IMPROVING THE STUDENTS READING COMPREHENSION THROUGH BIO POEM
(A Pre-Experimental Research at the Second Grade of SMA NEGERI 8 TAKALAR in Academic Year 2017/2018)

A THESIS

Submitted To the Faculty of Teachers Training and Education Makassar Muhammasiyah University in Partial Fulfillment of the Requrement for Degree of Education in English Department

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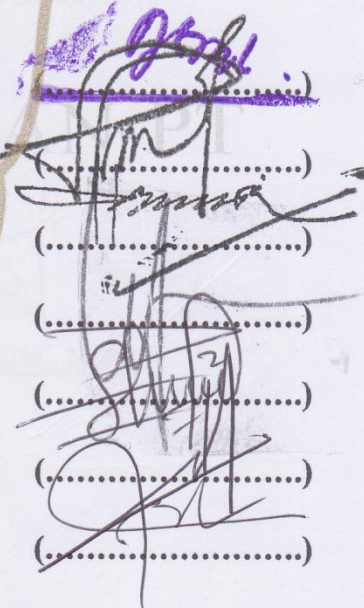### PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS

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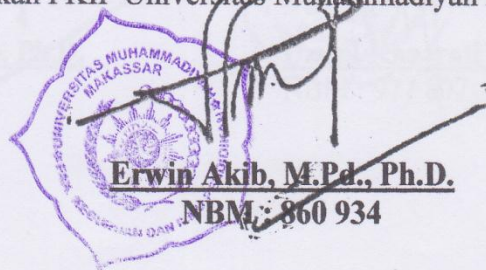
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TASRUM ALIMUS

ABSTRACT

TASRUM ALIMUS, 2017. Improving the Students Reading Comprehension through Bio Poem (Pre-Experimental Research at the Second Grade of SMA Negeri 8 Takalar in Academic year 2017/2018). A Thesis of English Department Faculty of Teacher Training and Education University of Muhammadiyah Makassar. Supervised by Ummi Khaerati Syam and Nunung Anugerawati.

This research aimed at finding out the effect of Bio Poem in Reading Comprehension at the second grade students' of SMA Negeri 8 Takalar that focused on main idea and spesific information in reading Bio Poem.

The method of this research was a pre-experimental design that consisted of one group pre-test and post-test design class. The sample of this research was the second grade students' with total number of subject were 120 students'. The instrument of data collection for this research were pre-test and post-test.

The research findings indicated that second grade students' of SMA Negeri 8 Takalar were very low reading comprehension before the treatment, but after treatment, their reading comprehension improved significantly. It was proven by the result of mean score obtained by the students' through pre-test was 6.1 which was classified as fair category and the mean score of the students' in post-test was 7.4 which was classified as fairy good category. It was indicated that the Null Hypotesis (H0) was rejected and the Alternative Hypotesis (H1) was accepted. It could be concluded that implementation Bio Poem is effective to improve the students' reading comprehension.

Keywords : Reading Comprehension, Bio Poem

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CHAPTER I

INTRODUCTION

A.   Background

Literature is a product of culture. Literature is created from human activities and it is born of man's timeless desire to understand, express, and finally share experiences. Literary works reflect about parts of human lives such as values, morals, experiences, feelings, thoughts, cultures and interests. As product of culture, the literary works are a medium of the writers to communicate and share about their lives, knowledge, experiences, and problems to the readers. A literary work, like prose, poetry, and drama, may give a certain impression and contribution to the readers such as giving the readers about awareness of the truth of life, giving personal pleasure to the readers, feeding heart of the readers, and helping the readers to be cultured man. Therefore, it is important for the students to read and study literary works, because literary works not only provide certain styles of language use but also they can increase and enrich students' knowledge, experiences about human problems.

In English language teaching settings, many literary texts are used as additional passages. The use of literature in language teaching gives many contributions to increase students' achievement such as creative thinking, motivation, and enjoyment. One of the genres of literature that is taught in language

teaching is poetry. The teaching of poetry should address the students to prepare them in visualizing, searching for main ideas and understanding the poems. The students must be addressed on comprehension of poems both the structure and the contents. In comprehension process, the students read and identify important points or information of poems in which the information are useful for the students in improving their achievement and their literary competence of poems.

Comprehension of poems provides several educational benefits to the students. Sarac (2003:17-20) in Hismanoglu (2005) divides the benefits of comprehending poems into four points. First, poems provide students with a different viewpoint towards language use by going beyond the known usages and rules of grammar, syntax and vocabulary. Second, poems can trigger unmotivated students to explore different interpretations. Third, poems evoke feelings and thoughts in heart and in mind. The last, poems make students familiar with figure of speech (i.e. simile, metaphor, irony, personification, imagery, etc.) due to their being a part of daily language use.

Therefore, the writer conducts a research with a title"Improving the students reading comprehension through bio poem". (A Study of the SecondGrade SMA 8 of TAKALAR in Academic Year 2016/2017)

B. Problem Statement

In order to get better order on discussing of the study, the writer would like to compose research problem is there any effect of Bio Poem on the reading

comprehension of the Second Grade SMA 8 of TAKALAR in Academic Year 2016/2017?

C. Objective of the Study

In order to get better order on discussing of the study, the writer would like to compose objectives of the study to find out the effect of Bio Poem on the reading comprehension of the Second Grade SMA 8 of TAKALAR in Academic Year 2016/2017?

D. The Significances of Study

The result of this research are expected to be useful information and a reference for the English students and for the teacher to add information of teaching and learning in the class especially for Reading Class.

E. The Scope of Study

In order to avoid misunderstanding in interpreting of the problem, the writer would like to limit the scope of the studyis there any effect of Bio Poem to improve students' vocabulary focus on giving literal comprehension namely main idea and specific information in Reading Bio Poem.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Related Findings

The first research is *Improving Students' Comprehension of Poems Using Two Stay-Two Stray Strategy* by Hamiddin(2012).The study is directed to improve students' comprehension of poems using the Two Stay-Two Stray strategy. The subject of this study is 23 students of the sixth semester of English department of FKIP at Islamic University of Malang. This study uses collaborative action research design which consists of four main steps: planning, implementing, observing, and reflecting. The data is taken from quiz, observation checklist and field notes. The findings indicate that using TS-TS strategy can improve the students' comprehension of poems. The average score of students' test in Cycle 2 is 80 and the students' active involvement in Cycle 2 is 86%. The data are obtained from the implementation of TS-TS strategy in improving students' comprehension of poems.

The Second Research is *Preservice Teachers Ponder the Power of Poetry* by R. Ciminelli(2014). Research confirms benefits of using poetry in the classroom. However, preservice teachers often lack confidence with poetry and are therefore reluctant to teach it. This mixed methods study examined the effects of a poetry intervention with thirty-three undergraduate preservice teachers. Participants were introduced to various types of poetry and asked to summarize

their learning about course content through writing an original poem following the newly presented format. Based on theories of constructivism, the activities were designed to be authentic and active. An analysis of pre- and post-surveys and anecdotal notes revealed an increase in participants' knowledge, confidence, and appreciation of poetry. Implications about active learning and innovative teaching techniques for teacher educators are discussed.

The third research is *Reading Poems as A Strategy to Improve English Pronunciation Ability on Segmental Features and Word Stress* by SaputriDwi Lestari (2015). In this research, the writer explain the Segmental and suprasegmental features production like stress as the standard for people learning the speaking English. It is aim to make the students would be able to join the sounds in a sequence to the next sound without difficulty or stumbling. Because of that, poems are commonly use practice and teach pronounciation for English learners. The researcher use poems because reading English poem is believed to have direct influence on the pronunciation skills

.

B. Some Pertinent Ideas

1. The Concept of Reading

a. Definitions of Reading

Reading is an exercise dominated by the eyes and the brain. Theeyes receive messages and the brain then has to work out the significanceof the messages. It means that people receive the information from theireyes then

understand the meaning by their brain. According to JackRichards reading perceives a written text in order to understand itscontext. However reading is a way in which something interpreted orunderstood. Reading, it does not mean that reading only understands thewords or the grammar. It is not just translating. Reading is order to read well in English, you must think in English.

The National Council of Teacher of English (NCTE) Commissionon Reading (2004) sates:"Reading is complex, purposeful, social and cognitiveprocesses in which readers simultaneously use their knowledge ofspoken and written language, their knowledge of the topic of thetext and their knowledge of their culture to construct meaning.

Reading Is not a technical skill acquired once and for all in theprimary grades, but rather developmental process. A readers'competence continues to grow through engagement with varioustypes of text and wide reading for various purposes over a lifetime." Based on the definitions above, we can conclude if reading is theimportant skill in teaching learning. By reading it can be a key to achievethe goal of teaching learning especially in English language learning

b. **Types of Reading**

Generally reading divide into two types, there was intensive and extensive. Every type has different definition and characteristic. Both ofthem

make reading as activities that are different with other skills. The definition of each type is defined as follows:

1. **Intensive Reading**

    Brown (1989) explains that intensive reading calls attention to grammatical forms, discourse markers, and other surface structure details for the purpose of understanding literal meaning, implications, rhetorical relationships, and the like.

    He draws an analogy to intensive reading as a "zoom lens" strategy. Intensive Reading, sometimes called "Narrow Reading", may involve students reading selections by the same author or several texts about the same topic. When this occurs, content and grammatical structures repeat themselves and students get many opportunities to understand the meanings of the text. The success of" Narrow Reading" on improving reading comprehension is based on the premise that the more familiar the reader is with the text, either due to the subject matter or having read other works by the same author, the more comprehension is promoted. Intensive reading means that the readers take a text, study it line by line, and refer a very moment to the dictionary about the grammar of the text itself. Intensive reading has several characteristic. It makes intensive reading different with extensive reading. The characteristic of intensive reading is stated below:

a) Usually classroom based

b) Reader is intensely involved in looking inside the text

c) Students focus on linguistic or semantic details of a reading

d) Students focus on surface structure details such as grammar and discourse markersStudents identify key vocabulary

e) Students may draw pictures to aid them (such as in problem solving)

f) Texts are read carefully and thoroughly, again and again

g) Aim is to build more language knowledge rather than simply practice the skill of reading

According to explanations above, we can conclude that intensive reading has limitation in doing it. The limitations are time, word/ phrase and meaning consensus. We can give a time limit of, say, five minutes for vocabulary enquiry, whether this involves dictionary use, language corpus searches, or question to the teacher. Meaning consensus can get students to work together to search for and find word meaning.

2. Extensive Reading

Brown (1989) explains that extensive reading is carried out "to achieve a general understanding of usually somewhat longer text (book, long article, or essays, etc.) The aims of extensive reading are to build reader confidence and enjoyment. Pleasure reading is often extensive. Extensive reading is always done for the comprehension of main ideas,

not for specific details. Extensive reading has characteristic that is different from intensive reading. Day and Bamford (1998) put forward ten characteristics identified in successful Extensive Reading Programs. They are duplicated (in abbreviated form) below:

a) Students read as much as possible.

b) A variety of materials on a range of topics is available.

c) Students select what they want to read.

d) The purposes of reading are usually related to pleasure, information and general understanding.

e) Reading is its own reward.

f) Reading materials are well within the linguistic competence of the students in terms of vocabulary and grammar.

g) Reading is individual and silent.

h) Reading speed is usually faster than slower.

i) Teachers orient students to the goals of the program.

j) The teacher is a role model of a reader for the students.

In this type students can take the form of original fiction and nonfiction books as well as simplifications of established works of literature. Such books succeed because the writers or adaptors work within literature. It means that students at the appropriate level can read them with case and confidence. They need texts they can read without great use of a dictionary. Some teacher feels that time spent on Extensive

Reading will take away from time that could be spent on learning language skills. Others will argue that Extensive Reading provides a richer context for practice.

C. The Objectives of Reading

Every action has purpose in doing it. Reading has several purpose or aim when it is done. According to Grabe W (1997), he defines the objectives of reading into several points, they are as follows23:

1. Reading to search information
2. Reading to skim quickly
3. Reading to learn (from text)
4. Reading to write (or search information needed for writing)
5. Reading to analyze the text
6. Reading for general information

Based on the objectives above we can understand that reading need a special attention. It is not surprised if reading is one of the important skills in learning foreign language. The objectives above is reason why getting students to read. In Senior High School, English text is an important part of teacher's job.Reading is useful for other purposes too: any exposure to English (provided studentsunderstand it more or less) is agood thing for language students.

Reading is an activity with a purpose. A person may read in order to gain information or verify existing knowledge, or in order to critique a

writer's ideas or writing style. A person may also read for enjoyment, or to enhanceknowledge of the language being read. The purpose for readingguides the reader's selection of texts.

D. Reading Techniques

Technique can be strategies or tactics. There are so manystrategiesin reading techniques. Brown (1989) states in his bookabout strategies for readingcomprehension. They are stated below:

1. Identify the purpose in reading

2. Use graphemic rules and patterns to aid in bottom-up decoding

3. Use efficient silent reading techniques for relatively rapidcomprehension

4. Skim the text for main ideas

5. Scan the text for specific information

6. Use semantic mapping or clustering

7. Guess when you are certain

8. Analyze vocabulary

9. Distinguish between literal and implied meaning

10. Capitalize on discourse markers to process relationship

While in other books, Alice defines reading techniques in differentstep. The techniques are stated below:

1. Pre-teaching or preparation stage

2. Skimming or scanning stages

3. Decoding or intensive reading stages

4. Comprehension stage

5. Transferable or integrating skills

We can conclude based on two statements above that readingtechnique can divide into some points. The mainpoints is skimming andscanning. Skimming is quickly running one's eyes over the text to get thegist. Skimming gives readers the advantage of being able to predict thepurpose of the passage, the main topic, or message and possibly some ofthe developing or supporting ideas.Skimming is used when reading some general question in mind. Skimming is used in making decisions on how toapproach a text such as when determining if a careful reading is deserved.

Skimming is also used to build student confidence and an understandingthat it is possible to gain meaning without reading every word in a text. Scanning has different definition from skimming. Scanning isquickly searching for some particular piece of information in the text.Skimming is focused on locating specific information. Scanning is usedwhen a specific piece of information is required, such as a name, date, symbol, formula, or phrase, is required. The reader knows what the item looks like and so, knows when he has located what he was searching for. Itis assumed then, that very little information is processed into long-

term memory or even for immediate understanding because the objective issimply matching.

E. The Advantages of Reading

When people read a news paper, story, or take part in aconversation directly they improve their knowledge. According to Harmer(2001) that a large amount of reading takes places because it will help us to achievesome clear aims, then another kind of reading takes placesforpleasure.Learning reading has effect on language ability. So manyadvantages we will get by reading. It is why reading is one of the important skills in Learning English. There are some pointers for pleasure reading thatbhelp people to:

1. Improve their vocabulary
2. Increase their reading speed
3. Improve their comprehension
4. Improve their writing
5. Gain more knowledge
6. Find the examples of many different ways people speak and write

Based on the advantages above, it is quite clear that reading is veryimportant in learning a foreign language. Reading helps students improve their competence, ability, knowledge and information in teaching learning process. For students who live in a non-English spoken country,

it can helpthem to understand about English more. It is very important for them. Theadvantages for students stated below:

1. Reading helps you to learn how to think in English

2. Reading can enlarge your English vocabulary

3. Reading can help you to improve your writing

4. Through reading may be it is good way to practice your Englishalthough you live in non-English spoken country

5. Reading is good way to find out about new ideas and facts

This is clear enough about reading advantages. When almost allpeople in the world feel boring with reading, factually reading can help usin teaching learning. Students feel boring because they do not know their aims when they read "what we read and how we read it".

2. **The Concept of Reading Comprehension.**

a. **Definition of Reading Comprehension**

Prado &Plourde (2005:33) states that reading comprehension is not a single step or easily acquired skill. It is a very complex process that teachers find difficult to teach. Comprehension is a process that involves thinking, teaching, past experiences, and knowledge. The foundation of reading comprehension is word identification and decoding. As individuals get better at these skills and are able to read words, they have to move into learning the actual meanings of the words they are reading. Knowing and understanding what is being read is the key to comprehension. Comprehension is the

"interaction among word identification, prior knowledge, comprehension strategies, and engagement".

Kustaryo (1988), states that reading comprehension is understanding what has been read, it is an active thinking process that process that depends not only on comprehension skill but also the students experiences and prior knowledge comprehension in involves understanding the vocabulary , seine in relationship among words and concept, organizing ideas, recognizing author purpose, making judgment and evaluating. From this point of view, we can say that in reading comprehension there are some factors that can influences the students to understanding the reading material quickly such as mastery of vocabulary, and it is very important for the students, to make them understand with the reading material by they have read because without understand it, they can not catch and identify the ideas of the researcher.

Hornby (1998) states that reading comprehension is not only reading by loudly voice but also reading is established to understand the meaning of words, sentences, and paragraph senses relationship among the ideas. If the students just read and cannot understand the content of the text, it means that the failure in comprehensions.

Anderson in Alexander (1987: 160) stated that comprehension is a specific kind of thinking process that the readers comprehend by actively constructing meaning internally from interacting with the material that is read.

Mayer (2005), states that reading comprehension is understanding a text that is read, or the process of "constructing meaning" from a text. Comprehension is a "construction process" because it involves all of the elements of the reading process working together as a text is read to create a representation of the text in the reader's mind.

Smith and Robinson in M. Sahrul (2007:7)state that reading comprehension means the understanding, evaluating and utilize of information and ideas gained through and interaction between the reader and the author. Reading comprehension is such a kind of dialogue between author and a reader in which the written language becomes the medium that cause the dialogue happen when the two person communicate through the medium of print.

Rubin in Aminah (2003:12) points out that reading comprehension is a complex process to obtain the meaning from written material. This means that readers have to know the meaning of printed words. We can interpret that reading comprehensions is the capability to comprehend or to acquire of the passage. In other words, reading is the act of what the eyes have been in finding information from the reading passage both explicitly, implicitly, and ability to describe the conclusion from the information.

Miller (2003) states that reading comprehension is ability of the students to understand, when they read they should not only be able to read the words fluently, but also to tell the story accurately.

From the explanation above, we can conclude that reading comprehension is an active recognition process of the reader to construct the meaning of the text. In the other words, reading comprehension is the process to understand the author's massages by combining the meaning of the text and the pictures in the reader's mind.

To developing reading comprehension, According to Wain Wright in Nasrullah's thesis (2010:15)that there are two ways to developing the students' ability in reading these are:

1) Vocabulary Building

Vocabulary is total number of words which (with rules for combining then) make up language. Hornby (1986:964) reading for vocabulary is very important to enrich our vocabulary by doing this we must select reading material contain new words, we have to look up these new words in a dictionary and try to use them in sentence and not to b\e learn by heart as a single words but use them in comprehension sentence.

2) Ability required for reading comprehension it is necessary to put forward here the abilities required for reading comprehension. It is very important abilities to support the developing of the students in reading comprehension. The following are the important abilities of the students:

a) The ability to retain information and recall it whenever as required.

In this ability, the students should be able to remember a reasonable proportion of the factual information or the ideal expressed in a passage.

b) The ability to select the important points.

In this ability, the student should be able to understand what they have read. It's necessary to discuss our assessment with others who have read the material.

c) The ability to interpret information and ideas in interpreting information and ideas.

In this ability, the students should be able to select the important and relevant point, and the students should be able to understand the meaning and the significance of the fact and ideas.

d) The ability to make deduction from what has been read

In this ability, the students should be able to deduce certain things from information from the reading material that have been read. The most important thing in making the deduction is the ability of the student to know what the author means in material.

e) The ability to arrive at general conclusion and judgment

In this ability, the students should be able to draw their conclusion from what they read. And then the student should be able to evaluate or judge the material reasonably and accurately.

b. The Strategies in Teaching Reading Comprehension

In teaching reading, the teacher usually uses some questions as their technique in helping students to comprehend a text. In his book, Burns (1984) classifies seven types of questions that will be useful for guiding comprehension in a text. They are:

1) Main Idea – ask the children to identify the central theme of the selection

2) Detail – ask for bits of information conveyed by the material. The specific, explicitly stated parts of a paragraph or passage that contain the basic information are the details upon which main ideas, cause-and-effect relationships, inferences, and so on are built.

3) Vocabulary – ask for the meanings of words used in the selection

4) Sequence – require knowledge of events in order of occurrence

5) Inference – ask for information that is implied but not directly stated in the material

6) Evaluation – ask for judgment about the material

7) Creative Response – ask the children to go beyond the material and create new ideas based on the ideas they have read.

3. **Vocabulary**

a. The Definition of Vocabulary

Vocabulary is an important thing when the students are learning language. A learner of the foreign language can easily to speak fluently, writing, listening, and reading if they mastering vocabulary. It means that, the learners must be master vocabulary in learning a foreign language. So that, the English teacher must help the students to master vocabulary.

Schmitt (1997:5) gave the definition of vocabulary as follows. Vocabulary is a basis of a language: it is very important to be mastered first. We cannot speak well and understand written materials if we do not master it. Also stated that no matter how successfully the sound of the foreign language is mastered, without words to express the wider range of meanings, communication in a foreign language just cannot happen in any meaningful way.

Webster (2003:1400) in Ikah (2006:16) has three definition of vocabulary as follows:

1) A list or collection of words and phrases usually alphabetically arranged and explained or define.

2) A list or collection of terms or codes available for use.

3) A sum or stock of word employed by a language group, individual or work or in a field knowledge."

Hornsby in (1987:959) in Ikah (2006:16) states that vocabulary is:

1) Total number of words which (with rules for combining them) make up a language.

2) (Range of) words known to, or used by, a person, in a trade, profession, etc."

From the statement above, the writer can conclude that vocabulary is an important thing to learning a foreign language. Without vocabulary, the learners can not get information if they read, listening, they can not speaking with the other people if they do not know meaning of word, and also writing a paper, statement, story, etc. Learning the new vocabulary does not only mean memorizing the form of the word but also understand its meaning. This shows that people will do nothing in communication if they do not know the word or vocabulary.

Burke state that vocabulary list is "a through survey of various textbooks, assignments, content area standards, and examinations yields the following list of words. You cannot expect to succeed on assignments if you do not understand the directions. The words fall into several categories, which are not identified on this sheet: nouns (e.g., What you read or create); verbs (e.g., What the assignment asks you to do); adjectives (e.g., specific details about what you must do); and adverbs, which provide very important information about how to do the assignment."

b. Kinds of Vocabulary

According toNation (1994:3) about the basis of frequency, vocabulary can be divided into two kinds; there are high frequency vocabulary and low frequency vocabulary.

1) High frequency vocabulary consists of words that are used very often in normal language, use in all four skills and across the full range of situation of use. High frequency vocabulary consists of 2000 word families, which are about 87% of the running words in formal written text and more than 95% of the words in informal spoken texts.

2) The low frequency vocabulary on the other hand, covers only small proportion of the running words of a continuous text, it means that low frequency vocabulary is rarely, used in common activity of English language. This group includes well over 100.000 word families.

Nation (1990:4) calls those vocabularies as motivated vocabulary and unmotivated vocabulary. Motivated (active) vocabulary consists of all the words we need to use and feel no reluctance in using in our everyday life. While, the unmotivated (passive) vocabulary can be divided into two groups:

1) Words which are only partly understood and are not well known enough to use actively, and

2) Words which are not needed in daily communication.

From the explanation above, we can conclude that active vocabulary is all the words used in daily activities, partly while, passive vocabulary is all the words recognized and understood, and not necessarily used.

4. **The Concept of Bio Poem**

    a. The Definition of Bio Poem

    A kind of literary work that expresses ones‟ imaginative thought and feeling in the form of lines, stanza often called as poems. This concept is also stated in Teaching Literature for Secondary School

    "Poem or we often call it as poetry is part of a fiction work, so it talks about something imaginary which is written to express the author's feeling and entertain readers (if it published). "

    Wordsworth in Peck and Loyle (1984:71) states that poetry is the spontaneous overflow of powerful feeling, expression of emotion, and it is always concerned with ordinary human concerns, with the daily matters of one's life. It may say that poetry is words which are arranged in a regular pattern of rhymed and accented lines or the art of writing of literary words in metrical form.

    So it can be concluded that Poetry is often written in the form of lines on a page. These lines may be based on the number of metrical feet, or may emphasize a rhyming pattern at the ends of lines. Lines may serve other functions, particularly where the poem is not written in a formal metrical pattern. Lines can separate, compare or contrast thoughts expressed in

different units, or can highlight a change in tone. One of the elements of poetry is form. In poetry, form consists of rhythm, meter, feet, line, stanza, rhyme, scansion. .

1. Rhythm

The basic unit of English rhythm is the syllable. A syllable is most simply explained as something with a vowel sound at its center. And while the number of syllables in a word is usually obvious to a native speaker of English, learners accustomed to different phonological rules may not hear the syllable divisions in the same way. Since this seriously affects both intelligibility and listening comprehension, time must be spent training students" ears to notice the number of syllables in the words they learn. For instance, students should be taught to count syllables and thereby notice the rhythmic difference between words in pairs, such as ease and easy, or wait and waited. The example of rhytm is seen as follows:

Example: i THOUGHT i SAW a PUSsyCAT.

There are five basic rhythms:

Pattern	Name	Example
– /	Iamb/Iambic	invite
/ –	Trochee/Trochaic	deadline

– – /	Anapest/Anapestic	to the beach
/ – –	Dactyl/Dactylic	frequently
/ /	Spondee/Spondaic	true blue

Rhythm is the term which refers to any wave like recurrence of motion or sound. In speech, it is a natural rise and fall of language to some extent rhythmical, for all language involves some kind of alteration between accented (-) and unaccented syllables (~), which we called meter. So the Rhythm will help the reader to pronounce the word based on the syllable.

2. **Meter**

Meter is a measure of strong and weak beats in lines of verse. The beats or pulses are caused by stressed and unstressed syllables. Beats can be identified by clapping, clicking fingers, drumming, strumming or tapping. Meter comes from the word meaning, measure, or measuring a line by using the foot and naming the number of feet in the line. Meter signifies the recurrent regular rhythmic unit in a poetic line. The word „ago" has one unaccented syllable and one accented one (/~ -/). Frederik states that Meter is the kind of Rhythm we can tap our foot to. In language that is metrical the accents are also arranged as to occur at apparently aqual intervals of time, and it is this interval we mark off with the tap of our foot.

The example of meter can be seen in the following poetry by Thomas Hardy:

The Man He Killed

~ / ~ / ~/

"Had he and I but met

~ / ~ / ~ /

By some old ancient inn,

~ / ~ / ~ / ~ /

We should have sat us down to wet

~ / ~ / ~ ~ /

Right many a nipperkin!

~ / ~ / ~ ~ /

"But ranged as infantry,

~ / ~ / ~ /

And staring face to face,

~ / ~ / ~ / ~ /

I shot at him as he at me,

~ / ~ / ~ ~ /

And killed him in his place.

So, meter can be guidance for the reader in giving word stress.

3. **Feet**

After the syllable, the next largest metrical unit is the foot. A unit of meter with two or three syllables of which one is usually stressed. The six most common kinds of feet in English are: First type of feet is the iambic foot. It is a two-syllable foot with the stress on the second. It is the most common foot in English poetry. It is / ~ -/ (unstressed, stressed), example : „**ago**". Second, it is the trochaic foot: a two syllable foot with the stress on the first: /- ~/ (stressed, unstressed), example : „**daily**". Then, the third type is the dactylic foot. It explains as a three-syllable foot with stress on the first: /- ~ ~/ (stressed, unstressed, unstressed),example : „**yesterday**". Fourth, it is the anapestic foot. It is a three- syllable foot with stress on the third: /~ ~ - / (unstressed, unstressed, stressed), example: „**intervene**". The spondaic foot. It defines as a spondee is two stressed syllables: / - -/ (stressed, stressed), example :"**day break**". The last is pyrrhic foot. Thompson states that pyrrhic foot is two unstressed syllables: /~ ~/(unstressed, unstressed), example: „and the".So, Feet can help the reader to read the poems with good intonations.

4. **Line**

   A line is a succession of feet which usually begins with a capital letter. Lines are called verses. The line is measured by naming the feet in it.

   Example: -   ~   -   ~

   - Who/ has seen / the wind/? (From Christina Rosetti"s The Wind)

   The first line consists of two iambic feet.

So, Line is made from some meter.

5. **Stanzas**

   Poems usually have written lyrics in stanzas. A stanza consists of line called a quatrain. According to Thompson, stanza is a division of a poem based on thought or form. Stanzas based on form are shown by their rhyme scheme.

   This short poem by Emily Dickinson has two stanzas of four lines each.

   I had no time to hate,

   because The grave would hinder me,

   And life was not so ample It

   Could finish enmity Nor had I time to love;

   but since Some industry must be,

   The little toil of love,

   I thought, Was large enough for me.

   Commonly poems consist of some stanzas and they have similar sound in the end of the line

6. **Rhyme**

   The next is Rhyme. It is a repetition of similar or identical sounds at the end of lines. Furthermore, Thompson, says that rymea similarity of sound between two words. True rhyme is identical sounding stressed syllables in which the letters before the vowel sounds are different.

Example: time, slime, mime

Double rhymes include the final two syllables. Example: revival, arrival, survival.

Triple rhymes include the final three syllables. Example: greenery, machinery, scenery.

A variation which has been used effectively is called slant rhyme, or half rhyme. If only the final consonant sounds of the words are the same, but the initial consonants and the vowel sounds are different, then the rhyme is called a slant rhyme or half rhyme. When this appears in the middle of lines rather than at the end, it is called consonance. Example: soul, oil, foul; taut, sat, knit. So, Rhyme can help the reader to practice how to pronounce the similar sound in different words.

7. **Scansion**

Since meter is to a poem what beat is to music, any literate person who has ever tapped his foot in time with a march or waltz can learn to scan a poem. Scansion is the act of marking a poem to show the metrical unit to which it is composed. The smallest of this metrical unit is the syllable. English syllables are of two kinds, stressed and unstressed. The first step to learn to scan is to learn to recognize syllables and to determine whether they are stressed or not. Look up in your dictionary for the marking stressed and unstressed syllables. In the process of reading poems,

students need to slow down enough to observe details of language, form, and sound. Because, by reading slowly and deliberately they allow themselves a chance to form connection among the poems in details.

The example of scansion is:

× /   × /   × /   × /   ×   /

When I | consid | er how | my light | is spent

So, by doing scansion the reader or learner can read the poem with accurate pronunciation, good intonation and tone of the poem.

D. Conceptual Framework

The conceptual framework underlying this research will be given by the following diagram.

```
┌─────────────────────────────────┐
│            INPUT                │
│        Reading material         │
└─────────────────────────────────┘
                │
                ▼
┌─────────────────────────────────┐
│           PROCESS               │
│      Bio- Poem Text Strategy    │
└─────────────────────────────────┘
                │
                ▼
┌─────────────────────────────────────────────────────────┐
│                       OUTPUT                            │
│  The Improvement of Students' Reading Comprehension      │
│               through Bio- Poem                          │
└─────────────────────────────────────────────────────────┘
```
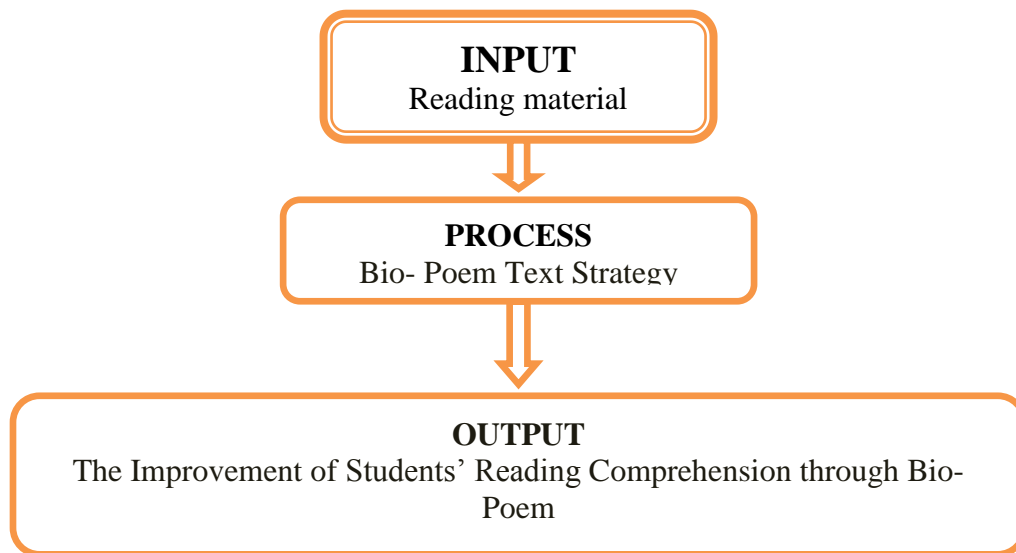
The diagram above describes as follows:

a. Input refers to the use of reading material that was used in teaching in the classroom.

b. Process refers to the process of teaching and learning reading during the classroom interaction using Bio-Poem Text Strategy.

c. Output refers to the students Reading Comprehension after being using Bio-Poem Text Strategy.

E. Hypothesis

The hypotheses of this research are formulated as follows:

H0(Null Hypothesis):

There is no significance difference in reading ability between students reading ability in using bio poem.

H1(Alternative Hypothesis):

There is significant difference in reading ability between the students readingability in using bio poem.

CHAPTER III

METHOD OF THE RESEARCH

This chapter consisted of research method, variable operational definition, population and sample, instrument of the research, procedure of collection data and technique of data analysis.

A. Research Method

This research is a Pre-experimental Research Method where the research only use one class to who the treatment is will. The pre experimental involves one group pre-test and post-test design. Farhady (1982:20) says, a pre-test is given before instruction (or treatment) begins. So there are two tests: $O1$ = the pre-test, and $O2$ = post-test. X is use to symbolize the treatment. The research design is present in the following table:

Table 1

Research design of one group pre-test – post-test

Where:

        O1   : pre-test

        X   : treatment

        O2   : post-test

(Gay, 2006:251)

1. Pre-test

   Before giving the treatment to the student, the researcher gave Bio Poem test to know the prior level of student.

2. Treatment

   During the treatment, the students gave reading Bio Poem materials. The researcher had three steps, as follows:

   a. Pre Activities

      Pre activities was such activities before reading Bio poem text in order to activate the student knowledge about the topic helping the students overcome keywords to set the goal of the reading activities were:

      - Giving the Bio Poem, the purpose of learning and motivate students to participate in learning.

      - Apperception to measure student knowledge.

   b. Whilst Activities

      - Teacher distributed Bio Poem materials.

      - Teacher explained the Bio Poem materials.

      - The teacher asked the students to read the Bio Poem text that has been given.

- Previewing reading and outlining, note making, mapping.

- Read actively with an inquiring mind, recognizing main idea and important details.

- Read titles and subtitles. Then read introductory paragraphs, opening sentences of all other paragraphs, and concluding paragraphs or summary.

- Examine organization of information alphabetical, chronological, conceptual. Look for key ideas or words that guide rapid location of information. When looking up dates or quantity, looking for names or particular places, think of capital letters.

- The teacher gave a writing test to the students about the Bio Poem topic.

c. Post Activities

- Students received feedback from teachers

- Students and teacher concluded the subject matter.

- The teacher gave students assignment.

3. Post-test

After giving the treatment, the researchergave the students reading test to see is there anyimprovement toward the students' reading comprehension after taught by Bio Poem.

B. Population and Sample

1. Population

The population of this research included of four classes which is consists of 30 students per class. There were class XI IPA 1,XI IPA2, XI IPS 1, and XI IPS 2. So the total number of population were120 students.

2. Sample

Due to the smallnumber of population by using Random Sampling Technique, the researcher choose XI IPA1 class because this class is heterogeneous. The class consisted do 30 students with 20 women and 10 men.

C. Variables and Indicators

1. Variables

Remembering that variable was one of the very important elements of research, the research used two kinds include of variable. Those variables were

divided into two variables. Those were dependent variable and independent variable that was the variable that influence the other variable.

a. Independent variable was the Using Bio Poem; the important process to improving the student's vocabulary in reading comprehension.

b. Dependent variable consisted of students' vocabulary achievement that focused on main idea and specific information.

1. Indicators

The indicator in this research is the students' Using Bio Poem on literal comprehension. The main idea is the "big point" or the most important idea that the writer is communicating to the reader. Main idea is like the heart of the text or a paragraph. It is the controlling idea, all the other supporting details in the text or withina paragraph should tell us more about the main idea. The supporting ideas in the passage are specific ones. Supporting details are the evidence such as reasons or examples that backs up main ideas. Those details help you understand main ideas and supporting details

D. The Instrument of the Research

In collecting the data, there is one kind of instrument utilized in this study. Test is use to acquire detail information about the students prior ability and the students achievement after teaching and learning process and students will be given the material to read and then answer the question that will be

given. In giving score with thestudent's ability in reading some categories the researcher used as follows:

1. Rubric of Main Idea

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

(Gay, 2006:315)

2. Supporting Idea/Sequence of Details

Point	Criteria
4	Student response includes at least 2 key details from the passage that support the main idea of the passage
3	Student response includes at least 2 details with at least one key detail from the passage that supports the main idea.
2	Student response includes 2 details which does not support the correct main idea

1	Student response includes one detail that does not support the main idea
0	Student did not provide any details. or Student did not attempt to respond to the item

(Gay, 2006:316)

E. Procedures of Data Collection

Procedures of collecting data are given chronologically in the following steps:

1. The students are given a pre-test. In this activity, the students will be given reading test in form of essay text. The students read the story text after that the students answer the question about the story.

2. The students are treated by applying Extensive Reading Technique about four meetings.

3. After doing the treatment, the students will be given post-test through reading test in form of text essay assess the students comprehension. Its result is compared with the result of pretest to find out students improvement and their progress. The test is conducted with the some activities in pretest.

F. Technique of Data Analysis

The technique of collecting data in this research use quantitative data that are those in the form of score and percentages in pretest and posttest.

1. Classifying the students' score into seven levels, which fall into seven classifications:

Classification	Score	Criteria
Excellent	9.6-10	No or one error of exercise
Very good	8.6-9.5	Two error of exercise
Good	7.6-8.5	Four error of exercise
Fairy Good	6.6-7.5	Six error of exercise
Fair	5.6.-6.5	Seven error of exercise
Poor	3.6-5.5	Eight error of exercise
Very Poor	0-3.5	Almost all errors of exercise

(Depdikbud, 1985:5)

2. Scoring the students answer:

$$\text{Score} = \frac{Students'\ correct\ answer\ score}{Maximum\ score} \times 10$$

3. Calculating the percentage of the students' score by using the following formula:

$$P = \frac{F}{N} \times 100$$

Notation: P   : Percentage

F: Frequency

N: The total number

<div align="right">(Gay, 2006:316)</div>

4. Calculating the mean score of the students' answer by usingthe formula :

$$\bar{X} = \frac{\Sigma X}{N}$$

Where: $\bar{X}$ = Mean

ΣX = Total raw score

N   = the total number of the student

<div align="right">(Gay, 2006: 298)</div>

5. Finding out the significance difference between the pre-test and post-test by calculating the value of the test. The following formula is employe :

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

Where:

t = Test of significant

D = The difference between pairs of score

$\bar{D}$ = The mean of D square

ΣD^2 = The sum of D (the difference between two pair score)

square

$(\sum D)^2$ = The Square of $\sum D$

N = The number of subject

(Gay, 2006:316)

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter presented findings of the research and its discussion. The findings of the research covered with the description of the result of the data collected through the test. The researcher presented interpretation of the findings.

A. Findings

1. The Students' Reading Comprehension in Pretest

The following table shows the students' mean score in Pre-test.

Table 1

The Students' Mean Score in Pre-test

Literal Comprehension	Mean Scores
Main Idea	6
Specific Information	6.2
X	6.1

Table above showed that the students' mean score in Main Idea was 6, the students' mean score in Specific Information was 62, and then the students' mean score in Literal Comprehension was 6.1

2. The Students' Reading Comprehension in Post test

The following table shows the students' mean score in Post test.

Table 2

The Students' Mean Score in Post-test

Literal Comprehension	Mean Scores
Main Idea	7.3
Specific Information	7.5
X	7.4

The table above showed that the students' mean score in Main Idea was 7.3, the students'mean score inSpecific Information was 7.5, and then the students' mean score in Literal Comprehension was 7.4. It means that the students' mean score in Reading Comprehension improved from the Pretest to the Posttest. It indicated that the use of Bio Poem was effective to improve the students' Reading Comprehension.

3. Test of significant difference (value of t-test)

In order to know that whether or not the difference between pre test and post test were significantly different, the t-test statistical analysis for non-independent sample was applied. The following table shows the result of the t-test.

Table 3

Variable	T-test Value	T-table Value
X1 = X2	5.4	1,699

Table above showed that the t-test value (5.6) was greater than the t-table value (1.699). It means that the Null Hypothesis (Ho) was rejected and the alternative hypothesis (HI)was accepted.

From the analysis above, the researcher concludes that there was the significant improvement between before and after giving treatment by using Bio Poem in teaching Reading. In other word, Teaching Reading through Bio Poem, particularly in productive skill can increase the students Reading Comprehension.

4.Hypothesis Testing

If the t-test value was higher than t-table at the level of significance 0.05 and degrees of freedom (df) 29 (N-1= 30-1), thus the alternative hypothesis (HI) would be accepted and Null hypothesis (HO) would be rejected. In contrary, if the value was lower than t-table at the level of significance 0.05 and the degrees of

freedom 29, thus the alternative hypothesis would be rejected and Null hypothesis would be accepted.

B.Discussion

This section presents the discussion of the discussion of the result of the data analysis. The discussion aims at describing the students' Reading Comprehension after being taught by using Bio Poem.

Based on the data collected through the pretest and posttest, it showed that the students' Reading ComprehensionthroughBio Poem, particularly in productive skill of the second grade students of SMA NEGERI 8 TAKALAR after the treatment was better than before the treatment. It was supported by the result of the students' mean score.

As a result, the researcher got the students' score in pretest andposttest was different. Those can be seen by the difference of the mean score of the pretest and posttest, where the mean score of the posttest was higher than of the post test was higher than the mean score of the pre test. It can be seen in mean score of Main Idea was improved from 6 to 7.3, mean score of Specific Information also improved from 6.2 to 7.5 and then the mean score of Literal Comprehension improved from 6.1 to 7.4. Then, based on the result of the t-test value. The researcher found that there was a significance differentthe result of pre test and post test before and after teaching and learning writing through Bio Poem.

Reading by using Bio Poem was effective in improving the students' Reading Comprehension. This technique could help the students to develop their thoughts in transferring or changing information in form of table and diagram into sentences or paragraph form. It could beshowed from the students, Reading Comprehension in the

pretest and posttest. In pre test, there were some students the Main Idea of their Reading not clear, difficulty in determining what is the Main Idea and Specific Information whereas, the students' Reading Comprehension has improved in post test.

As miller (2003) explains that reading comprehension is ability of the students to understand, when they read they should not only be able to read the words fluently, but also to tell the story accurately. It is indicted by the students' performance after giving treatment, in other word, I would say in comprehending the text, those are two main aspects that the students should has, they are main   idea and specific information of the text.

From the discussion above, it indicated   that the second grade students of SMA NEGERI 8 TAKALAR have ability in Reading by using Bio Poem. Finally, the researcher concludes that the use of Bio Poem in Reading can improve the linguistic competence of students.

CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter presents the conclusion and suggestion. The conclusion based on the research findings, while the suggestions were based on the conclusion.

A. Conclusion

Based on the result of this research, the researcher would like to make some as follows:

1. Bio Poem can improved the ability of the second grade students of SMA NEGERI 8 TAKALAR inReading, particularly to find the Main Idea and Specific Information. It was showed by the t-test value was higher than the t-table value (5.4> 1.699), while the mean score of the students' pretest (6.1) was lower than the mean score of the students' posttest (7.4) with the percentage of the students' improvement 21.3 %.

2. Bio Poem was effective in Teaching English Reading. lt can help the students in improving their Reading skill.

B. Suggestion

Based on the conclusion above, the researcher stated some suggestion as follows:

1. The English teacher should provide material in the form of Bio Poem in teaching Reading as one strategy in increasing the students' Reading Comprehension.

2. The teacher should created a good teaching atmosphere in the classroom in order to stimulate the students' interest in learning Reading English.

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CURRICULUM VITAE

TASRUM ALIMUS was born on Februari21st, 1992 in Pintoe. The researcher is the sixth brothers of H.Alimus and Hj. Nurpisah K. The researcher finished his study at Elementry School at SDN 360 Pintoe 2004. The researcher then continued his study to Junior High School at SMP Negeri 1 Bajo, Kab. Luwu andHe graduated his study in 2007.

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At the end of his study, the researcher could finish his thesis with title "Improving The Studensts'Reading Comprehension Through Bio Poem". (An Experimental Research in SMA Negeri 8 Takalar).