

**IMPROVING STUDENTS' READING COMPREHENSION THROUGH
NOTE-TAKING TECHNIQUE AT THE SECOND YEAR OF SMAN 3
BULUKUMBA**

(A Pre Experimental Study)



A THESIS

*Submitted to the Faculty of Teacher Training and Education Muhammadiyah
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Education in English Department*

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**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
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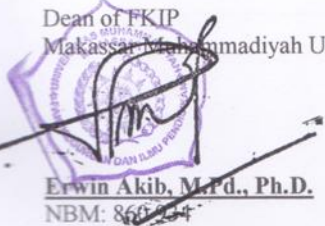
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Makassar, April 2018

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ANDI IRMAWAN

MOTTO AND DEDICATION

If you can imagine it, you can achieve it.

If you can dream it, you can become it.

I dedicate this thesis to my beloved parents, my brother

All of my family and my friends.

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Alhamdulillah Rabbil Alamin, should be expressed for the blessings of Allah SWT for guidance and mercy, so the researcher could successfully complete this thesis. Salawat and Salam are addressed to the final and the chosen, religious messenger the prophet Muhammad SAW (peace be upon Him).

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ANDI IRMAWAN

ABSTRACT

ANDI IRMAWAN, 2018. *Improving Students' Reading Comprehension Through Note-Taking Technique at the Second Year of SMAN 3 Bulukumba (A Pre Experimental Study)* under the thesis of English Department the Faculty of Teacher Training and Education, Muhammadiyah University of Makassar, Supervised by H.Bahrin Amin and Eka Prabawati Rum.

This research aimed to find out the improvement of the students' reading comprehension through Note-Taking Technique at the Second Year of SMAN 3 Bulukumba. To find out the improvement, the researcher used pre-experimental design with one group pre-test and post-test design. The population of this research was the second year students' at SMA 3 Bulukumba academic year 2017/2018. The sample was class XI IPA 3 taken by purposive sampling technique which consisted of 33 students. This research employed six meetings (one meeting for pre-test, four meetings for treatment, and one meeting for post-test). The instrument of data collection for this research used reading essay test. This instrument used to measure the students' reading comprehension before and after using Note-Taking Technique.

The researcher found that the result of pretest was 62.11 and the mean score of posttest was 80.17, the improvement of pretest and posttest was 29.07. In addition the statistical computation described that Note-Taking technique was effective to improve students' reading comprehension. It proved by the test value was higher than t-table value ($14.61 > 2.036$). It meant the alternative hypothesis (H1) accepted while the null hypothesis (H0) rejected. Based on the result analysis, the researcher concluded teaching reading comprehension through Note-Taking technique can improve students' reading comprehension.

Keywords: *Reading Comprehension, Note-Taking Technique, Pre-Experimental Study*

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CHAPTER I

INTRODUCTION

This chapter presents the Background, Problem Statement, Objective of the Research, Significance of the Research, and Scope of the Research.

A. Background

English is one of the most important things in communication and it is used as a tool of communication among the nations in all over the world. As an international language, English is very important and has many interrelationships with various aspects of life owned by human being. In Indonesia, English considered as the first foreign language and taught formally from elementary school up to the university level. Students are expected to use English and practice it in their daily activities after studying the subject in the class. There are four skills should be mastered by the students, namely listening, speaking, reading and writing. All these language skills are related to each other.

Reading is one of the language skills plays an important role in teaching English as a foreign language. Besides listening, speaking and writing, reading ability is effective tool to acquire various written information, including science and technology. Through reading we can get much knowledge such as study new words, study how the word are used, know to implement the grammatical rules, comprehend ideas, and gain information. Reading is a complex process, which involves not only the readers' ability to read the text but also their ability to comprehend it.

Reading for comprehension is not an easy task, especially for senior high school students. Hence, the students must have ability to interpret the meaning of the words, expression, and sentences. Comprehension is much needed to catch the meaning of the text or written information. According to Hill in Ikah (2006: 15), reading is what the reader does to get the meaning he needs from textual sources. In other word, students cannot get the purposes or messages of author without comprehension properly, if students read without understanding, they will get nothing from what they have read.

Based on the researcher experience when doing magang 2 at SMAN 3 Bulukumba, the researcher found a problem on the students. The problem is the students still confuse and difficult to comprehend the text well especially on finding information from the text. It happened because there were many factors that influence students' reading comprehension such as vocabularies, word meanings and grammar. It makes the students difficult to comprehend the text. They need concentration in order to get comprehension properly. So the teacher should choose good technique to improve students' reading comprehension.

To improve students' reading comprehension, the teacher should apply a good technique to help students to activate their prior knowledge. But in this research the researcher tries to use Note-Taking Technique. Note-Taking is one of way to make the students interest to learn. This strategy is appropriate to use for the students. If students are taking notes they can capture the information that they have read. Then, the information can be reviewed and remembered. O'Malley and Chamot (1995) define note-taking as "writing down the key words and concepts

in abbreviated verbal, graphic or numerical form to assist performance of a language task". Suprijono in Rahmawati (2015) states that guide note taking is another learning technique which can be developed to build stock of knowledge of learners. Considering Explanation above the researcher formulates this research under the title *"Improving Students' Reading Comprehension Through Note-Taking Technique at the Second Year of SMAN 3 Bulukumba"*.

B. Problem Statement

Based on the background above, the researcher formulates the following questions as "how does the improvement of students' reading comprehension through Note-Taking Technique at the Second Year of SMAN 3 Bulukumba ?"

C. Objective of the Research

Based on the problem statement above, the objective of the research was to find out "the improvement of students' reading comprehension through Note-Taking Technique at the Second Year of SMAN 3 Bulukumba."

D. Significance of the Research

This research expected to give meaningful contribution to the teacher, students and other researcher. For the teacher the result of this study can give contribution to enrich their ways in teaching reading, for the students this study can give them information how to improve their reading comprehension through Note Taking Technique. And for the other researcher this study can give them information regarding to the use of Note-Taking to improve students' reading comprehension.

E. Scope of the Research

The object of this study was the second year students of SMAN 3 Bulukumba. This study focuses on the use of Note-Taking Technique in improving students' reading comprehension. This study restricted on reading literal comprehension such as main idea and supporting details.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents Previous Related Research Finding, Some Pertinent Ideas, and Conceptual Framework.

A. Previous Related Research Findings :

Some researchers have done studies on reading comprehension technique and it is contributed in english teaching, their findings as follows:

Rahmawati (2015) in her article journal "*The Effectiveness of Guide Note Taking in Teaching Reading News Item Texts to the Tenth Graders of Ma'maarif Puter*" concludes that the findings of the research were the mean score of pre test was 66.01 and the mean score of post test was 84,29. It means that using guide note taking can improve students reading comprehension.

Ufrah (2009) in her thesis "*Improving the Reading Comprehension through Sustained Silent Reading*" concludes that the finding of the research were the mean score of pre test was 68,11 and the mean score of post test is 71. It means that using sustained silent reading can improve reading comprehension at the First Year Students of Madrasah Aliyah Madani Pao-Pao Gowa.

Ariani (2012) in her thesis "*Improving Students' Reading Comprehension Using Mood, Understand, Recall , Detect, Elaborate and Review(MURDER) Technique*" concludes that using MURDER technique in the experimental group can improve the studens reading comprehension

and the statistical analysis reveal that there is significant difference between experimental group and control group in Post-Test.

The similarities between those previous research findings above and this research is the using cooperative learning to improve reading comprehension and using experimental research. Moreover, there are some differences between this research and previous research like sample of research, instrument of the research and reading material.

B. Some Pertinent Ideas

1. The concept of reading

a. Definitions of Reading

According to Hill in Ikah (2006: 15), reading is what the reader does to get the meaning he needs from textual sources. According to Alyousef (2006), reading can be seen as an interactive process between a reader and a text which leads to automaticity or reading fluency. According to Jennifer in Noviandi (2017: 12) reading is thinking and understand and getting the meaning behind a text. It means that reading is a process through which the readers to get a message from an article. As the process of beginning readers are invited to think about reading to know the meaning of the symbols that exist as a message to be delivered by author and understand the content of the message. So that a series of new thinking that is conveyed by the author to the reader. So that the reader gets the sense from the text.

Horner in Ufrah (2009: 9) reading is an exercise dominated by eyes and the brain, the eyes receive messages and the brain then has to work out the

significance of these messages. Gay and Wagner (1999: 4) explain the meaning of reading as .the process of acquiring and author.s meaning and of interpreting, evaluating, and effecting upon those meanings. According to Harvey (2013: 2) reading may be one of the single most important skills that a person can possibly acquire. It is generally taught at a very young age, beginning before kindergarten.

Based on some definitions above, the researcher can concludes that reading is one of communication between a writer as senders messages and a reader as a receiver through written text or the reader catches the idea. And it can be concludes reading is a process to understand the text content and to get information.

b. Aims of Reading

According to Anderson in Ika (2006:16), there are seven aims of reading, reading for details and fact, reading for main ideas, reading for sequence or organization, reading for inference, reading for classifying, reading for evaluating and reading for comparing of contest.

- a. Reading for details and fact is reading to know what is done by the subject of the story
- b. Reading for main ideas is reading to get the problem statement
- c. Reading for sequence of organization is reading to know each part of the story
- d. Reading for inference is reading to know what is the writer meant by its story

- e. Reading for classifying is reading to find unusual things
- f. Reading for evaluating is reading to know the value of the story
- g. Reading for comparing or contest is reading to compare the way of life he with the way of life of the reader.

c. Types of Reading

According to Harris and Sipay in Gilang (2009: 15) there are four types of reading:

a. Scanning

Scanning, quickly going through a text to find a particular piece of information. For instance, when a person wants to get a name, date, or year in a history book, it is not important for him or her to read the whole content.

b. Skimming

Skimming, quickly running ones' eyes over a text to get the gist of it. For example, in order to decide whether a book is relevant to one's work or to keep oneself always informed about a part of a book that is not important for him usually before reading it, a reader looks at the table of contents and chooses which parts are important and relevant to what he or she needs.

c. Extensive Reading

Extensive reading, reading a longer text, usually for one's own pleasure. It is a fluency activity. A reader who wants to read quickly, to enrich vocabulary, usually reads a longer text such as articles.

d. Intensive Reading

Intensive reading, reading a shorter text, to extract specific information.

This is more accuracy activity involving reading for detail.

d. Kinds of Reading

According to Cook in Ufrah (2009: 12) there are three kinds of reading:

a. Reading Aloud

Reading aloud is a kind of reading that is expressed orally every word in the text. It aims to improve the students' reading ability in pronouncing the word, stressing the word, and having a good intonation about every sentence in the passage. Through reading aloud, there are advantages from things that teachers can evaluate how far their students are in pronunciation. Word stress and sentence intonation. In a single reading class, a large group, small group, and individual can do reading aloud. If the activity reading aloud is done by group means that the teacher in this case, checkup the students' ability in pronunciation and the stress of word and the sentence intonation in group. If it is done by the individually means that teacher just check and evaluates the students' ability individually.

The students who involved in reading aloud activity will get progress because they always measure their own skill of pronunciation and stressing the words that shown by the teacher in reading activity. In this following moment, if the students make mistake in pronouncing the words for example, teacher may correct them and the students will out in mind their teacher's correction. It will help to give the students advancement in dealing with reading aloud. In addition reading aloud also helps to improve the word recognition.

b. Silent Reading

Silent reading frequently practiced by reader who wants to comprehend the text in reading comprehension process. Silent reading means that the read by heart where there is no voice is expressed. This type of reading is aims to find out the meaning given in the passage not to practice the pronunciation of the words and how to express the word in reading aloud. Reading silently need a teacher too much attention to what the student is reading because to gain the meaning given in the following text, reader should have a full concentration. In silent that started explicit ly that is why during teaching process, teacher usually takes control the classes while the students a are reading to overcome the students problem in developing reading skill.

c. Speed Reading

Speed reading is reading faster to get the ideas answering some specific question. Speed reading need speed eyes (eyes speed) that help to find the ideas very quickly. If someone's eye speed is normal will give him help in doing speed reading. If the eye speed is getting trouble, it means that a reader will get trouble in speed reading. in apply speed reading, teacher should evaluate the students about how far they are finding out some certain ideas regarded to give questions his student's competence in reading comprehension.

e. **Reading Comprehension**

According to Grace (2011: 6) one of the most important reading skills edolescent students need to possess.comprehension strategy skills are not natural skills of students,but rather must be self taught or taught by someone. According

to Nunan (2003) reading comprehension is a fluent process of combining information from the text and the existing schemata to understand the meaning. According to Harris and Sipay in Gilang (2006:14) reading comprehension is a set of generalized knowledge acquisition skills, which permits people to acquire and exhibit information gained as a consequence of reading printed language.

Reading comprehension is not only reading with a loudly voice but reading established to understand the meaning of word, sentence or paragraph sense relationship among the ideas, if a student just read and cannot understand the content of the text means that the fails in comprehension. Reading with comprehension means to understand what has been read. It is an active thinking process that depends not only on comprehension skill but also on the students, prior knowledge. Comprehension involves understanding vocabulary, seeing the relationship among words and concept, organizing ideas, recognizing author's purpose, making judgment and evaluating (Kustaryo, 1998:13).

Based on the description above the researcher concludes that reading is activity for achieving the comprehension. Comprehension is the capacity of knowing or understanding the written language or a certain idea.

f. Level of Comprehension

Burns et al in Wahidah (2012: 13) divide reading comprehension into literal comprehension, interpretive comprehension, critical reading, and creative reading.

1) Literal Comprehension

Reading for literal comprehension, which involves acquiring information that is directly stated in a selection is a prerequisite for higherlevel understanding. Recognizing stated main ideas, details, causes and effects, and sequence is the basis of literal comprehension, and thorough understanding of vocabulary, sentence meaning, and paragraph meaning is important. Smith (1980) state that literal comprehension refers to the idea and facts that are directly stated on the printed pages in facts.

a) Main Idea

According to Hariming in Mariana (2012:20) defines the main idea is the most important piece of information the author wants you to know about the concept of that paragraph. When authors write they have an idea in mind that they are trying to get across. This is especially true as authors compose paragraphs. An author organizes each paragraph's main idea and supporting details in support of the topic or central theme, and each paragraph supports the paragraph preceding it.

The main idea is very commonly found at the beginning and is followed by supporting sentence. Very often the writer begins with supporting evidence and places the main idea in the last sentence. Sometimes the writer uses a few sentences to introduce the topic, places the main idea in the middle and follows it with supporting sentences. So, the main idea may be stated at the beginning, in the middle, or at the end of the paragraph.

b) Identifying Specific Information

This reading requires one to focus his attention only on one or some particular information or detail which he need form a text; the rest of the text may not be read anymore. That information may be a name, a date, a scientific term, or a place or just anything, the search for which motivates the person to read. In looking for a detail, the reader must look for signals in the environment of the needed information or in the information itself.

2) Interpretive Comprehension

Interpretive comprehension involves reading between the lines or making inferences. It is the process of deriving ideas that are implied rather than directly stated. Reader makes inferences based on their schemata.

Smith (1980) state that Interpretative or reading between the line demands a higher level of thinking ability because the question in this category of interpretative are concern with that are not directly stated in the text but are suggested or implied. Interpretative maybe defines as something derived by reasoning, something that is not directly stated but suggested in the statement, a logical conclusion that drawn from statement.

a) Making conclusion

According to Hariming in Mariana (2012:21) conclusion is a brief account that contains the main points of something. Some example reading a book or hear a radio, writing a conclusion makes the students

know how much understood of what they read or saw. Conclusion is a great way to remember what has happened. When you write a conclusion, you first look for the most important ideas. Then, you then put all the main ideas together, in a logical order.

3) Critical Reading

Critical reading is evaluating written materials, comparing the ideas discovered in the material with standards and drawing conclusions about their accuracy, appropriateness, and timeliness. It requires the reader to have critical thinking of what they read. Critical reading depends upon literal comprehension and interpretive comprehension, and grasping implied ideas is especially important.

4) Creative Reading

Creative reading involves going beyond the material presented by the author. It requires reader to think as they read, just critical reading, and it also require them to use their imaginations.

Inferences can be categorized as implications, conclusions, generalisation and predictions.

a) *Implication*. Implication is any inference expectancy that maybe logically implied or understood, bur not directly stated, form the author's arguments in a text or utterance.

b) *Conclusion*. Conclusion draws together factual evidence into a statement about the nature of phenomenon.

c) *Generalization*. Generalization is statement about the behaviour of a large population based on the observable behaviour of a similar but smaller sample group

d) *Prediction* . Prediction is a statement about future behaviour or action.

g. Factors Influencing Reading Comprehension

Reading is one of the basic communicative skills, but it is a very complex process. In the process of reading, there are some factors, which influence reading comprehension. According to Harris and Smith in Gilang (2009:16) some factors influencing reading comprehension are background experience, language abilities, thinking abilities, reading purposes, and affection (motivation, interest, attitude, belief, and feeling).

a. Background Experience

The knowledge backgrounds and the past experiences of the students are very important in reading in order to anticipate the author's message. The ability to reconstruct meaning from printed page, including various kinds of skills and style the writer has, is based on the reader's previous experience with a topic, his familiarity with key concepts, and his knowledge of how language works. In summary, readers must have ability to relate the text to their own background knowledge efficiently.

b. Language Abilities

Reading and language are two things that cannot be separated because reading is one of the skills in learning a language. As a means of communication the expresses ideas, thought, opinions, and feelings. Language abilities refer to the

abilities of students in using a language. It includes the ability to understand the structure underlying the passage and the vocabulary of the language.

c. Thinking Abilities

Thinking abilities refer to the students' ability to link their new experience with their previous one. In this case, readers should think the act of recognizing words, whereas, teachers give the appropriate questions to help the students develop their thinking abilities.

d. Reading Purposes

The purposes for reading are reading for information and reading for pleasure. It is important to judge the purpose of reading because it will influence us in choosing the technique.

e. Affection

Motivation, interest, belief, and feelings belong to affection. They may have improved the influence on students' reading comprehension.

2. The concept of Note-Taking Technique

a. Definition of Note-Taking

O'Malley and Chamot (1995) define note-taking as "writing down the keywords and concepts in abbreviated verbal, graphic or numerical form to assist performance of a language task". Fajardo (1996) sees note-taking as a complex activity which combines reading and listening with selecting, summarizing, and writing.

Suprijono in Rahmawati (2015) states that guide note taking is another learning technique which can be developed to build stock of knowledge of

learners. Generally, guide note taking is defined as a technique about providing a text to the students by leaving some blank spaces within the text, while the blank spaces are made for some specific purposes based on what teacher wants, or based on some skills to be achieved by the students. In this technique, teacher prepares handouts having outline or map, but leaving “blank” space for key concepts, facts, definitions, etc. As the teaching and learning process run, students fill in the space with content. Guide notes help students follow a teacher, identify its important points, and develop a foundation of content to study and to apply.

Jones and Mort define Note-Taking as a way to take notes from a written source, keep in mind that not all of a text may be relevant to the reader needs. According to McPherson (2007) Note-taking is a technique for making information meaningful. Most people believe notes are to provide a written record of information they want to remember. Pauk (1987) stated Note-Taking is an active learning mode that promotes thinking carefully about information and selecting what is important and what is not.

b. Note-Taking System

Pauk (1989) states that there are five steps in note taking system:

1. Record

Simply record as many facts ideas as the student can in the six column. Read each paragraph carefully, decide what information is important and then record that information on the paper.

2. Reduce or question

After read through the notes, the next step is to reduce important facts and ideas to key words or phrases, or to formulate questions based on the facts and idea.

3. Recite

Recitation is a very powerful process in the retention. It is an effective way to learning because reading/hearing their thoughts helps them to sharpen their thinking process, and stating ideas and facts. In their own words challenges them to think the meaning of information.

4. Reflection

Reflection is pondering or thingking about the information they have learned. Reflection is a steap beyond lerned note content. It reinforces deeper learning by the relating of facts and ideas to other learning and knowledge.

5. Review

The way to prevent forgetting is to review and recite their notes frequently.

c. The advantages of using Cornell Note-Taking

According Pauk in Farida (2010: 25) there are some advantages of Note-Taking Technique: emphasizes and organizes information, creates a condensed record for study and to gather information effectively

C. Conceptual Framework

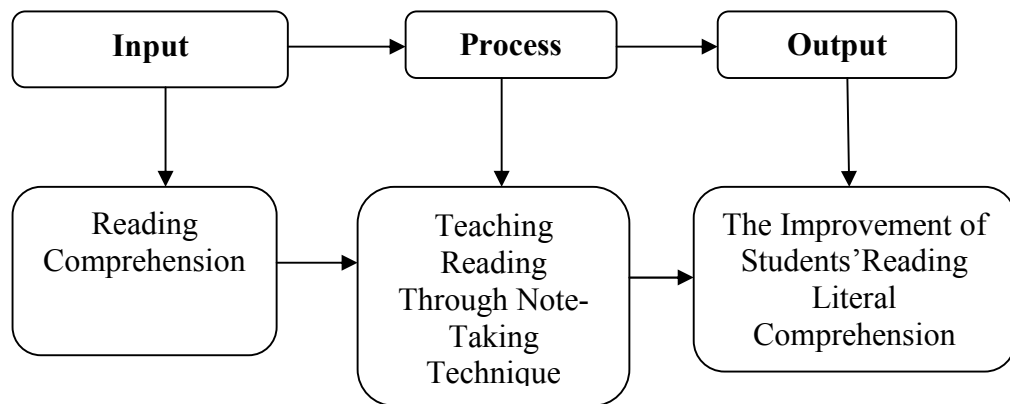


Figure 2.1 Conceptual Framework

A brief explanation of conceptual framework as follows:

In the first meeting the researcher gave a pretest to see their prior knowledge in reading comprehension. The second to five meeting, then the researcher provides treatment by applying Note-Taking Technique. Note-Taking is an active learning mode that promotes thinking carefully about information and selecting what is important and what is not. Then in the last meeting, the researcher gave a posttest to know students' improvement applying the treatment. In this research, researcher focused on literal comprehension which covers main idea and supporting detail.

D. Hypothesis

There were two hypothesis in this research. They were H0 (Null Hypothesis) and H1 (Alternative Hypothesis).

1. H0 (Null hypothesis) : There was no significant difference on students' reading comprehension before and after treatment by using Note-Taking Technique.

2. H1 (Alternative hypothesis): There was a significant difference on students' reading comprehension before and after treatment by using Note-Taking Technique.

CHAPTER III

METHOD OF THE RESEARCH

This chapter presents the Research Design, Research Variables, Population and Sample, Research Instrument, Procedure of Collecting Data and Technique of Data Analysis.

A. Research Design

This research was pre-experimental research method. This design involve only one group that was an experimental group. The researcher was used the pre-test, treatment and post-test design. Pre-Test was administrated to the students before the treatment to assess their knowledge and post-test was administrated to measure the effect of note-taking technique.

The design of the experiment was presented as follow:

Table 3. 1 The design of the experiment

Pre-Test	Treatment	Post-Test
O ₁	X	O ₂

Where : O₁ = Pre test

X = Treatment

O₂ = Post test

(Emzir, 2013:97)

”

B. Research Variables and Indicators

There are two variables of this research, they were :

1. Independent variable was the use Note-Taking Technique in teaching reading comprehension.
2. Dependent variable was students' reading comprehension.

The indicator of this research was literal comprehension. It consist of main idea and supporting detail.

C. Population and Sample

1. Population

According to Cresswell in Noviandi (2017), a population is a group of individuals who have the same charactreistic. The population of this research was the Second Grade Students of SMA Negeri 3 Bulukumba. There are eight classes. The total number of students is 303 Students.

2. Sample

According to Cresswell in Noviandi (2017). Sample is a subgroup of the target that the researcher plans to study for generalizing about the target population. The researcher taken only one class as the sample of this research. The sample of this research was 33 Students of X1 IPA 3 which consist of 9 boys and 24 girls. This sample was chosen by using purposive sampling technique.

D. Research Instruments

The instrument of the research which used to collect the data was reading comprehension test with essay form. Essay test consist of six questions in pretest

and posttest. Pre-Test used to examine the ability in reading comprehension before give the treatment. Pos-test used to know the students' ability in reading comprehension after give the treatment.

The answer of the pretest and posttest were analyzed by using the following scoring rubric.

1. Main Idea

Table 3. 2 Criteria Score of Main Idea

Criteria	Score
The answer include a clear generalization that state or implies the main idea	4
The answer states or implies the main idea from the story	3
Indicator innaucrate or incomplete understanding of main idea	2
The answer include minimal or no understanding of main idea	1
No answer	0

(Hammer in Murniati 2015:35)

2. Supporting Details

Table 3. 3 Criteria Score of Supporting details

Criteria	Score
The level of detail in each question is excellent. Textual details are relevant and the student has connected fully with the literature.	4
The level of detail in each question is good. The student could add bit more textual detail to enhance answer further.	3
The level of detail in each question is emerging. Attempts to engange the text are made	2
The level of detail in each question is poor and does not incude textually relevant information.	1

(Benbleue in Nova 2017: 26)

E. Procedure of Collecting Data

The procedure of collecting data in this research were:

1. Pre-test

Before doing the treatment, the researcher gave pre-test to know the student achievement in reading comprehension. The pre-test consist of six questions which talk about narrative text and the form of the text is essay test. The purpose of this session was to find out students reading comprehension before doing the treatment.

2. The next step, the researcher gave treatment to the students .

The researcher taught the students for four meetings. Each meeting use 90 minutes. The researcher was used note-taking in teaching process.

The procedures of giving the treatment were described as follows::

- a) The researcher distributed Short Passage.
- b) The researcher gave short explanations about the material to the students.
- c) The researcher distributed handout(chart).
- d) The researcher asked the students to read the passage.
- e) The researcher told the students to record the answer to the questions on the handout (chart). The students tried to find out the answer of the following questions:
 1. Where is the place of the story ?
 2. How many characters in the story?
 3. When the time of the story?

4. What is the problem of the story

5. What is the solution of the story ?

f) The researcher asked the students to record the answer on the handout(chart).

3. Post-Test

After doing the treatment, the researcher gave post-test. The aim of this post-test was to know the students' Reading achievement after giving the treatment. The post-test consist of six questions which talk about narrative text and the form of the text was essay test.

F. Technique of Data Analysis

In analyzing the data, the researcher used some steps as follows:

1. Scoring the students' correct answer of pretest and posttest by using this formula:

$$\text{Score} = \frac{\text{Students correct answer score}}{\text{Number of item in test}} \times 100$$

(Gay in Mariana, 2012: 33)

2. Classifying the students' score into the following criteria:

Table 3. 4 Classification of students' score

Scale	Classification
96 – 100	Excellent
86-95	Very Good
76-85	Good
66 – 75	Fairly Good
56 – 65	Fair
46 – 55	Poor
0 – 45	Very Poor

(Depdikbud, 1985: 5)

3. Calculating the mean score of the students' answers by using formula:

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

Where:

\bar{X} = Mean score

x = Sum of score in the group

N = Number of sample

(Gay, 2006)

4. Finding the improvement's percentage of students' reading comprehension in pre-test and post-test by applying formula below:

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

Where :

P : The percentage of the students' improvement

X_1 : The mean score of pre-test

X_2 : The mean score of post-test

(Arikunto, 2006:23)

5. Finding significant differences between pre-test and post-test by applying formula below:

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

Where:

t = Significant difference

\bar{D} = the mean score of difference (X1-X2)

$\sum D$ = the sum of the total score of difference

$(\sum D)^2$ = the square of the sum score of difference

N = Number of the students

1 = Constant number

(Gay, 2006)

The note taking technique would success to improve students' reading comprehension, whenever the students reach 75 (KKM score) and the students would be categorized as fail, whenever their score under 75.

CHAPTER IV

FINDING AND DISCUSSION

This chapter consists of two sections, namely the findings of research and the discussion of the research. The result of data analysis was presented in findings and further explanation was presented in discussion.

A. FINDINGS

The findings of this research deal with the classification of students' pre-test and post-test. To find out the answer of the research question in the previous chapter, the writer administered a test that was given twice. A pre-test was given before treatment which is knowing the students' reading comprehension before doing the treatment, while post-test was given after treatment that is knowing the students' reading comprehension after doing treatment and the result of the post-test of this research can answer the research question that aims to find out the students' reading comprehension through Note-Taking Technique at the second year of SMAN 3 Bulukumba.

1. The Studens' Rate Percentage and Mean Score in Reading comprehension in Term Literal Comprehension (Main Idea and Supporting Detail).

In this part the researcher presented students' rate percentage and mean score in reading comprehension in term literal comprehension(main idea and supporting detail).

a. The Studens' Rate Percentage and Percentage of Students' Pretest and Posttest in Reading Comprehension in term Main Idea.

In this section the researcher presented students' rate frequency and percentage of students' reading comprehension in term main idea in pretest and posttest.it can be seen in table 4.1below.

Table 4.1 The Rate Frequency and Percentage of Students' Pretest and Posttest in term Main Idea

Score	Classification	Pretest		Posttest	
		Frequency	Percentage	Frequency	Percentage
96 – 100	Excellent	0	0	0	0
86-95	Very Good	0	0	1	3,03%
76-85	Good	2	06,06%	8	24,25%
66 – 75	Fairly Good	4	12,12%	14	42,42%
56 – 65	Fair	2	6,06%	7	21,21%
46 – 55	Poor	11	33,34%	3	9,09%
0 – 45	Very Poor	14	42,42%	0	0
Total Score		33	100	33	100

Table 4.1 above shows the rate frequency and percentage of score in pretest and posttest from 33 students. This table shows 2 (6,06%) students were classified as good, 4 (12,12%) students were classified as fairly good, 2 (6,06%)students were classified as fair, 11 (33,34%) students were classified as poor and 14(42,42%) students was classified as very poor and none of the students got excellent and very good in pretest. While posttest result show 1 (3,03%) students were classified as very good, 8(24,25%) students were classified as good, 14 (42,42%) students were classified as fairly good,

7(21,21%)students were classified as fair, 3(9,09%) students were classified as poor and none of the students got excellent and very poor.

b. The Mean Score and Improvement of Students in Reading Comprehension in term Main Idea

the students' reading comprehension in term main idea was obtained for pretest and posttest. It can be seen in the table 4.2

Table 4.2 The mean score and improvement of the students' pretest and posttest in reading comprehension in term main idea

Indicator	Mean score		Percent improvement
	pretest	posttest	
Main Idea	47,22	69,94	48,11

Table 4.2 shows that the mean score of the pre-test was 47,22 while the mean score of the post-test increased 69.94 . The improvement of the students' mean score in pre-test and post-test was 48,11%.

c. The Studens' Rate Percentage and Percentage of Students' Pretest and Posttest in Reading Comprehension in term Supporting Detail.

In this section the researcher presented students' rate frequency and percentage of students' reading comprehension in term main idea in pretest and posttest.it can be seen in table 4.3below.

Table 4.3 the rate frequency and percentage of students' pretest and posttest in term supporting detail

Score	Classification	Pretest		Posttest	
		Frequency	Percentage	Frequency	Percentage
96 – 100	Excellent	0	0	6	18,18%
86-95	Very Good	0	0	16	48,49%
76-85	Good	11	33,33%	11	33,33%
66 – 75	Fairly Good	21	63,34%	0	0
56 – 65	Fair	0	0	0	0
46 – 55	Poor	1	3,03%	0	0
0 – 45	Very Poor	0	0	0	0
Total Score		33	100	33	100

Table 4.3 above shows the rate frequency and percentage of score in pretest and posttest from 33 students. This table shows 11 (33,33%) students were classified as good, 21(63,64%) students were classified as fairly good, 1 (3,03%)students were classified as poor, none of the students got excellent,very good,fair and very poor in pretest. While posttest result show 6 (18,18%) students were classified as excellent, 16 (48,49%) students were classified as very good, 11(33,33%) students were classified as good, none of the students got fairly good,fair,poor and very poor.

d. The Mean Score and Improvement of Students in Reading Comprehension in term Main Idea

The students' reading comprehension in term main idea was obtained for pretest and posttest. It can be seen in table 4.4

Table 4.4 The mean score and improvement of the students' pretest and posttest in reading comprehension in term supporting detail

Indicator	Mean score		Percent improvement
	pretest	posttest	
Supporting detail	77,01	90,39	17,37

Table 4.4 shows that the mean score of the pre-test was 77,01 while the mean score of the post-test increased 90.39. The improvement of the students' mean score in pre-test and post-test was 17,37%..

2. The Improvement of Students' Reading Comprehension

This section presented the students' final result of reading comprehension. The students' score of pretest and posttest was classified as seen in the following table.

Table 4.5 The Rate Frequency and Percentage of Students' Reading Comprehension.

Score	Classification	Pretest		Posttest	
		Frequency	Percentage	Frequency	Percentage
96 – 100	Excellent	0	0	0	0
86-95	Very Good	0	0	6	18,18
76-85	Good	2	6,06%	13	39,40
66 – 75	Fairly Good	8	24,24%	14	42,42
56 – 65	Fair	15	45,46%	0	0
46 – 55	Poor	7	21,21%	0	0
0 – 45	Very Poor	1	3,03%	0	0
Total Score		33	100	33	100

Table 4.5 above shows the rate frequency and percentage of score in pre-test from 33 students. This table shows None of the students got excellent and very good. There were 2 (6,06%) students were classified as good, 8 (24,24%) students were classified as fairly good, 15 (45,46%) students were classified as fair, 7 (21,21%) students were classified as poor and 1(3,03) %) students was classified as very poor. While posttest shows 6 (18,18%) students were classified as vey good, 13 (39,40%) students were classified as good, 14 (42,42%) students were classified as fairly good and none of the students got excellent,pair,poor and very poor.

Based on the result above, it can be conclude that the rate percentage in post-test was higher than the rate percentage in pre-test. None of the student got excellent in both pre-test and post-test but the score increase significantly in post-test.

After being calculated the result of the students' pretest and posttest, the mean score and percent improvement can be presented as follows:

Table 4.6 The Mean Score of the Students' Pretest and Posttest in Reading Comprehension

Indicator	Mean score		Percent Improvement
	Pre-test	Post-test	
Main idea	62,11	80,17	29,07
Supporting details			

Table 4.6 shows that the mean score of the pre-test was 62,11)while the mean score of the post-test increased 80,17. The improvement of the students' mean score in pre-test and post-test was 29.07%.

Figure. 4.1 The Mean Score and Improvement of the Students' Reading Comprehension.

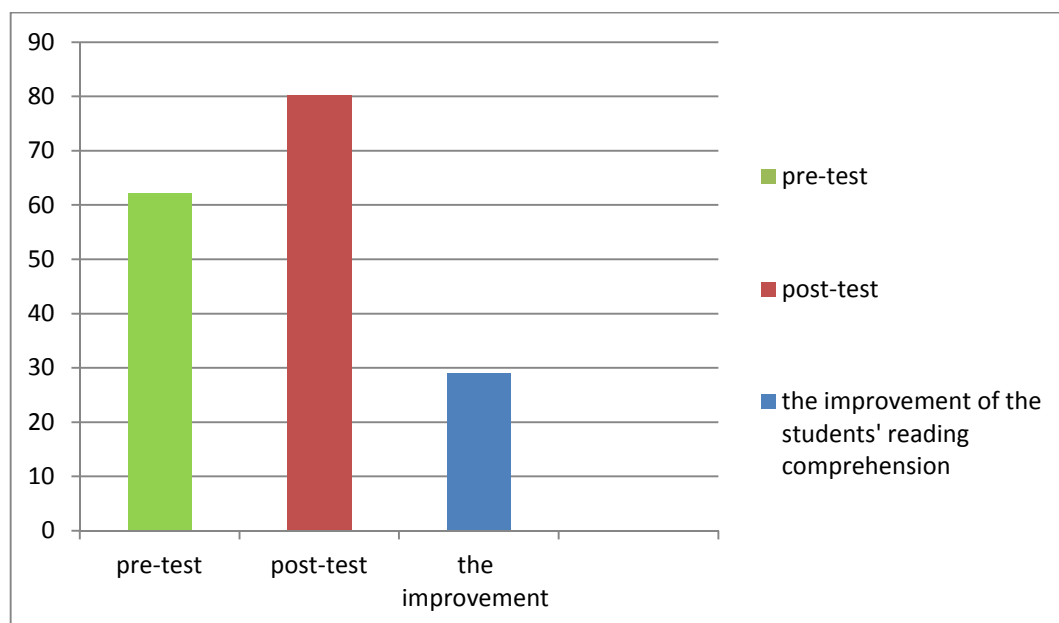


Figure 4.1 shows that the improvement of the students' reading comprehension was significantly, as the result at this item is the mean score of the post-test was greater than the mean score in pre-test. It means that the use Note-Taking technique could improve students' reading comprehension.

3. The Value of T-test

This part presents the result of data analysis about impact of note-taking which is able to improve the students' reading comprehension at the second year of SMAN 3 Bulukumba.

The following is the table to find out the difference of the mean score between pre-test and post-test.

Table 4.7 The Test of Significance

Variable	T-test	T-table value
Pre-test – post-test	14,61	2.036

Table 4.7 showed that the value of t-test was greater than t-table value. It indicated that there was a significance difference between the result students' pre-test and post-test.

4. Hypothesis Testing

The hypothesis testing was aimed to know the significance different toward the students' reading comprehension in pretest and posttest. To find out degree of freedom (df) the researcher used the following formula:

$$\begin{aligned}
 Df &= N-1 \\
 &= 33-1 \\
 &= 32
 \end{aligned}$$

For the level, significant (p) 5% and df =32 , and the value of the table is 2,036, while the value of t-test is 14,61. It means that the t-test value is greater than t-table ($14,61 \geq 2,036$). It can be concluded that there was significant difference of using Note-Taking in improving students' reading comprehension. So, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_1) is accepted.

B. DISCUSSION

1. The Improvement of Students' Reading Comprehension

Based on the data analysis in the previous section showed that the students' frequency and rate percentage in pretest and posttest were different. The result of students' pretest showed that none of the students got excellent and very good. There were 2 (6,06%) students were classified as good, 8 (24,24%) students were classified as fairly good, 15 (45,46%) students were classified as fair, 7 (21,21%) students were classified as poor and 1(3,03) % students was classified as very poor. While the data analysis from the students' post-test showed that none of them got excellent, 6 (18,18%) students were classified as vey good, 13 (39,40%) students were classified as good, 14 (42,42%) students were classified as fairly good and none of the students got excellent,pair,poor and very poor. The data showed that the students' pretest was classified as fair beacuse most of student got fair while in students' posttest was classified as good beacuse most of student got good.

It was proved by the students' mean score of pretest and posttest in reading comprehension with the totl number of the student was 33. The result showed that the students' mean score of pretest was 62,11 while the students' mean score of posttest was 80,17 and the improvement of the students' mean score in pre-test and post-test was 29.07%.

In obtaining high mean score of posttest, the researcher ,the researcher gave the treatment for four times. The first meeting the rearcher

found that most student got problem in literal comprehension especially in identify main idea and supporting details. Smith (1980) state that literal comprehension refers to the idea and facts that are directly stated on the printed pages in facts. The second until until the last meeting they learned and identify what the author meant of the text. The researcher applied Note-Taking technique to improve students' reading comprehension.

2. Hypothesis Testing

After calculating the value t-test analysis then it was compared with t-table value so researcher found that the value of t-test was greater than the t-table value, it meant that null hypothesis (H_0) was rejected and alternative hypothesis (H_1) was accepted because there was difference significant between students' reading comprehension before and after treatment by using Note-Taking technique.

The Researcher had used t-test analysis on the level of significant (p) 0,05 with the degree of freedom (df)= $N-1$, where N = the number of students' (33 students) and than the value of t- table was 2.036. The t-test statistical analysis for independent sample was applied. The t-test was greater than t-table value ($14,61 > 2.036$). It is mean that there was significance difference between the there was difference significant between students' reading comprehension before and after treatment by using Note-Taking technique at the second year of SMAN 3 Bulukumba.

This result was supported by theories in the chapter II, Suprijono in Rahmawati (2015) stated that guide note taking is another learning technique

which can be developed to build stock of knowledge of learners, according to McPherson (2007) Note-taking is a technique for making information meaningful. Most people believe notes are to provide a written record of information they want to remember and Pauk (1987) stated Note-Taking is an active learning mode that promotes thinking carefully about information and selecting what is important and what is not.

Based on the result of data analysis and hypothesis testing, the researcher concluded that using Note-Taking technique could improved students' reading comprehension at the second year of SMAN 3 Bulukumba.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter consists of two parts. The first part deals with conclusion of the finding, and the second part deals with suggestion.

A. Conclusion

1. Based on the data that the use of Note-Taking is effective to assist students in learning to reading comprehensio at the second year of SMAN 3 Bulukumba. The improvement of students' reading can be seen through the statistical analysis that t-test value that was 14,61, greater than t-table value 2.036.
2. The data shows that the students reading comprehension before and after treatments are significantly different. It was proved by the mean score of pretest was 62,11 and the mean score of posttest was 80,17. It meant that Note-Taking Technique could improve the students' reading comprehension.

B. Suggestion

Considering the conclusion above, the researcher puts forward some suggestions as follows:

1. It is suggested that the teachers, especially those who teach English of the senior high school use Note-Taking Technique as one alternative among other teaching methods that can be used in teaching reading comprehension

2. English teacher should apply Note-Taking Technique in teaching learning to read process to assist and motivate the students to learn English.
3. English teacher should be more creative to choose the techniques that will be used in teaching.
4. For the next researcher, it is suggested to use Note-Taking Technique as a reference to conduct their research on the same field. It is really possible that there is another more effective way to teach reading

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APPENDIX `1

Students' score pretest in each questions

No	Name	Reading Comprehension						Total	Score
		Main Idea			Supporting details				
		1	2	3	4	5	6		
1	Ahri Unar	1	1	2	3	2	1	10	41,66
2	Andri Hidayat	4	4	2	4	3	3	20	83,33
3	Cici Apriani Asnur	3	2	1	3	3	3	15	62,5
4	Elliana	3	1	1	4	3	3	15	62,5
5	Elsa Amalia	2	1	3	3	3	3	15	62,5
6	Firda	4	1	1	3	3	3	15	62,5
7	Fitrya Nurul Aini	2	2	1	3	3	3	14	58,33
8	Gugun Prawigo	3	1	1	3	3	3	14	58,33
9	Ida Aprilia	1	1	1	4	3	3	13	54,16
10	Ika Febriani	3	1	2	4	3	3	16	66,66
11	Jeri Rudmayanto	1	1	1	4	3	3	13	54,16
12	Juliana Saputri	1	2	3	3	3	3	15	62,5
13	Karina Della	1	1	1	3	3	3	12	50
14	Muhammad Aldebara	2	1	1	3	4	3	14	58,33
15	Mudhiyah Irman	1	4	4	3	3	3	18	75
16	Muh. Arif	1	1	1	3	3	3	12	50
17	Nadia Alfira	1	3	2	3	3	3	15	62,5
18	Nahdatul Ufra	4	1	1	4	3	3	16	66,66
19	Ni Wayan Ambarwati	2	1	1	3	3	3	13	54,16
20	Nur Ardia Cahyani	4	1	1	3	3	3	15	62,5
21	Nurhaena	3	2	2	3	3	3	16	66,66
22	Nurul Nahda	4	1	1	3	3	3	15	62,5
23	Nurul Wahyuni	2	1	3	3	3	3	15	62,5
24	Ratih Purwasi	1	1	1	3	2	4	12	50
25	Riska Amalia	1	1	1	3	3	3	12	50
26	Rismawati	4	4	2	3	3	4	20	83,33
27	Saldi Rudiansyah	2	1	1	3	4	3	14	58,33
28	Sri Rahayu Ningsi	3	2	2	4	2	3	16	66,66
29	Suci Rahmayani	1	3	4	4	3	3	18	75
30	Sumarni	3	1	2	3	3	3	15	62,5
31	Syahrani Ratul	4	3	1	3	3	3	17	70,83
32	Syahrisan	4	3	1	3	3	3	17	70,83
33	Sylvani Aenudiah	1	2	2	4	3	3	15	62,5

APPENDIX 2**Students' score posttest in each questions**

No	Name	Reading Comprehension						Total	Score
		Main Idea			Supporting details				
		1	2	3	4	5	6		
1	Ahri Unar	2	3	1	4	3	3	16	66,66
2	Andri Hidayat	4	3	3	4	4	3	21	87,50
3	Cici Apriani Asnur	4	1	4	4	4	3	20	83,33
4	Elliana	1	3	3	4	4	3	18	75
5	Elsa Amalia	4	1	4	4	4	3	20	83,33
6	Firda	2	4	2	4	3	4	19	79,16
7	Fitrya Nurul Aini	3	3	2	4	4	4	20	83,33
8	Gugun Prawigo	2	3	1	4	3	3	16	66,66
9	Ida Aprilia	3	1	3	3	4	4	18	75
10	Ika Febriani	2	4	3	3	4	4	20	83,33
11	Jeri Rudmayanto	4	1	2	4	4	3	18	75
12	Juliana Saputri	3	2	2	4	3	4	18	75
13	Karina Della	2	2	3	4	4	4	19	79,16
14	Muhammad Aldebara	4	3	1	4	3	3	18	75
15	Mudhiyah Irman	3	3	4	4	4	4	22	91,66
16	Muh. Arif	2	3	1	4	3	4	17	70,83
17	Nadia Alfira	3	2	3	3	3	4	18	75
18	Nahdatul Ufra	4	3	3	3	3	4	20	83,33
19	Ni Wayan Ambarwati	3	2	2	3	4	3	17	70,83
20	Nur Ardia Cahyani	3	3	3	3	4	4	20	83,33
21	Nurhaena	4	1	4	4	4	3	20	83,33
22	Nurul Nahda	4	3	3	4	3	3	20	83,33
23	Nurul Wahyuni	4	3	3	4	4	4	22	91,66
24	Ratih Purwasi	3	4	3	4	4	4	22	91,66
25	Riska Amalia	3	2	2	4	3	3	17	70,83
26	Rismawati	4	3	3	4	4	4	22	91,66
27	Saldi Rudiansyah	2	3	3	4	3	3	18	75
28	Sri Rahayu Ningsi	3	3	3	3	4	4	20	83,33
29	Suci Rahmayani	3	2	3	4	3	3	18	75
30	Sumarni	4	3	2	4	4	3	20	83,33
31	Syahrani Ratul	4	3	4	4	3	4	22	91,66
32	Syahrison	4	4	2	3	4	3	20	83,33
33	Sylvani Aenudiah	2	3	3	4	3	4	19	79,16

APPENDIX 3

Students' Score in Main Idea and Supporting Detail

No	Name	Main idea	Supporting detail	mean	Main idea	Supporting detail	mean
1	Ahri Unar	33,33	50	41,66	50	83,33	66,66
2	Andri Hidayat	83,33	83,33	83,33	83,33	91,66	87,50
3	Cici Apriani	50	75	62,5	75	91,66	83,33
4	Elliana	41,66	83,33	62,5	58,33	91,66	75
5	Elsa Amalia	50	75	62,5	75	91,66	83,33
6	Firda	50	75	62,5	66,66	91,66	79,16
7	Fitrya Nurul A.	41,66	75	58,33	66,66	100	83,33
8	Gugun Prawigo	41,66	75	58,33	50	83,33	66,66
9	Ida Aprilia	25	83,33	54,16	58,33	91,66	75
10	Ika Febriani	50	83,33	66,66	75	91,66	83,33
11	Jeri R.	25	83,33	54,16	58,33	91,66	75
12	Juliana Saputri	50	75	62,5	58,33	91,66	75
13	Karina Della	25	75	50	58,33	100	79,16
14	Muhammad A.	33,33	83,33	58,33	66,66	83,33	75
15	Mudhiyah Irman	75	75	75	83,33	100	91,66
16	Muh. Arif	25	75	50	50	91,66	70,83
17	Nadia Alfira	50	75	62,5	66,66	83,33	75
18	Nahdatul Ufra	50	83,33	66,66	83,33	83,33	83,33
19	Ni Wayan A.	33,33	75	54,16	58,33	83,33	70,83
20	Nur Ardia C.	50	75	62,5	75	91,66	83,33
21	Nurhaena	58,33	75	66,66	75	91,66	83,33
22	Nurul Nahda	50	75	62,5	83,33	83,33	83,33
23	Nurul Wahyuni	50	75	62,5	83,33	100	91,66
24	Ratih Purwasi	25	75	50	83,33	100	91,66
25	Riska Amalia	25	75	50	58,33	83,33	70,83
26	Rismawati	83,33	83,33	83,33	83,33	100	91,66
27	Saldi R.	33,33	83,33	58,33	66,66	83,33	75
28	Sri Rahayu N.	58,33	75	66,66	75	91,66	83,33
29	Suci Rahmayani	66,66	83,33	75	66,66	83,33	75
30	Sumarni	50	75	62,5	75	91,66	83,33
31	Syahrani Ratul	66,66	75	70,83	91,66	91,66	91,66
32	Syahrison	66,66	75	70,83	83,33	83,33	83,33
33	Sylvani A.	41,66	83,33	62,5	66,66	91,66	79,16
Total Score		1558,26	2541,63	2049,92	2308,23	2983,19	2645,72
Mean		47,22	77,01	62,11	69,94	90,39	80,17

APPENDIX 4

Students' Classification of Main Idea in pretest and Posttest

No	Name	Pretest	Classification	Posttest	Classification
1	Ahri Unar	33,33	Very Poor	50	Poor
2	Andri Hidayat	83,33	Good	83,33	Good
3	Cici Apriani Asnur	50	Poor	75	Fairly Good
4	Elliana	41,66	Very Poor	58,33	Fair
5	Elsa Amalia	50	Poor	75	Fairly Good
6	Firda	50	Poor	66,66	Fairly Good
7	Fitrya Nurul Aini	41,66	Very Poor	66,66	Fairly Good
8	Gugun Prawigo	41,66	Very Poor	50	Poor
9	Ida Aprilia	25	Very Poor	58,33	Fair
10	Ika Febriani	50	Poor	75	Fairly Good
11	Jeri Rudmayanto	25	Very Poor	58,33	Fair
12	Juliana Saputri	50	Poor	58,33	Fair
13	Karina Della	25	Very Poor	58,33	Fair
14	Muhammad Aldebara	33,33	Very Poor	66,66	Fairly Good
15	Mudhiyah Irman	75	Fairly Good	83,33	Good
16	Muh. Arif	25	Very Poor	50	Poor
17	Nadia Alfira	50	Poor	66,66	Fairly Good
18	Nahdatul Ufra	50	Poor	83,33	Good
19	Ni Wayan Ambarwati	33,33	Very Poor	58,33	Fair
20	Nur Ardia Cahyani	50	Poor	75	Fairly Good
21	Nurhaena	58,33	Fair	75	Fairly Good
22	Nurul Nahda	50	Poor	83,33	Good
23	Nurul Wahyuni	50	Poor	83,33	Good
24	Ratih Purwasi	25	Very Poor	83,33	Good
25	Riska Amalia	25	Very Poor	58,33	Fair
26	Rismawati	83,33	Good	83,33	Good
27	Saldi Rudiansyah	33,33	Very Poor	66,66	Fairly Good
28	Sri Rahayu Ningsi	58,33	Fair	75	Fairly Good
29	Suci Rahmayani	66,66	Fairly Good	66,66	Fairly Good
30	Sumarni	50	Poor	75	Fairly Good
31	Syahrani Ratul	66,66	Fairly Good	91,66	Very Good
32	Syahrison	66,66	Fairly Good	83,33	Good
33	Sylvani Aenudiah	41,66	Very Poor	66,66	Fairly Good

APPENDIX 5

The percentage of students' score in main idea

1. Pretest

a. Very poor

$$F = 14 \quad N = 33 \quad P = \frac{F}{N} \times 100\%$$
$$P = \frac{14}{33} \times 100\% = 42,42\%$$

b. Poor

$$F = 11 \quad N = 33 \quad P = \frac{F}{N} \times 100\%$$
$$P = \frac{11}{33} \times 100\% = 33,34\%$$

c. Fair

$$F = 2 \quad N = 33 \quad P = \frac{F}{N} \times 100\%$$
$$P = \frac{2}{33} \times 100\% = 6,06\%$$

d. Fairly Good

$$F = 4 \quad N = 33 \quad P = \frac{F}{N} \times 100\%$$
$$P = \frac{4}{33} \times 100\% = 12,12\%$$

e. Good

$$F = 2 \quad N = 33 \quad P = \frac{F}{N} \times 100\%$$
$$P = \frac{2}{33} \times 100\% = 6,06\%$$

2. Posttest

a. Poor

$$F = 3 \quad N = 33 \quad P = \frac{F}{N} \times 100\%$$
$$P = \frac{3}{33} \times 100\% = 9,09\%$$

b. Fair

$$F = 7 \quad N = 33 \quad P = \frac{F}{N} \times 100\%$$
$$P = \frac{7}{33} \times 100\% = 21,21\%$$

c. Fairly Good

$$F = 14 \quad N = 33 \quad P = \frac{F}{N} \times 100\%$$
$$P = \frac{14}{33} \times 100\% = 42,42\%$$

d. Good

$$F = 8 \quad N = 33 \quad P = \frac{F}{N} \times 100\%$$
$$P = \frac{8}{33} \times 100\% = 24,25\%$$

e. Very Good

$$F = 1 \quad N = 33 \quad P = \frac{F}{N} \times 100\%$$
$$P = \frac{1}{33} \times 100\% = 3,03\%$$

Improvement Percentage of students' score in Main Idea

$$P = \frac{x_2 - x_1}{x_1} \times 100\%$$

$$P = \frac{47,22 - 22,72}{22,72} \times 100\%$$

$$P = \frac{22,72}{47,22} \times 100\%$$

$$P = \mathbf{48,11\%}$$

APPENDIX 6

Students' classification of supporting detail in pretest and posttest

No	Name	Pretest	Classification	Posttest	Classification
1	Ahri Unar	50	Poor	83,33	Good
2	Andri Hidayat	83,33	Good	91.66	Very Good
3	Cici Apriani Asnur	75	Fairly Good	91.66	Very Good
4	Elliana	83,33	Good	91.66	Very Good
5	Elsa Amalia	75	Fairly Good	91.66	Very Good
6	Firda	75	Fairly Good	91.66	Very Good
7	Fitrya Nurul Aini	75	Fairly Good	100	Excellent
8	Gugun Prawigo	75	Fairly Good	83,33	Good
9	Ida Aprilia	83,33	Good	91.66	Very Good
10	Ika Febriani	83,33	Good	91.66	Very Good
11	Jeri Rudmayanto	83,33	Good	91.66	Very Good
12	Juliana Saputri	75	Fairly Good	91.66	Very Good
13	Karina Della	75	Fairly Good	100	Excellent
14	Muhammad Aldebara	83,33	Good	83,33	Good
15	Mudhiyah Irman	75	Fairly Good	100	Excellent
16	Muh. Arif	75	Fairly Good	91.66	Very Good
17	Nadia Alfira	75	Fairly Good	83,33	Good
18	Nahdatul Ufra	83,33	Good	83,33	Good
19	Ni Wayan Ambarwati	75	Fairly Good	83,33	Good
20	Nur Ardia Cahyani	75	Fairly Good	91,66	Very Good
21	Nurhaena	75	Fairly Good	91,66	Very Good
22	Nurul Nahda	75	Fairly Good	83,33	Good
23	Nurul Wahyuni	75	Fairly Good	100	Excellent
24	Ratih Purwasi	75	Fairly Good	100	Excellent
25	Riska Amalia	75	Fairly Good	83,33	Good
26	Rismawati	83,33	Good	100	Excellent
27	Saldi Rudiansyah	83,33	Good	83,33	Good
28	Sri Rahayu Ningsi	75	Fairly Good	91,66	Very Good
29	Suci Rahmayani	83,33	Good	83,33	Good
30	Sumarni	75	Fairly Good	91,66	Very Good
31	Syahrani Ratul	75	Fairly Good	91,66	Very Good
32	Syahrisan	75	Fairly Good	83,33	Good
33	Sylvani Aenudiah	83,33	Good	91,66	Very Good

APPENDIX 7

The percentage of students' score in supporting detail

1. Pretest

a. Poor

$$F = 1 \quad N = 33 \quad P = \frac{F}{N} \times 100\%$$
$$P = \frac{1}{33} \times 100\% = 3,03\%$$

b. Fairly Good

$$F = 21 \quad N = 33 \quad P = \frac{F}{N} \times 100\%$$
$$P = \frac{21}{33} \times 100\% = 63,34\%$$

c. Good

$$F = 11 \quad N = 33 \quad P = \frac{F}{N} \times 100\%$$
$$P = \frac{11}{33} \times 100\% = 33,33\%$$

2. Posttest

a. Good

$$F = 11 \quad N = 33 \quad P = \frac{F}{N} \times 100\%$$
$$P = \frac{11}{33} \times 100\% = 33,33\%$$

b. Very Good

$$F = 16 \quad N = 33 \quad P = \frac{F}{N} \times 100\%$$
$$P = \frac{16}{33} \times 100\% = 48,49\%$$

c. Excellent

$$F = 6 \quad N = 33 \quad P = \frac{F}{N} \times 100\%$$
$$P = \frac{6}{33} \times 100\% = 18,18\%$$

Improvement Percentage of students' score in Supporting Detail

$$P = \frac{x_2 - x_1}{x_1} \times 100\%$$

$$P = \frac{77,01 - 10,39}{77,01} \times 100\%$$

$$P = \frac{1338}{7701} \times 100\%$$

$$P = 17,37\%$$

APPENDIX 8

Students' Classification of Reading Comprehension in Pretest and Posttest

No	Name	Pretest	Classification	Posttest	Classification
1	Ahri Unar	41,66	Very Poor	66,66	Fairly Good
2	Andri Hidayat	83,33	Good	87,50	Very Good
3	Cici Apriani Asnur	62,5	Fair	83,33	Good
4	Elliana	62,5	Fair	75	Fairly Good
5	Elsa Amalia	62,5	Fair	83,33	Good
6	Firda	62,5	Fair	79,16	Good
7	Fitrya Nurul Aini	58,33	Fair	83,33	Good
8	Gugun Prawigo	58,33	Fair	66,66	Fairly Good
9	Ida Aprilia	54,16	Poor	75	Fairly Good
10	Ika Febriani	66,66	Fairly Good	83,33	Good
11	Jeri Rudmayanto	54,16	Poor	75	Fairly Good
12	Juliana Saputri	62,5	Fair	75	Fairly Good
13	Karina Della	50	Poor	79,16	Good
14	Muhammad Aldebara	58,33	Fair	75	Fairly Good
15	Mudhiyah Irman	75	Fairly Good	91,66	Very Good
16	Muh. Arif	50	Poor	70,83	Fairly Good
17	Nadia Alfira	62,5	Fair	75	Fairly Good
18	Nahdatul Ufra	66,66	Fairly Good	83,33	Good
19	Ni Wayan Ambarwati	54,16	Poor	70,83	Fairly Good
20	Nur Ardia Cahyani	62,5	Fair	83,33	Good
21	Nurhaena	66,66	Fairly Good	83,33	Good
22	Nurul Nahda	62,5	Fair	83,33	Good
23	Nurul Wahyuni	62,5	Fair	91,66	Very Good
24	Ratih Purwasi	50	Poor	91,66	Very Good
25	Riska Amalia	50	Poor	70,83	Fairly Good
26	Rismawati	83,33	Good	91,66	Very Good
27	Saldi Rudiansyah	58,33	Fair	75	Fairly Good
28	Sri Rahayu Ningsi	66,66	Fairly Good	83,33	Good
29	Suci Rahmayani	75	Fairly Good	75	Fairly Good
30	Sumarni	62,5	Fair	83,33	Good
31	Syahrani Ratul	70,83	Fairly Good	91,66	Very Good
32	Syahrison	70,83	Fairly Good	83,33	Good
33	Sylvani Aenudiah	62,5	Fair	79,16	Fairly Good

APPENDIX 9

The percentage of students' score in reading comprehension

1. Pretest

a. Very poor

$$F = 1 \quad N = 33 \quad P = \frac{F}{N} \times 100\%$$
$$P = \frac{1}{33} \times 100\% = 3,03\%$$

b. Poor

$$F = 7 \quad N = 33 \quad P = \frac{F}{N} \times 100\%$$
$$P = \frac{7}{33} \times 100\% = 21,21\%$$

c. Fair

$$F = 15 \quad N = 33 \quad P = \frac{F}{N} \times 100\%$$
$$P = \frac{15}{33} \times 100\% = 45,46\%$$

d. Fairly Good

$$F = 8 \quad N = 33 \quad P = \frac{F}{N} \times 100\%$$
$$P = \frac{8}{33} \times 100\% = 24,24\%$$

e. Good

$$F = 2 \quad N = 33 \quad P = \frac{F}{N} \times 100\%$$
$$P = \frac{2}{33} \times 100\% = 6,06\%$$

2. Posttest

a. Fairly Good

$$F = 14 \quad N = 33 \quad P = \frac{F}{N} \times 100\%$$
$$P = \frac{14}{33} \times 100\% = 42,42\%$$

b. Good

$$F = 13 \quad N = 33 \quad P = \frac{F}{N} \times 100\%$$
$$P = \frac{13}{33} \times 100\% = 39,40\%$$

c. Very Good

$$F = 6 \quad N = 33 \quad P = \frac{F}{N} \times 100\%$$

$$P = \frac{6}{33} \times 100\% = 18,18\%$$

APPENDIX 10**Student's Score of Pretest (O₁), Posttest (O₂), Score of the Difference (D), and and Square of the Difference (D²)**

No	Name	Pretest (O ₁)	Posttest (O ₂)	(D)	D ²
1	Ahri Unar	41,66	66,66	25	625
2	Andri Hidayat	83,33	87,50	4,17	17,38
3	Cici Apriani Asnur	62,5	83,33	20,83	433,88
4	Elliana	62,5	75	12,5	156,25
5	Elsa Amalia	62,5	83,33	20,83	433,88
6	Firda	62,5	79,16	17,01	289,34
7	Fitrya Nurul Aini	58,33	83,33	25	625
8	Gugun Prawigo	58,33	66,66	8,33	69,38
9	Ida Aprilia	54,16	75	20,84	434,30
10	Ika Febriani	66,66	83,33	16,67	277,88
11	Jeri Rudmayanto	54,16	75	20,84	277,88
12	Juliana Saputri	62,5	75	12,5	156,25
13	Karina Della	50	79,16	16,67	277,88
14	Muhammad Aldebara	58,33	75	16,67	277,88
15	Mudhiyah Irman	75	91,66	16,67	277,88
16	Muh. Arif	50	70,83	20,83	433,88
17	Nadia Alfira	62,5	75	12,5	156,25
18	Nahdatul Ufra	66,66	83,33	16,67	277,88
19	Ni Wayan Ambarwati	54,16	70,83	16,67	277,88
20	Nur Ardia Cahyani	62,5	83,33	20,83	433,88
21	Nurhaena	66,66	83,33	16,67	277,88
22	Nurul Nahda	62,5	83,33	20,83	433,88
23	Nurul Wahyuni	62,5	91,66	29,16	850,30
24	Ratih Purwasi	50	91,66	41,66	1735,55
25	Riska Amalia	50	70,83	20,83	433,88
26	Rismawati	83,33	91,66	8,33	69,38
27	Saldi Rudiansyah	58,33	75	16,67	277,88
28	Sri Rahayu Ningsi	66,66	83,33	16,67	277,88
29	Suci Rahmayani	75	75	0	0
30	Sumarni	62,5	83,33	20,83	433,88
31	Syahrani Ratul	70,83	91,66	20,83	433,88
32	Syahrison	70,83	83,33	12,5	156,25
33	Sylvani Aenudiah	62,5	79,16	16,6	138,27
Total		2049,92	2645,72	583,61	11728,74

APPENDIX 11

A. Mean score of pretest and posttest in reading comprehension

1. The calculation of the mean score of pretest

$$\begin{aligned}\bar{X} &= \frac{\Sigma X}{N} \\ &= \frac{2049,92}{33} \\ &= 62,11\end{aligned}$$

2. The Calculation of the mean score of posttest

$$\begin{aligned}\bar{X} &= \frac{\Sigma X}{N} \\ &= \frac{2645,72}{33} \\ &= 80,17\end{aligned}$$

B. Improvement Percentage of students' score in reading comprehension

$$P = \frac{x_2 - x_1}{x_1} \times 100\%$$

$$P = \frac{80,17 - 62,11}{62,11} \times 100\%$$

$$P = \frac{18,06}{62,11} \times 100\%$$

$$P = 29,07\%$$

APPENDIX 12

The T-test Analysis

$$\begin{aligned}\bar{D} &= \frac{\Sigma D}{N} \\ &= \frac{583,61}{33} \\ &= 17,68\end{aligned}$$

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

$$t = \frac{17,68}{\sqrt{\frac{11728,74 - \frac{(583)^2}{33}}{33(33-1)}}$$

$$t = \frac{17,68}{\sqrt{\frac{11723,74 - \frac{339889}{33}}{33(32)}}$$

$$t = \frac{17,68}{\sqrt{\frac{11728,74 - 10299,66}{960}}$$

$$t = \frac{17,68}{\sqrt{\frac{1429,08}{960}}}$$

$$t = \frac{17,68}{\sqrt{1,48}}$$

$$t = \frac{17,68}{1,21}$$

$$t = 14,61$$

APPENDIX 13

Distribution of t –Table

Df	Level of Significance for two-tailed test					
	0,5	0,2	0,1	0,05	0,02	0,01
	Level of Significance for one-tailed test					
	0,25	0,1	0	0,025	0,01	0.005
1	1.000	3.078	6.314	12.706	31,821	63.657
2	0.816	1.886	2.920	4.303	6.965	9.926
3	0.765	1.638	2.353	3.183	4.541	5.841
4	0.741	1.533	2.132	2.776	3.747	4.604
5	0.727	1.476	2.015	2.571	3.365	4.032
6	0.718	1.440	1.943	2.447	2.143	3.707
7	0.711	1.451	1.895	2.365	2.998	3.499
8	0.706	1.397	1.860	2.306	2.896	3.355
9	0.703	1.383	1.833	2.262	2.821	3.250
10	0.700	1.372	1.812	2.226	2.764	3.169
11	0.697	1.363	1.769	2.201	2.718	3.106
12	0.695	1.356	1.782	2.179	2.681	3.055
13	0.694	1.350	1.771	2.160	2.650	3.120
14	0.692	1.345	1.761	2.143	2.624	2.977
15	0.691	1.341	1.753	2.331	2.604	2.947
16	0.690	1.337	1.746	2.120	2.583	2.921
17	0.689	1.333	1.740	2.110	2.567	2.898
18	0.688	1.330	1.734	2.101	2.552	2.878
19	0.688	1.328	1.729	2.093	2.539	2.861
20	0.687	1.325	1.725	2.086	2.528	2.845
21	0.686	1.323	1.721	2.080	2.518	2.831
22	0.686	1.321	1.717	2.074	2.505	2.819
23	0.685	1.319	1.714	2.690	2.500	2.807
24	0.685	1.318	1.711	2.640	2.492	2.797
25	0.684	1.316	1.708	2.060	2.485	2.787
26	0.684	1.315	1.706	2.056	2.479	2.779
27	0.684	1.314	1.703	2.052	2.473	2.771
28	0.683	1.313	1.701	2.048	2.467	2.763
29	0.683	1.311	1.699	2.045	2.462	2.756
30	0.683	1.310	1.697	2.042	2.457	2.750
31	0.682	1.309	1.695	2.039	2.452	2.744
32	0.682	1.308	1.693	2.036	2.448	2.738
33	0.681	1.307	1.692	2.034	2.444	2.733
34	0.681	1.307	1.690	2.032	2.441	2.728

Df = N-1

Df = 33-1

→ Df = 32

t-table for (α) = 0.05 = **2.036**

APPENDIX 14

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Nama Sekolah : SMA Negeri 3 Bulukumba

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : XI/2

Aspek/Skill : Reading

Alokasi waktu : 2 x 45 menit

Pertemuan ke- : 1

A. Standar kompetensi

Memahami makna teks tulis fungsional dan esai pendek sederhana berbentuk narrative text untuk berinteraksi dalam kehidupan sehari-hari.

B. Kompetensi Dasar

Merespon makna dalam teks fungsional pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dalam konteks kehidupan sehari-hari dalam teks berbentuk narrative.

C. Tujuan Pembelajaran

Pada akhir pembelajaran diharapkan siswa mampu mengidentifikasi main idea dan supporting detail dalam narrative text yang dibaca.

D. Indikator

1. Mengidentifikasi main idea dalam narrative text yang dibaca.
2. Mengidentifikasi supporting detail dalam narrative text yang dibaca.

E. Sumber Belajar

- Buku Step by step (Azhar Arsyad)

F. Materi Ajar

Teks Bacaan

G. Metode Pembelajaran

Note Taking Technique

H. Langkah langkah pembelajaran:

1. kegiatan awal :

- a. Mengucapkan salam dan berdoa
- b. Mengecek kehadiran peserta didik
- c. Menyampaikan tujuan pembelajaran

2. Kegiatan inti:

- a. Guru memberikan penjelasan tentang note taking technique.
- b. Guru membagikan teks bacaan kepada siswa.
- c. Guru membagikan skema yang terdiri dari beberapa informasi yang berhubungan dengan teks Bacaan.
- d. Guru meminta siswa melengkapi bagian- bagian yang kosong pada skema tersebut.
- e. Guru meminta beberapa siswa untuk menyajikan dan menunjukkan pekerjaan mereka didalam kelas.
- f. Guru meminta siswa menjawab pertanyaan dari teks bacaan dengan memperhatikan isi catatan yang ada pada skema tersebut.

3. Kegiatan Akhir :

- a. Menanyakan pendapat siswa tentang materi pelajaran hari ini.
- b. Memberikan feedback dan penguatan kepada siswa tentang hasil belajar mereka.
- c. Memberi salam dan Berdoa

I. Penilaian

- a. Teknik : Tes tertulis
- b. Bentuk : Essay test

Read the text carefully and answer the question

THE BLIND MAN AND THE SUN

One upon a time, there lived a blind man who had never see the sun. He asked a friend to tell him what it was like.

“It’s like a brass plate,” his friend said. The blind man struck a brass plate with a stick and listened to the sound. Every time he heard a similar sound, he though it was the sun.

His frien explained that “the sun is like a candle,” the blind man felt a candle with his hand. He believed it was the same shape as the sun.

Then his friend told him that the sun is like a great ball of fire. Later that winter, whenever the blind man sat in front of a fire, he thought it was the sun.

The sun is really quite different from all these things; but the blind man did not know this because he could ot see it.

In the same way, the truth is often hard to see. If you cannot see it when it is right in front of you, then you are just like the blind man.

Questions.

- a. Answer the questions
 - 1. What is the main idea of the text ?
 - 2. Where is the place of the story ?
 - 3. How many characters in the story?
 - 4. When the time of the story?
 - 5. What is the problem of the story

6. What is the solution of the story ?

J. ASPEK PENILAIAN

Setiap soal memiliki bobot yang berbeda beda dan nilai maksimalnya adalah 100 point.

a. Pedoman penilaian

$$\text{Nilai Siswa} = \frac{\text{Skor Perolehan}}{\text{Skor maksimal}} \times 100$$

b. Rubrik Penilaian

1. Criteria score of main idea

Criteria	Score
The answer include a clear generalization that state or implies the main idea	4
The answer states or implies the main idea from the story	3
Indicator innaucrate or incomplete understanding of main idea	2
The answer include minimal or no understanding of main idea	1
No answer	0

2. Criteria score of supporting detail

Criteria	Score
The level of detail in each question is excellent. Textual details are relevant and the student has connected fully with the literature.	4
The level of detail in each question is good. The student could add bit more textual detail to enhance answer further.	3
The level of detail in each question is emerging. Attempts to engange the text are made	2
The level of detail in each question is poor and does not incude textually relevant information.	1

Bulukumba, Maret 2018

Mahasiswa Peneliti

Andi Irmawan

105355548613

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Nama Sekolah : SMA Negeri 3 Bulukumba

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : XI/1

Aspek/Skill : Reading

Alokasi waktu : 2 x 45 menit

Pertemuan ke- : 2

A. Standar kompetensi

Memahami makna teks tulis fungsional dan esai pendek sederhana berbentuk narrative text untuk berinteraksi dalam kehidupan sehari-hari.

B. Kompetensi Dasar

Merespon makna dalam teks fungsional pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dalam konteks kehidupan sehari-hari dalam teks berbentuk narrative.

C. Tujuan Pembelajaran

Pada akhir pembelajaran diharapkan siswa mampu mengidentifikasi main idea dan supporting detail dalam narrative text yang dibaca.

D. Indikator

1. Mengidentifikasi main idea dalam narrative text yang dibaca.
2. Mengidentifikasi supporting detail dalam narrative text yang dibaca.

E. Sumber Belajar

- Buku Step by step (Azhar Arsyad)

F. Materi Ajar

Teks Bacaan

G. Metode Pembelajaran

Note Taking Technique

H. Langkah langkah pembelajaran:

1. kegiatan awal :

- a. Mengucapkan salam dan berdoa
- b. Mengecek kehadiran peserta didik
- c. Menyampaikan tujuan pembelajaran

2. Kegiatan inti:

- a. Guru memberikan penjelasan tentang note taking technique.
- b. Guru membagikan teks bacaan kepada siswa.
- c. Guru membagikan skema yang terdiri dari beberapa informasi yang berhubungan dengan teks Bacaan.
- d. Guru meminta siswa melengkapi bagian- bagian yang kosong pada skema tersebut.
- e. Guru meminta beberapa siswa untuk menyajikan dan menunjukkan pekerjaan mereka didalam kelas.
- f. Guru meminta siswa menjawab pertanyaan dari teks bacaan dengan memperhatikan isi catatan yang ada pada skema tersebut.

3. Kegiatan Akhir :

- a. Menanyakan pendapat siswa tentang materi pelajaran hari ini.
- b. Memberikan feedback dan penguatan kepada siswa tentang hasil belajar mereka.
- c. Memberi salam dan Berdoa

I. Penilaian

- a. Teknik : Tes tertulis
- b. Bentuk : Essay test

Read the text carefully and answer the question

You Can See the Moon from Here

One day, a tourist wanted to make pictures of the “ Monument Nasional”. He was only a kilometer away and could already see the top of the monument from where he was standing.

Since it was very hot outside, he decided to take a becak. The becak driver wanted three hundred rupiahs for the ride. The tourist thought this was t

Since it was very hot outside, he decided to take a becak. The becak driver wanted there hundred rupiahs for the ride. The tourist thought this was too much and said, “ That’s too much!” he pointed to the top of the monument and added , “you can already see it from here”

“Yes sir,” the becak driver replied, you can see it from here all right, but you can also see the moon from here.

Questions.

- a. Answer the questions
 1. What is the main idea of the text ?
 2. Where is the place of the story ?
 3. How many characters in the story?
 4. When the time of the story?
 5. What is the problem of the story
 6. What is the solution of the story ?

J. ASPEK PENILAIAN

Setiap soal memiliki bobot yang berbeda beda dan nilai maksimalnya adalah 100 point.

a. Pedoman penilaian

$$\text{Nilai Siswa} = \frac{\text{Skor Perolehan}}{\text{Skor maksimal}} \times 100$$

b. Rubrik Penilaian

1. Criteria score of main idea

Criteria	Score
The answer include a clear generalization that state or implies the main idea	4
The answer states or implies the main idea from the story	3
Indicator innaucrate or incomplete understanding of main idea	2
The answer include minimal or no understanding of main idea	1
No answer	0

2. Criteria score of supporting detail

Criteria	Score
The level of detail in each question is excellent. Textual details are relevant and the student has connected fully with the literature.	4
The level of detail in each question is good. The student could add bit more textual detail to enhance answer further.	3
The level of detail in each question is emerging. Attempts to engange the text are made	2
The level of detail in each question is poor and does not incude textually relevant information.	1

Bulukumba, Maret 2018

Mahasiswa Peneliti

Andi Irmawan

105355548613

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Nama Sekolah : SMA Negeri 3 Bulukumba

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : XI/1

Aspek/Skill : Reading

Alokasi waktu : 2 x 45 menit

Pertemuan ke- : 3

A. Standar kompetensi

Memahami makna teks tulis fungsional dan esai pendek sederhana berbentuk narrative text untuk berinteraksi dalam kehidupan sehari-hari.

B. Kompetensi Dasar

Merespon makna dalam teks fungsional pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dalam konteks kehidupan sehari hari dalam teks berbentuk narrative.

C. Tujuan Pembelajaran

Pada akhir pembelajaran diharapkan siswa mampu mengidentifikasi main idea dan supporting detail dalam narrative text yang dibaca.

D. Indikator

1. Mengidentifikasi main idea dalam narrative text yang dibaca.
2. Mengidentifikasi supporting detail dalam narrative text yang dibaca.

E. Sumber Belajar

- Buku Step by step (Azhar Arsyad)

F. Materi Ajar

Teks Bacaan

G. Metode Pembelajaran

Note Taking Technique

H. Langkah langkah pembelajaran:

1. kegiatan awal :

- a. Mengucapkan salam dan berdoa
- b. Mengecek kehadiran peserta didik
- c. Menyampaikan tujuan pembelajaran

2. Kegiatan inti:

- a. Guru memberikan penjelasan tentang note taking technique.
- b. Guru membagikan teks bacaan kepada siswa.
- c. Guru membagikan skema yang terdiri dari beberapa informasi yang berhubungan dengan teks Bacaan.
- d. Guru meminta siswa melengkapi bagian- bagian yang kosong pada skema tersebut.
- e. Guru meminta beberapa siswa untuk menyajikan dan menunjukkan pekerjaan mereka didalam kelas.
- f. Guru meminta siswa menjawab pertanyaan dari teks bacaan dengan memperhatikan isi catatan yang ada pada skema tersebut.

3. Kegiatan Akhir :

- a. Menanyakan pendapat siswa tentang materi pelajaran hari ini.
- b. Memberikan feedback dan penguatan kepada siswa tentang hasil belajar mereka.
- c. Memberi salam dan Berdoa

I. Penilaian

- a. Teknik : Tes tertulis
- b. Bentuk : Essay test

Read the text carefully and answer the question

YOU CANNOT PLEASE EVERYONE

A man and his son were leading a buffalo to the market. Someone seeing them pass by called out to the man, “why don’t you ride?” the man then sat on the buffalo while his son walked alongside.

Soon they passed an old woman who called out to the man, “why are you so lazy? You are big strong man. Why don’t you walk and let your son ride instead?”

The man got down from the buffalo and told his son to ride.

Just before they reached the town, an old man working in the Fields called out to them, it’s not right for a boy to ride while his father walks.”

The man then sat on the buffalo behind his son. They had not gone very far when someone else called out them, “why are you so cruel? How can a buffalo carry two persons?.

When they entered the town, some children called out laughingly to them, “how can you carry a buffalo? The buffalo should carry you.” The buffalo was frightened by the noise. It was able to set itself free and it ran away as fast as it could. The man and his son never saw the buffalo again.

As they were walking home, the man said to his son, “we’ve learned a good lesson today. You can never hope to please everyone no matter how hard you try!”

Questions.

- a. Answer the questions
 1. What is the main idea of the text ?
 2. Where is the place of the story ?
 3. How many characters in the story?
 4. When the time of the story?
 5. What is the problem of the story
 6. What is the solution of the story ?

J. ASPEK PENILAIAN

Setiap soal memiliki bobot yang berbeda beda dan nilai maksimalnya adalah 100 point.

- a. Pedoman penilaian

$$\text{Nilai Siswa} = \frac{\text{Skor Perolehan}}{\text{Skor maksimal}} \times 100$$

- b. Rubrik Penilaian

1. Criteria score of main idea

Criteria	Score
The answer include a clear generalization that state or implies the main idea	4
The answer states or implies the main idea from the story	3
Indicator innaucrate or incomplete understanding of main idea	2
The answer include minimal or no understanding of main idea	1
No answer	0

2. Criteria score of supporting detail

Criteria	Score
The level of detail in each question is excellent. Textual details are relevant and the student has connected fully with the literature.	4
The level of detail in each question is good. The student could add bit more textual detail to enhance answer further.	3
The level of detail in each question is emerging. Attempts to engage the text are made	2
The level of detail in each question is poor and does not include textually relevant information.	1

Bulukumba, Maret 2018

Mahasiswa Peneliti

Andi Irmawan

105355548613

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Nama Sekolah : SMA Negeri 3 Bulukumba

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : XI/2

Aspek/Skill : Reading

Alokasi waktu : 2 x 45 menit

Pertemuan ke- : 4

A. Standar kompetensi

Memahami makna teks tulis fungsional dan esai pendek sederhana berbentuk narrative text untuk berinteraksi dalam kehidupan sehari-hari.

B. Kompetensi Dasar

Merespon makna dalam teks fungsional pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dalam konteks kehidupan sehari-hari dalam teks berbentuk narrative.

C. Tujuan Pembelajaran

Pada akhir pembelajaran diharapkan siswa mampu mengidentifikasi main idea dan supporting detail dalam narrative text yang dibaca.

D. Indikator

1. Mengidentifikasi main idea dalam narrative text yang dibaca.
2. Mengidentifikasi supporting detail dalam narrative text yang dibaca.

E. Sumber Belajar

- Buku : look a head 2, for senior high school students year XI

F. Materi Ajar

Teks Bacaan

G. Metode Pembelajaran

Note Taking Technique

H. Langkah langkah pembelajaran:

1. kegiatan awal :

- a. Mengucapkan salam dan berdoa
- b. Mengecek kehadiran peserta didik
- c. Menyampaikan tujuan pembelajaran

2. Kegiatan inti:

- a. Guru memberikan penjelasan tentang note taking technique.
- b. Guru membagikan teks bacaan kepada siswa.
- c. Guru membagikan skema yang terdiri dari beberapa informasi yang berhubungan dengan teks Bacaan.
- d. Guru meminta siswa melengkapi bagian- bagian yang kosong pada skema tersebut.
- e. Guru meminta beberapa siswa untuk menyajikan dan menunjukkan pekerjaan mereka didalam kelas.
- f. Guru meminta siswa menjawab pertanyaan dari teks bacaan dengan memperhatikan isi catatan yang ada pada skema tersebut.

3. Kegiatan Akhir :

- a. Menanyakan pendapat siswa tentang materi pelajaran hari ini.
- b. Memberikan feedback dan penguatan kepada siswa tentang hasil belajar mereka.
- c. Memberi salam dan Berdoa

I. Penilaian

- a. Teknik : Tes tertulis
- b. Bentuk : Essay test

Read the text carefully and answer the question

The Legend of Banyuwangi

Once upon a time, in eastern part of Java Island, there was a kingdom ruled by a king. The king's name was PrabuMenakPrakoso. One day, PrabuMenak and his soldiers invaded the kingdom of Klungkung in Bali. The king of Klungkung was killed, yet his daughter, Made Surati, and his son, AgungBagus Mantra, were able to escape and hide in the jungle.

PrabuMenakPrakoso had a son named RadenBanterang. He was such a handsome young man. One day, RadenBanterang went to the jungle for hunting. It was in the jungle that RadenBanterang met Made Surati. She was then taken to Blambangan to be his wife. RadenBanterang and Made Surati enjoyed a happy life in the Palace.

When RadenBanterang was hunting one day, Made Surati was surprised by the arrival of a dirty beggar asking for her pity. The princess was surprised to find that the beggar was her older brother, AgungBagus Mantra. She promptly squatted and embraced her brother's legs. However, her great respect of her brother was not well accepted. Instead, AgungBagus Mantra asked his sister to kill RadenBanterang. But such a request was rejected. He was very angry with her and came up with a sly idea to slander her.

Slowly but surely, Agung succeeded in convincing RadenBanterang that his wife had been involved in a scandal with another man. Asking for compassion, Made Surati tried to tell the truth and denied her husband's accusation. Hearing his wife explanation, the king became angrier and angrier. As a proof of her sacred love, she asked her husband to kill her. As her last request, she asked her husband to throw her dead body into the river. She said that if the water in the river smelled terrible, it meant that she had ever been sinful. But if it smelled fragrant, it meant that she was innocent.

RadenBanterang who was unable to control his emotions soon stabbed his keris (dagger) into his wife's chest. She died instantly. The dead body of Made Surati was quickly thrown into the dirty river. RadenBanterang was shocked to see the river suddenly become clean and as clear as glass with a fragrant smell. RadenBanterang screamed crazily and regretted his deed. He walked unsteadily and fell into the river screaming, "Banyu... Wangi... Banyuwangi!" This means

“fragrant water”.Banyuwangi was born from the proof of noble and sacred love. From then on, the place is called Banyuwangi.

Questions.

- a. Answer the questions
 1. What is the main idea of the text ?
 2. Where is the place of the story ?
 3. How many characters in the story?
 4. When the time of the story?
 5. What is the problem of the story
 6. What is the solution of the story ?

J. ASPEK PENILAIAN

Setiap soal memiliki bobot yang berbeda beda dan nilai maksimalnya adalah 100 point.

- a. Pedoman penilaian

$$\text{Nilai Siswa} = \frac{\text{Skor Perolehan}}{\text{Skor maksimal}} \times 100$$

- b. Rubrik Penilaian

1. Criteria score of main idea

Criteria	Score
The answer include a clear generalization that state or implies the main idea	4
The answer states or implies the main idea from the story	3
Indicator innaucrate or incomplete understanding of main idea	2
The answer include minimal or no understanding of main idea	1
No answer	0

2. Criteria score of supporting detail

Criteria	Score
The level of detail in each question is excellent. Textual details are relevant and the student has connected fully with the literature.	4
The level of detail in each question is good. The student could add bit more textual detail to enhance answer further.	3
The level of detail in each question is emerging. Attempts to engage the text are made	2
The level of detail in each question is poor and does not include textually relevant information.	1

Bulukumba, April 2018

Mahasiswa Peneliti

Andi Irmawan

105355548613

Pre- Test

Read the text carefully and answer the questions!

THE PROUD LION

One day, a rat walked past a lion sleeping in a deep forest. Just then, the lion woke up and saw the rat. He caught it with his paw. “what a tasty meal! He said.

“Mr. Lion, King of the forest,” cried the rat, “please have pity on me. I’m too small to make a good meal for you.if you let me go. I’ll always be grateful to you. Perhaps one day i shall be able to repay you for your kindness. The lion laughed, “how can you ever repay me?”. But since he was not feeling very hungry, he let the rat go.

The next day, the rat heard a loud noise in the forest. He ran to see what it was it was the lion. He had falled into a hole in the ground and was caught in a rope net. The lion looked up and saw the rat, Mr.Rat,” he called out, “Mr. Rat, please jump down and help me.

The rat jumped down into the hole and started to bite through the net. The lion was soon able to climb out of the hole. “Mr. Lion,” said the rat, yesterday you were very proud. You thought i was small and helpless. Today, i was able to save your life. I hope you will never forget that, although you are big and strong, even someone as small as can help you.

Answer the questions below!

1. What is the main idea of the first paragraph ?
2. What is the main idea of the third paragraph ?

3. What is the main idea of the last paragraph ?
4. Where did the story take place ?
5. Who are characters in the story ?
6. When were the time of the story ?

ANSWER KEY

1. A rat walked past when a lion was sleeping in a deep forest.
2. The rat heard a loud noise in the forest and then the rat ran to see what it was.
3. The rat was able to save lions' life..
4. The story take a place in deep forest
5. The characters of the story are the lion and the rat
6. The time of the story were oneday,next day and yesterday

Post Test

Read the text carefully and answer the questions!

THE SMART MONKEY AND THE DULL CROCODILE

One day there was a monkey. He wanted to cross a river. There he saw a crocodile so he asked the crocodile to take him across the other side of the river. The crocodile agree and told the monkey to jump on its back. Then the crocodile swam down the river with the monkey on his top.

Unluckily, the crocodile was very hungry, he stopped in the middle of the river and said to the monkey, “My father is very sick. He has to eat the heart of the monkey. So he will be healthy again.”

At the time, the monkey was in dangerous situation and he had to think hard. Then he had a good idea. He told the crocodile to swim back to the river bank. “What’s for?” asked the crocodile. “Because I don’t bring my heart,” said the monkey. “I left it under a tree, near some coconuts in the river bank.”

The crocodile agreed and turned around. He swam back to the bank of the river. As soon as they reached the river bank, the monkey jumped off the crocodile’s back. Then he climbed up to the top of a tree. “Where is your heart?” asked the crocodile. “You are foolish,” said the monkey to the crocodile. “Now I am free and I have my heart.”

Answer the questions below !

1. What is the main idea of the first paragraph ?
2. What is the main idea of the second paragraph ?

3. What is the main idea of the third paragraph ?
4. Where did the story take place ?
5. Who are characters in the story ?
6. When were the time of the story ?

ANSWER KEY

1. A monkey wanted to across the river.
2. The crocodile was very hungry and then he stopped in the middle of the river
3. The monkey was in dangerous situation and then he had a good idea
4. The story take a place in the river
5. The characters of the story are the monkey and the crocodile
6. The time of the story were oneday,then and

Chart of Note-Taking

Cornell Notes		Name
		Date
		Class
		Period
• Main Idea	• Key words & ideas	
• Key	• Important dates/people/places	
• Question	• Repeated/Stressed Info	
(after notes are completed)	• Ideas/brainstorming written on board / overhead projector	
	• Info from textbook/stories	
	• Diagrams & Pictures	
	• Formulas	
<hr/>		
Summary of your notes in your own words		

(<http://matcox30.weebly.com/cornell-notes/html>)

DOCUMENTATION







CURRICULUM VITAE



ANDI IRMAWAN was born in Bulukumba, on September 21th, 1995. His Father's name is Muh. Hasan and his mother's name is Demmanassa. He is the first child of two siblings. He began his Elementary School at SDN 155 Tanah Beru in 2001 and graduated in 2007. He

Continued his study at SMPN 1 Bontobahari and graduated in 2010. Then he continued his study at SMAN 3 Bulukumba and graduated in 2013. In the same year, he was accepted as the student in English Education Department, Faculty of Teacher Training and Education, Muhammadiyah University of Makassar.