaching reading comprehension in terms of conclusion by using Fix up Strategy. The mean score of the students in pre-test were 48.29 and post-test which to be 77.20.

The result of pre-test and post-test had improved which was 59.86%, the data showed that Fix up Strategy in reading could improve students' reading skillin terms of Interpretative Comprehension. The improvement of the students' interpretative comprehension could be described as follows chart:
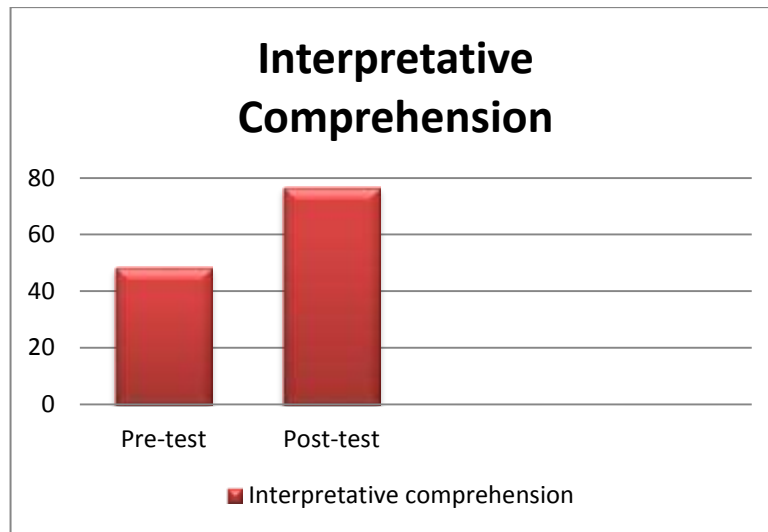
Figure 4.2: The Improving of the Students in Interpretative

Comprehension

3. **Classification of the Students' Score in Reading Skill**

Table 4.3 Rate and Frequency in Literal and Interpretative Classification

No	Classification	Score	Literal Comprehension				Interpretative Comprehension			
			Pre-test		Post-test		Pre-test		Post-test	
			F	P	F	P	F	P	F	P
1	Excellent	96 – 100	-	-	2	9.0%	-	-	2	9.0%
2	Very good	86 – 95	-	-	5	22.7%	-	-	7	31.8%
3	Good	76 – 85	-	-	-	-	-	-	-	-
4	Fairly Good	66 – 75	6	27.2%	9	40.9%	4	18.1%	7	31.8%

5	Fair	56 – 65	4	18.1%	4	18.1%	2	9.0%	4	18.1%
6	Low	36– 35	6	27.2%	2	9.0%	8	36.3%	2	9.0%
7	Very low	0 – 45	6	27.2%	-	-	8	36.3%	-	-

Based on the table 4.3 above, the classification of the students' literal score from the pre-test and post-test. In pre-test there were 6 students got fairly good score (27.2%), 4 students got fair score (18.1%), 6 students got low score (27.2%), and 6 students got very low score (27.2%). In the other hand, in the post-test there were 2 student got excellent with the score (9.0%), 5 students very good score (22.7%), 9 students got fairly good score (40.9%), 4 students got fair score (18.1%), and 2 students got low score (9.0%).

In the classification of the students' interpretative score from the pre-test and post-test. In pre-test there were 4 students got fairly good score (18.1%), 2 students got fair score (9.0%), 8 students got low score (36.3%), and 8 students got very low score (36.3%). While, in the post-test there were 2 student got excellent with the score (9.0%), 7 students very good score (31.8%), 7 students got fairly good score (31.8%), 4 students got fair score (18.1%), and 2 students got low score (9.0%).

4. **Significance Testing**

Analyzing t-test was used to find out the significant difference of the students' result of pre-test and post-test. In order to know the level of significance

5% (0.05), degree of freedom df=N-1 (df is N - 1 = 22-1 = 21) it was found that the t-table value was 2.079 the result of the calculation was shown as follows:

Table 4.4 Significance Testing

Variable	T-test	T-table	Classification
Reading Skill	12.23	2.079	Significance

The table above shows about the comparison between the students't-test and t-table to improve literal comprehension and interpretative comprehension after using Fix up Strategy. The value of the t-test was greater than t-table. The score in variable of reading skill (12.23>2.079) .

B. Discussion

In this part, the result of findings was explained clearly about students' improved in literal comprehension focused on main idea and interpretative comprehension focused on the conclusion of text. In findings, the data showes that the improved of students' in reading skill was significant after analyzing t-test and t-table value.

1. The Improving of the Students' Literal Comprehension

Reading Comprehension in Terms of Literal Comprehension was about the comprehension to know main idea of the text that had given from the researcher and also it was suitable for students' needs and wants. It was happened if we had more interested so the readers understandabled and got information from it. As Harmer (2003) state that reading for general comprehension means not

stopping for every word, not analyzing everything that the researcher included in the text.

As Vacca (1986) stated that literal comprehension which involves understanding the specific information of the text liked comprehending the main idea and stated point of view. The result of the data analysis through the reading test shows that the students' literal comprehension focused onmain idea has improved. It was indicated by the students' score in pre-test and post-test. The mean score of the students in pre-test was 53.40. In terms of Literal comprehension in pre-test, the students were lack of found the main idea. In pre test there were 6 (27.2%) out of students classified into very low score, and also 6 (27.2%) out of them classified into low score, none of them classified into fair, good, very good and excellent score. While the mean score of the students in post-test, it was 76.63.It has improved and higher then pre-test. The students can found the main idea of the text. In post test there were 2 (9.0%) out of students classified into low score, 4 (18.1%) out of them classified into fairly good score, 2 (9.0%) out of them classified into excellent score, none of them classified into very good and good score. In the treatment at the first meeting the researcher actually found that there were most of students got problem in reading because the most of them still lack to read a text and to found the main idea of each paragraphs. The second until the last meeting, they tried to read and found the main idea in the text and also they pay at subvention to the explanation that given by the researcher to them at the end of meeting. Based on the result of the t-test, the researcher found that there were significant difference between the result of the pre-test and post-test. It

means that there was significant difference of the pre-test before and after teaching and learning processed by using Fix up Strategy. Thus, by using Fix up Strategy could be improved students' reading skill especially in Literal comprehension.

2. The Improvingof the Students' Interpretative Comprehension

In addition, interpretative comprehension in reading, It was one of important aspect in reading comprehension because a good reading should be know conclusion of the text. The result of the data analysis through the reading test shows that the students' interpretative comprehension in term of the conclusion of text has increased. It was indicated by the students' score in pre-test and post-test. The mean score of the students in pre-test was 48.29. The students were lack to made conclusion of the text. In pre test there were 8 (36.3%) out of students classified into very low score, and also 8 (36.3%) out of them classified into low score, none of them classified into fair, good, very good and excellent score. While the mean score of the students in post-test, it was 77.20. It has increased and higher then pre-test. After the implementation of treatment in six meetings, students had been accustomed to read the material faster while looking for the important information. In Fix up Strategy, students was asked for writing the conclusion of the text. In post testthere were 2 (9.0%) out of students classified into low score, 4 (18.1%) out of them classified into fair score, out of them classified into fairly good score, 2 (9.0%) out of them classified into excellent score. Researcher could concluded that using Fix up Strategy was one of good Strategy that could improve the students' reading skill in reading of the

Eleventh Gradestudents' of SMA MUHAMMADIYAH 9 MAKASSAR in academic year 2016/ 2017 could improved in Literal comprehension and Interpretative Comprehension

3. The Significant Difference of T-test and T-table

Through the result of pre-test and post-test, the result of t-test value ofthe level of the significant 5 % = 0.05, degree of the freedom (df) = 21indicated that t-table value was 2.079 and t-test value was 12.23. Therefore, it can be concluded that statistically hypothesis of H$_I$ was accepted and the statistically hypothesis of H$_O$ was rejected. It means that the using of Fix up Strategy in teaching reading skill can improve the students' skill of reading. Fix up Strategywas interesting and beneficial for the students who studied English as foreign language because can improve the students' reading skills. It's caused by the involvement of the students' during the process. It also made English became joyful subject to be learnt. From the discussion above, it could be concluded that the Eleventh Grade Students of SMA Muhammadiyah 9 Makassar in academic year 2017/2018 have good skills in reading after being taught through Fix up Strategy especially in comprehending a text.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After conducted the experimental research about the use of Fix up Strategy in teaching reading comprehension and based on the writer findings in the previous chapter, the writer concluded that:

1. The use of Fix up Strategy was effective in improving the students' literal reading comprehension in main idea, it was proved by the mean score of literal comprehension before and after giving treatment was 69 becomes 77.2 improve 11.8% with the t-test value main idea comprehension was greater than t-table (8.2> 2.08).

2. The use of Fix up Strategy was effective in improving the students' interpretative reading comprehension in conclusion, it was proved by the mean score interpretive comprehension before and after giving treatment was 67.3 becomes 75 improve 11.4% with the t-test value interpretive comprehension was greater than t-table (7.6> 2.08). The result of calculating t-test of the indicators in the student's t-test reading comprehension (literal and interpretive comprehension) was greater than t-table (15.8> 2.08). It means that there was significance difference between before and after giving the treatment.

B. Suggestion

Based on the conclusion above, the writer presents some suggestions as follows:

1. Teacher

   It was suggested that the teacher especially for the English Teacher at the eleventh grade students of SMA Muhammadiyah 9 Makassar, they can use a Fix up Strategy as one alternative among other teaching that can be used in teaching reading comprehension.

2. Students

   a. The students should be active in studying English, especially in reading comprehension about literal and interpretative comprehension because it was very important to improve the English in reading skill.

   b. The students should be understanding how to found the main idea and conclusion in the text because it was very important aspect in teaching reading skill.

3. Next researcher

   It was suggested that the next researcher who used this strategy. It was suitable to be applied in experimental research. There were still many things that have to be observed by the next researcher related to the English subject, especially in reading skill.

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APPENDIX A

A.1. INSTRUMENTS OF PRETEST

A.2. INSTRUMENT OF POST TEST

A.3. TEACHING MATERIALS

A.4. RENCANA PELAKSANAAN PEMELAJARAN (RPP)

A.5. DOCUMENTATIONS

A.1. INSTRUMENT OF PRETEST

INSTRUMENT (PRE-TEST)

Name :............

Class :..............

Cinderella

Once upon a time there was a girl name Cindrella. She lived with her bad step-mother and two step-sisters. She had to do all the household chores.

One day the king invited all the ladies in the kingdom to go to a ball *(pestadansa)* in the palace. He wanted to find the Crown Prince a wife.

The step sisters went to the ball that night with their mother. Cindrella was left alone. She cried because she actually wanted to go to the ball, too.

Just then a fairy godmother came. With her magic wand, she gave Cindrella a coach *(kereta)*, two horses and footmen. She also gave Cindrella a lovely dress to wear the ball and a pair of glass slippers. She told Cindrella to come home before midnight.

At the ball, Cindrella danced all night with the Prince. The Prince fell in love with her. At midnight, Cindrella ran home. Unfortunately, one of her slippers slipped off at the door. She did not have time to put it back on. The Prince was sad as he could not find Cindrella again that night.

The next day, the Prince and his men brought along the glass slipper. They went all over the Kingdom to search for the owner.

After searching for along time, finally, they came to Cindrella's house. The slipper fit her. The prince was very happy to find Cindrella again. They got married and lived ever after.

Answer the question below!

1. What words state the main idea of the story?

2. Outlining the first paragraph of the story!

3. What happened of each paragraph?

4. What is supporting details of each paragraph?

5. What does the author value?

6. What is theme?

7. How do you think this story will end?

8. Make the conclusion of the text above?

A.2. INSTRUMENT OF POST TEST

Name :............

Class :..............

The Magic Box

Once upon a time, there was a poor farmer who lived with his wife. One day, he dug up his field and found a big box. He took it home with him and showed it to his wife. His wife cleaned the box and kept it in their house.

One sunny morning his wife dropped an apple into it. Suddenly the box began fill up with apples. No matter how many the apples were taken out, more apples took their place, So the farmer and his wife decide to sell the apples and in short time they were able to live quite comfortably.

One day, the farmer dropped a gold coin into the box. At once, apples disappeared and the box began to fill itself with coins. Everyday, the farmer and his wife collected hundreds of gold coins from the box. Soon they became very rich.

Having heard that his son had gone rich, the farmer's grandfather visited the couple. He was not very strong and he could not go out to work anymore. So the farmer asked the old man to help him take the money out of the box. When his grandfather told his son that he was tired and wanted to have arrest, the farmer shouted at him," why are you so lazy? Why can't you work harder?"

The old man didn't say anything, and continued to work until he fell into the box and suddenly died. At once, the money disappeared and the box began to fill up with dead grandfathers.

The farmer had to pull them out and bury them. To do this, he had to spend all the money he had collected. When he had used up all the money, the box broke and the farmer was just as poor as he was before.

Answer the question below!

1. What words state the main idea of the story?

2. Outlining the first paragraph of the story!

3. What happened of each paragraph?

4. What is supporting details of each paragraph?

5. What does the author value?

6. What is theme?

7. How do you think this story will end?

8. Make the conclusion of the text above?

A.3. TEACHING MATERIALS

Pertemuan 1

Snow White

Once upon a time, there lived a little girl named "Putri Salju". She lived with her aunt and uncle because her parents were dead.

One day, she heard her uncle and aunt talking about leaving Snow White in the castle because they both wanted to go to America and they didn't have enough money to take Snow White. Snow White did not want her uncle and aunt to do this so she decided it would be best if she ran away. The next morning she ran away from home when her aunt and uncle were having breakfast. She ran away into the woods. She was very tired and hungry.

Then, she saw this little cottage. She knocked but no one answered so she went inside and fell asleep. Meanwhile, the seven dwarfs were coming home from work. They went inside. There they found Snow White sleeping. Then, Snow White woke up. She saw the dwarfs. The dwarfs said,"What is your name?" Snow White said, "My name is Snow White".

The dwarfs said, "If you wish , you may live here with us". Snow White said, "Oh,could I? Thank you". Then, Snow White told the dwarfs the whole story and Snow White and the seven dwarfs lived happily ever after.

Answer the question below!

1. What words state the main idea of the story?

2. Outlining the first paragraph of the story!

3. What happened of each paragraph?

4. What is supporting details of each paragraph?

5. What does the author value?

6. What is theme?

7. How do you think this story will end?

8. Make the conclusion of the text above?

Pertemuan 2

Lake Toba

Once upon a time, there was a man who was living in north Sumatra. He lived in a simple hut in a farming field. He did some gardening and fishing for his daily life.

One day, while the man was do fishing, he caught a big golden fish in his trap. It was the biggest catch which he ever had in his life. Surprisingly, this fish turned into a beautiful princess. He felt in love with her and proposed her to be his wife. She said; "Yes, but you have to promise not to tell anyone about the secret that I was once a fish, otherwise there will be a huge disaster". The man made the deal and they got married, lived happily and had a daughter.

Few years later, this daughter would help bringing lunch to her father out in the fields. One day, his daughter was so hungry and she ate his father's lunch. Unfortunately, he found out and got furious, and shouted; "You damned daughter of a fish". The daughter ran home and asked her mother. The mother started crying, felt sad that her husband had broken his promise.

Then she told her daughter to run up the hills because a huge disaster was about to come. When her daughter left, she prayed. Soon there was a big earthquake followed by

non-stop pouring rain. The whole area got flooded and became Toba Lake. She turned into a fish again and the man became the island of Samosir.

Answer the question below!

1. What words state the main idea of the story?

2. Outlining the first paragraph of the story!

3. What happened of each paragraph?

4. What is supporting details of each paragraph?

5. What does the author value?

6. What is theme?

7. How do you think this story will end?

8. Make the conclusion of the text above?

Pertemuan 3

The Lion King

In the Pride Lands of Africa, a lion ruled over the animals as a king. The birth of King Mufasa and Queen Sarabi's son Simba created envy and resentment in Mufasa's younger brother, Scar, who knew his nephew now replaced him as heir to the throne. After Simba had grown into a young cub, Mufasa gave him a tour of the Pride Lands, teaching him the responsibilities of being a king and the Circle of Life. Later that day, Scar tricked Simba and his best friend Nala into exploring a forbidden elephant graveyard, despite the protests of Mufasa's hornbill majordomo Zazu. At the graveyard, three spotted hyenas named Shenzi, Banzai, and Ed attack the cubs before Mufasa, alerted by Zazu, saved them and forgave Simba for his actions. That night, the hyenas, who were allied with Scar, plot with him to kill Mufasa and Simba.

The next day Scar lured Simba to a gorge and told him to wait there while he got Mufasa. On Scar's orders, the hyenas stampeded a large herd of wildebeest into the gorge. Mufasa saved Simba, but as Mufasa tried to climb up the gorge's walls, Scar threw him back into the stampede, where he was trampled to death. After Simba found Mufasa's body, Scar convinced him he was responsible for his father's death and advised Simba to flee the kingdom. As Simba left, Scar ordered Shenzi, Banzai, and Ed to kill the cub, but Simba escaped. That night, Scar announced to the pride that both Mufasa and Simba were killed in the stampede and stepped forward as the new king, allowing a pack of hyenas to live in the Pride Lands.

After running far away, Simba collapsed from exhaustion in a desert. Timon and Pumbaa, a meerkat and a warthog, found him and nursed him back to health. Simba subsequently grew up with them in the jungle, living a carefree life with his friends under the motto "HakunaMatata" ("no worries" in Swahili). When he was a young adult, Simba saved Timon and Pumbaa from a hungry lioness, who turned out to be Nala. She and Simba reconciled and fell in love. Nala urged Simba to return home, telling him the Pride Lands had become a wasteland with not enough food and water. Feeling guilty over his father's death, Simba refused and stormed off, leaving Nala disappointed and angry. As Simba exited the jungle, he encountered Mufasa's mandrill friend and advisor, Rafiki. Rafiki told Simba that Mufasa was "alive" and took him to a pond. There Simba was visited by the ghost of Mufasa in the sky, who told him he took his rightful place as the king of the Pride Lands. Simba realized he could no longer run from his past and went home. Nala, Timon, and Pumbaa joined him and agreed to help him fought.

At the Pride Lands, Simba saw Scar hit Sarabi and confronted him, but Scar taunted Simba over his "part" in Mufasa's death. However, when Scar pushed Simba to the edge of Pride Rock, he revealed that he killed Mufasa. Enraged, Simba roared back up

and forced Scar to reveal the truth to the pride. Timon, Pumbaa, Rafiki, Zazu, and the lionesses fended off the hyenas while Scar, attempting to escape, was cornered by Simba at the top of Pride Rock. Scar begged Simba for mercy, insisting that he was family and placing the blame on the hyenas. Simba no longer believed Scar, but spared his life on the grounds of forever leaving the Pride Lands. Scar appeared to comply, but then attacked his nephew. After a fierce fighting, Simba threw his uncle off Pride Rock. Scar survived the fall but was attacked and eaten alive by the hyenas, who overheard his attempted to betray them.

With Scar and the hyenas gone, Simba ascended to the top of Pride Rock and took over the kingdom as the rain fell again. Some time later, with Pride Rock restored to its former glory, Simba looked down happily at his kingdom with Nala, Timon, and Pumbaa by his side; RafikipresentedSimba and Nala's newborn cub to the inhabitants of the Pride Lands, and the Circle of Life continued.

Answer the question below!

1. What words state the main idea of the story?

2. Outlining the first paragraph of the story!

3. What happened of each paragraph?

4. What is supporting details of each paragraph?

5. What does the author value?

6. What is theme?

7. How do you think this story will end?

8. Make the conclusion of the text above?

Pertemuan 4

Pinocchio

Once upon a time, Gepetto, an old woodsman, living in the great Italian pine forest, was lonely. He always dreamed about having a son.

Each day, he went cutting woods for the town's people. One day, an idea illuminated his mind, the idea of crafting a puppet, which he will call it Pinocchio. He crafted that puppet and during the night, the puppet becomes alive!

One year of happiness and thriller passed, on a Sunday morning, Gepetto told Pinocchio:''It's my birthday soon, my little son! I hope you didn't forget it!''

''Euh, sure, I didn't!''

Pinocchio felt awkward. He didn't thought about that. Gepetto's birthday was coming in only three days, and he hadn't even a present.After a long night of reflecting, Pinocchio finally decided to offer a homemade chocolate cake to him as a present.

When the sun rose, Pinocchio was already ready to go outside find the ingredients. The main problem was he didn't even known the in and the recipe.

So after school, he decided to go ask someone for the ingredients to bake a cake. During his walk, Pinocchio, the wooden puppet, met the town's sorcerer.

''Hey, little boy, do you need some help for your chocolate cake?''

''Hum…You can help me?'', asked Pinocchio.

''Sure, I can. Follow me!''

After walking few minutes so, Pinocchio saw a big, big, big candy house. They entered together and Pinocchio got caught by a big cage.

''Mouahahaha!!! I finally caught you! You'll be mine, you're gonna work for me!'', said the evil sorcerer.

Pinocchio was so scared. When the guards came and took him out of the cage, he immediately ran away very fast and he succeeded to escape.

At the same time, the evil sorcerer, calling all his troops with him, ran after him and he took out his magic wand. The evil devil changed the little wooden puppet into a chocolate cake!When he came back home, he told the entire story to his father and they went to find the god fairy.After a long trip, they finally find the god fairy and they got the magical potion for Pinocchio.

Answer the question below!

1. What words state the main idea of the story?

2. Outlining the first paragraph of the story!

3. What happened of each paragraph?

4. What is supporting details of each paragraph?

5. What does the author value?

6. What is theme?

7. How do you think this story will end?

8. Make the conclusion of the text above?

A.4. RENCANA PELAKSANAAN PEMELAJARAN (RPP)

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Nama Sekolah: SMA MUHAMMADIYAH 9 MAKASSAR

Mata Pelajaran: Bahasa Inggris

Kelas/ Semester: XI/1

Alokasi Waktu: 2x 45   menit (1x pertemuan)

Topik Pembelajaran: Narrative Text

Ketrampilan: Reading

A. StandarKompetensi

5.Memahami makna teks fungsional pendek dan esei sederhana berbentuk *report, narrative* dan *analytical exposition* dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan.

B. KompetensiDasar

5.2Merespon makna dan langkah retorika dalam esei yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari.

C. Indikator

- Mengidentifikasi makna kata dalam teks yang dibaca.
- Mengidentifikasi komplikasi dalam sebuah cerita narasi
- Mengidentifikasi kejadian dalam teks yang dibaca
- Mengidentifikasi ciri-ciri dari benda/orang yang dilaporkan
- Mengidentifikasi kasus yang dibahas dalam teks
- Mengidentifikasi argument yang diberikan
- Mengidentifikasi langkah-langkah retorika dari teks

- Mengidentifikasitujuankomunikasiteksdibaca

D. TujuanPembelajaran

- Siswamampumengidentifikasi makna kata dalam teks yang dibaca.
- Siswamampumengidentifikasi komplikasi dalam sebuah cerita narasi
- Siswamampumengidentifikasi kejadian dalam teks yang dibaca
- Siswamampumengidentifikasi ciri-ciri dari benda/orang yang dibacakan

E. MateriPembelajaran

1. Defenition of Narrative text

A narrative text is a text which contains a story either written or unwritten, and there is a series of connected events.

2. The social function of the Narrative text :

To entertain or amuse the reader or listener.

3. Generic structure of narrative text:

- **Orientation**: It is about the opening paragraph where the characters of the story are introduced
- **Complication**: Where the problems in the story developed.
- **Resolution**: Where the problems in the story is solved.

4. The language features of Narrative text

a. Time words : Once upon the time, one day, long ago, etc.

b. Action verbs : run, walk, fight, talk, etc.

c. Descriptive words : beautiful, hate, sly, just, arrogant, boast, etc.

5. Grammar used in Narrative Text

Using tenses "Past", both simple, past perfect, past continuous, past perfect continuous, past or future could be continuous.

F. Strategi Pembelajaran

Strategi: Fix-up Strategy

G. Langkah-LangkahKegiatan

- KegiatanAwal : (5 menit)
  - ✓ Mengucapkan salam dengan ramah ketika masuk ruang kelas
  - ✓ Mengecek kehadiran siswa
  - ✓ Memotivasisiswa

- KegiatanInti :

Eksplorasi (15 menit)
  - ✓ Guru membacakan cerita yang berjudul "Snow White"
  - ✓ Guru meminta siswa menjawab pertanyaan tuntunan secara aktif
  - ✓ Siswa diperkenalkan kata-kata kunci yang terdapat pada cerita yang dibacakan
  - ✓ Siswa diminta menirukan ucapan kata-kata kunci bersama-sama

Elaborasi (15 menit)
  - ✓ Siswa mendengarkan teks monolog narrative
  - ✓ Siswa mengerjakan student worksheet
  - ✓ Siswa dibimbing guru bersama-sama mendiskusikan jawaban mereka.

Konfirmasi (10 menit)
  - ✓ Siswa dan guru mendiskusikan tentang gambaran umum dalam teks narrative
  - ✓ Siswa dan guru mendiskusikan tentang fungsi sosial dalam teks narrative
  - ✓ Siswa dan guru mendiskusikan langkah retorika dalam teks narrative

Kegiatanpenutup (10 menit)
  - ✓ Guru menanyakan kesulitan pada siswa
  - ✓ Guru dan siswa membuat simpulan pelajaran
  - ✓ Siswa mendapatkan umpan balik terhadap proses dan hasil pembelajaran
  - ✓ Siswa diminta mempelajari rencana materi pembelajaran pada pertemuan berikutnya
  - ✓ Guru berpamitan pada siswa

H. Sumberbelajar :

Internet

Indikator Penilaian

Teknik   : Tes

BentuK : Essay

Instrumen   :

Snow White

Once upon a time, there lived a little girl named "Putri Salju". She lived with her aunt and uncle because her parents were dead.

One day, she heard her uncle and aunt talking about leaving Snow White in the castle because they both wanted to go to America and they didn't have enough money to take Snow White. Snow White did not want her uncle and aunt to do this so she decided it would be best if she ran away. The next morning she ran away from home when her aunt and uncle were having breakfast. She ran away into the woods. She was very tired and hungry.

Then, she saw this little cottage. She knocked but no one answered so she went inside and fell asleep. Meanwhile, the seven dwarfs were coming home from work. They went inside. There they found Snow White sleeping. Then, Snow White woke up. She saw the dwarfs. The dwarfs said,"What is your name?" Snow White said, "My name is Snow White".

The dwarfs said, "If you wish , you may live here with us". Snow White said, "Oh,could I? Thank you". Then, Snow White told the dwarfs the whole story and Snow White and the seven dwarfs lived happily ever after.

Answer the question below!

1. What words state the main idea of the story?

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4. What is supporting details of each paragraph?

5. What does the author value?

6. What is theme?

7. How do you think this story will end?

8. Make the conclusion of the text above?

Rubrik penilaian

Rubric for main idea

No	Criteria	Score
1	The answer includes a clear generalization that state or implies the main idea.	4
2	The answer states or implies the main idea	3
3	Indicator innacurate or incomplete understanding of main idea.	2
4	The answer include minimal or no understanding of main idea.	1

Rubric for Conclusion

No	Criteria	Score
1	Conclusion reflects resource readings in development of idea it is excellent.	4
2	Conclusion reflects resource readings in development of idea it good.	3
3	reflects resource readings in development of idea it is poor	2
4	Conclusion do not reflect any reading of resources in development idea.	1

$$Scoring = \frac{Total\ Correct\ Answer}{Maximum\ Score} = x\ 100$$

Nama Sekolah: SMA MUHAMMADIYAH 9 MAKASSAR

Mata Pelajaran: Bahasa Inggris

Kelas/ Semester: XI/1

Alokasi Waktu: 2x 45   menit (1x pertemuan)

Topik Pembelajaran: Narrative Text

Ketrampilan: Reading

A. StandarKompetensi

5.Memahami makna teks fungsional pendek dan esei sederhana berbentuk *report, narrative* dan *analytical exposition* dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan.

B. KompetensiDasar

5.2Merespon makna dan langkah retorika dalam esei yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari.

C. Indikator

- Mengidentifikasi makna kata dalam teks yang dibaca.
- Mengidentifikasi komplikasi dalam sebuah cerita narasi
- Mengidentifikasi kejadian dalam teks yang dibaca
- Mengidentifikasi ciri-ciri dari benda/orang yang dilaporkan
- Mengidentifikasi kasus yang dibahas dalam teks
- Mengidentifikasi argument yang diberikan

- Mengidentifikasi langkah-langkah retorika dari teks
- Mengidentifikasitujuankomunikasiteksdibaca

D. TujuanPembelajaran

- Siswamampumengidentifikasi makna kata dalam teks yang dibaca.
- Siswamampumengidentifikasi komplikasi dalam sebuah cerita narasi
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E. MateriPembelajaran

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    Using tenses "Past", both simple, past perfect, past continuous, past perfect continuous, past or future could be continuous.

F. Strategi Pembelajaran

Strategi: Fix-up Strategy

G. Langkah-LangkahKegiatan

- KegiatanAwal : (5 menit)
  - ✓ Mengucapkan salam dengan ramah ketika masuk ruang kelas
  - ✓ Mengecek kehadiran siswa
  - ✓ Memotivasisiswa
- KegiatanInti :

Eksplorasi (15 menit)

- ✓ Peserta didik mendengarkan guru menjelaskan tentang teks narrative
- ✓ Peserta didik mendengarkan guru membacakan teks tersebut dengan intonasi dan tekanan kata yang baik dan benar.
- ✓ Peserta didik mampu bertanya jawab dengan guru tentang cara menemukan ide pokok dan membuat kesimpulan dari teks narrative

Elaborasi (15 menit)

- ✓ Guru memberi penguatan secara singkat tentang teks naratif yang akan di bahas.
- ✓ Pesertadidik mampu menemukan ide pokok pada setiap paragraph pada teks bacaan.
- ✓ Pesertadidik mampu membuat kesimpulan dari teks bacaan naratif yang di baca
- ✓ Guru membimbing peserta didik sesuai dengan permasalahannya

Konfirmasi (10 menit)

- ✓ Memberikan penguatan dengan memberikan koreksi terhadap ide pokok dan membuat kesimpulan pada teks bacaan
- ✓ Siswa membacakan hasil analisisnya di depan kelas.

Kegiatanpenutup (10 menit)

- ✓ Guru menanyakan kesulitan pada siswa
- ✓ Guru dan siswa membuat simpulan pelajaran

✓ Siswa mendapatkan umpan balik terhadap proses dan hasil pembelajaran
✓ Siswa diminta mempelajari rencana materi pembelajaran pada pertemuan berikutnya
✓ Guru berpamitan pada siswa

H. Sumberbelajar :

Internet

I. Evaluasi / Penilaian

Indikator Penilaian

Teknik   : Tes

BentuK : Essay

Instrumen   :

Lake Toba

Once upon a time, there was a man who was living in north Sumatra. He lived in a simple hut in a farming field. He did some gardening and fishing for his daily life.

One day, while the man was do fishing, he caught a big golden fish in his trap. It was the biggest catch which he ever had in his life. Surprisingly, this fish turned into a beautiful princess. He felt in love with her and proposed her to be his wife. She said; "Yes, but you have to promise not to tell anyone about the secret that I was once a fish, otherwise there will be a huge disaster". The man made the deal and they got married, lived happily and had a daughter.

Few years later, this daughter would help bringing lunch to her father out in the fields. One day, his daughter was so hungry and she ate his father's lunch. Unfortunately, he found out and got furious, and shouted; "You damned daughter of a fish". The daughter ran home and asked her mother. The mother started crying, felt sad that her husband had broken his promise.

Then she told her daughter to run up the hills because a huge disaster was about to come. When her daughter left, she prayed. Soon there was a big earthquake followed by

non-stop pouring rain. The whole area got flooded and became Toba Lake. She turned into a fish again and the man became the island of Samosir

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Makassar, 30 Oktober 2017

Mengetahui,

Guru   **Mahasiswa**

Nunun Ulfah A, S.Pd.,M.Pd   **Firmayanti. A**
NIP. 1031810   **NIM. 10535543413**

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Nama Sekolah: SMA MUHAMMADIYAH 9 MAKASSAR

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Kelas/ Semester: XI/1

Alokasi Waktu: 2x 45   menit (1x pertemuan)

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Ketrampilan: Reading

A. StandarKompetensi

5.Memahami makna teks fungsional pendek dan esei sederhana berbentuk *report, narrative* dan *analytical exposition* dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan.

B. KompetensiDasar

5.2Merespon makna dan langkah retorika dalam esei yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari.

C. Indikator

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- Mengidentifikasitujuankomunikasiteksdibaca

D. TujuanPembelajaran

- Siswamampumengidentifikasi makna kata dalam teks yang dibaca.
- Siswamampumengidentifikasi komplikasi dalam sebuah cerita narasi
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Strategi: Fix-up Strategy

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  - ✓ Mengucapkan salam dengan ramah ketika masuk ruang kelas
  - ✓ Mengecek kehadiran siswa
  - ✓ Memotivasisiswa
- KegiatanInti :

Eksplorasi (15 menit)
- ✓ Peserta didik mengamati teks bacaan yang diberikan dan menyimak cerita tentang teks naratif
- ✓ Peserta didik memahami petujuk yang diberikan oleh guru
- ✓ Peserta didik memahami makna dari pertanyaan yang diberikan
- ✓ Peserta didik mampu bertanya jawab degan guru tetang ide pokok dan kesimpulan dari teks naratif.

Elaborasi (15 menit)
- ✓ Pesertadidikterampilmenjawabpertanyaan
- ✓ Peserta didik mampu menemukan ide pokok dan membuat kesimpulan berdasarkan bacaan teks naratif.
- ✓ Guru membimbing sesuai dengan permasalahannya

Konfirmasi (10 menit)
- ✓ Memberikan penguatan dengan memberikan koreksi terhadap struktur teks naratif
- ✓ Memberikan penguatan dengan memberikan koreksi terhadap ide pokok dan membuat kesimpulan pada teks bacaan
- ✓ Siswa membacakan hasil analisisnya di depan kelas.

Kegiatanpenutup (10 menit)
- ✓ Guru menanyakan kesulitan pada siswa
- ✓ Guru dan siswa membuat simpulan pelajaran
- ✓ Siswa mendapatkan umpan balik terhadap proses dan hasil pembelajaran
- ✓ Siswa diminta mempelajari rencana materi pembelajaran pada pertemuan berikutnya
- ✓ Guru berpamitan pada siswa

H. Sumberbelajar :

Internet

I. Evaluasi / Penilaian

Indikator Penilaian
Teknik   : Tes
BentuK : Essay
Instrumen   :

The Lion King

In the Pride Lands of Africa, a lion ruled over the animals as a king. The birth of King Mufasa and Queen Sarabi's son Simba created envy and resentment in Mufasa's younger brother, Scar, who knew his nephew now replaced him as heir to the throne. After Simba had grown into a young cub, Mufasa gave him a tour of the Pride Lands, teaching him the responsibilities of being a king and the Circle of Life. Later that day, Scar tricked Simba and his best friend Nala into exploring a forbidden elephant graveyard, despite the protests of Mufasa's hornbill majordomo Zazu. At the graveyard, three spotted hyenas named Shenzi, Banzai, and Ed attack the cubs before Mufasa, alerted by Zazu, saved them and forgave Simba for his actions. That night, the hyenas, who were allied with Scar, plot with him to kill Mufasa and Simba.

The next day Scar lured Simba to a gorge and told him to wait there while he got Mufasa. On Scar's orders, the hyenas stampeded a large herd of wildebeest into the gorge. Mufasa saved Simba, but as Mufasa tried to climb up the gorge's walls, Scar threw him back into the stampede, where he was trampled to death. After Simba found Mufasa's body, Scar convinced him he was responsible for his father's death and advised Simba to flee the kingdom. As Simba left, Scar ordered Shenzi, Banzai, and Ed to kill the cub, but Simbaescaped. That night, Scar announced to the pride that both Mufasa and Simba were killed in the stampede and stepped forward as the new king, allowing a pack of hyenas to live in the Pride Lands.

After running far away, Simba collapsed from exhaustion in a desert. Timon and Pumbaa, a meerkat and a warthog, found him and nursed him back to health. Simba subsequently grew up with them in the jungle, living a carefree life with his friends under the motto "HakunaMatata" ("no worries" in Swahili). When he was a young adult, Simba

saved Timon and Pumbaa from a hungry lioness, who turned out to be Nala. She and Simba reconciled and fell in love. Nala urged Simba to return home, telling him the Pride Lands had become a wasteland with not enough food and water. Feeling guilty over his father's death, Simba refused and stormed off, leaving Nala disappointed and angry. As Simba exited the jungle, he encountered Mufasa's mandrill friend and advisor, Rafiki. Rafiki told Simba that Mufasa was "alive" and took him to a pond. There Simba was visited by the ghost of Mufasa in the sky, who told him he took his rightful place as the king of the Pride Lands. Simba realized he could no longer run from his past and went home. Nala, Timon, and Pumbaa joined him and agreed to help him fought.

At the Pride Lands, Simba saw Scar hit Sarabi and confronted him, but Scar taunted Simba over his "part" in Mufasa's death. However, when Scar pushed Simba to the edge of Pride Rock, he revealed that he killed Mufasa. Enraged, Simba roared back up and forced Scar to reveal the truth to the pride. Timon, Pumbaa, Rafiki, Zazu, and the lionesses fended off the hyenas while Scar, attempting to escape, was cornered by Simba at the top of Pride Rock. Scar begged Simba for mercy, insisting that he was family and placing the blame on the hyenas. Simba no longer believed Scar, but spared his life on the grounds of forever leaving the Pride Lands. Scar appeared to comply, but then attacked his nephew. After a fierce fighting, Simba threw his uncle off Pride Rock. Scar survived the fall but was attacked and eaten alive by the hyenas, who overheard his attempted to betray them.

With Scar and the hyenas gone, Simba ascended to the top of Pride Rock and took over the kingdom as the rain fell again. Some time later, with Pride Rock restored to its former glory, Simba looked down happily at his kingdom with Nala, Timon, and Pumbaa by his side; Rafiki presented Simba and Nala's newborn cub to the inhabitants of the Pride Lands, and the Circle of Life continued.

Answer the question below!

1. What words state the main idea of the story?

2. Outlining the first paragraph of the story!

3. What happened of each paragraph?

4. What is supporting details of each paragraph?

5. What does the author value?

6. What is theme?

7. How do you think this story will end?

8. Make the conclusion of the text above?

Rubrik penilaian

Rubric for main idea

No	Criteria	Score
1	The answer includes a clear generalization that state or implies the main idea.	4
2	The answer states or implies the main idea	3
3	Indicator innacurate or incomplete understanding of main idea.	2
4	The answer include minimal or no understanding of main idea.	1

Rubric for Conclusion

No	Criteria	Score
1	Conclusion reflects resource readings in development of idea it is excellent.	4
2	Conclusion reflects resource readings in development of idea it good.	3
3	reflects resource readings in development of idea it is poor	2
4	Conclusion do not reflect any reading of resources in development idea.	1

$$Scoring = \frac{Total\ Correct\ Answer}{Maximum\ Score} = x\ 100$$

Nama Sekolah: SMA MUHAMMADIYAH 9 MAKASSAR

Mata Pelajaran: Bahasa Inggris

Kelas/ Semester: XI/1

Alokasi Waktu: 2x 45   menit (1x pertemuan)

Topik Pembelajaran: Narrative Text

Ketrampilan: Reading

J.   StandarKompetensi

5.Memahami makna teks fungsional pendek dan esei sederhana berbentuk *report, narrative* dan *analytical exposition* dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan.

K. KompetensiDasar

5.2Merespon makna dan langkah retorika dalam esei yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari.

L. Indikator

- Mengidentifikasi makna kata dalam teks yang dibaca.
- Mengidentifikasi komplikasi dalam sebuah cerita narasi
- Mengidentifikasi kejadian dalam teks yang dibaca
- Mengidentifikasi ciri-ciri dari benda/orang yang dilaporkan
- Mengidentifikasi kasus yang dibahas dalam teks
- Mengidentifikasi argument yang diberikan
- Mengidentifikasi langkah-langkah retorika dari teks

- Mengidentifikasitujuankomunikasiteksdibaca

M. TujuanPembelajaran

- Siswamampumengidentifikasi makna kata dalam teks yang dibaca.
- Siswamampumengidentifikasi komplikasi dalam sebuah cerita narasi
- Siswamampumengidentifikasi kejadian dalam teks yang dibaca
- Siswamampumengidentifikasi ciri-ciri dari benda/orang yang dibacakan

N. MateriPembelajaran

9. Defenition of Narrative text

A narrative text is a text which contains a story either written or unwritten, and there is a series of connected events.

10. The social function of the Narrative text :

To entertain or amuse the reader or listener.

11. Generic structure of narrative text:

- **Orientation**: It is about the opening paragraph where the characters of the story are introduced
- **Complication**: Where the problems in the story developed.
- **Resolution**: Where the problems in the story is solved.

12. The language features of Narrative text

a. Time words : Once upon the time, one day, long ago, etc.

b. Action verbs : run, walk, fight, talk, etc.

c. Descriptive words : beautiful, hate, sly, just, arrogant, boast, etc.

5. Grammar used in Narrative Text

Using tenses "Past", both simple, past perfect, past continuous, past perfect continuous, past or future could be continuous.

O. Strategi Pembelajaran

Strategi: Fix-up Strategy

P. Langkah-Langkah Kegiatan

- KegiatanAwal : (5 menit)
  - ✓ Mengucapkan salam dengan ramah ketika masuk ruang kelas
  - ✓ Mengecek kehadiran siswa
  - ✓ Memotivasisiswa
- KegiatanInti :

Eksplorasi (15 menit)

- ✓ Peserta didik mengamati teks bacaan yang diberikan dan menyimak cerita tentang teks naratif
- ✓ Peserta didik mendengarkan guru menjelaskan tentang Fix-up Strategy yang akan di gunakan pada saat menjawab teks bacaan
- ✓ Peserta didik mendengarkan guru menjelaskan tentang bagian dari Fix-up Strategy yang bisa digunakan dalam menjawab pertanyaan bacaan.
- ✓ Peserta didik bertanya jawab mengenai ide pokok dan kesimpulan dari teks naratif.

Elaborasi (15 menit)

- ✓ Pesertadidikmampumenjawabpertanyaan dengan cara Fix-up Stategy berdasarkanpertanyaan yang di berikanoleh guru
- ✓ Guru membimbingpesertadidiksesuaidenganpermasalahannya

Konfirmasi (10 menit)

- ✓ Memberikan penguatan dengan memberikan koreksi terhadap struktur teks naratif
- ✓ Memberikan penguatan dengan memberikan koreksi terhadap ide pokok dan membuat kesimpulan pada teks bacaan
- ✓ Siswa membacakan hasil analisisnya di depan kelas.

Kegiatanpenutup (10 menit)

- ✓ Guru menanyakan kesulitan pada siswa
- ✓ Guru dan siswa membuat simpulan pelajaran

Q. Sumberbelajar :

Internet

R. Evaluasi / Penilaian

Indikator Penilaian
Teknik   : Tes
BentuK : Essay
Instrumen   :

Pinocchio

Once upon a time, Gepetto, an old woodsman, living in the great Italian pine forest, was lonely. He always dreamed about having a son.

Each day, he went cutting woods for the town's people. One day, an idea illuminated his mind, the idea of crafting a puppet, which he will call it Pinocchio. He crafted that puppet and during the night, the puppet becomes alive!

One year of happiness and thriller passed, on a Sunday morning, Gepetto told Pinocchio:''It's my birthday soon, my little son! I hope you didn't forget it!''
''Euh, sure, I didn't!''

Pinocchio felt awkward. He didn't thought about that. Gepetto's birthday was coming in only three days, and he hadn't even a present.After a long night of reflecting, Pinocchio finally decided to offer a homemade chocolate cake to him as a present.

When the sun rose, Pinocchio was already ready to go outside find the ingredients. The main problem was he didn't even known the in and the recipe.

So after school, he decided to go ask someone for the ingredients to bake a cake. During his walk, Pinocchio, the wooden puppet, met the town's sorcerer.

''Hey, little boy, do you need some help for your chocolate cake?''

''Hum…You can help me?'', asked Pinocchio.

''Sure, I can. Follow me!''

After walking few minutes so, Pinocchio saw a big, big, big candy house. They entered together and Pinocchio got caught by a big cage.

''Mouahahaha!!! I finally caught you! You'll be mine, you're gonna work for me!'', said the evil sorcerer.

Pinocchio was so scared. When the guards came and took him out of the cage, he immediately ran away very fast and he succeeded to escape.

At the same time, the evil sorcerer, calling all his troops with him, ran after him and he took out his magic wand. The evil devil changed the little wooden puppet into a chocolate cake!When he came back home, he told the entire story to his father and they went to find the god fairy.After a long trip, they finally find the god fairy and they got the magical potion for Pinocchio.

Answer the question below!

1. What is the main idea of each paragraph?

2. Make the conclusion base on your words!

3. What words state the main idea of the story?

4. Outlining the first paragraph of the story!

5. What happened of each paragraph?

6. What is supporting details of each paragraph?

7. What does the author value?

8. What is theme?

9. How do you think this story will end?

10. Make the conclusion of the text above?

Rubrik penilaian

Rubric for main idea

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3	reflects resource readings in development of idea it is poor	2
4	Conclusion do not reflect any reading of resources in development idea.	1

$$\text{Scoring} = \frac{Total\ Correct\ Answer}{Maximum\ Score} = \text{x } 100$$

Makassar, 30
Oktober 2017

Mengetahui,

Guru   **Mahasiswa**

Nunun Ulfah A, S.Pd.,M.Pd   **Firmayanti. A**
NIP. 1031810   **NIM. 10535543413**

A.5. DOCUMENTATIONS

APPENDIX B

B.1.The List Name of Students

B.2. The Students' Row Scores of Pre-test

B.3. The Students' Row Scores of Post-test

B.4.The students' Scores of Pretest (X_1) and Post-test (X_2), Gain/Difference

between the Matched Pairs (D), and Square of the Gain (D^2)

B.5. Scoring Classification of the Students Pretest and Posttest

B.6. Table Frequency and Rate Percentage of the Student Pretest and

Posttest

B.7. Calculation of the Mean Score of Pre-test, Post-test, and Gain (D)

B.8. The Percentage of the Students' Improvement Reading Comprehension

B.9. Calculating Test of Significance

B.10. Table distribution of T-Value

APPENDIX B.1

THE LIST NAME OF THE STUDENTS OF CLASS XI

SMA MUHAMMADIYAH 9 MAKASSAR

No	Sample	Code
1	A. Ibrahim	S-1
2	Adi Putra	S-2
3	AkhmadRauhunRaihan	S-3
4	AliviaPutriSyaidina	S-4
5	AndiAskarMuzakkar	S-5
6	FarhanAssafie	S-6
7	Febriani	S-7
8	Jusmiani	S-8
9	M. Imran IlahiUdezah	S-9
10	M. IskandarZulkarnain	S-10
11	Muh. IlhamGaffar	S-11
12	Muh. Takbir. J	S-12
13	Nurhidayah	S-13
14	Puspa Sari	S-14
15	RahmadHidayat	S-15
16	RizkyCahyaIwani	S-16
17	Rosdianti	S-17
18	Muhammad Hafis	S-18
19	Mega Wulandariyanti	S-19
20	A. Mutmainnah	S-20
21	Dimas Apridjaya	S-21
22	Yogi Pratama	S-22

APPENDIX B.2

The Students' Row of Pre-test in Reading Comprehension

Respondents	Pre-test	
	Literal comprehension	Interpretative comprehension
S- 01	62.5	50
S- 02	50	25
S- 03	25	37.5
S- 04	75	50
S- 05	75	62.5
S- 06	37.5	25
S- 07	25	37.5
S- 08	75	50
S- 09	25	25
S- 10	62.5	37.5
S- 11	50	25
S- 12	25	50
S- 13	75	75
S- 14	62.5	50
S- 15	75	50
S- 16	75	75
S- 17	50	62.5
S- 18	50	75
S- 19	62.5	50
S- 20	50	25
S- 21	37.5	50
S- 22	50	75
Total	$\sum$ X= 1175	$\sum$ X= 1062.5
Mean Score (X)	X= 53.40	X= 48.29

APENDIX B.3

The Students' Row of Post-test

Respondents	Post-test	
	Literal comprehension	Interpretative comprehension
S- 01	87.5	75
S- 02	75	62.5
S- 03	62.5	87.5
S- 04	87.5	75
S- 05	93	100
S- 06	75	75
S- 07	50	62.5
S- 08	100	75
S- 09	75	50
S- 10	75	75
S- 11	75	50
S- 12	62.5	62.5
S- 13	87.5	87.5
S- 14	75	75
S- 15	75	62.5
S- 16	93	100
S- 17	75	87.5
S- 18	62.5	93
S- 19	75	87.5
S- 20	75	93
S- 21	50	75
S- 22	100	87.5
Total	$\sum$ X=1686	$\sum$ X= 1698.5
Mean Score (X)	X= 76.63	X= 77.20

APPENDIX B.4

The students' Scores of Pretest (X_1) and Post-test (X_2), Gain/Difference between The matched pairs (D), and Square of the Gain (D^2)

1. **Literal comprehension**

Respondents	Literal comprehension			
	Pre-test	Post-test	D (X2-X1)	D^2
S- 01	62.5	87.5	25	625
S- 02	50	75	25	625
S- 03	25	62.5	37.5	1406.25
S- 04	75	87.5	12.5	156.25
S- 05	75	93	18	324
S- 06	37.5	75	37.5	1406.25
S- 07	25	50	25	625
S- 08	75	100	25	625
S- 09	25	75	50	2500
S- 10	62.5	75	12.5	156.25
S- 11	50	75	25	625
S- 12	25	62.5	37.5	1406.25
S- 13	75	87.5	12.5	156.25
S- 14	62.5	75	12.5	156.25
S- 15	75	75	0	0
S- 16	75	93	18	324
S- 17	50	75	25	625
S- 18	50	62.5	12.5	156.25
S- 19	62.5	75	12.5	156.25
S- 20	50	75	25	625

S- 21	37.5	50	12.5	156.25
S- 22	50	100	50	2500
Total	$\sum x = 1200$	$\sum x = 1686$	$\sum d = 511$	$\sum_d 2 = 15335.5$

2. Interpretative Comprehension

Respondents	Interpretative comprehension			
	Pre-test	**Post-test**	**D (X2-X1)**	**D^2**
S- 01	50	75	25	625
S- 02	25	62.5	37.5	1406.25
S- 03	37.5	87.5	50	2500
S- 04	50	75	25	625
S- 05	62.5	100	37.5	1406.25
S- 06	25	75	50	2500
S- 07	37.5	62.5	25	625
S- 08	50	75	25	625
S- 09	25	50	25	625
S- 10	37.5	75	37.5	1406.25
S- 11	25	50	25	625
S- 12	50	62.5	12.5	156.25
S- 13	75	87.5	12.5	156.25
S- 14	50	75	25	625
S- 15	50	62.5	12.5	156.25
S- 16	75	100	25	625
S- 17	62.5	87.5	25	625
S- 18	75	93	18	324

Code				
S- 19	50	87.5	37.5	1406.25
S- 20	25	93	68	4624
S- 21	50	75	25	625
S- 22	75	87.5	12.5	156.25
Total	$\sum x = 1062.5$	$\sum x = 1698.5$	$\sum d = 636$	$\sum_d 2 = 22448$

3. **The Total Score of Students' Reading in Pre-Test(x_1), Post-Test(x_2), Gain(D), and Square of the Gain(D^2)**

Code	Reading		D	D^2
	e-test total score x_1	Post-test total score x_2	(x_2-x_1)	
S- 01	56.25	81.25	25	625
S- 02	37.5	68.75	31.25	976.56
S- 03	31.25	75	43.75	1914.06
S- 04	62.5	81.25	18.75	351.56
S- 05	68.75	96.5	27.75	770.06
S- 06	31.25	75	43.75	1914.06
S- 07	31.25	56.25	25	625
S- 08	62.5	87.5	25	625
S- 09	25	62.5	37.5	1406.25
S- 10	50	75	25	625
S- 11	37.5	62.5	25	625
S- 12	37.5	62.5	25	625
S- 13	75	87.5	12.5	156.25
S- 14	56.25	75	18.75	351.56
S- 15	62.5	68.75	6.25	39.06
S- 16	75	96.5	21.5	462.25
S- 17	56.25	81.25	25	625
S- 18	62.5	77.75	15.25	232.56
S- 19	56.25	81.25	25	625
S- 20	37.5	84	46.5	2162.25
S- 21	43.75	62.5	18.75	351.56
S- 22	62.5	93.75	31.25	976.56

N= 22	$\sum x_1=1118.75$	$\sum x_2=1692.25$	$\sum D=573.5$	$\sum D^2=17064.6$

B.5. Classification of students' Pre-test and Post-test

1. **The Classification of Students' Literal Comprehension**

Code	Literal Comprehension			
	Pre-test	Classification	Post-test	Classification
S- 01	62.5	Fair	87.5	Very Good
S- 02	50	Low	75	Fairly Good
S- 03	25	Very low	62.5	Fair
S- 04	75	Fairly Good	87.5	Very Good
S- 05	75	Fairly Good	93	Very Good
S- 06	37.5	Very low	75	Fair
S- 07	25	Very low	50	Low
S- 08	75	Fairly Good	100	Excellent
S- 09	25	Very low	75	Fairly Good
S- 10	62.5	Fair	75	Fairly Good
S- 11	50	Low	75	Fairly Good

Code				
S- 12	25	Very low	62.5	Fair
S- 13	75	Fairly Good	87.5	Very Good
S- 14	62.5	Fair	75	Fairly Good
S- 15	75	Fairly Good	75	Fairly Good
S- 16	75	Fairly Good	93	Very Good
S- 17	50	Low	75	Fairly Good
S- 18	50	Low	62.5	Fair
S- 19	62.5	Fair	75	Fairly Good
S- 20	50	Low	75	Fairly Good
S- 21	37.5	Very low	50	Low
S- 22	50	Low	100	Excellent

2. **The Classicication of Students' Interpretative**

Code	Interpretative			
	Pre-test	**Classification**	**Post-test**	**Classification**
S- 01	50	Low	75	Fairly Good
S- 02	25	Very low	62.5	Fair

S- 03	37.5	Very low	87.5	Very Good
S- 04	50	Low	75	Fairly Good
S- 05	62.5	Fair	100	Excellent
S- 06	25	Very low	75	Fairly Good
S- 07	37.5	Very low	62.5	Fair
S- 08	50	Low	75	Fairly Good
S- 09	25	Very low	50	Low
S- 10	37.5	Very low	75	Fairly Good
S- 11	25	Very low	50	Low
S- 12	50	Low	62.5	Fair
S- 13	75	Fairly Good	87.5	Very Good
S- 14	50	Low	75	Fairly Good
S- 15	50	Low	62.5	Fair
S- 16	75	Fairly Good	100	Excellent
S- 17	62.5	Fair	87.5	Very Good
S- 18	75	Fairly Good	93	Very Good
S- 19	50	Low	87.5	Very Good

Code				
S- 20	25	Very low	93	Very good
S- 21	50	Low	75	Fairly Good
S- 22	75	Fairly Good	87.5	Very Good

3. **The Classicication of Students' Reading Score**

Code	Reading			
	Pre-test	Classification	Post-test	Classification
S- 01	56.25	Fair	81.25	Good
S- 02	37.5	Very Low	68.75	Fairly Good
S- 03	31.25	Very Low	75	Fairly Good
S- 04	62.5	Very Low	81.25	Good
S- 05	68.75	Fairly Good	96.5	Excellent
S- 06	31.25	Very Low	75	Fairly Good
S- 07	31.25	Very Low	56.25	Fair
S- 08	62.5	Fair	87.5	Very Good
S- 09	25	Very Low	62.5	Fair
S- 10	50	Very Low	75	Fairly Good
S- 11	37.5	Very Low	62.5	Fair

S- 12	37.5	Very Low	62.5	Fair
S- 13	75	Fairly Good	87.5	Very Good
S- 14	56.25	Fair	75	Fairly Good
S- 15	62.5	Fair	68.75	Fairly Good
S- 16	75	Fairly Good	96.5	Excellent
S- 17	56.25	Fair	81.25	Good
S- 18	62.5	Fair	77.75	Good
S- 19	56.25	Fair	81.25	Good
S- 20	37.5	Very Low	84	Good
S- 21	43.75	Low	62.5	Fair
S- 22	62.5	Fair	93.75	Very Good

B.6. The Percentage of the Students' Improvement in Reading Comprehension

1. The percentage of the students' achievement in Literal

No.	Classification	Score	Literal Comprehension			
			Pre-test		Post-test	
			Frequency	percentage	Frequency	percentage
1	Excellent	96 – 100	-	-	2	9.0%
2	Very good	86 - 95	-	-	5	22.7%
3	Good	76 - 85	-	-	-	-

4	Fairly Good	66 – 75	6	27.2%	9	40.9%
5	Fair	56 – 65	4	18.1%	4	18.1%
6	Low	46– 55	6	27.2%	2	9.0%
7	Very low	0 - 45	6	27.2%	-	-
	Total		22	100%	22	100%

2. The percentage of the students' achievement inInterpretative Comprehension

No.	Classification	Score	Interpretative Comprehension			
			Pre-test		Post-test	
			Frequency	percentage	frequency	percentage
1	Excellent	96 – 100	-	-	2	9.0%
2	Very good	86 - 95	-	-	7	31.8%
3	Good	76 - 85	-	-	-	-
4	Fairly Good	66 – 75	4	18.1%	7	31.8%
5	Fair	56 – 65	2	9.0%	4	18.1%
6	Low	46– 55	8	36.3%	2	9.0%
7	Very low	0 - 45	8	36.3%	-	-

			Reading			
			Pre-test		Post-test	
Total			22	100%	22	100%

4. **The percentage of the students' achievement inReading**

No.	Classification	Score	Reading			
			Pre-test		Post-test	
			Frequency	percentage	frequency	percentage
1	Excellent	96 – 100	-	-	2	9.0%
2	Very good	86 - 95	-	-	3	13.6%
3	Good	76 - 85	-	-	6	27.2%
4	Fairly Good	66 – 75	3	13.6%	6	27.2%
5	Fair	56 – 65	8	36.3%	5	22.7%
6	Low	46– 55	1	4.5%	-	-
7	Very low	0 - 45	10	45.4%	-	
Total			22	100%	22	100%

APPENDIXB.7.Mean Score of the Pre-test, Post-test, and Gain (D)

1. **Data analysis of Literal Comprehension**

    a. **Score of students' pre-test in Literal Comprehension**

    $\bar{X}_1 = \frac{\sum X_1}{N}$

    $\bar{X}_1 = \frac{1200}{22}$

    $\bar{X}_1 = 54.54$ (Low)

    b. **Mean score of students' post-test in Literal Comprehension**

    $\bar{X}_2 = \frac{\sum X_2}{N}$

    $\bar{X}_2 = \frac{1686}{22}$

    $\bar{X}_2 = 76.63$ (Good)

2. **Data analysis of interpretative comprehension**

    a. **Mean score of students' pre-test in interpretative comprehension**
    $\bar{X}_1 = \frac{\sum X_1}{N}$

    $\bar{X}_1 = \frac{1062.5}{22}$

    $\bar{X}_1 = 48.29$ (Low)

    b. **Mean score of students' post-test in interpretative comprehension**

    $\bar{X}_2 = \frac{\sum X_2}{N}$

    $\bar{X}_2 = \frac{1698.5}{22}$

    $\bar{X}_2 = 77.20$ (Good)

3. **Data analysis of Pre test**

    a. **Mean score of students' pre-test in reading**
    $\bar{X}_1 = \frac{\sum X_1}{N}$

    $\bar{X}_1 = \frac{1118.75}{22}$

    $\bar{X}_1 = 50.85$

    b. **Mean score of students' post-test in reading**

$$\bar{X}_2 = \frac{\sum X_2}{N}$$

$$\bar{X}_2 = \frac{1692.25}{22}$$

$\bar{X}_2 = 76.92$ (Good)

4. **The Students' Mean Score of Gain (D) literal**

$$Md = \frac{\sum d}{N}$$

$$Md = \frac{511}{22}$$

$$Md = 23.22$$

5. **The Students' Mean score of Gain (D) Interpretative**

$$Md = \frac{\sum d}{N}$$

$$Md = \frac{636}{22}$$

$$Md = 28.90$$

6. **The Students' Mean score of Gain (D) Reading**

$$Md = \frac{\sum d}{N}$$

$$Md = \frac{573.5}{22}$$

$$Md = 26.06$$

APPENDIXB.8.

The Percentage of the Students' Improvement in Reading Skill

1. **The Students' Improvement in Literal Comprehension**

    Pre Test Score is 53.40

    Post Test Score is 76.63

    The improvement of students' score in literal comprehension from pre-test to post-test:

    $$P = \frac{X_2 - X_1}{X_1} \; x \; 100\%$$

    $$= \frac{1686 - 1175}{1175} \; x \; 100\%$$

    $$= \frac{511}{1175} \; x \; 100\%$$

    $$= \frac{51100}{1802}$$

    $$= 43.50$$

    The students' improvement from pre test to post test is 43.48%

2. **The Students' Improvement in Interpretative Comprehension**

    Pre Test Score is 48.29

    Post Test Score is 77.20

    The improvement of students' score in fluency from pre-test to post-test:

    $$P = \frac{X_2 - X_1}{X_1} \; x \; 100\%$$

    $$= \frac{1698.5 - 1062.5}{1062.5} \; x \; 100\%$$

    $$= \frac{636}{1062.5} \; x \; 100\%$$

    $$= \frac{63600}{1062.5}$$

= 59.86

The students' improvement from pre test to post test is 59.86%

3. **The Students' Improvement in Reading Skill**

Pre Test Score is 50.85

Post Test Score is 76.92

The improvement of students' score in speaking from pre-test to post-test:

$$P = \frac{X_2 - X_1}{X_1} \; x \; 100\%$$

$$= \frac{1692.25 - 1118.75}{1118.75} \; x \; 100\%$$

$$= \frac{573.5}{1118.75} \; x \; 100\%$$

$$= \frac{573050}{1118.75}$$

$$= 51.26$$

The students' improvement from pre test to post test is 51.26%

APPENDIX B.9. Calculating Test Significance of Reading Comprehension

a. **Test of Significance of Literal Comprehension**

$$\text{T} = \dfrac{Md}{\sqrt{\dfrac{\sum d^2 - \dfrac{\left(\sum d\right)^2}{N}}{N(N-1)}}}$$

$$= \dfrac{23.22}{\sqrt{\dfrac{15335.5 - \dfrac{(511)^2}{22}}{22(22-1)}}}$$

$$= \dfrac{23.22}{\sqrt{\dfrac{15335.5 - \dfrac{261121}{22}}{22(22-1)}}}$$

$$= \dfrac{23.22}{\sqrt{\dfrac{31875 - 11869.1}{462}}}$$

$$= \dfrac{23.22}{\sqrt{\dfrac{20005.5}{462}}}$$

$$= \dfrac{23.22}{\sqrt{43.3}}$$

b.

$$= \dfrac{23.22}{6.58}$$

$$= 3.52$$

a. Test of Significance of Interpretative

$$T = \cfrac{Md}{\sqrt{\cfrac{\sum d^2 - \cfrac{\left(\sum d\right)^2}{N}}{N(N-1)}}}$$

$$= \cfrac{28.90}{\sqrt{\cfrac{22448 - \cfrac{(636)^2}{22}}{22(22-1)}}}$$

$$= \cfrac{28.90}{\sqrt{\cfrac{22448 - \cfrac{404496}{22}}{22(22-1)}}}$$

$$= \cfrac{28.90}{\sqrt{\cfrac{.22448 - 18386.1}{462}}}$$

$$= \cfrac{28.90}{\sqrt{\cfrac{4061.5}{462}}}$$

$$= \cfrac{28.90}{\sqrt{8.79}}$$

$$= \cfrac{28.90}{2.96}$$

$$= 9.69$$

1. **Test of Significance of Reading Comprehension**

$$T = \frac{Md}{\sqrt{\dfrac{\sum d^2 - \dfrac{(\sum d)^2}{N}}{N(N-1)}}}$$

$$= \frac{26.06}{\sqrt{\dfrac{17064.6 - \dfrac{(573.5)^2}{22}}{22(22-1)}}}$$

$$= \frac{26.06}{\sqrt{\dfrac{17064.6 - \dfrac{328902.2}{22}}{22(22-1)}}}$$

$$= \frac{26.06}{\sqrt{\dfrac{17064.6 - 14950.1}{462}}}$$

$$= \frac{26.06}{\sqrt{\dfrac{2114.5}{462}}}$$

$$= \frac{26.06}{\sqrt{4.57}}$$

$$= \frac{26.06}{2.13}$$

$$= 12.23$$

B.10. Table Distribution of T-Value

TABLE DISTRIBUTION OF T-VALUE

Degree of freedom (df) = N – 1=22 – 1= 21, T- table= 2.07961

Pr	0.25	0.10	0.05	0.025	0.01	0.005	0.001
Df	0.50	0.20	0.10	0.050	0.02	0.010	0.002
1	1.0000	3.07768	6.31375	12.70620	31.82052	63.65674	318.30
2	0.8165	1.88562	2.91999	4.30265	6.96456	9.92484	22.327
3	0.7648	1.63774	2.35336	3.18245	4.54070	5.84091	10.214
4	0.7407	1.53321	2.13185	2.77645	3.74695	4.60409	7.1731
5	0.7266	1.47588	2.01505	2.57058	3.36493	4.03214	5.8934
6	0.7175	1.43976	1.94318	2.44691	3.14267	3.70743	5.2076
7	0.7111	1.41492	1.89458	2.36462	2.99795	3.49948	4.7852
8	0.7063	1.39682	1.85955	2.30600	2.89646	3.35539	4.5007
9	0.7027	1.38303	1.83311	2.26216	2.82144	3.24984	4.2968
10	0.6998	1.37218	1.81246	2.22814	2.76377	3.16927	4.1437
11	0.6974	1.36343	1.79588	2.20099	2.71808	3.10581	4.0247
12	0.6954	1.35622	1.78229	2.17881	2.68100	3.05454	3.9296
13	0.6938	1.35017	1.77093	2.16037	2.65031	3.01228	3.8519
14	0.6924	1.34503	1.76131	2.14479	2.62449	2.97684	3.7873
15	0.6912	1.34061	1.75305	2.13145	2.60248	2.94671	3.7328
16	0.6901	1.33676	1.74588	2.11991	2.58349	2.92078	3.6861
17	0.6892	1.33338	1.73961	2.10982	2.56693	2.89823	3.6457
18	0.6883	1.33039	1.73406	2.10092	2.55238	2.87844	3.6104
19	0.6876	1.32773	1.72913	2.09302	2.53948	2.86093	3.5794
20	0.6869	1.32534	1.72472	2.08596	2.52798	2.84534	3.5518
21	0.6863	1.32319	1.72074	2.07961	2.51765	2.83136	3.5271
22	0.6858	1.32124	1.71714	2.07387	2.50832	2.81876	3.5049
23	0.6853	1.31946	1.71387	2.06866	2.49987	2.80734	3.4849
24	0.6848	1.31784	1.71088	2.06390	2.49216	2.79694	3.4667
25	0.6844	1.31635	1.70814	2.05954	2.48511	2.78744	3.4501
26	0.6840	1.31497	1.70562	2.05553	2.47863	2.77871	3.4350
27	0.6836	1.31370	1.70329	2.05183	2.47266	2.77068	3.4210
28	0.6833	1.31253	1.70113	2.04841	2.46714	2.76326	3.4081
29	0.6830	1.31143	1.69913	2.04523	2.46202	2.75639	3.3962
30	0.6827	1.31042	1.69726	2.04227	2.45726	2.75000	3.3851
31	0.6824	1.30946	1.69552	2.03951	2.45282	2.74404	3.3749
32	0.6822	1.30857	1.69389	2.03693	2.44868	2.73848	3.3653
	0.6820	1.30774	1.69236	2.03452	2.44479	2.73328	3.3563
	0.6817	1.30695	1.69092	2.03224	2.44115	2.72839	3.3479
35	0.6815	1.30621	1.68957	2.03011	2.43772	2.72381	3.3400

(Subana, et al, 2005: 206)

CURRICULUM VITAE

Firmayanti. A was born on Oktober 05th, 1995 in Kalosi. She has 1 brother and 2 sisters. She lives at Jl.Sukaria 10, Makassar. She is the first child from the couple of Arianto Putra and Sarawi. She started her education, first was in elementary school at SDN 73 Sudu and she graduated in 2007.

Then, she continued at SMPN 1 Alla, she graduated in 2010. And she continued at SMAN 1 Alla and graduated in 2013. In the same time, she entered the English Department field at Muhammadiyah University of Makassar.

At the end of her study, she could finish her thesis with title **The use Fix up Strategy in Improving Students' Reading Skill** *(Pre-Experimental Research at the Eleventh Grade Students of SMA Muhammadiyah 9 Makassar).*