

**IMPROVING THE STUDENTS' READING COMPREHENSION
THROUGH INFERENCE STRATEGY AT THE FIRST GRADE
OF SMK NURKARYA TIDUNG**

(Pre-Experimental Research)



A THESIS

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**BY
JUMRIANI
10535 5078 12**

**ENGLISH DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
MUHAMMADIYAH UNIVERSITY OF MAKASSAR
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UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS

LEMBAR PENGESAHAN

Skripsi atas nama **Jumriani**, nim **10535 5078 12** diterima dan disahkan oleh Panitia Ujian Skripsi berdasarkan Surat Keputusan Rektor Universitas Muhammadiyah Makassar Nomor: **118 Tahun 1438 H/ 2016 M**, Sebagai salah satu syarat guna memperoleh Gelar **Sarjana Pendidikan** pada Jurusan Pendidikan Bahasa Inggris (S1) Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar pada hari senin tanggal **14 November 2016**

27 Oktober 2016 M

Makassar,

26 Muharram 1438 H

PANITIA UJIAN

Pengawas Umum : Dr. H. Abd. Rahman Rahim, SE.,MM

Ketua : Dr. H. Andi. Sukri Syamsuri, M.Hum

Sekretaris : Khaeruddin, S.Pd., M.Pd

Penguji :

1. Dr. Ratna Dewi, S.s., M. Hum

2. Nur Devi Bte Abdul, S.Pd., M.Pd

3. Dra. Hasnawati Latief, M.Pd

4. Dra. Radiah M.Pd

Disahkan Oleh :

Dekan FKIP Unismuh Makassar



Dr. H. Andi. Sukri Syamsuri, M. Hum

NBM: 858 625



UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRES

APPROVAL SHEET

Title : Improving Students' Reading Comprehension Through
Inference Strategy at The First Grade of SMK Nurkarya Tidung
(Pre-Experimental Research)
Name : Jumriani
Reg.Number : 10535 5078 12
Program : English Education Department Strata 1 (S1)
Faculty : Faculty of Teacher Training and Education

Makassar, 18 November 2016

Approved by:

Consultant I

St. Asrianti, S.Pd, M.Hum

Consultant II

Nurdevi Bte Abdul, S.Pd., M.Pd

Dean of FKIP
Makassar Muhammadiyah University



Dr. H. Andi Sukri Svamsuri, M. Hum.
NBM: 858 625

Head of English
Education Department



Erwin Alab, M.Pd., Ph.D
NBM: 860 934

SURAT PERJANJIAN

Saya yang bertanda tangan di bawah ini:

Nama : JUMRIANI

NIM : 10535 5078 12

Jurusan : Pendidikan Bahasa Inggris

**Judul Skripsi : Improving the Students' Reading Comprehension Through
*Inference Strategy at the Second Grade of SMK Nurkarya Tidung***

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Makassar, Juli 2016
Yang membuat perjanjian

JUMRIANI

SURAT PERNYATAAN

Saya yang bertanda tangan di bawah ini:

Nama : **JUMRIANI**

NIM : **10535 5078 12**

Jurusan : **Pendidikan Bahasa Inggris**

JudulSkripsi : **Improving The Students' Reading Comprehension Through
*Inference Strategy at the First Grade of SMK Nurkarya Tdung***

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JUMRIANI

MY MOTTO

Better to feel how hard education is at this time rather than feel the bitterness of stupidity, later.

(Lebih baik merasakan sulitnya pendidikan sekarang daripada rasa pahitnya kebodohan kelak.)

ABSTRACT

JUMRIANI,2016. Improving Students' Reading Comprehension Through Inference Strategy at the second grade of SMK Nurkarya Tidung, under the thesis of English Education Department, the Faculty of Teacher Training and Education, Muhammadiyah University of Makassar, supervisor by St. Asriati and Nurdevi Bte Abdul.

This research aimed at find out the improvement of the students' reading comprehension particularly literal and inferential comprehension by using Inference Strategy.

The researcher used a Pre-Experimental Design. The research had conducted with treatment, where each all consisted of six meetings. A pre experimental design was employed with one group pre-test and post-test design. The population of this research was the Second Year Students of SMK Nurkarya Tidung year 2016/2017. The sample was only one class consisted of 20 students that was selected by using total sampling technique. The data were obtained through reading test.

The findings showed that the students' mean score in pre-test was 1.9 and it was improved to be 2.8 in post-test. Therefore, the statistical computation described that Inference Strategy was effective in improving the students' reading comprehension. It was supported by the value of t-test that the value of t-table ($5.59 > 1.729$). Therefore, the Alternative Hypothesis was accepted and the Null hypothesis was rejected. Based on the result analysis, the researcher concluded that through Inference Strategy can improve the students' reading comprehension and through this strategy was effective in teaching reading comprehension.

Key Words: Reading Comprehension, Inference Strategy, literal ans Inferential Comprehension.

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Makassar, Juli 2016

The Researcher

JUMRIANI

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CHAPTER I

INTRODUCTION

A. Background

In Indonesia, teaching English as a foreign language is used obligatory in many levels of school from Junior High School until University. The objective of teaching English for junior high school is to make the students to be able to use the language for communication. Saukah (1997) describes that the teaching of English for EFL should be directed to develop the students' skill in listening, reading, speaking and writing for communication purpose.

One of the English Language skills is reading. Reading is a source of learning and a source of enjoyment, Nation (2005). It is a complex process, which involves not only the readers' ability to read the text but also their ability to comprehend it, because reading has an important role when a reader wants to understand a message from a writer for a purpose. Through reading, the reader can understand things that explained by the writer, and the result reader can get information by reading the written message. Because of this reason, some teachers of English at junior high school and senior high school find difficulties in teaching reading.

Reading comprehension is a term used to understand and apply information contained within written materials. Smith (1980) states that, "Reading is a complex process in which the reader uses mental content to obtain the meaning from written materials".

Many students think that reading is a boring activity, and based on my experience when the researcher taught in Junior High School, most of the students thought that making conclusion and answering reading test is a boring task. They feel bored to make conclusion and lazy to find the answer of reading text because they have to read more, especially if the conclusions and answers are not explicitly stated on the text.

One of the necessary factors that can promote reading comprehension is reading strategies. Many empirical studies have indicated that improving readers' reading strategies leads to substantial reading comprehension benefits Cain (1999). Furthermore, Gascoigne (2008) claims that reading comprehension strategies can help readers gain a better understanding of text. A lot of reading strategies such as making connections, inferring, asking questions, visualizing, using context clues, and determining main ideas are embedded in one another. In order to succeed in reading comprehension, the readers should be able apply the reading strategies to texts, Beers (2003).

According to the some reports about the students' reading comprehension show that the level of students reading comprehension is still lower than what have been expected as included in school curriculum. The lower students' achievement to study English at school can be caused by some factors. It's happen because the student motivation in reading is lack and the teacher is not using especially strategy to improve students' reading comprehension.

Dealing with the problem above, the researcher was expected to help the students in order to improve their reading comprehension by Inference Strategy. Anderson & Pearson (1984) states that inference is one of the most widely accepted reading strategies and these strategies are made on the basis of the readers' prior knowledge and input. There are two main types of inferences which are coherence and elaborative. Coherence inferences is the connection of different pieces of information from within the text, and elaborative inferences is the connected information from the text with readers' prior knowledge Cain et al (2001).

Considering the explanation above that making inference is one of many strategies to improve students' reading comprehension. Therefore, the researcher proposed a research thesis entitled "*Improving the Students' Reading Comprehension Through Inference Strategy at the First Grade of SMK Nurkarya Tidung Makassar.*"

B. Research Problem

The problem statement of this research was formulated as follows:

1. How does the use of Inference Strategy can improve the students' reading comprehension especially in literal comprehension at the First Grade of SMK Nurkarya Tidung Makassar?
2. How does the use of Inference Strategy can improve students' reading comprehension especially in inferential comprehension at the first grade of SMK Nurkarya Tidung Makassar?

C. Objective of the Research

Based on the problem statement above, the objectives of research was to find out the improvement of the students' reading comprehension through Inference Strategy especially in literal and inferential comprehension *at the First Grade SMK Nurkarya Tidung Makassar*.

D. Significance of the Study

1. To make the teaching and learning process specially in reading comprehension more effective.
2. To be used by the teachers in improving students reading comprehension.
3. To make the students was easy to understand and enjoy in reading in the class.
4. To the researcher got new experience and applied to the young generation.

E. The Scope of Study

The scope of the study focused at the First Grade SMK Nurkarya Tidung Makassar, in improving the students' literal comprehension especially in details and recall, and inferential comprehension especially in main ideas through Inference Strategy. The kind of text which observe was narrative text.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous of Related Findings

Many researchers have been reported to expose identification of the students' reading comprehension in learning process more successful, some of their findings are as follows:

1. Kasmiasi, (2012). Thesis. *The Use of Inference Strategy to Improve the Students' Reading Comprehension at the Second Grade of SMK Muhammadiyah Tello Makassar*. In her research she found that the students' reading comprehension improve that coped with main idea and make inference. In t-test value students' mean score was 5.19. in the cycle I the students' mean score had improved become 6.30 and in the cycle II the students' mean score become 7.65. it meant that there was significant different between before and after used Inference Strategy.
2. Murni, (2012). Thesis. *Improving the Students' Reading Comprehension Through Direct Reading Activity (DRA) Strategy*. Conclude that to improve the students' reading comprehension, the teacher must be able to manage classroom well, so the studnts do not fell bored in learning process. The result of data analysis indicated that there was a significant different before and after used DRA Strategy. Through DRA Strategy it proved by the result of the

statistical analysis of level significant 0,05 with degree of freedom (df=N - 1) 40-1=39. It was indicated that t-test value was 9. 1 while t-table was 2.024 where (9. 1>2.024).

3. Nurfadila, (2012).Thesis. *The Improvement Students' Reading Comprehension through "One Stay The Rest Stray"*. In her research she found that the improvement students' reading comprehension through "One Stay The Rest Stray" technique in term of literal and interpretive comprehension. She used Classroom Action Research, where conducted two cycles. In the first cycle (66.15%) and in the second cycle (77.25%). It meant that there was significant different before and after used One Stay The Rest Stray.
4. Saenab, (2012).Thesis. *Improving the Students Capability in Comprehending Reading Passage through Collaborative MURDER (Mood, Understand, Recall, Digest, Expaind, Review)*. She used Classroom Action Research (CAR) and in her research findings show that there was improvement the students' main idea from cycle I to cycle II, where in cycle I the students' achievement in main idea is 6.12%, but after evaluation in cycle II the students' main ideas become 7.66%. it meant that there was significant different before and after used Collaborative MURDER.

B. Some Pertinent Ideas

1. The Concept of Reading

Reading is one of the most important skills in learning language besides listening, speaking and writing. It has the fundamental goal to know enough the concept and the language. There are many definition of reading given by some experts as follow:

1. Smith et al (1980) state that reading an active attempt, on the part of the reader, to understand a writer message.
2. Nuttal (1982) remarks that reading is process of getting a massage from a text or understanding a written text mean extracting the information from the text as efficiency as possible.
3. Godman (1968) defines that reading is an interaction between the writer and written language, through which the reader attempts to reconstruct a massage from the writer.

Based on the definition above, the researcher concludes that the definition of reading is interactive process of getting information and ideas from the writer with the writing text.

2. Reading Process

Woridijoyo (1989:10-11) puts forward some state or reading process as follow:

1. Perception

The perception here indicates the ability to read word a significant unit.

2. Comprehension

The comprehension refers ability to make the author or writer word conducive to useful through as read in contexts.

3. Reaction

The reaction is the action that requires consideration in connection with what has been by the author.

4. Integration

The integration levels to the ability comprehend or understand through concept toward the experience of the writer that can be useful as a part of the reader's experience.

3. Kinds of Reading

According to Indriati (2002:7-8) classifies reading into three kinds, namely; reading aloud, silent reading and speed reading.

1. Reading aloud

Reading aloud is very important device that cannot be over looked in achieving the goal because it is a great aid in the developing our habits to practice, in reading aloud. The students will get experience as many times as possible.

2. Silent Reading

Silent reading tends to reinforce the reader to find out the e meaning of the words. This kind of reading leads the reader to a better comprehension. Silent reading is a skill to criticize what is writes to discuss something write means to draw inferences and

conclusion as well as to express a new idea on the basis of what is read.

3. Speed reading

This kind of reading is use to improve speed and comprehension in reading. This skill is very important for student. This skill of speed reading must run side comprehension. However, the rate of reading speed depends on the kinds of reading material. The rate of speed reading a story or narration will be different from the reading scientific materials.

4. The Reading Technique

Abbot et al (1981: 92) determined the types of reading for the purpose of reading;

1. Skimming

The eyes run quickly over the text to discuss what it is about, the main idea and the gist. However, a reader should look quickly across and down the page to find specific information he wishes.

2. Scanning

The reader is on the lookout for a particular item he believes in the text. The scanning can be done to find name, data, statistic, or fact in writing. The eyes start quickly at the lines of writing.

3. Intensive reading.

It is also called study reading. This involves closed reading of the text as the amount of comprehension should be high. The speed of reading is correspondently slower.

5. The Concept of Reading Comprehension

1. Definition of Reading Comprehension

The following are some definition of reading comprehension which have been proposal by some experts:

- a. Kustaryo (1988:11) defines that reading comprehension is understood what has been read.
- b. Alexander (1998) points out that reading comprehension involves taking meaning to a text in order to obtain meaning from the text. Comprehension is the act or process of comprehending.
- c. Harris et al (1980: 8) state that reading comprehension as the result interaction between the perception of graphic symbols that present language skills and knowledge of the world.
- d. Smith et al (1980) assumed that reading comprehension depend on many factors, such as:
 - a. The reader's ability to attend the printed idea.
 - b. The reader's background knowledge to which new information must be added.
 - c. The reader's purpose goal in reading text or material.

Based on the definition above, the researcher concluded of reading comprehension is level of understanding of writing, where in reading there are interaction between the teacher and the students in the classroom. The students could be known the writer's idea from the text that has read.

2. Reading Comprehension Level

The Barrett Taxonomy (Clymer, 1968), designed originally to assist classroom teachers in developing comprehension questions and / or test questions for reading, is especially useful for classroom questioning in other content areas as well.

According to Barrett's Taxonomy (Clymer, 1968) there are some of reading comprehension, those are Literal Comprehension and Inferential Comprehension:

1. Literal Comprehension

According to Clymer (1968) Literal comprehension is reading in order to understand, remember, or recall the information explicit contained in a passage. The literal comprehension is the most fundamental in reading comprehension kinds, because the readers must first understand what the author expresses before drawing an inference, making an evaluation, or gaining an appreciation.

a. Details

According to Harmer (1985) detail is require knowledge of events in order of occurrence and details refer to identification of the components of a story, such

as the beginning, middle, end and also to the ability to retell the events within a given text in the order in which they occurred. The student is required to locate or identify facts such as the names of characters, the time of the story, or the place of the story (or just about any other kind of explicit fact or detail requiring literal comprehension) details are additional details that support the topic sentence in a paragraph. They let the reader understand and learn more about the main idea.

This reading requires one to focus attention only on one or some particular information or detail which need form a text; the rest of the text may not be read anymore. Details 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.

EXAMPLES AND PATTERNS:

1. Who is the best swimmer?
2. Where was the palace located?
3. When does the party start?

b. Character Traits

According to Clymer (1968) Character trait is the type of person in a story based on facts that explicitly stated in the text about a character (his name, traits and feeling). The student is asked to call up from memory explicit statements about characters which illustrate the type of persons they are. Character traits are all the aspects of a person's behavior and attitudes that make up that person's personality. Everyone has character traits, both good and bad. Even characters in books have character traits. Character traits are often shown with descriptive adjectives, like patient, unfaithful, or jealous. And these actions show us what kind of people these characters are: friendly, sad, nosy, happy, lovestruck, confused, angry, or inventive.

When we talk about a character, we often describe that character in terms of **character traits**, descriptive adjectives like happy or sad that tell us the specific qualities of the character. They're the same kinds of words that we might use to describe ourselves or others, but we're using them to describe fictional characters in something we've read. The author may tell us these traits directly, but more often the author will show us these traits in action. Our job as readers is to draw a conclusion about the character's traits

(*to infer them*) from what the character says, thinks, and does. We might infer a character trait from something a character does only once, or we might draw our conclusions from a series of things the character says and does.

EXAMPLES AND PATTERNS:

1. Why are they well suited to _____ ?
2. How did Stanley feel? (The story states that Stanley felt shy.)
3. What did s/he/it look like?
4. Who are the key characters in the book?

2. Inferential Comprehension

According to Clymer (1968) Inferential comprehension is reading in order to find information which is not explicitly stated in the passage. To make a complete inference, the reader must read the passage carefully, put ideas and facts together to draw a conclusion then inference it by using their experience and intuition.

a. Main Ideas

According to Harmer (1985), the main idea is the most important piece of information the authors wants you to know a bout the concept of that paragraph. The student is required to provide the main idea, general significance, theme, or moral which is not explicitly

stated in the selection. (Such questions may pertain to part of a selection).

The main idea is the most important idea of a paragraph. A main idea is often stated in the first sentence of a paragraph. A main is what the paragraph is all about. A paragraph is a group of sentences related to a particular topic, or central theme. Every paragraph has a key concept or main idea. 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 specially 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.

A writer will stated his/ her main idea explicitly somewhere in the paragraph.

According to Baiz (1998:10-12),that the main idea is one of the basic skill that a reader has to develop is he is going to understand and enjoy reading essay. The main idea is very commonly found at the beginning and is followed by supporting sentences.

Very often the writer begins with supporting evidence and places the main idea in the last sentences. So, the main idea may be stated at the beginning, in the middle, or at the end of the paragraph.

There are some tips to help students find the main idea, post the following clues somewhere in your classroom where everyone can see it:

- a. The main idea is the most important part of the story.
- b. The main idea helps readers understand what the story is mainly about.
- c. Look at the title and pictures.
- d. The main idea may be stated in the first or last sentence.
- e. Look for clue words that are used repeatedly.

EXAMPLES AND PATTERNS:

1. What is the main idea of this _____ ?
2. Discuss the significance of _____ ?

Based on the explanation above the researcher must to make a good question to know was the students comprehend or not a text after read it. So, the researcher made a good question based on the theory of level comprehension' s Barrett Taxonomy, and they were literal and inferential comprehension. In literal comprehension there were 2 kinds;

details and character traits and inferential comprehension was only main ideas. The researcher took it because based on the inference strategy, the researcher must to show a marked shift from literal to inferential question.

First of all, the students must to know or got the factual information by using the question where there was in literal comprehension and then they found out the main ideas of the text where in make a question from inferential comprehension we could also asked the students to make a conclusion from main ideas that have they found out while they combine it based on their (experience) background knowledge, so they could drew conclusions.

3. The Concept of Narrative Text

Parera (1993) states that a narrative was one of the forms of developing reading, for example characters told the history of something based on the development of reading from time to him. Derewianka (1990:32) states that the steps for constructing a narrative are:

1. Orientation

In which the writer tells the audience about who the character in the story are, where the story is taking place, when the action is happen (can be a paragraph a picture or opening chapter).

2. Complication

The story is pushed along by a series of events, during which we usually expect some sort of complication or problem to arise. It just would not be so interesting if something unexpected did

not happen. This complication involves the main character and often solves to (temporally) toward them; for reaching their goal. Narratives mirror the complications we face in life and hand to reassure us that they are resolvable.

3. Resolution

In a “satisfying” narrative, a resolution of the complication is brought about the complication may be resolved for better or for worse, but it is rarely left completely on resolved although this is of course possible in certain types of narrative, which leave us wondering (how is the end?).

4. The Concept of Inference Strategy

1. Definition of Inference Strategy

According to Johnston (2009) Inferential thinking occurs when text clues merge with the reader’s prior knowledge and question to point toward a conclusion about the underlying theme or idea in the text. Making inferences is like being a detective. Using background knowledge and what the text says, readers can draw conclusions about a concept that is not explicitly stated in the text. Inferring require readers to read "between the lines." According to Harvey and Goudvis (2007), "inferring is the bedrock of comprehension".

There are some comprehension strategies that students should learn to help them improve their performance which include summarization Gajria & Salvia (1992), activating background

knowledge and prediction Afflerbach (1990), and clarifying Simmonds (1992).

"Making inferences has been defined as the ability to "construct the text base and the mental models that go beyond the information directly articulated in the text", Snow (2002:108)."

Inference in reading means that the reader uses knowledge and facts from the text and from earlier experiences as base or premises for their own logical conclusion. A text generally provides, a large number of inferences, often quite different of character, depending on what premises will be understood by the students, i.e. what inferences will be make, what is important with the reading itself, and what is the aim of the text, but the aim is not always made clear. This means that the teacher also has an idea about what in the text used as premises.

From the explanation above, so the researcher concludes that inference strategy is one of reading strategies in which the reader uses knowledge and facts from the text and from earlier experiences or their prior knowledge as base or premises for them to make their own logical conclusion.

Inference is essential to, and part of, being human. We engage in inference every day. We interpret actions to be examples of behavior characteristics, intents, or expression of particular feelings. We infer it is raining when we see someone with an open umbrella. We infer

people are thirsty if they ask for a glass of water. We infer that evidence in a text is authoritative when it is attributed to a scholar in the field.

2. The Use of Inference Strategy

According to Johnston (2009) Inferential thinking occurs when text clues merge with the reader's prior knowledge and questions to point toward a conclusion about an underlying theme or idea in the text. When learners reading frenetically, they are involved with the text at a higher level — reflecting on information, making judgments, and drawing conclusions in response to what they are reading. When readers infer meaning they become more personally engaged with and connected to the deeper meaning of the text, resulting in enhanced understanding and increased learning and retention.

According to Johnston (2009) there are some steps of how to teach strategy use, those are:

1. Teacher explains a key learning strategy to learners. When learners understand why a strategy is important and what it is intended to do, they are motivated to learn and consistently use that strategy.
2. Teacher models the strategy to give learners clear examples of how and when that strategy is used in real-world.
3. Learners try the strategy while being guided by the teacher.

4. Learners apply the strategy independently, with the teacher assessing learner gains more and more mastery, the teacher's involvement becomes less and less.
5. Learners organize and share their learning with peers.
6. Learners take time to reflect on their learning (what they learned as well as how strategies helped them) and to plan how they will continue to learn more about their topic.

If the students can give the correct answers and can give the accept reason of choosing his/her answer, the teacher ask the other students who had different answer and ask them their reasons. If their answer is incorrect, the teacher will give or talk him/her the correct answer and giving explanation of choosing it by using Inference strategy.

3. The Advantages of Inference strategy

- *Successful inferring leads to better overall comprehension.*

When students can make inferences accurately, they are able to grasp the author's meaning and understand "the whole picture" of a text. Rather than simply decoding words, they can recognize an implication and draw it to its logical conclusion, resulting in fewer gaps in comprehension.

- *Successful inferring leads to more engagement with text.*

Students who infer habitually and accurately are more engaged in the text. Not only do they understand better, they enjoy

reading more because they are able to easily draw on information from their own lives and prior knowledge. This helps them better identify with characters and relate to literature. Furthermore, when students make inferences such as predictions or theories, they are eager to read more, to see if their intuition will be confirmed.

- *Successful inferring makes sophisticated readers.* Making inferences focuses students on looking beyond the events of a story and the text on the page. This “global view” can help help students understand literary concepts such as character, theme, and figurative language.
- *Successful inferring helps students be metacognitive.* In teaching students to infer, teachers can help students think about their own thinking—how to apply their background knowledge and experience to draw reasonable conclusions in specific situations. As students learn to consciously apply this process, it becomes a tool they can use deliberately and methodically whenever they feel as if they are “missing something” in their independent reading.

C. Conceptual Framework

The conceptual framework shows that reading comprehension was students' problem especially in reading text. Reading text was research through pre-experimental research. In this research, the process were: pretest (do before treatment as the starting point), treatment (the teaching and learning process), and posttest (do after treatment). Through inference strategy to improve the students' reading comprehension at the first grade of SMK Nurkarya Tidung.

The theoretical framework of this research was presented in the diagram below:

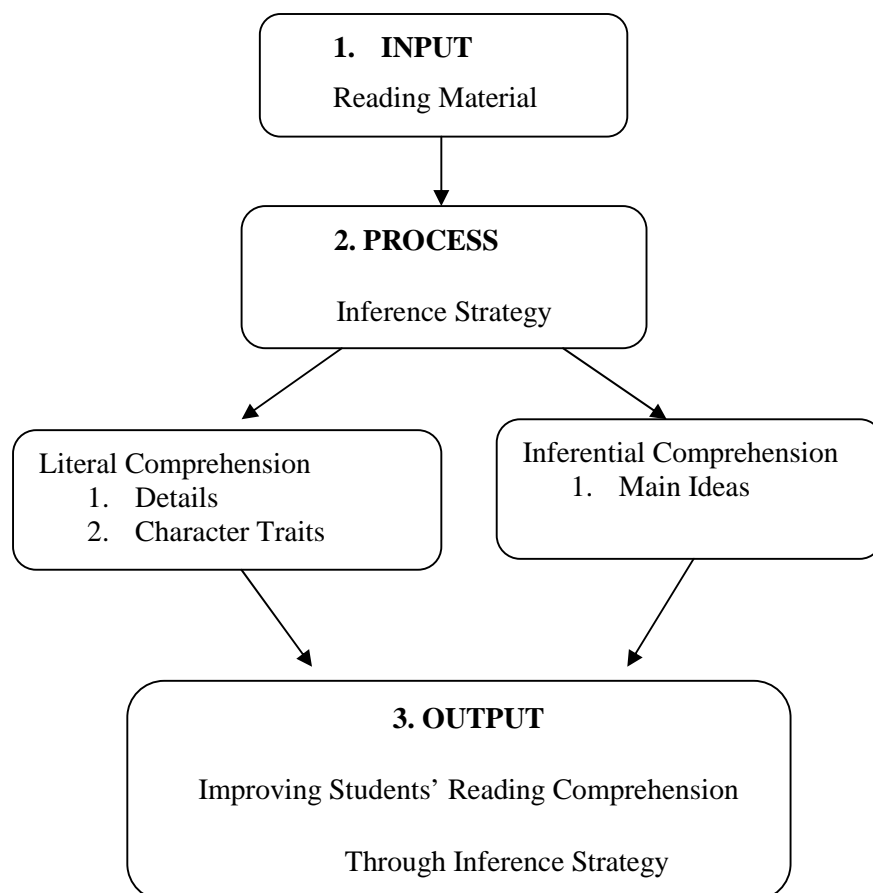


Figure: 2.1 Conceptual Framework

D. Hypothesis

Based on the review of related literature, the researcher put forward the hypothesis of the research as follow:

- Null hypothesis (H0): The use of Inference Strategy could not improve the students' reading comprehension at The First Grade of SMK Nurkarya Tidung.
- Alternative hypothesis (H1): The use of Inference Strategy could improve the students' reading comprehension at The First Grade of SMK Nurkarya Tidung.

CHAPTER III
RESEARCH METHOD

This chapter consisted of research design, research variable, population and sample, research instrument, data collection, and data analysis.

A. Research Design

The research design used pre-experimental with one group pretest-posttest design. There were treatment between pretest and posttest. The treatment gave after gave the pretest. The design of this research illustrated as follows:

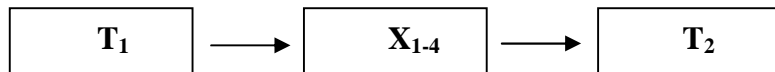


Table 3.1

Where:

T₁: Pre-test

X₁₋₄: Treatments (4x meetings)

T₂: Post-test

(Hatch and Farhady, 1982:20)

1. Pre-test

Before doing the treatment, the students gave pretest to know their prior knowledge in reading. In this stage, the students read the narrative text and answer the questions; pretest administrated to the students by spent 40 minutes.

2. Treatment

After giving the pre-test, the researcher corrected out the treatment to the students by used inference strategy. This treatment conducted four times met and took 90 minutes each met. The procedures of the treatment as follows:

- a. The researcher explained narrative text in form story to the students.
- b. The researcher gave the students the example of narrative text to read and answered the questions. Their answering must to combine based on their prior knowledge or experiences and facts from the text that have they read.
- c. After that, the researcher asked some students to come in front of the class to demonstrate their answering and the reason of choosing it.
- d. After answered the question, the researcher asked the other students who have different answered and asked them their reason. So, the researcher knew are the students got a better understanding or not after read the text.
- e. If their answered was incorrect, the researcher gave or told them the correct answer and gave explanation of it based on the inference strategy.

3. Post-test

Post-test gave after the students did the task of reading materials. Posttest was carried out to find out the students' improvement in learning reading comprehension by used narrative text through inference strategy.

B. Research Variable and Indicators

There were two variable and two indicators used in this research, they explained as follow:

1. Research variable

There were two variables used in this research, they were explained as follows:

a. Independent variable

The independent variable was the use of inference strategy. It was as the strategy would be used by the researcher in teaching the material.

b. Dependent variable

The dependent variable were the students' literal comprehension and inferential comprehension.

2. Indicators

There were two Indicators of literal comprehension and one indicator of inferential comprehension, those were:

a) Literal comprehension: details and character traits.

b) Inferential comprehension: inferring main ideas.

C. Population and Sample

1. Population

The population of this research was *the first grade SMK Nurkarya Tidung Makassar* in academic year 2016/2017. This school just have one class which consisted of 20 students.

2. Sample

The researcher took one class of *the first grade SMK Nurkarya Tidung Makassar* in academic year 2016/2017. The technique of sampling used total sampling. It meant that all of the students took as the sample of the research.

D. Instrument of the Research

The instrument of the research was reading test for pretest and posttest. It was aimed at finding out the students 'reading comprehension in reading narrative texts. The ways to give score the students' answer by used the formula.

a. Rubric of Main Ideas

Table 3.2 Criteria Score of Main Ideas

No.	Criteria	Score
1.	Student response is complete, specific, and correct.	4
2.	Student response is accurate, but not complete.	3
3.	Student response gives details instead of main idea	2
4.	Student response is not correct, but is attempted	1

Erickamichelle_ (2016)

b. Rubric of Details

Table 3.3 Criteria Score of Details

No.	Criteria	Score
1.	The level of detail in each question is excellent. Textual details are relevant and student has connected fully with the literature.	4
2.	The level of detail in each question is good. The student could add a bit more textual detail to further enhance answers.	3
3.	level of detail in each question is emerging. Attempts to engage the text are made.	2
4.	The level of detail in each question is poor and makes no attempt to include textually relevant information.	1

Benbleue (2016)

c. Rubric of Character Traits

Table 3.4 Criteria Score of Character Traits

No.	Criteria	Score
1.	Describes character traits accurately and uses details.	4
2.	Describes character traits accurately	3
3.	Vaguely describes character traits	2
4.	Does not describe character traits	1

Edrocha (2016)

E. Procedure of collecting data

The procedures of collecting data in this research were:

1. Pretest

Before applying the treatment the students gave pretest to know their prior knowledge in reading. The researcher gave the students amount of

test. The purpose of this session was to find out the students reading comprehension before using inference strategy.

2. Posttest

After the treatment, the researcher would be given the students amount of test namely post test to know the students reading comprehension after using inference strategy.

F. Technique of data Analysis

The data collected through the test was analyze quantitatively as follows:

1. Classifying the students' score in pre-test and post-test in the following scale:

Table 3.5 The assessment of students' reading comprehension competence.

No	Criteria	Score	Classification
1.	Student answered all (100%) comprehension questions correctly. Student fully demonstrates comprehension of main idea from the reading.	4	Exceeds the Standard
2.	Student answered 75% of comprehension questions correctly. Student comprehends main idea of the reading.	3	Meets the Standard
3.	Student answered at least half of the comprehension questions correctly.	2	Approaching the Standard
4.	Student did not complete assignment and/or did not answer more than half of questions correctly.	1	Below the Standard

Benbleue (2016)

2. Calculating the percentage of the students' score by used the following formula:

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

Notation:

P: percentage

F: frequency

N: the total number sample

(Gay, 2006)

3. Calculating the main score of the students' answer by used the formula:

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

Notation:

\bar{X} : mean score

$\sum X$: total raw score

N : the total number of
students

(Hatch and Farhady, 1982:55)

4. Finding out the significant different between the mean score of pretest and the mean score of posttest by calculated the dependent *t*- test by used the following formula:

$$D = \frac{\sum D}{N}$$

Where:

D= Deviation

D= standard of deviation

N= number of students

$$t = \frac{\sum D}{\frac{n \sum D^2 - \sum D^2}{n-1}}$$

Where :

t = test of significance

D = the mean of difference score

X_2 = the students' grades in the posttest

X_1 = the students' grades in the pretest

N = the total number of students

(Gay, 2006)

5. The criteria for the hypothesis testing is as follows:

Table 3.6 Criteria of Hypothesis Testing

Comparison	Hypothesis	
	H0	H1
t-test < t-table	Accepted	Rejected
t-test > t-table	Rejected	Accepted

The table above meant (1) the t-test value was smaller than t-table value, the null hypothesis is accepted, while the alternative hypothesis was rejected, and (2) the t-test value was equal to greater than t-table value, the null hypothesis was rejected while the alternative was accepted.

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

The data were collected by administrating the test. The test was administrated twice namely pre-test and post-test. Pre-test was given before treatment and the post-test was given after treatment.

1. The improvement of Students' literal Reading comprehension

To answer the research question in the previous chapter, the researcher administrated a test, which was given twice to the students. Firstly, pre-test was given before the treatment. The result of the students' literal reading comprehension was presented in the table, below:

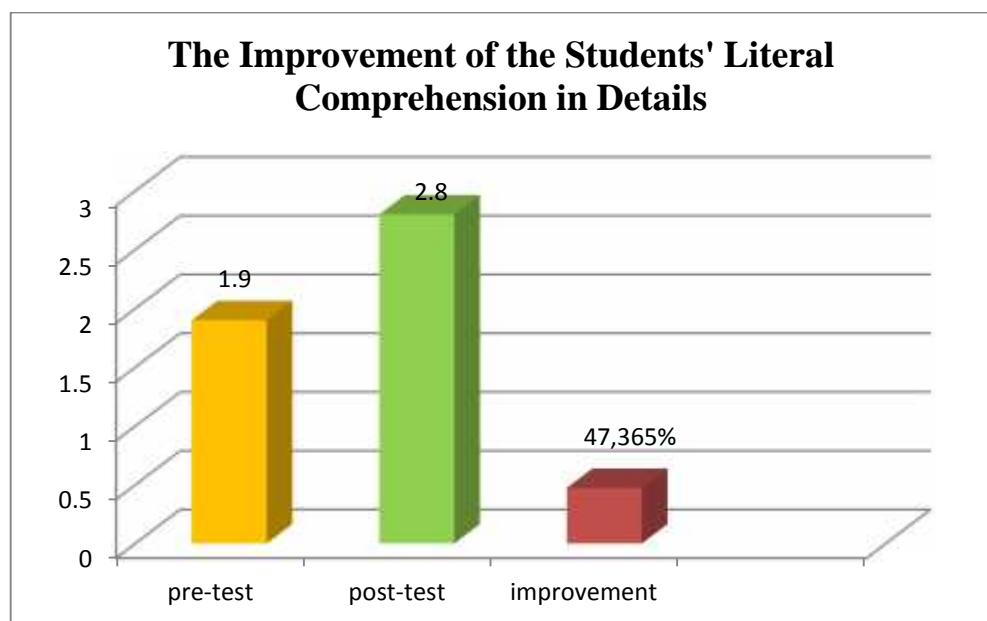
Table 4.1 The Improvement of the Students' Literal Reading Comprehension

Indicators	Pre-test	Post-test	Improvement
Details	1.9	2.8	47.365%
Character Traits	1.9	2.8	47.365%
Total	3.8	5.6	94.73%
Mean Score	1.9	2.8	47.365%

The data in the table above shows the students' improvement in literal comprehension in details showed the improvement by implementing Inference Strategy in the teaching and learning. The improvement of the students' literal comprehension in details of the post-test with the mean score 2.8 (**Appendix C.c**) was approaching the standard compared with the mean score gained in pre-test 1.9 (**Appendix C.c**) where its improvement reached 47.365% (**Appendix C.h.1a**).

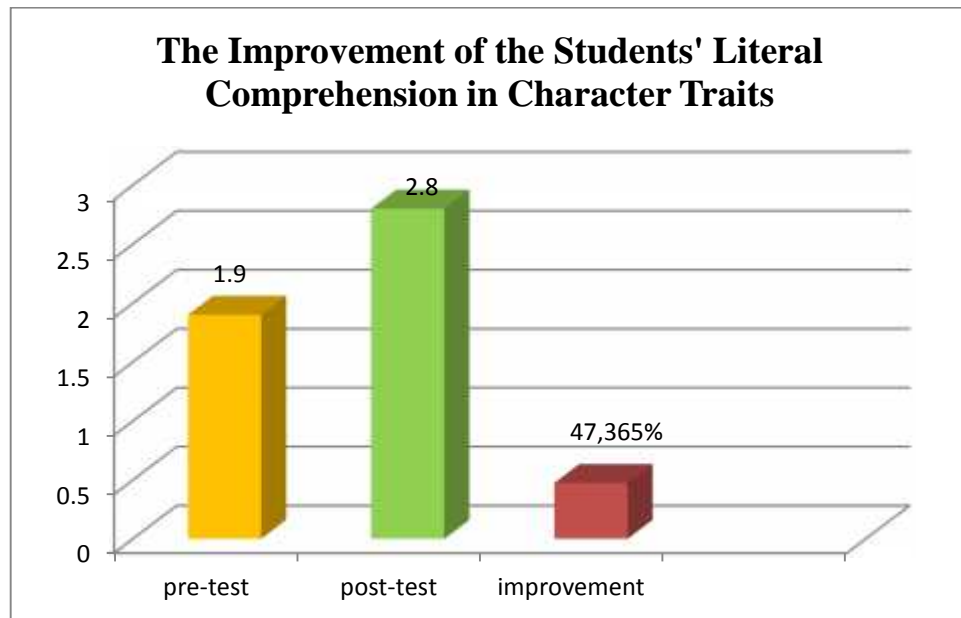
The students' literal reading comprehension in character traits also showed the improvement by implementing Inference Strategy in the teaching and learning. The improvement of the students' literal comprehension in character traits of the post-test with the mean score 2.8 (**Appendix C.c**) was approaching the standard compared with the mean score gained in pre-test 1.9 (**Appendix C.c**) where it was improvement reached 47.365% (**Appendix C.h.1b**). It was more clearly shown in the graphic below:

Graphic 4. 1 The Improvement of the Students' Literal Reading Comprehension in Details



The graphic indicates that the score of post-test was higher 2.8 (**Appendix C.c**) than the score of pre-test 1.9 (**Appendix C.c**). So, the improvement of pre-test to post-test was 47.365% (**Appendix C.h.1a**). It meant that teaching reading comprehension through inference strategy was effective for the students.

Graphic 4. 2 The Improvement of the Students' Literal Reading Comprehension in Character Traits



The graphic focused on character traits indicates that the score of post-test 2.8 (**Appendix C.c**) was higher than the score of pre-test 1.9 (**Appendix C.c**). So, the improvement of pre-test to post-test was 47.365% (**Appendix C.h.1b**). It meant that teaching reading comprehension in which indicator of character traits through inference strategy was effective for the students.

2. The Improvement of the Students' Inferential Comprehension

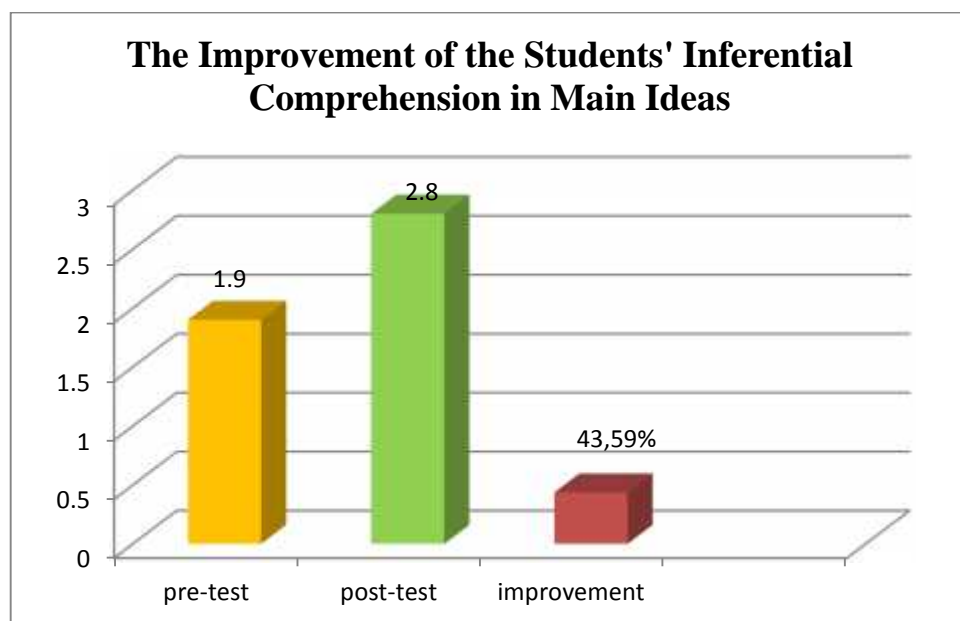
The result of the students' inferential comprehension whose indicator was main ideas of the topic that presented in the table, below:

Table 4.2 The Improvement of the Students' Inferential Reading Comprehension

Indicator	Pre-test	Post-test	Improvement %
Main Ideas	1.9	2.8	43.59%

The table shows the students' improvement in inferential comprehension in main ideas showed the improvement by implementing Inference Strategy in the teaching and learning. The improvement of the students' inferential comprehension in main ideas of the post-test with the mean score 2.8 (**Appendix C.d**) was approaching the standard compared with the mean score gained in pre-test 1.9 (**Appendix C.d**), where it was improvement reached 43.59% (**Appendix C.h.2**). It was more clearly shown in the graphic, below:

Graphic 4. 2 The Improvement of the Students' Inferential Reading Comprehension in Main Ideas



The data in the graphic indicates that the score of post-test 2.8 (**Appendix C.d**) was higher than the score of pre-test 1.9 (**Appendix C.d**). So, The Improvement of pre-test to post-test was 43.59% (**Appendix C.h.2**). It meant that teaching reading comprehension through inference strategy was effective for the students.

3. The Improvement of Students' Literal and Inferential Comprehension

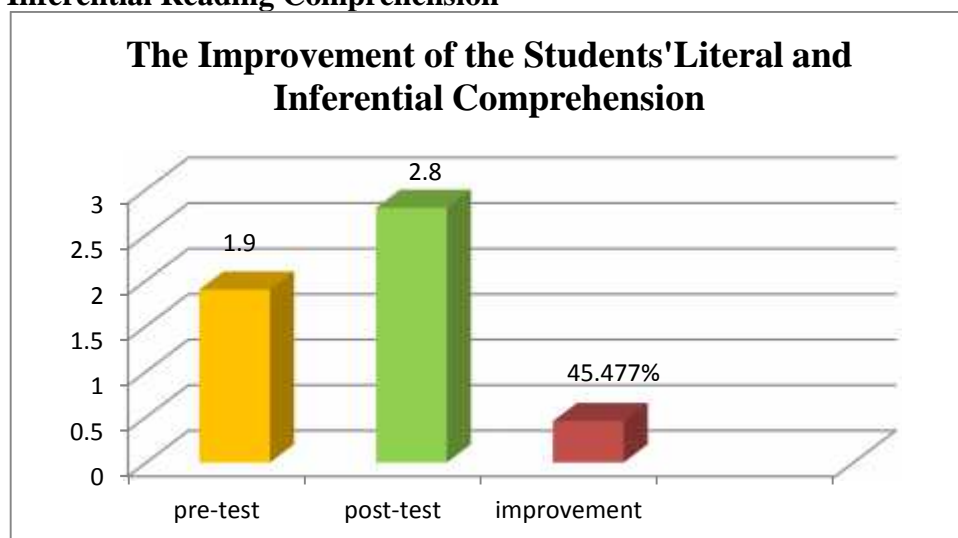
The improvement of the students' literal comprehension and inferential comprehension was presented in the table, below:

Table 4.3 The Improvement of the Students' Literal and Inferential Reading Comprehension

Variables	Pre-test	Post-test	Improvement %
Literal and inferential comprehension	1.9	2.8	45.477%

The table above shows the students' literal and inferential reading comprehension as the result of calculating of students' pre-test and post-test through inference strategy. Where the students' score in pre-test 1.9 (**Appendix C.g**) was different from the post-test 2.8 (**Appendix C.g**) and the improvement reached 45.477% (**Appendix C.h.3**). It meant that the mean score of the students' post-test was higher than the mean score of the students' pre-test and showed there was the approaching of standard. It is more clearly shown in the graphic, below:

Graphic 4. 3 The Means Score of Pre-test and Post-test in Literal and Inferential Reading Comprehension



The graphic indicates that the score of post-test 2.8 (**Appendix C.g**) was higher than the score of pre-test 1.9 (**Appendix C.g**). So, the improvement of the students' literal and inferential comprehension was 45.477% (**Appendix C.h.3**). It meant that teaching reading comprehension through inference strategy was effective for the students.

4. The Significance of The Students' Reading Comprehension

The results of the data analysis t-test of the students' reading comprehension in literal and inferential level were shown in the table, below:

Table 4.4 T-test of the Students' Reading Comprehension

No.	Components	t-Test Value	t-Table Value	Description
1.	Literal Comprehension	6	1.729	Significance
2.	Inferential Comprehension	5.18	1.729	Significance

The table shows that t-test value of literal comprehension was greater than t-table value ($6 > 1.729$) (**Appendix C.I.1**) and also t-test value of Inferential comprehension was greater than t-table value ($5.18 > 1.729$) (**Appendix C.I.2**). It meant that there was significance difference between the students' reading comprehension before and after the researcher used inference strategy in reading comprehension to the second grade of SMK Nurkarya Tidung Makassar. It was show that the null hypothesis (H_0) was rejected and the alternative hypothesis (H_1) was rejected.

5. Hypothesis Test

The result of statistical analysis at the level significance 0.05 with degree of freedom $(df) = n-1$, where $df = 20-1$ and $df = 19$ indicate that there was a significant difference between the mean score of post-test and pre-test. The mean score of the pre-test was 1.9 and post-test is 2.8. In addition the t-test value is bigger than t-table value ($5.59 > 1.729$) (**Appendix C.I.3 & 4**). It meant that there was significant difference between the students' reading comprehension before and after using inference strategy. Therefore, the null hypothesis was rejected, while the alternative hypothesis was accepted.

B. Discussion

The description of data collected from the students' reading comprehension especially in literal comprehension and inferential comprehension as explanation in the previous section showed that the students' details, character traits and main ideas in reading comprehension was improved. It was supported by mean score and percentage of the students' pre-test and post-test result. Based on the finding above, the using Inference Strategy made students had mean score that was approaching the standard in reading comprehension.

1. The Improvement of Students' Literal Reading Comprehension In Details

According to Clymer Literal comprehension is reading in order to understand, remember, or recall the information explicit contained in a passage. The literal comprehension is the most fundamental in reading comprehension kinds, because the readers must first understand what the author expresses before drawing an inference, making an evaluation, or gaining an appreciation

In literal comprehension refers to details. According to Harmer, detail is require knowledge of events in order of occurrence and details refer to identification of the components of a story, such as the beginning, middle, end and also to the ability to retell the events within a given text in the order in which the occurred.

In the first meeting when researcher gave pre-test to the students by using reading test, researcher looked the most of students had little still got the problem in literal reading comprehension. It could be seen in the table 4.1 that the students' mean score in pre-test especially in details was below the standard, it was 1.9.

After the students had given treatment, mean score in post-test from students had improved to become 2.8. It was higher score than pre-test score. Pre-test to post-test score, there was improvement score of students from below the standard to approaching the standard by using Inference Strategy. The improvement percentage showed 47.365%. Using Inference Strategy had improved students' literal reading comprehension especially in details.

2. The Improvement of Students' Literal Reading Comprehension In Character Traits

According to Clymer Literal comprehension is reading in order to understand, remember, or recall the information explicit contained in a passage. The literal comprehension is the most fundamental in reading comprehension kinds, because the readers must first understand what the author expresses before drawing an inference, making an evaluation, or gaining an appreciation.

In literal comprehension is not only refer to details but also character traits. According to Clymer, Character trait is the type of person in a story based on facts that explicitly stated in the text about a character (his name, traits and feeling).

In the first meeting when researcher gave pre-test to the students by using reading test, researcher looked the most of students had little still got the problem in literal reading comprehension. It could be seen in the table 4.1 that the students' mean score in pre-test especially in character traits was below the standard, it was 1.9.

After the students had given treatment, mean score in post-test from students had improved to become 2.8. It was higher score than pre-test score. Pre-test to post-test score, there was improvement score of students from below the

standard to approaching the standard by using Inference Strategy. The improvement percentage showed 47.365%. Using Inference Strategy had improved students' literal reading comprehension especially in character traits.

3. The Improvement of Students' Inferential Reading Comprehension In Main Ideas

According to Clymer (1968) Inferential comprehension is reading in order to find information which is not explicitly stated in the passage. To make a complete inference, the reader must read the passage carefully, put ideas and facts together to draw a conclusion then inference it by using their experience and intuition.

In inferential Comprehension refer to main ideas. According to Harmer, main idea is the most important piece of information the authors wants you to know about the concept of that paragraph. The student is required to provide the main idea, general significance, theme, or moral which is not explicitly stated in the selection. (Such questions may pertain to part of a selection).

In the first meeting when researcher gave pre-test to the students by using reading test, researcher looked the most of students had still got the problem in inferential reading comprehension. It could be seen in the table 4.2 that the students' mean score in pre-test especially in main ideas was below the standard, it was 1.9.

After the students had given treatment, mean score in post-test from students had improved to become 2.8. It was higher score than pre-test score. Pre-test to post-test score, there was improvement score of students from below the standard to approaching the standard by using Inference Strategy. The

improvement percentage showed 43.59%. Using Inference Strategy had improved students' inferential reading comprehension especially in main ideas.

4. The Improvement of Students' Literal and Inferential Comprehension

According to Clymer there are some level comprehension, one of them are literal and inferential, where the level comprehension are designed originally assist classroom teachers in developing comprehension question or test question for reading, is especially useful for classroom questioning in other content areas as well.

First the researcher gave pre-test to the students through reading test. So, The assesment of the students' reading comprehension especially in literal and inferential comprehension competence based on the result of the students' pre-test was below the standard. It could be seen in the table 4.3.

Next, the the researcher gave the treatment to the students until four times met and in treatment, the researcher taught to improve the students' reading comprehension by using inference strategy. Johnston stated that inferential thinking occurs when text clues merge with the reader's prior knowledge and questions to point toward a conclusion about the underlying theme or idea in the text.

Finally, the researcher did the post-test to know the students' reading comprehension after used inference strategy and the result from the students' reading test show that the assesment of each the students' reading comprehension especially in literal and inferential comprehension competension competence was approaching the standard. It could be seen in the table 4.3. So, the improvement of

the students' literal and inferential comprehension of pre-test to post-test was 45.477%. It meant that the mean score of the students' post-test was higher than the mean score of the students' pre-test.

5. The Significance of the Hypothesis Test Students' Reading Comprehension

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 mean score of test that had given by researcher before and after researcher thought reading comprehension especially in literal (details and character traits) and inferential (main ideas) comprehension by using Inference Strategy. Meanwhile, when it was found that the value of t-test was lower than t-table value, it meant that the null hypothesis (H_0) was accepted and alternative hypothesis (H_1) was rejected because there was not difference significant mean score of test that had given by researcher before and after researcher thought reading comprehension by using Inference Strategy.

T-test value of literal and inferential comprehension was greater than t-table ($5.59 > 1.729$). It meant that there was significant difference between students' reading comprehension before and after used Inference Strategy at the First Grade of SMK Nurkarya Tidung. Beside that, the data showed that null hypothesis (H_0) was rejected and the alternative hypothesis (H_1) was accepted.

Researcher could conclude that using Inference Strategy was one of good strategy that could improve the students' reading comprehension at the First

Grade of sSMK Nurkarya Tidung in academic year 2016/ 2017 could improved in literal and inferential reading comprehension.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

As has been stated on the previous chapter, the present research investigated the use of inference strategy to improve students' reading comprehension in literal and inferential comprehension. The research employed pre-experimental design in SMK Nurkarya Tidung. Therefore, the findings and discussion in the previous chapter, the researcher concluded that:

1. Inference Strategy can improve the students' literal reading comprehension at the First Grade of SMK Nurkarya Tidung. It was proved by 47.365% of improvement which indicates that post-test value was higher than the pre-test while pre-test was 1.9 and posttest 2.8.
2. Inference Strategy can improve the students' inferential reading comprehension at the First Grade of SMK Nurkarya Tidung. It is proved by 43.59% of improvement which indicates that pot-test value is higher than the pre-test while pre-test was 1.9 and post-test 2.8.

B. Suggestion

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

1. It is suggested for the English Teacher at the First Grade of SMK Nurkarya Tidung , to use Inference Strategy in improving the students' literal reading comprehension in reading text by giving any assignment

especially the question in form of details and recall, which is regarded more difficult for the students.

2. It is suggested for the English Teacher at the First Grade of SMK Nurkarya Tidung , to use Inference Strategy in improving the students' inferential reading comprehension in reading text by giving any assignment especially the question in form of main ideas which is regarded more difficult for the students.
3. For the next researcher, it is suggested to use this thesis as additional reference to make a thesis of English reading with other indicators or reading comprehension and the researcher can develop Inference Strategy in improving the students reading comprehension.

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APPENDIX C

a. The List Name of the Students of class X SMA Nurkarya Tidung
Makassar

No	Sample	Code
1	Rahma Cahyani	S-1
2	Riski Maria Limoa	S-2
3	Dian Lestari	S-3
4	Nur alvisarah.P	S-4
5	Amandha	S-5
6	Ilham Noval	S-6
7	Feby Febrianti.M	S-7
8	Rifky R.Muhammad	S-8
9	Yeremias Sakam	S-9
10	Julius H.Santu	S-10
11	Muh.Ikhsan	S-11
12	Muh.Hafiz	S-12
13	Nur Diana	S-13
14	Mir'atul Amelia	S-14
15	Adifa Syifa	S-15
16	Muliani	S-16
17	Sri Rahayu	S-17
18	Eka Sakti	S-18
19	Muh.Nur Alam	S-19
20	Khaerul Amri	S-21

b. The Classification Score of Students' Post-test

Students	Details	Character Traits	Main Ideas	Total	Mean Score	Classification
s-1	3	3	2	8	2.6	Approaching the Standard
s-2	3	3	2	8	2.6	Approaching the Standard
s-3	2	2	3	7	2.3	Approaching the Standard
s-4	3	3	3	9	3	Meets the Standard
s-5	3	3	3	9	3	Meets the Standard
s-6	3	3	4	10	3.3	Meets the Standard
s-7	3	3	3	9	3	Meets the Standard
s-8	3	3	3	9	3	Meets the Standard
s-9	2	2	3	7	2.3	Approaching the Standard
s-10	2	2	2	6	2	Approaching the Standard
s-11	3	3	3	9	3	Meets the Standard
s-12	3	3	2	8	2.6	Approaching the Standard
s-13	3	3	3	9	3	Meets the Standard
S-14	2	2	3	7	2.3	Approaching the Standard
s-15	3	3	3	9	3	Meets the Standard
s-16	3	3	3	9	3	Meets the

						Standard
s-17	3	3	2	9	3	Meets the Standard
s-18	3	3	3	9	3	Meets the Standard
s-19	3	3	3	9	3	Meets the Standard
s-20	3	3	3	9	3	Meets the Standard
Total	56	56	56	169	56	

c. The Score of Students' Literal Reading Comprehension

No.	Name	Score					
		Pre-test			Post-test		
		Details	Character Traits		Details	Character Traits	
1	s-1	3	3	3	3	3	3
2	s-2	2	2	2	3	3	3
3	s-3	2	2	2	2	2	2
4	s-4	3	3	3	3	3	3
5	s-5	3	3	3	3	3	3
6	s-6	2	2	2	3	3	3
7	s-7	2	2	2	3	3	3
8	s-8	2	2	2	3	3	3
9	s-9	2	2	2	2	2	2
10	s-10	1	1	1	2	2	2
11	s-11	2	2	2	3	3	3
12	s-12	2	2	2	3	3	3
13	s-13	1	1	1	3	3	3
14	S-14	1	1	1	2	2	2
15	s-15	2	2	2	3	3	3
16	s-16	1	1	1	3	3	3
17	s-17	2	2	2	3	3	3

18	s-18	2	2	2	3	3	3
19	s-19	2	2	2	3	3	3
20	s-20	1	1	1	3	3	3
		38	38	38	56	56	56
X		1.9	1.9	1.9	2.8	2.8	2.8

d. The Score of Students' Inferential Reading Comprehension

No.	Name	Score	
		Main Ideas	
		Pre-test	Post-test
1	s-1	2	2
2	s-2	2	2
3	s-3	3	3
4	s-4	3	3
5	s-5	3	3
6	s-6	2	4
7	s-7	2	3
8	s-8	2	3
9	s-9	1	3
10	s-10	1	2
11	s-11	2	3
12	s-12	2	2
13	s-13	2	3
14	S-14	2	3
15	s-15	2	3
16	s-16	1	3
17	s-17	2	2
18	s-18	2	3
19	s-19	1	3
20	s-20	2	3

		39	56
	X	1.95	2.8

e. The Result of Students' Literal Reading Comprehension in Term of Details and Character Traits in Pre-Test And Post-Test

Sample	Pre-test		Post-test		D	D ²
	X ₁	X ₁ ²	X ₂	X ₂ ²	(X ₂ -X ₁)	
s-1	3	9	3	9	0	0
s-2	2	4	3	9	1	1
s-3	2	4	2	4	0	1
s-4	3	9	3	9	0	0
s-5	3	9	3	9	0	0
s-6	2	4	3	9	1	1
s-7	2	4	3	9	1	1
s-8	2	4	3	9	1	1
s-9	2	4	2	4	0	0
s-10	1	1	2	4	1	1
s-11	2	4	3	9	1	1
s-12	2	4	3	9	1	1
s-13	1	1	3	9	2	4
S-14	1	1	2	4	1	1
s-15	2	4	3	9	1	1
s-16	1	1	3	9	2	4
s-17	2	4	3	9	1	1
s-18	2	4	3	9	1	1
s-19	2	4	3	9	1	1
s-20	1	1	3	9	2	4
	38	80	56	196	18	25
X	1.9	4	2.8	9.8	0.9	1.25

f. The Result of Students' Inferential Reading Comprehension In term of Main Idea
in Pre-Test And Post-Test

Sample	Pre-test		Post-test		D	D ²
	X ₁	X ₁ ²	X ₂	X ₂ ²	(X ₂ -X ₁)	
s-1	2	4	2	4	0	0
s-2	2	4	2	4	0	0
s-3	3	9	3	9	0	0
s-4	3	9	3	9	0	0
s-5	3	9	3	9	0	0
s-6	2	4	4	16	2	4
s-7	2	4	3	9	1	1
s-8	2	4	3	9	1	1
s-9	1	1	3	9	2	4
s-10	1	1	2	4	1	1
s-11	2	4	3	9	1	1
s-12	2	4	2	4	0	0
s-13	2	4	3	9	1	1
S-14	2	4	3	9	1	1
s-15	2	4	3	9	1	1
s-16	1	1	3	9	2	4
s-17	2	4	2	4	0	0
s-18	2	4	3	9	1	1
s-19	1	1	3	9	2	4

s-20	2	4	3	9	1	1
	39	83	56	162	17	25
X	1.9	4.15	2.8	8.1	0.85	1.25

g. CALCULATING MEAN SCORE

1. The Mean Score of Students' Pre-Test and Post- Test In Students' Literal Comprehension

- a. Mean score of students' pre-test in details

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

$$\bar{X} = \frac{38}{20}$$

$$\bar{X} = 1.9$$

- b. Mean score of students' pre-test in character traits

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

$$\bar{X} = \frac{38}{20}$$

$$\bar{X} = 1.9$$

- c. Mean Score of the students' Improvement in pre-test in term of details and character traits

$$\frac{X_1 + X_1}{2}$$

$$\frac{1.9+1.9}{2}$$
$$= 1.9$$

2. Mean Score of Students' post-test in term of details and character Traits

a. Mean Score of Students' Post-test in Details

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

$$\bar{X} = \frac{56}{20}$$

$$\bar{X} = 2.8$$

b. Mean Score of Students' Post-test in Character Traits

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

$$\bar{X} = \frac{56}{20}$$

$$\bar{X} = 2.8$$

c. Mean Score of the students' Improvement in post-test in term of details and character traits

$$\frac{X_1 + X_1}{2}$$

$$\frac{2.8 + 2.8}{2}$$

$$= 2.8$$

2. The Mean Score of Students' Pre-Test and Post- Test In Students' Inferential Comprehension

a. Mean score of students' pre-test in main ideas

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

$$\bar{X} = \frac{39}{20}$$

$$\bar{X} = 1.95$$

b. Mean score of students' post –test in main ideas

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

$$\bar{X} = \frac{56}{20}$$

$$\bar{X} = 2.8$$

h. The Improvement of Students' Reading Comprehension

1. The improvement of the students' score in Literal Comprehension

a. The improvement of the students' score in details

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

$$P = \frac{56 - 38}{38} \times 100\%$$

$$P = 47.365\%$$

b. The improvement of the students' score in character traits

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

$$P = \frac{56 - 38}{38} \times 100\%$$

$$P = 47.365\%$$

c. The improvement of the students' score in details and character traits

$$\frac{47.365\% + 47.365\%}{2}$$

$$= \frac{94.73\%}{2}$$

$$= 47.365\%$$

2. The improvement of the students' score in Inferential Comprehension

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

$$P = \frac{56 - 39}{39} \times 100\%$$

$$P = 43.59\%$$

3. The improvement of the students' score in Literal and Inferential Comprehension

$$\frac{47.365 + 43.59\%}{2}$$

$$= \frac{90.955\%}{2}$$

$$= 45.477\%$$

I. Calculating the t-Test Analysis

1. Calculating the t-Test Analysis

a. Calculating the t-test analysis of Literal Comprehension

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

$$t = \frac{0.9}{\frac{25 - \frac{(18)^2}{20}}{20(20-1)}}$$

$$t = \frac{0.9}{\frac{25 - 16.2}{20(19)}}$$

$$t = \frac{0.9}{\frac{8.8}{380}}$$

$$t = \frac{0.9}{0.023}$$

$$t = \frac{0.9}{0.15}$$

$$t = 6$$

2. Calculating the t-Test Analysis

b. Calculating the t-test analysis of Inferential Comprehension

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

$$t = \frac{0.85}{\frac{25 - \frac{(17)^2}{20}}{20(20-1)}}$$

$$t = \frac{0.85}{\frac{25 - 14.45}{20 \cdot 19}}$$

$$t = \frac{0.85}{\frac{10.55}{380}}$$

$$t = \frac{0.85}{0.027}$$

$$t = \frac{0.85}{0.164}$$

$$t = 5.18$$

3. The Main Score of Calculating the t-Test Analysis in Literal and Inferential

$$\frac{6 + 5.18}{2}$$

$$= \frac{11.18}{2}$$

$$= 5.59$$

4. The Main Score of Calculating t-table Analysis in Literal and Inferential

$$\frac{1,729 + 1,729}{2}$$

$$= \frac{3.45}{2}$$

$$= 1.729$$

TABLE DISTRIBUTION OF T-VALUE

a (for two group sample)						
Df	0.50	0.20	0.10	0.05	0.02	0.1
	a (for one group sample)					
	0.25	0.10	0.05	0.02	0.1	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	9.925
3.	0.765	1.638	2.353	3.182	4.541	5.841
4.	0.741	1.533	2.132	2.766	3.747	4.604
5.	0.737	1.476	2.015	2.571	3.365	4.032
6.	0.718	1.440	1.943	2.447	3.143	3.707
7.	0.711	1.415	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	2.228	2.764	3.169
11.	0.697	1.363	1.796	2.201	2.718	3.106
12.	0.695	1.356	1.782	2.178	2.681	3.055
13.	0.694	1.350	1.771	2.160	2.650	3.012
14.	0.692	1.345	1.761	2.145	2.624	2.977
15.	0.691	1.341	1.753	2.132	2.623	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.	0.687	1.328	1.729	2.093	2.539	2.861
20.	0.686	1.325	1.725	2.086	2.528	2.845
21.	0.66	1.323	1.721	2.080	2.518	2.831

22.	0.686	1.321	1.717	2.074	2.508	2.819
23.	0.685	1.319	1.714	2.069	2.500	2.807
24.	0.684	1.318	1.711	2.064	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
40.	0.681	1.303	1.684	2.021	2.423	2,704
60.	0.679	1.296	1.671	2.000	2.390	2,660
120.	0.677	1.289	1.658	1.980	2.358	2,617
	0.674	1.282	1.645	1.960	2.362	2,676

APPENDICES

APPENDIX B

INSTRUMENT

1. Pretest

The Myth of Malin Kundang

A long time ago, in a small village near the beach in West Sumatra, a woman and her son lived. They were Malin Kundang and her mother. Her mother was a single parent because Malin Kundang's father had passed away when he was a baby. Malin Kundang had to live hard with his mother. Malin Kundang was a healthy, diligent, and strong boy. He usually went to sea to catch fish. After getting fish he would bring it to his mother, or sold the caught fish in the town.

One day, when Malin Kundang was sailing, he saw a merchant's ship which was being raided by a small band of pirates. He helped the merchant. With his brave and power, Malin Kundang defeated the pirates. The merchant was so happy and thanked to him. In return the merchant asked Malin Kundang to sail with him. To get a better life, Malin Kundang agreed. He left his mother alone.

Many years later, Malin Kundang became wealthy. He had a huge ship and was helped by many ship crews loading trading goods. Perfectly he had a beautiful wife too. When he was sailing his trading journey, his ship landed on a beach near a small village. The villagers recognized him. The news ran fast in the town; "Malin Kundang has become rich and now he is here".

An old woman ran to the beach to meet the new rich merchant. She was Malin Kundang's mother. She wanted to hug him, released her sadness of being lonely after so long time. Unfortunately, when the mother came, Malin Kundang

who was in front of his well dressed wife and his ship crews denied meeting that old lonely woman. For three times her mother begged Malin Kundang and for three times he yelled at her. At last Malin Kundang said to her "Enough, old woman! I have never had a mother like you, a dirty and ugly woman!" After that he ordered his crews to set sail. He would leave the old mother again but in that time she was full of both sadness and angriness. Finally, enraged, she cursed Malin Kundang that he would turn into a stone if he didn't apologize. Malin Kundang just laughed and really set sail.

In the quiet sea, suddenly a thunderstorm came. His huge ship was wrecked and it was too late for Malin Kundang to apologize. He was thrown by the wave out of his ship. He fell on a small island. It was really too late for him to avoid his curse. Suddenly, he turned into a stone.

Answer the questions below based on the text above!

Literal Comprehension

Recognition:

Recognition of Details

1. Find the story who Malin Kundang is
2. Where did the story happen?

Recall:

Recall of Character Traits

3. How did Malin Kundang's mother feel?
4. Why did his mother curse Malin Kundang become stone?

Inferential Comprehension

Inferring Main Ideas

5. What is the main idea of last paragraph?
6. Write a sentence summarizing the main idea of third paragraph?

Key Answer:

1. Malin kundang is a man where when he is child he is strong boy, health and handsome but after he leave his village he become proud and pretend don't recognize her mother.
2. a small village near the beach in West Sumatra.
3. his mother very sad and angry with Malin Kundang, so his mother cursed him become stone.
4. His moher curse Malin kundang become stone because he ignore his mother or pretending did not know his mother.
5. Malin Kundang was cursed by his mother become stone.
6. Malin Kundang become rich, he had a huge ship and also a beautiful wife. When he sailing his ship in a beach near a small village all of the villagers know him.

2. Posttest

Romeo and Juliet

Romeo Montague and Juliet Capulet lived in Verona. They met at party and it was love at first sight. Their families were enemies so the young couple could not meet in the open. They got married in secret with the help of a priest, Friar Laurence, and Juliet's maid.

Juliet's cousin, Tybalt, hated Romeo and the Montagues. One day, he met Romeo and his friend Mercutio in the street. They had a sword fight and Mercutio was killed. Romeo was so upset that he attacked and killed Tybalt in revenge.

As a result of this, Romeo had to leave Verona to save his life. He visited Juliet secretly that night and then left for Mantua. Juliet's parents wanted Juliet to marry Paris, a friend of the family. They arranged the marriage and Juliet was horrified. She asked friar Laurence to help her. He suggested a plan: he gave her a drug to make her sleep for a long time and appear dead to everyone else. When Juliet woke up, she could join Romeo in Mantua. Friar Laurence promised to write to Romeo and explain the plan.

The night before the wedding, Juliet took the drug and her family found her "dead" in the morning. The wedding celebration turned into a funeral. Unfortunately, Romeo never received the letter from Friar Laurence. He returned to Verona, when he found Juliet's body. He thought she was dead and he was so devastated that he killed himself. When Juliet woke up and saw Romeo lying dead beside her, she killed herself too, with his dagger.

As a result of this tragic of events, the Capulets and the Montagues agreed to stop fighting and live in peace together.

Answer the questions below based on the text above!

Literal Comprehension

Recognition:

Recognition of Details

1. Find the story who Romeo is
2. Where did the story happen?

Recall:

Recall of Character Traits

3. How did Juliet feel?
4. Why did Romeo kill himself?

Inferential Comprehension

Inferring Main Ideas

5. What is the main idea of last paragraph?
6. Write a sentence summarizing the main idea of third paragraph?

Key Answer:

1. Romeo is kind man and he is also very royal with Juliet.
2. The story was happen in Verona.
3. Juliet was feel stress or shock after know Romeo was dead.
4. Because he found Juliet's body. He thought she was dead and he was so devastated that the killed himself.
5. Because misunderstanding, Romeo and Juliet kill themself.As a result of this tragic of events, the Capulets and the Montagues agreed to stop fighting and live in peace together.
6. Juliet's Parents wanted Juliet to marry Paris and it make her very horrified, and she ask Laurence to help her and Laurence suggested Juliet to take a drug in order can make her sleep for a long time and when she wake up again and she can join Romeo in Mantua

APPENDIX A

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah : SMK Nurkarya Tidung

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : 1/1

Pertemuan Ke : 1 (pertama)

Alokasi Waktu : 2 X 45 menit

Standar Kompetensi

Membaca

- Memahami makna teks tulis fungsional pendek essay sederhana berbentuk *narrative* dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan
- Mengungkapkan makna dalam teks tulis fungsional pendek esei sederhana berbentuk *narrative* dalam konteks kehidupan sehari-hari

Kompetensi Dasar

- Mengungkapkan makna dan langkah-langkah retorika secara akurat, lancar dan berterima dengan menggunakan ragam bahasa tulis dalam konteks kehidupan sehari-hari dalam teks berbentuk: *narrative*

Indikator

- Membaca makna teks essay berbentuk narrative.
- Bertanya dan menjawab secara lisan dan tulisan berbagai info dalam teks.
- *Comprehension* siswa terhadap teks bacaan.

Tujuan Pembelajaran

Siswa diharapkan mampu:

- Membaca teks essay berbentuk *narrative*
- Membuat kesimpulan sesuai dengan pemahaman masing – masing.
- Menjawab berbagai pertanyaan tentang informasi dalam teks yang dibaca.

Materi Pembelajaran

- Narrative is telling a story either fictional (cerita belaka, seperti sinetron, novel, dan cerpen).
- Drawing The Generic structure of narrative text.

Orientation: (Beginning or introduction)	<ul style="list-style-type: none">• Introduces main characters, setting and time• The opening paragraph introduces characters / participants of the story and sets the scene (it answers the questions <i>who, when, what and where</i>)
Complication: (Middle)	<ul style="list-style-type: none">• The problem happens among the characters• It is about the problems which involve the main characters in the story developed

Resolution: (Ending)	<ul style="list-style-type: none"> • The problem is dissolved • It is about how the problems in the story are solved (better or worse). Here, the main characters find ways to solve the problems.
-------------------------	--

Example :

The Legend of the Kesodo Ceremony

Once upon a time on Mount Bromo, East Java, there was a couple living there. The new couple wanted to have a child. They had married for a long time but they hadn't got a baby. Every time they prayed to the Gods, asking for a child.

One day, there was a loud voice in the sky when they were praying.

"You are going to born a baby, and later you will birth too many children. But I have a requirement for you to obey, if you really want to have children", said the voice.

"Whatever you ask, my Lord", the couple answered, "We will do it",

"You must sacrifice your first son for the gods".

The couple agreed to sacrifice their first son in the time that was asked by the voice. Then, the wife got pregnant and gave birth to a son. The baby grew up into a handsome, taught man. He was named Kesuma. The couple loved Kesuma very much. The wife gave birth to eleven more children after Kesuma. And, they forget their promise to sacrifice their first son to the god.

One day, the volcano erupted. Before that, there were series of earthquakes followed by thunders in the sky. The sky was very dark, as if it was going to fall down. On the next occasion, there was a voice in the sky, reminding the couple about their promise. The couple was very afraid, but they just couldn't sacrifice their beloved son, Kesuma. However, because the earthquakes and the thunders were becoming more and more horrifying, Kesuma couldn't let his family and all the people in the village die.

Kesuma knew the situation. Then he said to his parents. "I would sacrifice myself in order that our family and all the people in our village will live in peace. For the next times, you all have to sacrifice animals and crops to the gods." Then he jumped onto the crater of the volcano. Amazingly, the earthquakes and the eruption stopped at once.

Answer the questions below based on the text above!

Literal Comprehension

Recognition:

Recognition of Details

1. Find the story who Kesuma is
2. Where did the story happen?

Recall:

Recall of Character Traits

3. How did Kesuma's parents feel after he sacrificed himself?
4. Why did Kesuma sacrifice himself?

Inferential Comprehension

Inferring Main Ideas

5. What is the main idea of last paragraph?

6. Write a sentence summarizing the main idea of the first paragraph?

Metode Pembelajaran

- Inference Strategy

Langkah-langkah Pembelajaran

❖ Pertemuan pertama (I)

1. Kegiatan Awal (10')

- Guru Memberikan motivasi kepada siswa untuk belajar
- Memberitahukan tujuan yang akan dicapai dalam pembelajaran.
- Guru Menjelaskan strategi yang akan di gunakan, sehingga siswa memahami mengapa strategi tersebut sangat penting dan dapat membuat mereka termotivasi untuk belajar ketika menggunakan strategi tersebut.

2. Kegiatan Inti (70')

- Guru menjelaskan dan memberikan contoh yang jelas kepada siswa tentang text narrative yang berkaitan dengan strategi, sehingga siswa dapat mengetahui bagaimana dan kapan strategi tersebut digunakan di dalam dunia nyata.

- Guru meminta agar siswa duduk perindividual dan memberikan materi reading yang akan di baca and di pahami sambil di bimbing oleh guru, agar siswa dapat mencoba strategi tersebut.
- Guru meminta siswa untuk naik satu persatu untuk mempertanggungjawabkan masing-masing jawaban mereka serta berbagi pemahaman dari apa yang telah mereka baca dari text bacaa tersebut.
- Memberikan kesempatan kepada siswa yang duduk untuk menjawab pertanyaan tersebut apabila ada yang tidak sesuai dengan jawaban temanya yang ada di depan kelas.
- Memberikan kesempatan kepada siswa untuk menanyakan kesulitan-kesulitan yang dihadapi terkait materi
- Siswa membuat kesimpulan dari text yang telah dibaca sesuai dengan pemahaman masing – masing siswa.

3. Kegiatan Akhir (10')

- Refleksi (Memberikan kesempatan kepada siswa untuk melakukan refleksi terhadap apa yang telah dipelajari kemudian guru memberi reinforcement).
- Memberikan tugas
- Menutup pelajaran dengan salam.

Sumber Belajar/bahan/alat

- Book look Ahead 1

Penilaian

Scoring students correct answer in reading comprehension.

a. Rubric of main idea

No.	Criteria	Score
1.	Student response is complete, specific, and correct.	4
2.	Student response is accurate, but not complete.	3
3.	Student response gives details instead of main idea	2
4.	Student response is not correct, but is attempted	1

[Erickamichelle](#) (2016)

b. Rubric of details

No.	Criteria	Score
1.	The level of detail in each question is excellent. Textual details are relevant and student has connected fully with the literature.	4

2.	The level of detail in each question is good. The student could add a bit more textual detail to further enhance answers.	3
3.	level of detail in each question is emerging. Attempts to engage the text are made.	2
4.	The level of detail in each question is poor and makes no attempt to include textually relevant information.	1

Benbleue (2016)

c. Rubric of character traits

No.	Criteria	Score
1.	Describes character traits accurately and uses details.	4
2.	Describes character traits accurately	3
3.	Vaguely describes character traits	2
4.	Does not describe character traits	1

Edrocha (2016)

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah : SMK Nurkarya Tidung

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : 1/1

Pertemuan Ke : II (kedua)

Alokasi Waktu : 2 X 45 menit

Standar Kompetensi

Membaca

- Memahami makna teks tulis fungsional pendek essay sederhana berbentuk *narrative* dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan.
- Mengungkapkan makna dalam teks tulis fungsional pendek esei sederhana *narrative* dalam konteks kehidupan sehari-hari

Kompetensi Dasar

- Mengungkapkan makna dan langkah-langkah retorika secara akurat, lancar dan berterima dengan menggunakan ragam bahasa tulis dalam konteks kehidupan sehari-hari dalam teks berbentuk: *narrative*

Indikator

- Membaca makna teks essay berbentuk *narrative*.

- Bertanya dan menjawab secara lisan dan tulisan berbagai info dalam teks.
- *Comprehension* siswa terhadap teks bacaan.

Tujuan Pembelajaran

Siswa diharapkan mampu:

- Membaca teks essay berbentuk *narrative*
- Membuat kesimpulan sesuai dengan pemahaman masing – masing.
- Menjawab berbagai pertanyaan tentang informasi dalam teks yang dibaca.

Materi Pembelajaran

CRYING STONE

One upon a time, lived a poor old widow in a small village namely Halimah. She lived with her daughter, Siti Zahrah. Her daughter was very beautiful but also very lazy and arrogant. She never helped her mother and didn't want to know what problem her mother had. Everyday, she put make up and wears her best clothes. She always wanted to look rich and beautiful.

One day, the mother and her daughter went to the market to buy some food. At first, the daughter refused to accompany her mother, but finally she agreed. "I'll go with you, but you must walk behind me," said the daughter. She didn't want to walk side by side with her mother. Although her mother was very sad, she agreed to walk behind her daughter.

On the way to the market, everybody admired the girl's beauty. But they were also curious. Behind the beautiful girl, there was an old woman with a simple dress. The girl and her mother looked very different. "Hello, beautiful girl. Who is the old woman behind you? Is she your mother?" they asked. "No, she is not my mother. She is my servant," the girl answered. Her mother was very sad to hear that, but she didn't say anything. She could understand that her daughter was ashamed.

The girl and the mother met other people. Again they asked who the woman behind the beautiful girl. And again the girl answered that her mother is her servant. She always said that her mother is her servant every time people asked.

At last, the mother cannot hold the pain anymore. She prayed to God to punish her daughter. Suddenly, the girl's leg turns into stone. Slowly, the process continues to the upper part of the girl's body. The girl was in panic. "Mother, please forgive me! Mother!" she cried and asked her mother to forgive her. But it's already too late. Her whole body finally becomes a big stone. Until now, people can still see tears falling down from the stone. People then call it batu menangis (it mean the crying stone).

Answer the questions below based on the text above!

Literal Comprehension

Recognition:

Recognition of Details

1. Find the story who Siti Zahrah is
2. Where did the story happen?

Recall:

Recall of Character Traits

3. How did Halimah feel after heard that her daughter introduce her mother as a servant with other people in the market?
4. Why did Halimah curse her daughter?

Inferential Comprehension

Inferring Main Ideas

5. What is the main idea of the first paragraph?
6. Write a sentence summarizing the main idea of the last paragraph?

Metode Pembelajaran

- Inference Strategy

Langkah-langkah Pembelajaran

- Kegiatan Awal (10')
 - Memberikan motivasi kepada siswa untuk belajar
 - Mengadakan Tanya jawab
- Kegiatan Inti (70')
 - Guru mereview materi yang sudah di jelaskan pada pertemuan sebelumnya.

- Guru meminta agar siswa duduk perindividual dan memberikan materi reading yang akan di baca and di pahami sambil di bimbing oleh guru, agar siswa dapat mencoba strategi tersebut.
- Guru meminta siswa untuk naik satu persatu untuk mempertanggungjawabkan masing-masing jawaban mereka serta berbagi pemahaman dari apa yang telah mereka baca dari text bacaa tersebut.
- Memberikan kesempatan kepada siswa yang duduk untuk menjawab pertanyaan tersebut apabila ada yang tidak sesuai dengan jawaban temanya yang ada di depan kelas.
- Memberikan kesempatan kepada siswa untuk menanyakan kesulitan-kesulitan yang dihadapi terkait materi
- Siswa membuat kesimpulan dari text yang telah dibaca sesuai dengan pemahaman masing – masing siswa.
- Guru melakukan penilaian
- Kegiatan Akhir (10')
 - Guru mengadakan tanya - jawab untuk mengetahui pemahaman siswa dalam menerima pelajaran
 - Guru menutup pelajaran dengan mengucapkan salam.

Sumber Belajar/bahan/alat

- Internet Source of (www.google.co.id)
- Book look Ahead 1

Penilaian.

1. Scoring students correct answer in reading comprehension

a. Rubric of main idea

No.	Criteria	Score
1.	Student response is complete, specific, and correct.	4
2.	Student response is accurate, but not complete.	3
3.	Student response gives details instead of main idea	2
4.	Student response is not correct, but is attempted	1

Erickamichelle_ (2016)

b. Rubric of details

No.	Criteria	Score
1.	The level of detail in each question is excellent. Textual details are relevant and student has connected fully with the literature.	4

2.	The level of detail in each question is good. The student could add a bit more textual detail to further enhance answers.	3
3.	level of detail in each question is emerging. Attempts to engage the text are made.	2
4.	The level of detail in each question is poor and makes no attempt to include textually relevant information.	1

Benbleue (2016)

c. Rubric of character traits

No.	Criteria	Score
1.	Describes character traits accurately and uses details.	4
2.	Describes character traits accurately	3
3.	Vaguely describes character traits	2
4.	Does not describe character traits	1

Edrocha (2016)

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah : SMK Nurkarya Tidung

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : 1/1

Pertemuan Ke : III (ketiga)

Alokasi Waktu : 2 X 45 menit

Standar Kompetensi

Membaca

- Memahami makna teks tulis fungsional pendek essay sederhana *narrative* dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan.
- Mengungkapkan makna dalam teks tulis fungsional pendek esei sederhana berbentuk *narrative* dalam konteks kehidupan sehari- hari.

Kompetensi Dasar

- Mengungkapkan makna dan langkah-langkah retorika secara akurat, lancar dan berterima dengan menggunakan ragam bahasa tulis dalam konteks kehidupan sehari-hari dalam teks berbentuk: *narrative*.

Indikator

- Mengidentifikasi main idea dari sebuah wacana/paragraph.
- Mengidentifikasi makna kalimat dalam teks yang dibaca.
- Mengidentifikasi variasi susunan kalimat dalam teks berbentuk *narrative*.
- Mengidentifikasi tokoh dari cerita yang dibaca.
- Mengidentifikasi kejadian dalam teks yang dibaca.
- Mengidentifikasi langkah-langkah retorika dari teks.

Tujuan Pembelajaran:

Siswa di harapkan mampu:

- Membaca nyaring dan bermakna text essay berbentuk narrative text.
- Menjawab berbagai pertanyaan tentang informasi dalam text yang di baca.
- Membuat Kesimpulan sesuai pemahaman masing – Masing Siswa.

Materi pembelajaran:

Example:

The Monkey and The 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 based on the text above!

Literal Comprehension

Recognition:

Recognition of Details

1. Find the story who The Monkey is
2. Where did the story happen?

Recall:

Recall of Character Traits

3. How did the monkey feel after know the crocodile was hungry?

4. Why did the crocodile bring back the monkey to the river bank?

Inferential Comprehension

Inferring Main Ideas

5. What is the main idea of the first paragraph?
6. Write a sentence summarizing the main idea of the last paragraph?

Metode Pembelajaran:

Inference Strategy

Langkah-langkah

- Kegiatan Awal (10')
 - Memberikan motivasi kepada siswa untuk belajar
 - Mengadakan Tanya jawab tentang materi *narrative*
- Kegiatan Inti (70')
 - Guru mengecek kehadiran siswa
 - Guru menjelaskan topic yang akan di bahas (*narrative text*)
 - Guru meminta agar siswa duduk perindividual dan memberikan materi reading yang akan di baca and di pahami sambil di bimbing oleh guru, agar siswa dapat mencoba strategi tersebut.
 - Guru meminta siswa untuk naik satu persatu untuk mempertanggungjawabkan masing-masing jawaban mereka serta berbagi pemahaman dari apa yang telah mereka baca dari text baca tersebut.

- Memberikan kesempatan kepada siswa yang duduk untuk menjawab pertanyaan tersebut apabila ada yang tidak sesuai dengan jawaban temanya yang ada di depan kelas.
- Memberikan kesempatan kepada siswa untuk menanyakan kesulitan-kesulitan yang dihadapi terkait materi
- Siswa membuat kesimpulan dari text yang telah dibaca sesuai dengan pemahaman masing – masing siswa.
- Yang terakhir, guru meminta agar kesulitan yang di hadapi siswa dapat di ungkapkan saat proses belajar mengajar berlangsung.
- Kegiatan Akhir (10')
 - Guru memberikan kesimpulan terkait materi yang di pelajari.
 - Refleksi (Memberikan kesempatan kepada siswa untuk melakukan refleksi terhadap apa yang telah dipelajari kemudian guru memberi reinforcement).
 - Menutup pelajaran dengan salam.

Sumber Belajar/bahan/alat

- Interner Source of www.google.co.id)
- Book look Ahead 1

Penilaian.

Scoring students correct answer in reading comprehension.

d. Rubric of main idea

No.	Criteria	Score
1.	Student response is complete, specific, and correct.	4
2.	Student response is accurate, but not complete.	3
3.	Student response gives details instead of main idea	2
4.	Student response is not correct, but is attempted	1

Erickamichelle (2016)

e. Rubric of details

No.	Criteria	Score
1.	The level of detail in each question is excellent. Textual details are relevant and student has connected fully with the literature.	4
2.	The level of detail in each question is good. The student could add a bit more textual detail to further enhance answers.	3
3.	level of detail in each question is emerging. Attempts to engage the text are made.	2
4.	The level of detail in each question is poor and makes no attempt to include textually relevant information.	1

Benbleue (2016)

f. Rubric of character traits

No.	Criteria	Score
1.	Describes character traits accurately and uses details.	4
2.	Describes character traits accurately	3
3.	Vaguely describes character traits	2
4.	Does not describe character traits	1

Edrocha (2016)

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah : SMK Nurkarya Tidung

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : 1/1

Pertemuan Ke : IV (keempat)

Alokasi Waktu : 2 X 45 menit

Standar Kompetensi

Membaca

- Memahami makna teks tulis fungsional pendek essay sederhana berbentuk

narrative dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan

- Mengungkapkan makna dalam teks tulis fungsional pendek esei sederhana

berbentuk *narrative* dalam konteks kehidupan sehari- hari.

Kompetensi Dasar

- Mengungkapkan makna dan langkah-langkah retorika secara akurat, lancar dengan menggunakan ragam bahasa tulis dalam konteks kehidupan

sehari-hari dalam teks berbentuk: *narrative*

Indikator

- Mengidentifikasi main idea dari sebuah wacana/paragraf
- Mengidentifikasi makna kalimat dalam teks yang dibaca
- Mengidentifikasi variasi susunan kalimat dalam teks berbentuk *narrative*
- Mengidentifikasi tokoh dari cerita yang dibaca
- Mengidentifikasi kejadian dalam teks yang dibaca
- Mengidentifikasi langkah-langkah retorika dari teks

Tujuan Pembelajaran:

Siswa di harapkan mampu:

- Membaca nyaring dan bermakna text essay berbentuk narrative text
- Menjawab berbagai pertanyaan tentang informasi dalam text yang di baca.
- Membuat Kesimpulan sesuai pemahaman masing – Masing Siswa.

Materi pembelajaran:

- Recount is a text which tells events or experience in the past.
- *The generic structure of narrative text*

1.	Orientation	Introducing the participant, the place and time.
2.	Sequence	Describing series of the events that happened in the past.
3.	Reorientation	It is optional, stating personal comment of the write to the story.

Example:

TIMUN EMAS

A long long time ago, in a village near a jungle, lived a farmer and his wife. They were not happy, because they did not have a child yet. Everyday they went to the *sacred banyan tree*. There, they burnt *incenses* and prayed, *begging* for a child.

One day, as they said their prayer, a giant passed by. The Giant heard their prayer and wanted to help. He gave the Farmer and his wife a cucumber seed. The farmer and his wife planted the cucumber seed. When the cucumber has ripened, the Farmer and his wife brought it home. They carefully cut it with a knife. Wow! They were surprised to find a beautiful baby girl inside it. They named her Timun Emas (The Golden Cucumber), because she was found inside a golden cucumber. The Farmer and his wife were very happy

On the seventeenth birthday of Timun Emas, the Giant came. He searched for Timun Emas. She took something out of the cloth bag. She threw a handful of salt to the Giant. Suddenly, the ground between her and the Giant turned into a wide sea. The Giant swam very hard to catch her. He could not swim fast enough. It trapped the Giant. He tried to cross it, but the sea was very deep and very sticky. At last he was drowned. He could not move or breathe. Timun Emas was saved. She ran home. Her parents greeted her happily. Finally, they lived happily. No more fear. The Giant had already dead.

Answer the questions below based on the text above!

Literal Comprehension

Recognition:

Recognition of Details

1. Find the story who Timun Emas is
2. Where did the story happen?

Recall:

Recall of Character Traits

3. How did Timun Emas' Parents feel after get a baby?
4. Why did the Giant search Timun Emas when she on the seventeenth birthday?

Inferential Comprehension

Inferring Main Ideas

5. What is the main idea of the second paragraph?
6. Write a sentence summarizing the main idea of the last paragraph?

Metode Pembelajaran: Inference Strategy

Langkah-langkah

- Kegiatan Awal (10')
 - Memberikan motivasi kepada siswa untuk belajar
 - Mengadakan Tanya jawab tentang materi narrative
- Kegiatan Inti (70')
 - Guru mengecek kehadiran siswa

- Guru menjelaskan topic yang akan di bahas (*narrative text*).
- Guru meminta agar siswa duduk perindividual dan memberikan materi reading yang akan di baca and di pahami sambil di bimbing oleh guru, agar siswa dapat mencoba strategi tersebut.
- Guru meminta siswa untuk naik satu persatu untuk mempertanggungjawabkan masing-masing jawaban mereka serta berbagi pemahaman dari apa yang telah mereka baca dari text bacaa tersebut.
- Memberikan kesempatan kepada siswa yang duduk untuk menjawab pertanyaan tersebut apabila ada yang tidak sesuai dengan jawaban temanya yang ada di depan kelas.
- Memberikan kesempatan kepada siswa untuk menanyakan kesulitan-kesulitan yang dihadapi terkait materi
- Siswa membuat kesimpulan dari text yang telah dibaca sesuai dengan pemahaman masing – masing siswa.
- Yang terakhir, guru meminta agar kesulitan yang di hadapi siswa dapat di ungkapkan saat proses belajar mengajar berlangsung.
- Kegiatan Akhir (10')
- Guru memberikan kesimpulan terkait materi yang di pelajari.

- Refleksi (Memberikan kesempatan kepada siswa untuk melakukan refleksi terhadap apa yang telah dipelajari kemudian guru memberi reinforcement).
- Menutup pelajaran dengan salam.

Sumber Belajar/bahan/alat

- Interner Source of www.google.co.id)
- Book look Ahead 1

- **Penilaian.**

Scoring students correct answer in reading comprehension

g. Rubric of main idea

No.	Criteria	Score
1.	Student response is complete, specific, and correct.	4
2.	Student response is accurate, but not complete.	3
3.	Student response gives details instead of main idea	2
4.	Student response is not correct, but is attempted	1

Erickamichelle (2016)

h. Rubric of details

No.	Criteria	Score
1.	The level of detail in each question is excellent. Textual details are relevant and student has connected fully with the literature.	4
2.	The level of detail in each question is good. The student could add a bit more textual detail to further enhance answers.	3
3.	level of detail in each question is emerging. Attempts to engage the text are made.	2
4.	The level of detail in each question is poor and makes no attempt to include textually relevant information.	1

Benbleue (2016)

i. Rubric of character traits

No.	Criteria	Score
1.	Describes character traits accurately and uses details.	4
2.	Describes character traits accurately	3
3.	Vaguely describes character traits	2
4.	Does not describe character traits	1

Edrocha (2016)

CURRICULUM VITAE



JUMRIANI was born on May 2nd, 1993 in Walimpong from the marriage of her parents Antarding and Suriani. She is the first child from three siblings, one young brother and young sister.

She began her elementary school at SD 153 Walimpong in 2000 and graduated in 2006. He continued her study at MTs DDI Walimpong and graduated in 2009. After finished her junior high school, she continued her study at Pondok Pesantren Al-Mawaddah Warrahmah Kolaka in 2012. Then, she continued her study at the English Department of FKIP of Makassar Muhammadiyah University in 2012.