IMPROVING STUDENTS' READING COMPREHENSION THROUGH KEYWORD METHOD OF THE TENTH GRADE STUDENTS OF SMAN 01 CAMPALAGIAN
(Pre Experimental Research)

A THESIS

*Submitted to the Faculty of Teacher Training and Education
Makassar Muhammadiyah University in partial fulfillment of the requirement for
the degree of education in English department*

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2021**

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I hereby declare that the thesis that I submit in front of the testing team is my own result, not made by anyone.

Thus this statement letter I have made and I am willing accept sanctions if this statement is not true.

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Dengan ini menyatakan bahwa skripsi yang saya ajukan di depan tim penguji adalah hasil saya sendiri, bukan ciptaan orang lain dan tidak dibuatkan oleh siapapun.

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Yang membuat pernyataan

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ABSTRACT

NURUL TUTI ALWIYAH, 2021. *"Improving Students' Reading Comprehension Through Keyword Method of the Tenth Grade Student of SMA Negeri 01 Campalagian)* A thesis of English Education Department the Faculty of Teachers Training and Education, Makassar Muhammadiyah University, supervised by Bahrun Amin and Junaid.

The objective of the study is to find out the improve of students' reading comprehension through Keyword Method in terms of literal and interpretative comprehensions. The research method is pre-experimental design with pre-test and post-test as quantitative research. The population of the research was students of SMAN 01 Campalagian. The total number of sample was 20 students which chosen by using cluster random sampling. The instrument used to collect data in reading comprehension was reading text (descriptive text).

The result in the pre-test, the mean score of literal comprehension was 52,50 while in the post-test was 75,50. The mean score of interpretative comprehension before and after giving treatment is 58,50 becomes 85,50 improve 46,84%.

The findings indicated that the alternative hypothesis (H1) was accepted with the t-test value of literal 27.981, the t-test value of interpretative 48.913 and the null hypothesis (H0) was rejected with the t-table 1.729. Furthermore, the t-test value of the t-test value literal and interpretative comprehension is greater than t-table (76.894 > 1.729). it was concluded that the use of Keyword Method can improve students' reading comprehension in terms of literal comprehension and interpretative comprehension.

Keywords: Keyword Method, Literal comprehension and Interpretative comprehension

ABSTRAK

NURUL TUTI ALWIYAH, 2021. *Peningkatan Pemahaman Membaca Siswa Melalui Keyword di Tingkatan 10 Siswa SMAN 01 Campalagian)* Skripsi Jurusan Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar dibimbing oleh Bahrun Amin dan Junaid.

Tujuan dari penelitian ini adalah untuk mengetahui peningkatan pemahaman membaca siswa melalui metode kata kunci terhadap pemahaman membaca siswa ditinjau dari pemahaman literal dan interpretatif. Metode penelitian yang digunakan adalah pre-experimental design dengan pre-test dan post-test sebagai penelitian kuantitatif. Populasi dalam penelitian ini adalah siswa dari SMAN 01 Campalagian. Jumlah sampel sebanyak 20 siswa yang dipilih dengan menggunakan teknik cluster random sampling. Instrumen yang digunakan untuk mengumpulkan data dalam keterampilan membaca adalah teks bacaan (tes deskriptif).

Hasil pre-test, nilai rata-rata pemahaman literal adalah 52,50 sementara pada post-test adalah 75,50. Rerata skor pemahaman interpretatif sebelum dan sesudah pemberian perlakuan adalah 58,50 menjadi 85,50 meningkat 46,84%.

Hasil penelitian menunjukkan bahwa hipotesis alternatif (H1) diterima dengan nilai uji-t literal 27,981, nilai uji-t interpretatif 48,913 dan hipotesis nol (H0) ditolak dengan t-tabel 1,729. Selanjutnya nilai t-test nilai t-test pemahaman literal dan interpretatif lebih besar dari t-tabel (76,894 > 1,729). Disimpulkan bahwa penggunaan metode Keyword dapat meningkatkan pemahaman membaca siswa dalam hal pemahaman literal dan pemahaman interpretatif.

Kata Kunci: Metode Keyword, Pemahaman Literal, dan Pemahaman Interpretatif.

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In writing thesis the researcher found many difficulties, so the researcher realized that the thesis has a lot of mistakes and weakness. In order to become perfect, the writer needs correction and suggestion. The writer would like to say thank you very much for the people who gave pray, spirit, advice, suggestion, and helping to the write as follows:

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Nurul Tuti Alwiyah

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CHAPTER I

INTRODUCTION

A. Background

Language is the best tool for every human being to communicate with each other and in doing daily activity. Because every human being needs to interact with each other by using language.

"Reading is one of the four basic comprehensions in English that is very important in teaching language and learning process. Through reading, we can increase knowledge and improve the quality of students' thinking. Reading can not only be through the media of books, but also can take advantage of the very rapid technological sciences today, so that by reading, not only can increase students' knowledge but also can increase students' technological knowledge" (Limpo, 2012). According to Kalayo, in Khairiah (2012) stated that "reading is an activity with purpose. Reading can be used to learn information or confirm current knowledge, as well as to evaluate the author's ideas in texts. Then readers will have an easier time selecting a text."

Reading is one of the language comprehensions besides speaking, listening, and writing that must be mastered by English learners. It provide a method of comprehending the written content in order to get new information from the reading. "Reading refers to the ability to grasp or construct meaning from a written text," according to Brassel in Lubis (2019).

1

"Reading is an activity to understand the meaning contained in written language. Through this activity, Students are required to grasp ideas and not just read silently. That is why there are problems related to the reading text after students have read a discourse. These questions are carried out to test whether students have understood the reading well or not. After knowing that the purpose of reading is to capture the idea of a text, students moved on to the reading comprehension itself. Reading comprehension is the main pillar in reading activities where a reader builds an understanding of a text. Students combined their logical thinking with a collection of letters, words, and sentences in the text. So, reading comprehension in English text is not only about how students read well which includes pronunciation. However, reading comprehension itself is an activity to build an understanding of the meaning of a text which you can then translate through your own language. Furthermore, this understanding can be useful for others", according to *englishzone66*.

Indonesian curriculum has put English as the important subject to learn from elementary school until university, where reading is one of English comprehensions that the students must master. Besides that, in every last examination test of each school level almost 90% of test items are reading test form where the students are asked to find out the information of text. So the teacher has to pay attention for this case or for the reading subject even though most of the students consider that reading is a difficult subject. (Amin Limpo,2012)

English is not the main language in Indonesia, thus making Indonesian students may have difficulty in understanding English reading texts. For example, the first students found some difficulties when the teacher asked students about information that was not directly included in the text but was still relevant to the context. The second problem is that Indonesian students have a limited vocabulary, making it difficult for students to comprehend the text. The third difficulty faced by students is the main ideas of the text. Students must master these skills in order to comprehend the text and correctly answer the questions. (Aryani Puspita, 2017).

Keyword method is a mnemonic method that helps students to learn new information by connecting keywords with new words to remember them later, which make students understand the text and can improve students' reading ability. (Kurniawan, 2017). Levin in McWhorter, (1992:143) states that learning new information using the keyword method is based on recording, relationship, and retrieval procedures. First, college students ought to recode, or transform, the unknown word to be realized into a greater meaning full key-word that appears or looks like the first.

Based on observation from Magang 1 and Magang 2 at SMAN 01 Campalagian, the problem that is faced by the students especially at the first stage is students found the difficulties in reading such as students did not understand the content of the material, what the text about and also hard to found the main idea of paragraph and understanding vocabulary. The researcher considers that Keyword Method can be applied to increase the ability in finding main ideas and understanding vocabulary. The aim of this

study is to solve this problem until the students get a good score. Based on the situation above, the researcher is interested to conduct a research on **"Improving Students' Reading Comprehension Through Keyword Method of the Tenth Grade Students of SMA Negeri 01 Campalagian".**

B. Problem Statement

Based on the background above, the researcher formulated the following problem statement:

1. How is the improvement of the students' reading comprehension through keyword method in term of literal comprehension?

2. How is the improvement of the students' reading comprehension through keyword method in term of interpretative comprehension?

C. Objective of The Research

Based on the problem statement above, the researcher has the following objective:

1. To find out the improvement of the students' reading comprehension through keyword method in term of literal comprehension.

2. To find out the improvement of the students' reading comprehension through keyword method in term of interpretative comprehension.

D. Significance of The Research

The significance of the researvch can be divided into two, theoretically and practically. Theoretically, this research can be a reference for the next researcher in term of improving students' reading comprehension through keyword method. While practically, this research can be useful for teachers to find out what types of methods can be used to improve students' reading comprehension in a simple and easy way in the teaching and learning process.

E. Scope of The Research

The scope of the study was the researcher focus on reading to improving the students reading comprehension by achievement in literal in terms of the main idea and interpretative comprehension in terms of understanding vocabulary through Keyword Method in class 10th Grade stusents of SMAN 01 Campalagian.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Related Research Findings

There are some previous findings of some researchers which have relation to this research, such as follows;

Limpo (2012) The objective of this research is intending to find out how the use keyword Method improve the students' literal comprehension in reading comprehension.The research method use a Classroom Action Research which consisted of two cycles. Each cycle consisted of four meetings. It meant that that there are eight meetings for two cycles. This classroom action research is conducted at the second grade of MA on 2011/2012 academic year. The subjects of the research are the students of class XI which consisted of 34 students. The instrument use reading test.The findings of the research are the improvement of the students' reading comprehension in literal comprehension (main idea and meaning of words).

Davoudi (2016) This study aim at investigating the effect of keyword method, as one of the mnemonic strategies, on vocabulary retention of Iranian senior high school EFL literalearners. The experimental group is taught vocabulary using keywords, and the control group is taught vocabulary using the usual way. To analyze the data, paired-samples t-test and independent samples t-tests are run. It is find that students in the experimental group significantly outperform the students in the control group in vocabulary retention by keyword method. This strategy is very useful in English

language teaching and learning especially in english reading process to improve students reading comprehension.

Taheri (2016) The present study investigate the effect of the keyword method of vocabulary teaching on the learning and long term retention of vocabulary in a normal EFL classroom context with seeing the reading comprehension. Fifty basic EFL college students are selected and assigned into experimental and control groups. The experimental team obtain vocabulary instruction the usage of mnemonic keyword approach and the manage crew will receive conventional memorization-base guidance of the equal vocabulary items. The effects of the learn about help the effectiveness of the institution of mental links and images, thru the use of mnemonic strategies, for the vocabulary learning and retention of fundamental stage EFL learners.

Based on three experts above, all the researcher focuses on reading comprehension through Keyword Method, the first research intending to find out how the use keyword Method improve the students' literal comprehension in reading comprehension, the second research focus to investigating the effect of keyword method, as one of the mnemonic strategies, on vocabulary retention of Iranian senior high school EFL learners which is this strategy is very useful to improve reading comprehension. The last research focus in investigating the effect of the keyword method of vocabulary teaching on the learning in and long term retention of vocabulary in a normal EFL classroom context while this method can improve the reading comprehension. However in this research researcher focus to improve reading comprehension by using

keyword method because keyword method is one of the interesting method in teaching English reading comprehension. So the teacher use keyword method to motivate the students' to improve students' in learning to be more active and interest in the mastering of reading ability.

B. Concept of Reading

1. Definition of Reading

Beatrice and Linda stated that "reading lets you learn to think in the new language, develop a stronger vocabulary, makes you relaxed with written English". (as quoted in Ibrahim, 2019).

Reading is one of four language comprehensions for students that play a significant role. Gupta et al (2014) state that one's academic achievement is highly associated with reading, explaining why the ability to read should be learned as early as possible. This implies that reading is the way to learn more about something by organizing the ideas of the passage to get knowledge.

Some people have given reading meanings that are linked to the same meaning. "Reading is a means of communicating knowledge in which the author teaches all readers about his ideas or massages," writes Tarigan (2011). The author is referred to as the sender (informant), while the reader is referred to as the receiver. "Reading is the acknowledgment of Andre's print or written symbol cognition, which serves as cues for their call to meaning built up through past experience," states Tinker Cullough (2007:9). It can be inferred from those meanings that reading involves having processes that the reader really wants to capture what the

writer actually says and implies.Some people formulate concepts of reading comprehension from certain definitions of reading as well. According to Rubin (2016), reading is an activity between the writer and the reader that is medicated by the text, rather than a reaction to the text.

Reading can be a four-step process, according to William (2014:486). The following four indicators are related to each other and they are:

a. Word perception, or the ability to comprehend a concept.

b. Understanding, or the ability to discern meaning from word.

c. Reaction, a mental and emotional interaction between the reader and the text.

d. Integration, in the context of one's personal background, absorbs the ideas.

Reading is the process of looking at a series of written symbols and receiving meaning from them, based on the definition of reading above.

Finally, according to Tohir (2001:5), reading is a process of communicating information in which the author informs all readers of his or her thoughts or message.

2. **Reading Techniques**

It is necessary to read effectively in order to reach the goal of reading. According to Olivia (2006), succesful reading includes being able to read accurately, efficiently, and comprehend as much of the text as possible in order to achieve your goal. People can use the following reading techniques to reach the purpose of reading:

a. Survey Reading

"Surveying is a spesific strategy gor gaining a mountain top overview of article chapter material and it helps to present a broad point of view," according to Brown (2006:903).

b. Skimming

Skimming is a type of reading that allows our eyes to roam quickly in order to get the main concept from the reading text. Skimming helps users to select the stuff they want to read and ignore that which is unrelated to their goal.

c. Scanning

Scanning makes it simple to read the material and respond to a spesific question. This method helps people to find certain details without having to read all of the material. "Scanning serves two purposes," according to Brown (2006:138). It reveals crucial information and lightens the speed of your reading."

d. Pre-Reading

Pre-reading is a method used by a reader to increase his awareness and memory when reading. Only the section of reading materials that involves pre-reading will tell you about or how it is organized, according to his statement. He goes on to say that the things to look for when reading textbook chapters are:

1) Read the title.

2) Read the introduction or first paragraph.

3) Read the first word under each heading.

4) Read each blodface heading one by one.

5) Take note of any typographical errors.

6) Take note of any graphs or images.

7) Read the final paragraph or summary.

3. **Kinds of Reading**

There are three kinds of reading, they are:

a) Students would gain experience making sound by reading aloud, which should be practiced as much as possible. There are two forms of reading aloud. They are carried out in front of the entire group at the same time. This is done to examine pronunciation, intonation, and students' reading abilities, as well as to assist the teacher in determining who of his students has difficulties reading.

b) Silent Reading

Silent reading improves the reader's ability to understanf words. This type of reading allows the reader to gain a deeper knowledge of the subject. This reading is a comprehension for critizing what is written meaning, drawing conclusions and conciliation and informing new ideas about the thesis of what is read.

c) Reading Fast

Reading fast is a technique for improving reading speed and comprehension. The basic objective of reading, which is understanding, must be lighted with this comprehension, which is dependent on the sort of reading content.

C. Concepts of Reading Comprehension

1. Defenition of Reading Comprehension

Leon (2015) stated that "reading comprehension requires the creation by a reader of a mental representation of a text by creating a casual relationship based on the text's ideas and events." On the other hand, Hock et al (2015) describes "reading comprehension as a process in which text-based knowledge generates meaning for the reader.During this process, by using text characteristics and the reader's understanding of the world, the reader creates a mental image of the context of the text. Deep understanding happens when the reader combines text-based knowledge with previous knowledge."

Understanding reading is basically described as the ability to comprehend the data that has been read. Clarke (2014) noted that the understanding of reading is found inside the text itself. The interaction between the text and the reaction of the reader to the text provides an established understanding.He notes that reading is fundamental to teaching and learning, and the circumstances under which developing students are expected to extract and apply meaning extracted from text must be taken into account. He also notes that as kids advance through the educational system, reading comprehension capacity becomes more important.Reading comprehension, however, has concentrated on the information that the reader contributes to the understanding process. Understanding is crucial to understand that reading can be a transformative process that affects the

reader's thought and learning. It is possible to encounter new words, ideas and viewpoints that challenge and strengthen existing knowledge.

2. Levels of Reading Comprehension

Pourkalhor & Kohan(2013:54). Different types of reading comprehension are frequently identified based on the reader's reading purpose and the sort of reading employed. The following terms are frequently used:

a. Literal comprehension: reading for the purpose of comprehending, remembering, or recalling the explicit information included in a paragraph.

b. Informational comprehension: using the reader's experience and intuition, as well as inference, to locate information that is not expressly expressed in a text.

c. Critical or evaluate comprehension: reading for the purpose of comparing material in a paragraph to the reader's own knowledge and values.

d. Appreciative comprehension: reading a passage in order to elicit an emotional or other valuable reaction.

According to Pettit, N. T., and Cockriel, I. W. (1974: 64), reading comprehension can be divided into teo categories: literal comprehension and inferential comprehension.

1) Literal Comprehension

Literal reading refers to information and concepts that are taken directly from the printed page. Literal reading is the

understanding of a sentence's major direct literal meaning in context. The fundamentals of literal comprehension are recognizing state concepts, details, effect, and sequencing. Because a reader must first understand what the author said, the basics of literal comprehension are recognized as key to all reading comprehension at any level.

2) Interpretative or Inferential Comprehension

Reading between the lines or making inferences is what interpretative reading involves. It is the process of deducing inferred rather than explicitly stated thoughts. Because the questions in the category of interpretation concern answers that are not directly stated in the text but are suggested or implied, sudents must be able to make connections between individuals' states ideas, make inferences, draw conclusions, read between the lines to get inferences, or read between the lines to get implied meaning from the text.

D. Keyword Method

1. Definition Keyword Method

Keyword method is a mnemonic strategy that help students to learn a new information by looking for the meaning of a new word and then connecting the new word with keywords that have similar sound to make students easier to remember the new word, which make students understand the text and can improve their reading ability.

(Kurniawan,2017). The keyword method, it can be concluded, is one of the memorizing methods that might improve students' reading comprehension by connecting keywords with new words, making it easier for students to remember new words.

"Mnemonic Keyword method is a method that use a keyword to help the students to understand the text and understand the new information. The keyword is a word that sounds like the language that students are familiar in that word. It is a step to remember the new vocabulary that given. This stage is call an acoustic link. The use of the acoustic link helps the students to remember the new vocabulary that other methods seldom emphasize it." (Haniatul Ummah,2018). Researcher can conclude that in the keyword method, it usually looks for keywords using a language that is familiar to students or can be said as the mother tongue or first language.

"The keyword method, a mnemonic that combine the two word, can be used to learn a wide range of subjects, but it is especially useful for acquiring new vocabulary terms, when studying a sesond language, for example. (Dehn, 2008:283). The keyword method, Levin in McWhorter, (1992:141) is "a mnemonic method that helps students to learn new information by associating it with keyword." It means that Dehn and Levin have the same thoughts about the definition of the keyword method, that the keyword method is a memorization method that use a familiar word.

When developing a keyword method, students must follow the 3 R's: reconstruct, relating, and retrieve (Mastropieri, 1988).

The uses of the 3R are as follows:

1) Reconstruction: Finding keywords. Something familiar to students and acoustically similar (sounds like the word to be learned);

2) Relating: Next, associate keywords with new word definitions; and

3) Retrieve: Finally, teach students the process of how to effectively go through the steps to remember new vocabulary words and their meanings.

2. The Advantages of Keyword Method

Keyword method has been proven to effective many times. Reading Comprehension improves when the students know what the words mean. Vocabulary development should never be overestimated. Since words are the most important thing of communication, listening, speaking, reading, and writing are all affected by vocabulary development. Words are the devices we use to looking for our understanding of the context, communicate thoughts, and think about new concepts. Awareness of vocabulary by students is closely related to academic achievement.Comprehension is far more than recognizing words and remembering their meanings. Comprehension is almost impossible if the reader does not know the meanings of a sufficient proportion of the words. The keyword method allows students to connect new vocabulary words with words that students already know and can easily remember. The keyword method can be used as a study

comprehension in any school subject. (DewiPurnama Sari,2015). It can be concluded that because words are the most important thing in communication, listening, speaking, reading, and writing are all influenced by the development of vocabulary then by using the keyword method students would be able to easily remember new words by relating them to the words students already know students will get an improvement in reading comprehension after students know the mean of the words in reading text. By understanding the reading, students can express ideas and learn new concepts.

3. The Weakness of Keyword Method

The weakness of keyword method if the keyword that the teacher has selected does not have a connection with the student's prior knowledge, then the student may have even more difficulty with remembering the definition of the term. The student may need the freedom to choose his or her own keywords when studying the vocabulary. The students would not remember something that students did not pay attention to in the first place. Teachers should review what is taught and check for understanding. It is also important to evaluate the use of the keyword method. Evaluating is an important step in determining the effectiveness of any intervention. Data collection can help in determining whether the strategy is effective. It would also be beneficial to the student to share the intervention strategy data. The student can further determine which subjects the mnemonic strategy can be used for and how exactly it is affecting his or her progress.

(DewiPurnama Sari,2015). It can be said that the weakness of these keywords lies in the mastery of students' vocabulary, if students already know a lot of vocabulary, it will make it easier for them to understand the definition of the new word, otherwise, if students are still lacking in vocabulary, students would have difficulty in remembering the definitions of the new terms.

E. Conceptual Framework

The researcher would help the students develop their reading comprehensions in terms of literal comprehension and interpretative comprehension trough Keyword Method. The researcher would read descriptive text to reach the aspect in reading.


```
        Teaching Materials
        (Descriptive Text)
                |
                v
         Keyword Method
                |
                v
       Reading Comprehension
           /          \
          v            v
Literal Comprehension   Interpretative Comprehension
```
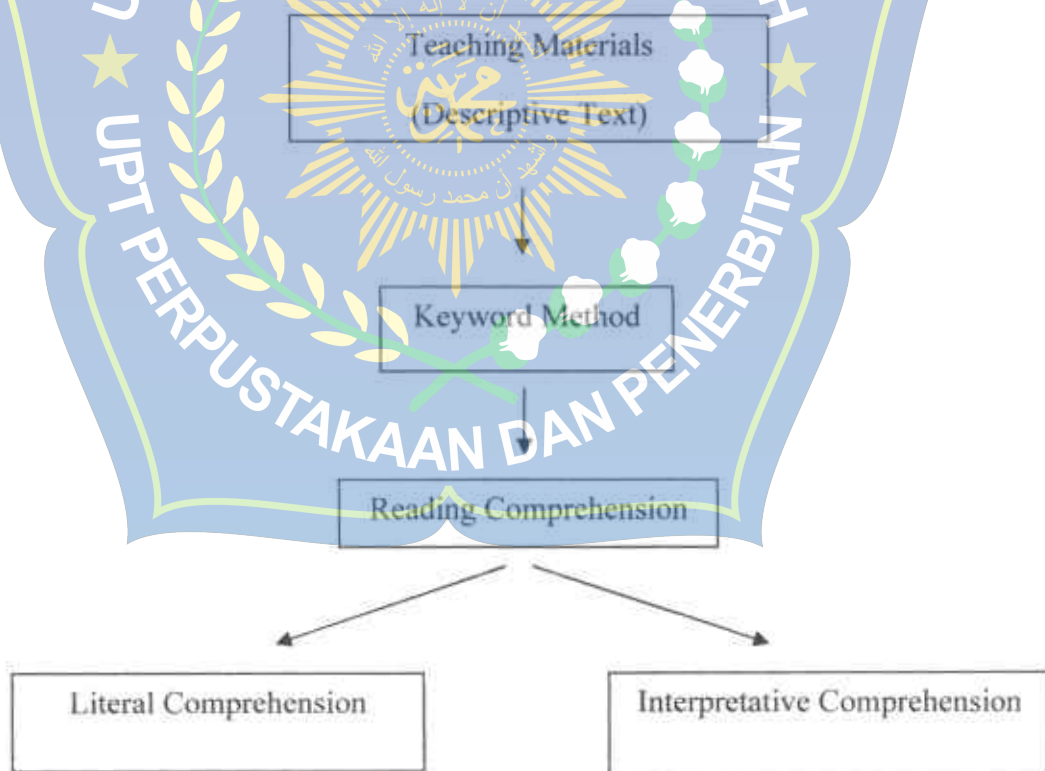
Figure 2.1. Conceptual Framework

F. Hypothesis

The hypothesis of the research is formulated as follow:

H_0 : Using keyword method is not effective to improve students' reading comprehension.

H_1 : Using keyword method is effective to improve students' reading comprehension.

CHAPTER III

RESEARCH METHOD

A. Research Design

Researchers used pre-experimental research to measure students' reading comprehensions using the Keyword Method at SMA NEGERI 01 CAMPALAGIAN tenth grade students in this study. In the first meeting, researchers conducted a pre-test (used Google Form because the school did not allowed to get the meeting in the school because of the covid-19) to find out the basic knowledge of students about their reading comprehensions. The next step was treatment (used Google Meet), and the researcher used the keyword method as a method. There was a post-test at the end of the study (used Google Form). The significance between the pre-test and post-test was determined by comaring the students' pre-test and post-test results. The research design can be described as:

Table 3.1 One Group Pre-test-Post-test Design

Pre-test	Treatment	Post-test
O_1	X	O_2

Source: (Emzir, 2014)

Where:

O1 = pre-test

O2 = post-test

X = treatment using keyword method

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B. Population and Sample

1. Population

The population of this research was in the tenth grade of SMAN 01 Campalagian which consists of 9 classes and 236 students. Obviously, it can be seen in the following table.

Table 3.2. Population of The Tenth Grade SMAN -1 Campalagian.

No.	Class	Number of Students
1	IPA 1	28
2	IPA 2	23
3	IPA 3	33
4	IPA 4	20
5	IPA 5	30
6	IPS 1	29
7	IPS 2	23
8	IPS 3	27
9	IPS 4	23

Source : UPT SMANegeri01Campalagian

2. Sample

The researcher used Cluster random sampling in the tenth grade of SMA NEGERI 01 Campalagian. The sample of this research chose one class students from all of class randomly. The class was X Ipa 4 consist of 20 students.

C. Research Variable and Indicator

Variable was the object of research or something that became the concern of the research. There are two kinds of variables, variable dependent (Y) and variable independent (X). The dependent variable was the focus variable or the central variable in which if any relationship exists, other variables would function. The researcher chose the

independent variable to determine the relationship with the dependent variable. There are two variables in this research; and these variables are:

a. Independent variable

The Keyword Method was used in teaching reading comprehension as one of the research independent variables. Students use the keyword method to comprehend information contained in reading materials.

b. Dependent variables

Dependent variables consist of students' literal reading comprehension and interpretative reading comprehension.

The indicators are:

1) The indicators of literal reading comprehension were the main ideas.

2) The indicators of interpretative comprehension were understanding vocabulary.

D. Instrument

The instrument of this research was the reading test. Reading was used to commit the pre-test and post-test. The students read the text and answer questions from the text (used Google Form). The aspect that the researcher focused on in this study is students' reading comprehension after using the keyword method.

E. Technique of Data Collection

This research used quantitative data, which needs a statistical approach, numbers, and scores, among other things. The objective of the test as a research instrument was to collect the data about the students' reading

comprehension using Keyword Method. In collecting data, the researcher presented some producers as below:

1. Pre-Test

   Pretest refers to a present which was descriptive text read by students through reading with google forms to replace papers in this situation and students can answer the question from the text to identify the main idea and identify the understood vocabulary, in descriptive text on teaching reading comprehension.

2. Treatment

   Treatment steps were applied to students after doing the pre-test. Keyword Method used as a method (used google meet to explain the keyword method). The treatment procedure can be explained as follows:

   a. The researcher asked the students to read a descriptive text (as students' reading material).

   b. The researcher asked the students to make a list of unknown words.

   c. The researcher asked the students to find the meaning of the words that students have listed.

   d. The researcher asked the students to look for keywords (other words that are similar to new words to make it easier to remember new words).

   e. Students found out the meaning of a reading a text after looking for the meaning of new words and that also help them to remember the new words because they find keywords that are similar to the new words.

3. Post-Test

       Post-test refers to post test which aims to achieve Does the use of Keyword Method can improve the reading of the students.

F. **Technique of Data Analysis**

       The data was analyzed quantitativly. The steps that the writer took in the quantitative analysis were as follows:

1. Scoring the students' correct answer pre-test and post-test

$$\text{Students Score} = \frac{\text{The number of students' correct answer}}{\text{Maximum Score}} \times 100$$

<div align="right">(Gay,2012)</div>

2. Calculating the collection data from the students in answering the test, the researcher used formula to get the mean score of the students as follows :

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

Where :

$\bar{x}$ = Mean Score

$\sum x$ = The sum of all scores

N = The total number of samples

<div align="right">(Gay,2012)</div>

3. To find the students' improvement the formula as follows :

$$\% = \frac{x2 - x1}{x1} \times 100$$

Where :

% = the students' improving

X_1 = the mean score of post-test

X_2 = the mean score of pre-test

(Gay,2012)

4. Classifying the score of the students' using the following scale:

Table 3.3. Score Classifying the score of the students

No.	Score	Classification
1	96-100	Excellent
2	86-95	Very Good
3	76-85	Good
4	66-75	Fairly Good
5	56-65	Fair
6	36-55	Poor
7	0-35	Very Poor

(Depdikbud,2006)

5. Finding out the significant difference between the score of the pre-test and post-test by using SPSS 26.

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

The findings of the research that teaching reading comprehension through Keyword method could increase reading comprehension in literal comprehension and interpretative comprehension. In the further interpretation of the data analysis were given below:

1. **Students' Reading Comprehension using Keyword method in Terms of Literal Comprehension (Main Idea) and Interpretative Comprehension (Understanding Vocabulary)**

   In order to answer the research question in the previous chapter, the researcher administrated two kinds of test such as pre-test that given before the treatment and post-test that given after the students got the treatmentbefore. The result of the students' improvement in reading by using descriptive text multiple choice text was presented in the table below :

Table 4.1 Students' mean score of literal and interpretative comprehension.

Criteria	Pre – test	Post-Test
Literal Comptehension (Main idea)	52,50	77,50
Interpretative Comprehension (Understanding vocabulary)	58,50	85,50

The table shows the students' improvement in finding literal (Main idea) in reading as the result of calculating the students pre-test and post-test in terms of content and organization by using descriptive text. The students' reading score

about main idea in pre-test (52,50) lower than the post-test (77,50). It mean score
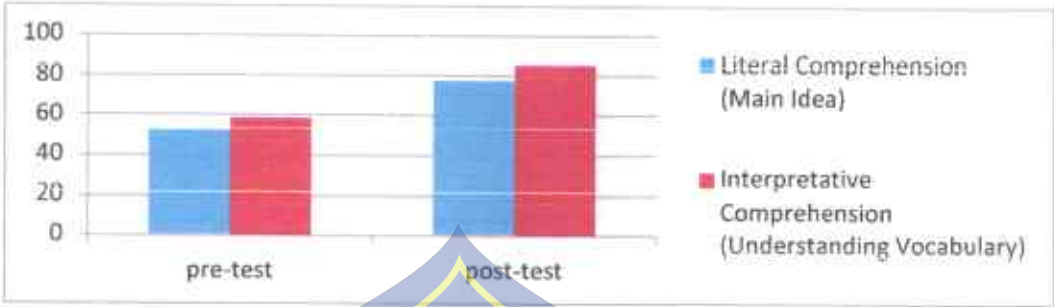
of the students' pre-test.

Figure 4.1 The Mean Score of The Students' Literal and Interpretative
Comprehension

In explanation the table also can be shows in chart of the students'
improvement in finding understanding vocabulary in reading as the result of
calculating the students' pre-test and post test in terms of main idea and
understanding vocabulary by using descriptive test withe the Keyword Method.
The students' reading score about understanding vocabulary in pre-test (58,50) is
lower than the post-test (85,50). It means that the mean score of the students'
post-test is higher than the mean score of the students' pre-test.

Table 4.2 Students' improvement in literal and interpretative comprehension.

Criteria	Mean Pre – test	Mean Post - test	Improving
Literal Comptehension (Main idea)	52,50	77,50	47,61%
Interpretative Comprehension (Understanding vocabulary)	58,50	85,50	46,10%

Based on the table 4.2 shows that in Literal comprehension(main idea)

the mean score of pre-test was 52,50 and post-test was 77,50. The improvement

of pre-test and post-test was 47,61%. In interpretative comprehension (understanding vocabulary) the mean score of pre-test was 58,50, and post-test was 85,50. The improvement of pre-test and post-test was 46,10%. Based on the result, it concluded that the using Keyword Method was able to give an effect in teaching reading.

This part presented the result of the students' reading comprehension, such as main idea and understanding vocabulary. The student' score of pre-test and post test was classified into some criteria and percentage as followed:

Table 4.3 The frequency of the students' improvement to find out main idea and undestanding vocabulary of pre-test and post-test.

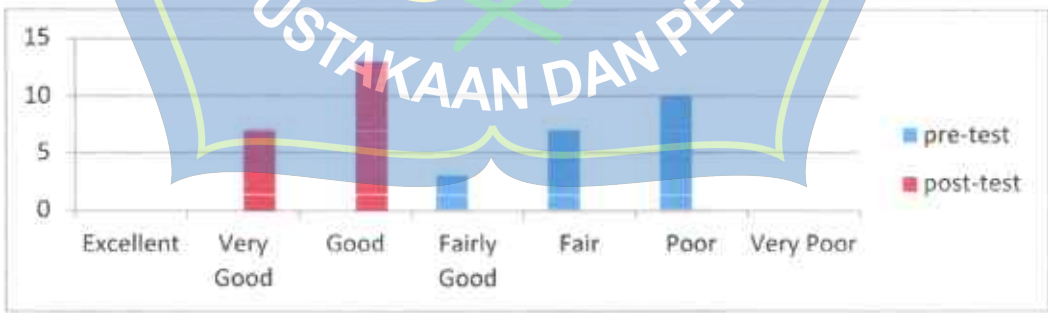| No	Classifications	Score	Test			
			Pre-test	Percentage%	Post-test	Percentage%
1	Excellent	96 – 100	-	-	-	-
2	Very Good	86 – 95	-	-	7	35%
3	Good	76 – 85	-	-	13	65%
4	Fairly Good	66 – 75	3	15%	-	-
5	Fair	56 – 65	7	35%	-	-
6	Poor	35 – 55	10	50%	-	-
7	Very Poor	0 – 35	-	-	-	-

Figure 4.2 The frequency of the students' improvement to find out main idea and undestanding vocabulary of pre-test and post-test.

Based on the table above, it showed the students' improvement was pre-test, there was not students' who got excellent, very good, and good, so did very good and good classifications. Then, there were 3(15%) students got fairly good, 7(35%) students got fair, and 10 (50%) students got poor.

Based on the table above, it shows that students' improvement in post-test, there was 7(35%) students got very good, and then there are 13 (65%) students got good.

2. **The significance of the students' improvement in reading comprehension**

The hypothesis testing is the following phase in this research's conclusion. The researcher conducted a study in a class where the Keyword Method was used to teach. The researcher used t-test analysis on the level of significance (p) + 0,05 with the degree of freedom (dl) = N-1 number of subjects (20 students) to determine the level of significance of the pre-test and post-test. The value of the table was 1.729 the t-test statistic, and analysis of independent samples was used. The T-test was analyzed using the program SPSS 26.0 by the researcher.

In terms of the research hypothesis. H0 indicated that there was no significant change in students' reading comprehension before and after treatment reading material in descriptive text of tenth grade students of SMA Negeri 01 Campalagian in the academic years 2020/2021. In the acdemic years 2020/2021, the alternative Hypothesis (H1) indicated that there was a significant difference in students' reading comprehension before and after treatment reading material by using Keyword Method on descriptive text of

tenth grade students of SMA Negeri 01 Campalagian. After the normality and correlation tests have been completed, the hypothesis test can be performed.

The result of t-test for reading comprehension focus on literal and interpretative levels as follows:

Table 4.4 the T-test value of students' Reading Comprehension

Variable	T-test	T-table	Comprehension	Classification
Pre-Test	27.981	1.729	t-test > t-table	Significantly different
Post-Test	48.913	1.729	t-test > t-table	Significantly different

Table 4.5 shows that the t-test value for reading comprehension was 27.981>1.729 on the pre-test and 48.913>1.729 on the post-test. It meant that the t-test value for all variables and indicators was higher than the t-table value. It signifies that there was a significant difference in reading comprehension between the pre-test and post-test results. Based on the result, it concluded that there was improvement of the students' reading comprehension by using Keyword Method.

B. Discussion

This section discussed the result of data collected and analysis to depict students' reading comprehension in teaching and learning process by using Keyword Method. The description of data collected from reading of the text as explanation in the previous section showed that the students' reading comprehension was improved. It was supported by mean score and percentage of

the students' pre-test and post-test result. Based on the findings above, the use of Keyword Method made students had a mean score in comprehension.

Literal comprehension refers to the students' ability to comprehend the text's content (Hidayah N., 2019). This is the most basic level. It means that the students must repeat the facts as they are related by the author. Questions are factual and comprehensive at this level. Factual data, sequence, chronology, and enumeration are the only comprehensions required at this level.

The aimed of this study was to see if the Keyword Method might help students improve their literal and interpretative reading comprehension based on a single text, a descriptive text. Referring to the pre-experimental class's comparison test between pre-test and post-test. Students' scores improved between the pre-test and post-test. It can be concluded that there was a significant difference in the students' scores between the pre-test and post-test.

For the pre-test and the post-test consisted of three reading descriptive texts. Which consists of several questions. At the time of pre-test the students experienced many difficulties in answering the pre-test questions, because more students underline the vocabulary they don't know the meaning at the time of the treatment, for the text descriptive the students knew more about the vocabulary in the text and they were very easy to read especially for the vocabulary they knew before in the text descriptive. And in giving treatment that was in the form of using Keyword Method in the material of reading text (descriptive text). Students have many changes to reading and try to find out the words they did not know beforehand. In addition, when giving pre-tests to students. This indicates that the

percentage of reading ability was included in the category for descriptive text, and for post-test students answer questions correctly and underline the vocabulary they do not know in descriptive text.

The result of the t-test value of level significant (p) = 0.05 with degree of freedom in Literal (df) = 19; in interpretative (df) = 19 was obtained by the results of the pre-test and post-test. The indicated t-table value is 1.729, while the t-table Literal value was 27.981 and the interpretative value was 48.913.

After computing the value of the t-test analysis, it was compared to the value of the t-table. As a result, the researcher found that the t-test value is higher than the t-table value. It signifies that the null hypothesis (H0) is rejected and the alternative hypothesis (H1) is accepted because there was a significant difference in the mean score of the test that was given by researcher using Keyword Method in reading class.

Based on the discussion above, it can be stated that the Keyword Method was one of the teaching methods that improved students' reading comprehension in SMA Negeri 01 Campalagian tenth grade.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After conducting the Experimental Research about the Keyword Method in Reading Comprehension and based on the researcher findings in the previous chapter, the researcher concluded that:

Keyword method is effective to increase the students' literal comprehension in terms of main idea, it was improved by the mean score literal comprehension before and after giving the treatment is 52.50 becomes 77.50 improve 47,61% with the t-test value main idea comprehension is greater than t-table (27.981 > 1.729). While the students' interpretative comprehension in terms of understanding vocabulaey, it was improved by the mean score of interpretative comprehension before and after giving a treatment is 48.50 becomes 85.50 improve 46,10% with the t-test value interpretative comprehension is greater than t-table (48.913 > 1.729).

The result of calculating t-test of the indicators on the students t-test reading comprehension (literal and interpretative comprehension) is greater than t-table 76.894 > 1.729. It means that there is significance difference between before and after giving the treatment.

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B. Suggestion

Based on the conclusion above the researcher proposes the following suggestions:

1. In the pandemic Covid-19, the English teacher should be more creative to choose media, method, strategy or etc. in teaching Descriptive text, so that the students would be more interested and motivated to study English.

2. The English teacher must understand what the students need in the pandemic Covid-19 for making students more active.

3. Using Keyword Method as a learning method should be applied in learning materials to develop the students' main idea and understanding vocabulary details mastery. Because it could improve students' reading comprehension.
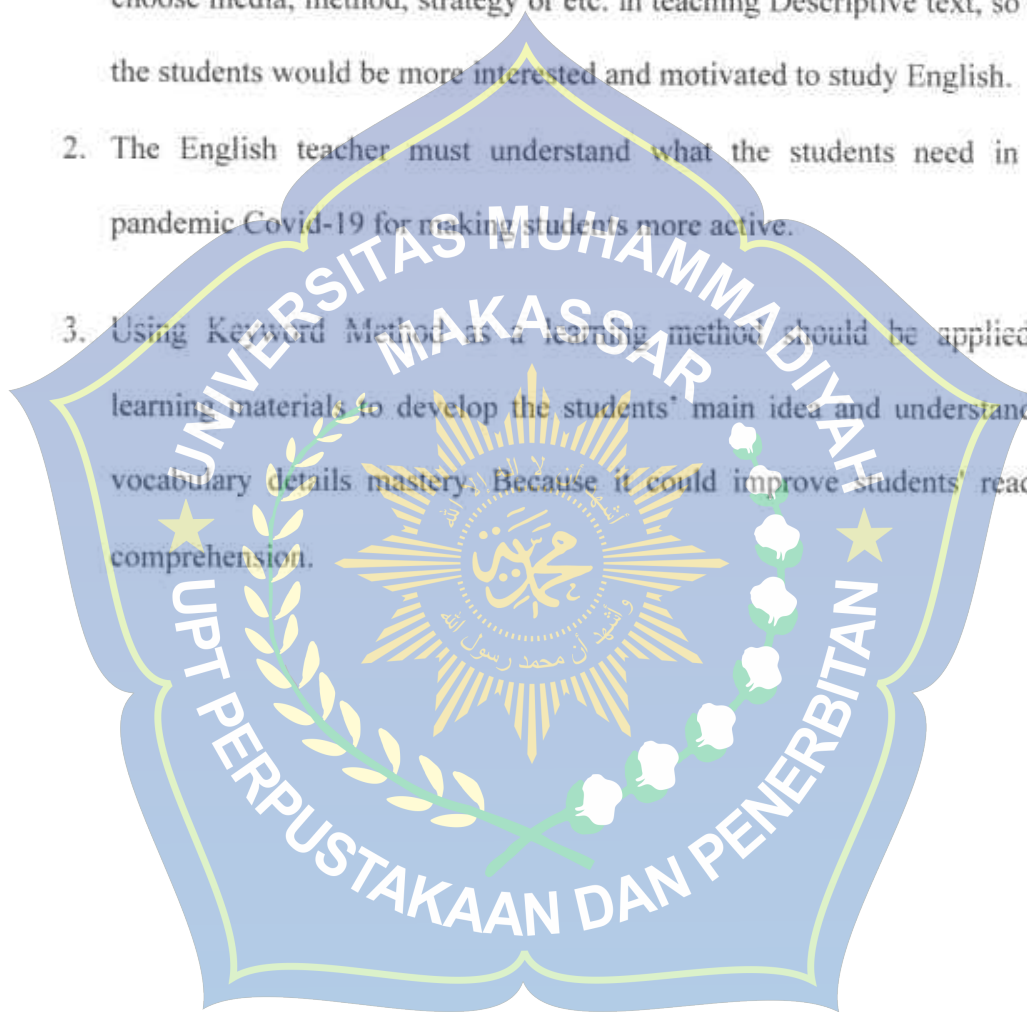
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INSTRUMENT OF PRE-TEST

Read the following text to answer question number 1 - 7.

One of the most interesting places to visit is the Bird Park. It is located in the industrial area in singapore, called jurong. The bird park is about twelve kilometers from the centre of the city,and it's easy to get there by bus or by taxi.

It is one of the largest birth park in the world. The birds are kept in large cages,and there are hundreds of beautiful birds from many different parts of the world, including penguins,parrots, eagles and ostriches. There is large lake in the park a restaurant beside it. There is also a very large cage which you can walk in to get a closer look at the birds.

It takes about two hours to see all the birds. You can walk around the park or ride on a bus. The best time to visit the park in the early morning late afternoon,when it is cooler.

1. What is the mean of "lake" in the second paragraph?

    A. Pantai

    B. Laut

    C. Danau

    D. Sungai

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

    A. The most interesting place in Singapore is the bird park.

    B. There is a restaurant next to large lake in the park.

C. There are hundreds of very beautiful birds in the cages.

D. Singapore Bird Park is the largest bird parkin the world.

3. What is the main idea of the first paragraph?

    A. One of the most interesting

    B. Industrial in singapore

    C. Bird park

    D. Twelve kilometers from the centre of the city

4. What are line the main idea in the first paragraph?

    A. 1

    B. 1-2

    C. 2

    D. 3

5. What is the mean of "walk" in the third paragraph?

    A. Dinding

    B. Bernyanyi

    C. Berjalan

    D. Melihat pemandangan

6. What is the mean of "cages" in the second paragraph?

    A. Taman

    B. Lapangan

    C. Kebun

    D. Kandang

7. What is the main idea of the third paragraph?

   A. You can wall around the park

   B. It takes about twi hours to see all the birds

   C. Afternoon, when in it cooler

   D. The best time to visit the park in the early morning late afternoon

Read the following text to answer question number 8 - 12.

Peter is the youngest in our family. He is fourteen years old and four years younger than me. He has long, straight hair, bright eyes and a friendly smile. Sometimes he is rather naughty at home, but he usually does what he is asked to do. Peter is interested in sports very much, and at school, he plays football and tennis. He is the best badminton player in our family. (sumber: pegangan guru untuk SMP/MTS oleh Bachtiar Bima Mustriana, 2009, PT Intan Pariwara).

8. 'Peter is interested in sports very much, and at school he plays football and tennis." The underlined phrase can be replaced by ....

   A. Dislike sport

   B. Really likes sport

   C. Hates sport very much

   D. Finds sport not really entertaining

9. "He is fourteen years old . . . Than me." The underlined word refers to ....

   A. Peter

   B. The writer

   C. The writer's brother

D. The writer's family

10. **"But <u>he usually does what he is asked to do</u>."** The underlined phrase means ...

    A. He does anything he wants.

    B. He always asks.

    C. He is lazy.

    D. He is diligent.

11. What is the main idea of the paragraph?

    A. He is the best badminton player

    B. He is interested in sports very much

    C. Peter is the youngest in our family

    D. Peter plays football and tennis

12. What is the mean of "rather" in the paragraph?

    A. Agak

    B. Ayah

    C. Melebihi

    D. Mahal

Read the following text to answer question number 13 - 18.

When I just hang out in a mall one day, I saw a very beautiful bag. I love this bag at the first sight. This was the first time I've spent much money on a bag and I don't regret it.

The bag is wonderful. It is made of thin but strong leather. The weight is light and the size keeps it from getting stuffed with junk. It has a long shoulder

strap that I like because it keeps the bag hands-free. Its neutral color is fun and sporty. The design is simple and well-made.

The bag is very functional. It is the perfect size to carry a cell phone, a pocket sized wallet, a small book, a pack of gum, and pens. It also fits well into my laptop backpack for bike commuting to school. This bag also has more pockets inside so my small items don't all fall to the bottom. In overall I really satisfy with bag. (Soal UN SMP/MTS 2013)

13. "I've spent much money on a bag and I don't regret it".

   The underlined word refers to ...

   A. The bag

   B. Having

   C. Seeing

   D. Buying

14. "In overall I really satisfy with the bag." The underlined word means ....

   A. Like the bag

   B. Dislike the bag

   C. Buy the bag

   D. Selling bag

15. What is the mean of "strap" in the second paragraph?

   A. Menggunting

   B. Mengikat

   C. Membuat

   D. Mengumpulkan

16. What is the main idea of first paragraph?

A. This was the first time I've spent much money on a bag and I don't regret it

B. When I just hang out in a mall one day

C. I love this bag at the fisrt sight

D. I saw a very beautiful bag

17. What is the main idea of second parahraph?

    A. The design is simple and well-made

    B. The weight is light and the size keeps it from getting stuffed with junk

    C. Its neutral color is fun and sporty

    D. The bag is wonderful

18. What is the main idea of thidr paragraph?

    A. This bag also has more pockets inside so my small items don't all fall to the bottom

    B. It also fits well into my laptop backpack for bike commuting to school

    C. In overall I really satisfy with bag

    D. The bag is very functional

Read the following text to answer question number 19 - 20.

Singapore is a South-east Asian country located between Malaysia and Indonesia. Despite its small size, Singapore is known for its transition as a third-world country to the first-world country. Singapore also was known as the Asian Tiger economy, based on external trade and its workforce. Singapore size is not as big as Indonesia, but the city ranks highly in numerous international rankings for its education, entertainment, finance, healthcare, human capital, innovation, logistics, manufacturing, technology, tourism, trade, and transport.

Singapore is home to 5.6 million people with a diverse culture. Majority ethnic groups in Singapore are Chinese, Malay, and Indian. Singapore Independence Day was on the 9th of August 1965. Merlion Statue is the official mascot of Singapore. Singapore is famous for its Garden by the Bay, Marina Bay Sands, dan Orchard Road.

19. What is the main idea of first paragraph?

    A. Singapore also was known as the Asian Tiger economy

    B. Singapore is a South-east Asian country located between Malaysia and Indonesia

    C. Singapore size is not as big as Indonesia

    D. The city ranks highly in numerous international rankings for its education, entertainment, finance, healthcare

20. What is the main idea of second paragraph?

    A. Majority ethnic groups in Singapore are Chinese, Malay, and Indian

    B. Singapore is home to 5.6 million people with a diverse culture

    C. Merlion Statue is the official mascot of Singapore

    D. Singapore is famous for its Garden by the Bay, Marina Bay Sands, dan Orchard Road.

APPENDIX B

INSTRUMENT OF POST-TEST

Choose a, b, c or d for the correct answer!

Read the following text to answer question number 1 - 6.

My robot is very nice. I just got a toy from my uncle. My uncle is a sailor. He bough me a robot when he sailed abroad. I love this robot. It is about twenty centimeters tall. The color of the robot is yellow. The robot has strong body. It has two big blue eyes. It's two strong lengs are covered with blade boots.

My robot can be moved with two medium sized batteries. After interesting the batteries at the back of the robot body, we can make it move when we push the button behind it's neck. The robot will move it's left and right foot in turn. It will move its two arms in turn too. However, the robot could not bend its feet and it moves forward only.

1. What is the mean of "sailor" in paragraph one?

   A. Pelaut

   B. Petani

   C. Tentara

   D. Penjual

2. What are line the main idea of paragraph one?

   A. I just got a new toy from my uncle

   B. My robot is very nice

   C. My uncle is a sailor

D. Its two strong lengs are covered with blade boots

3. What is the main idea of paragraph two?

    A. My robot can be moved with two medium sized batteries

    B. The robot's feet are bendable

    C. The robot can't move at all

    D. The robots has no arms

4. ....."We can make it move when we push the button behind its neck."

    The underlined word refers to ....

    A. strong body

    B. The batteries

    C. The robot

    D. The lengs

5. What is the mean of "covered" in paragraph one?

    A. Terbuka

    B. Tertutupi

    C. Menambah

    D. Mengurangi

6. What is the mean of "bend" in paragraph two?

    A. Meluruskan

    B. Membengkokkan

    C. Menyeimbangkan

    D. Menetapkan

Read the following text to answer question number 7 - 11.

Tabuik Ceremony is a traditional on the west coast of west sumatera., indonesia,especially in pariaman. It is held at the Asura day which falls on the 10th of muharram of the Islamic calendar. In Bengkulu it was known as Tabot. Tabuik is the made of bamboo, rattan, and paper. During the week of Tabuik many activities are held including kite race and other traditional activities. Tabuik is also a term used to refer to thr high funeral biers carried around during the rememberance procession. On the appointed day, all participants of the ceremony gather in the centre of the city. All goverment officials also attended his colossal ceremony in the west Sumatera.

One Tabuik was carried by 40 people. Behind Tabuik, a group of people wearing traditional clothes carry various of percussion stop, dozens of people perfom martial arts accompanied by Minang Tetabuhan. The sunset marks the end of the procession the Tabuik was the bought to a shore and then floated out to sea. This is conducted as they believe that throwing Tabuik in to the sea will dispose of bad luck.

7. What is the main idea of paragraph one?

   A. Tabuik Ceremony is a tradional on the west coast of west Sumatera, Indonesia.

   B. It is held at the Asura day which falls on the 10th of Muharram of the Islamic calendar.

   C. In Bengkulu it was known as Tabot

D. All government offocials also attended his colossal ceremony in the west Sumatera

8. What is the main idea of paragraph two?

A. One Tabuik was carried by 40 people.

B. Behid Tabuik, a group of people wearing traditional clothes carry various of percussion stop, dozens of people perfom martial arts accompanied by Minang Tetabuhan.

C. The sunset marks the end of the procession the Tabuik was the bought to a shore and then floated out to sea.

D. This is conducted as they believe that throwing Tabuik in to the sea will dispose of bad luck.

9. What is the mean of "funeral" in first paragraph ?

A. Perpisahan

B. Pembukaan

C. Pertemuan

D. Pemakaman

10. What is the mean of "coast" in first paragraph ?

A. Pesisir

B. Pegunungan

C. Permandian

D. Perkemahan

11. What is the mean of "held" in paragraph one?

A. Diadakan

B. Dibantu

C. Menjalankan

D. Mengerjakan

Read the following text to answer question number 12 - 17.

Picasso was one of the most outstanding and important artists of the 1900's. He was best known for his paintings. Almost every style in modern art was represented in Picasso's works. Picasso was born in 1881 in Malaga, Spain, as the son of an art teacher. He studied painting with his father and also in Madrid.

From 1895 to 1901, he painted realistic works in a traditional style. Then he entered what was called the Blue period. During this time, he only used shades of blue in his paintings to show poverty in Barcelona.

After 1907, he entered the style of cubism. Among his well-known cubist paintings are "The Three Musician" and "The man with a guitar" which depicted the destruction of Spanish town. Picasso died in France in 1973.

12. What is the main idea of first paragraph?

    A. Picasso was one of the most outstanding and important artists of the 1900's.

    B. Almost every style in modern art was represented in Picasso's works.

    C. He studied painting with his father and also in Madrid

    D. Picasso was born in 1881 in Malaga

13. What is the main idea of second paragraph?

    A. During this time he only used shades of blue in his paintings to show poverty in Barcelona.

    B. He entered what was called the Blue period

    C. From 1895 to 1901, he painted realistic works in a traditional style

D. He entered the style of cubism

14. What is the main idea of third paragraph?

    A. After 1907, he entered the style of cubism

    B. Picasso died in France in 1973

    C. "The Three Musician" and "The man with a guitar" which depicted the destruction of Spanish town

    D. Among his well-known cubist paintings

15. " ... Which depicted the destruction of Spanish town" (paragraph 3)

    The underlined word has the same meaning as ...

    A. Dreawed

    B. Described

    C. Painted

    D. Presented

16. "He studied painting with his father and also in Madrid." The underlined word can be replaced by ....

    A. Work

    B. Exercise

    C. Learned

    D. Write

17. What is the mean of "painting" in first paragraph ?

    A. Merangkai

    B. Menggambar

    C. Melukis

    D. Mewarnai

Read the following text to answer question number 18 - 20.

Boyolali regency is located in north of Solo and east of Merapi and Merbabu Mountains. This regency has been known for its production of fresh milk for a long time. No wonder, the cow statues adorn Boyolali town.

There are six main cow statues in Boyolali. They are displayed in different places. The statues are made of concrete. The colour and shape are made in such a way to resemble the real cows. However, the size is made bigger to catch the eye.

Besides decorating the town, the statues also turn out to be helpful for people from out of town to find places they are seeking in Boyolali. By mentioning the position of the statue, people can get their way easily.

18. What is the main idea of first paragraph?

    A. This regency has been known for its production of fresh milk

    B. No wonder, the cow statues adorn Boyolali town.

    C. The colour and shape are made in such a way to resemble the real cow

    D. Boyolali regency is located in north of Solo and east of Merapi and Merbabu Mountains

19. What is the main idea of second paragraph?

    A. They are displayed in different places

    B. The colour and shape are made in such a way to resemble the real cow

    C. The statues are made of concrete

    D. There are six main cow statues in Boyolali

20. What is the main idea of the last paragraph?

    A. The statues help people to find places easily

B. The statues decorate the town beautifully

C. The cow can get their way easily around the town

D. The people from out of town easily find the states

APPENDIX C

TEACHING MATERIALS (Treatment)

A. Descriptive Pengertian Descriptive Text

Descriptive Text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing.

B. Characteristics of Descriptive Text

1. Using the Simple Present Tense

   Text uses the Simple Present Tense because we will describe the facts attached to an object, and one of the functions of the Simple Present Tense itself is to show a fact or truth.

   Suppose you want to describe your bed, you can use the sentence: The color of my bedroom is blue.

2. Using a lot of adjectives

   Because the function of this text is to provide information by describing an object being described, in Descriptive Text there will be many adjectives. Examples are big, small, colorful, and so on.

3. Using a connecting verb (relating verb).

   A relative verb is a verb that gives an explanation to the noun that is the subject of a sentence.

   For example: is, have, seem, appear, and other verbs.

C. Generic Structure of Descriptive Text

1. Identification

   This section, located in the first paragraph, aims to identify an object to be described. Identification serves to introduce the reader to the object that we are going to explain, before we tell about the object in more detail in the next paragraph.

2. Description

This section, located in the second paragraph and so on, contains the characteristics inherent in something that you have introduced to the reader in the first paragraph.

D. **Example of Descriptive Text**

a. Decriptive Text (person)

Taylor Swift is very beautiful. She is tall and her **skin** is white, her eyes is blue. Her nose is **sharp**, she has curly hair, and its color is blond. Taylor Swift won many award such as Album of the Year for **Fearless**, as well as Best Female Country Vocal Performance and Best Country Song for "White Horse". She also is the Best Female Pop Vocal Performance for "You **Belong** with me".

b. Decriptive Text (place /tempat)

Bali (Indonesian)

Bali is an island and province of Indonesia. The province **includes** the island of Bali and a few smaller neighbouring islands, **notably** Nusa Penida, Nusa Lembongan, and Nusa Ceningan. It is located at the westernmost end of the **Lesser** Sunda Islands, between Java to the west and Lombok to the east. Its capital of Denpasar is located at the southern part of the island.With a population of 3,890,757 in the 2010 census, and 4,225,000 as of January 2014, the island is home to most of Indonesia's Hindu minority.

c. Decriptive Text (Animal/hewan)

Cendrawasih (birds-of-paradise)

Cendrawasih (birds-of-paradise) are members of the family Paradisaeidae of the order Passeriformes. The majority of species are found in eastern Indonesia, Papua New Guinea, and eastern Australia. The family has 42 species in 14 general. The members of this family are **perhaps** best known for the **plumage** of the males of the sexually **dimorphic** species (the majority), in particular the highly elongated and elaborate feathers extending from the beak, wings, tail or head. For the most part they are **confined** to dense rainforest habitat. The diet of all species is dominated by fruit and to a lesser extent **arthropods**. The birds-of-paradise have a variety of breeding systems, ranging from monogamy to lek-type polygamy.

APPENDIX D

The list name of X MIPA 1 students at SMAN 01 Campalagian.

NO	NAME	CODE
1	Razlienda	S – 1
2	Wilda	S – 2
3	Perdi	S – 3
4	Rismayanti	S – 4
5	Khairunnisa Rachman	S – 5
6	Fatmawati	S – 6
7	Nurnabila	S – 7
8	Firna	S – 8
9	Rianti Ansar	S – 9
10	Nurul Syarkiah	S – 10
11	Kusma	S – 11
12	Magfirah	S – 12
13	Agus Riyanto	S – 13
14	Nur Indah Hardi	S – 14
15	Ali Akbar	S – 15
16	Asrawati	S – 16
17	Filza	S – 17
18	Widya Wahyuni	S – 18
19	Nurliana	S – 19
20	Muhammad Fadel	S – 20

APPENDIX E

Data Analysis of Students' Score Pre-Test and Post-Test

NO	SAMPEL	Pre-Test		Post-Test	
1	S – 1	$\frac{10}{20} \times 100$	50	$\frac{18}{20} \times 100$	90
2	S – 2	$\frac{8}{20} \times 100$	40	$\frac{14}{20} \times 100$	70
3	S – 3	$\frac{12}{20} \times 100$	60	$\frac{16}{20} \times 100$	80
4	S – 4	$\frac{10}{20} \times 100$	50	$\frac{14}{20} \times 100$	70
5	S – 5	$\frac{14}{20} \times 100$	70	$\frac{18}{20} \times 100$	90
6	S – 6	$\frac{10}{20} \times 100$	50	$\frac{16}{20} \times 100$	80
7	S – 7	$\frac{10}{20} \times 100$	50	$\frac{14}{20} \times 100$	70
8	S – 8	$\frac{12}{20} \times 100$	60	$\frac{16}{20} \times 100$	80
9	S – 9	$\frac{10}{20} \times 100$	50	$\frac{16}{20} \times 100$	80
10	S – 10	$\frac{12}{20} \times 100$	60	$\frac{18}{20} \times 100$	90
11	S – 11	$\frac{10}{20} \times 100$	50	$\frac{16}{20} \times 100$	80
12	S – 12	$\frac{10}{20} \times 100$	50	$\frac{16}{20} \times 100$	80
13	S – 13	$\frac{8}{20} \times 100$	40	$\frac{14}{20} \times 100$	70
14	S – 14	$\frac{12}{20} \times 100$	60	$\frac{16}{20} \times 100$	80
15	S – 15	$\frac{10}{20} \times 100$	50	$\frac{16}{20} \times 100$	80

16	S – 16	$\frac{12}{20} \times 100$	60	$\frac{18}{20} \times 100$	90
17	S – 17	$\frac{12}{20} \times 100$	60	$\frac{16}{20} \times 100$	80
18	S – 18	$\frac{14}{20} \times 100$	70	$\frac{18}{20} \times 100$	90
19	S – 19	$\frac{12}{20} \times 100$	60	$\frac{18}{20} \times 100$	90
20	S – 20	$\frac{14}{20} \times 100$	70	$\frac{18}{20} \times 100$	90

APPENDIX F

The mean score and standard deviation of pre-test and Post-test

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
pretest	20	40	70	55,50	8,870
posttest	20	70	90	81,50	7,452
Valid N (listwise)	20				

The Paired Samples Correlation of Pre-test and Post-tes

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	pretest	55,50	20	8,870	1,983
	posttest	81,50	20	7,452	1,666

Frequency and Rate Percentage of the Students' Literal and Interpretative in Reading Comprehension in Pre-Test

Pretest

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	40	2	10,0	10,0	10,0
	50	8	40,0	40,0	50,0
	60	7	35,0	35,0	85,0
	70	3	15,0	15,0	100,0
	Total	20	100,0	100,0	

Frequency and Rate Percentage of the Students' Literal and Interpretative in

Reading Comprehension in Post-Test

Posttest

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	70	4	20,0	20,0	20,0
	80	9	45,0	45,0	65,0
	90	7	35,0	35,0	100,0
	Total	20	100,0	100,0	

APPENDIX G

1. The Improvement of Students in Reading Comprehension in Term of Literal

   Comprehension (Main Idea)

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

$$\% = \frac{77,50 - 52,50}{52,50} X\ 100$$

$$\% = \frac{25}{55,50} X100$$

$$\% = 0.4761\ X\ 100$$

$$\% = 47,61$$

The students' improvement in term of Literal Comprehension (Main Idea) =

47,61%

2. The Improvement of Students in Reading Comprehension in Term of

   Interpretative Comprehension (Understanding Vocabulary)

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

$$\% = \frac{85,50 - 58,50}{58,50} X\ 100$$

$$\% = \frac{27}{58,50} X100$$

$$\% = 0.461\ X\ 100$$

$$\% = 46,10$$

The students' improvement in term of Interpretative Comprehension

(Understanding Vocabulary) = **46,10%**

APPENDIX H

T-TEST ANALYSIS

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-Test	-55.50	20	8.870	1.983
Pair 2	Post-Test	-81.50	20	7.452	1.666

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	pretest & posttest	20	.745	.000

APPENDIX I

Distribution of T-table

Pr	0.25	0.10	0.05	0.025	0.01
Df	0.50	0.20	0.10	0.050	0.02
1	1.00000	3.07768	6.31375	12.70620	31.82052
2	0.81650	1.88562	2.91999	4.30265	6.96456
3	0.76489	1.63774	2.35336	3.18245	4.54070
4	0.74070	1.53321	2.13185	2.77645	3.74695
5	0.72669	1.47588	2.01505	2.57058	3.36493
6	0.71756	1.43976	1.94318	2.44691	3.14267
7	0.71114	1.41492	1.89458	2.36462	2.99795
8	0.70639	1.39682	1.85955	2.30600	2.89646
9	0.70272	1.38303	1.83311	2.26216	2.82144
10	0.69981	1.37218	1.81246	2.22814	2.76377
11	0.69745	1.36343	1.79588	2.20099	2.71808
12	0.69548	1.35622	1.78229	2.17881	2.68100
13	0.69383	1.35017	1.77093	2.16037	2.65031
14	0.69242	1.34503	1.76131	2.14479	2.62449
15	0.69120	1.34061	1.75305	2.13145	2.60248
16	0.69013	1.33676	1.74588	2.11991	2.58349
17	0.68920	1.33338	1.73961	2.10982	2.56693
18	0.68836	1.33039	1.73406	2.10092	2.55238
19	0.68762	1.32773	1.72913	2.09302	2.53948
20	0.68695	1.32534	1.72472	2.08596	2.52798
21	0.68635	1.32319	1.72074	2.07961	2.51765
22	0.68581	1.32124	1.71714	2.07387	2.50832
23	0.68531	1.31946	1.71387	2.06866	2.49987
24	0.68485	1.31784	1.71088	2.06390	2.49216
25	0.68443	1.31635	1.70814	2.05954	2.48511
26	0.68404	1.31497	1.70562	2.05553	2.47863
27	0.68368	1.31370	1.70329	2.05183	2.47266
28	0.68335	1.31253	1.70113	2.04841	2.46714
29	0.68304	1.31143	1.69913	2.04523	2.46202
30	0.68276	1.31042	1.69726	2.04227	2.45726
31	0.68249	1.30946	1.69552	2.03951	2.45282
32	0.68223	1.30857	1.69389	2.03693	2.44868
33	0.68200	1.30774	1.69236	2.03452	2.44479
34	0.68177	1.30695	1.69092	2.03224	2.44115

Appendix J

RENCANA PELAKSANAAN PEMBELAJARAN MODA DARING

(RPP)

SEKOLAH : SMA NEGERI 1 CAMPALAGIAN

MATA PELAJARAN : BAHASA INGGRIS

KELAS/SEMESTER : X / GANJIL

MATERI POKOK : Describing A Tourism

Destination And Historical Place

ALOKASI WAKTU : 3 X 45 MENIT (3x Pertemuan)

A. KOMPETENSI INTI

1. Menghargai dan mengamalkan ajaran agama yang dianutnya.
2. Menghayati dan mengamalkan perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai), bertanggung jawab, responsif, dan pro-aktif melalui keteladanan, pemberian nasehat, penguatan, pembiasaan, dan pengkondisian secara berkesinambungan serta menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
3. Memahami, menerapkan, menganalisis, dan mengevaluasi pengetahuan faktual, konseptual, prosedural, dan metakognitif pada tingkat teknis, spesifik, detil dan kompleks dalam ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian pada bidang kerja yang spesifik untuk memecahkan masalah.
4. Menunjukkan keterampilan menalar, mengolah, dan menyaji secara efektif, kreatif, produktif, kritis, mandiri, kolaboratif, komunikatif, dan solutif.

B. KOMPETENSI DASAR (KD) DAN INDIKATOR PENCAPAIAN KOMPETENSI (IPK)

KOMPETENSI DASAR	INDIKATOR PENCAPAIAN KOMPETENSI
3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal, pendek dan sederhana, sesuai dengan konteks penggunaannya.	3.4.1 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan pada teks deskriptif sederhana tentang tempat wisata 3.4.2 Merespon makna dalam teks deskriptif, lisan dan tulis, sederhana tentang tempat wisata
4.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal, pendek dan sederhana, sesuai dengan konteks penggunaannya.	4.4.1 Merespon makna dalam teks deskriptif, lisan dan tulis sederhana tentang tempat wisata.

C. TUJUAN PEMBELAJARAN

1. Pesserta didik dapat membedakan fungsi sosial, struktur trxt, dan unsur kebahasaan beberapa teks descriptive lisan dan tulis dengan memberi dan meminta informasi terkait tempat wisata pendek sederhana.

2. Peserta didik dapat menjawab soal mengenai text descriptive pendek dan sederhana terkait tempat wisata.

D. MATERI PEMBELAJARAN

Teks lisan dan tulisan mengenai descriptive text

- ➤ Fungsi Sosial
- ➤ Struktur Teks

    - Identifikasi
    - Sifat (ukuran, warna, jauh, bentuk, dsb)
    - Fungsi, manfaat

➢ Unsur kebahasaan

- Unsur Kebahasaan simple present tense.
- Nomina singular dan plural secara tepat, dengan atau tanpa a, the, this, those, my, their.
-

E. PENDEKATAN DAN MODEL PEMBELAJARAN

1. Pendekatan : Scientific Learning
2. Model Pembelajaran : Discovery Learning

F. MEDIA DAN BAHAN

Laptop, Smarthphone, Internet, Google Form, Google Meet, Keyword Method

G. SUMBER BELAJAR

Buku paket bahasa inggris kelas X, Internet, Keyword Method

H. LANGKAH-LANGKAH PEMBELAJARAN

1. PERTEMUAN I		Aktivitas pembelajaran
Kegiatan Pendahuluan		Asinkronous
- Melalui WAG, guru bersama siswa saling memberi dan menjawab salam serta menyampaikan kabarnya masing-masing. - Melalui WAG, mengecek kehadiran siswa dengan melakukan presensi oleh guru yang dilanjutkan dengan bedo'a. - Melalui WAG, siswa dan guru bertanya jawab tentang Keyword Method dan decriptive text. **Penyampaian tujuan dan motivasi siswa** Melalui WAG, siswa Menyimak penjelasan guru tentang semua kegiatan yang aka dilakukan dan tujuan belajar serta motivasi yang disampaikan guru di whatsapp group (4C communication)		
Kegiatan inti		Asinkronous
Sintak Model Pembelajaran	**Kegiatan Pembelajaran**	
Stimulation	▪ Melalui WAG, guru memberikan suatu penjelasan tentang metode yaitu Keyword Method dan menanyakan tentang metode tersebut	

	▪ Melalui WAG siswa diberi motivasi dan panduan untuk melihat, mengamati, membaca dan mengaplikasikannya kembali *(kegiatan literasi)*	
Problem Statement	Melalui WAG, guru memberikan kesempatan untuk mengidentifikasi hal yang belum dipahami mengenai desciptive text dan tentang metode keyword method*(Critical Thingking)*	
Data collection	**Menanya** Melalui WAG, guru mengajukan siswa untuk mengajukan pertanyaan terkait hal-hal yang diamati dari Keyword Method*(Critikal Thingking)*	
Data processing	**Mengumpulkan informasi** Didalam WAG siswa bersama sama dengan guru mendiskusikan, mengumpulkan informasi, saling tukar informasi terkait topik dari decriptive text dengan menggunakan Keyword Method dan berbagai sumber*(communication,collaboration, creating-4C)*	
	Mengasosiasikan ▪ Siswa mengerjakan soal sebagai pre-test melalui goggle form	
Generalization	Melalui WAG guru dan siswa membuat kesimpulan tentang hal-hal yang telah di pelajari terkait materi decriptive text dengan menggunakan metode Keyword Method *(Creativity)*	
Kegiatan Penutup		Asinkronous
Melalui WAG, Guru dan Siswa membuat kesimpulan tentang hal-hal yang telah dipelajari terkait materi descriptive text dengan menggunakan metode Keyword Method *(Creativity)*		

2. **PERTEMUAN 2**		Aktivitas pembelajaran
Kegiatan Pendahuluan		Asinkronous
- Melalui WAG, guru bersama siswa saling memberi dan menjawab salam serta menyampaikan kabarnya masing-		

masing.
- Melalui WAG, mengecek kehadiran siswa dengan melakukan presensi oleh guru yang dilanjutkan dengan bedo'a.
- Melalui WAG, siswa dan guru bertanya jawab tentang materi decriptive text.

Penyampaian tujuan dan motivasi siswa

Melalui WAG, siswa Menyimak penjelasan guru tentang semua kegiatan yang aka dilakukan dan tujuan belajar serta motivasi yang disampaikan guru di whatsapp group (4C communication)

Kegiatan inti		Asinkronous
Sintak Model Pembelajaran	**Kegiatan Pembelajaran**	
Stimulation	▪ Melalui WAG, guru memberikan materi tentang descriptive text dan menanyakan tentang descriptive text serta penggunaannya tersebut ▪ Melalui WAG siswa diberi motivasi dan panduan untuk melihat, mengamati, membaca dan membuat kembali *(kegiatan literasi)*	
Problem Statement	Melalui WAG, guru memberikan kesempatan untuk mengidentifikasi hal yang belum dipahami mengenai descriptive text *(Critical Thingking)*	
Data collection	**Menanya** Melalui WAG, guru mengajukan siswa untuk mengajukan pertanyaan terkait hal-hal yang diamati dari Materi descriptive text *(Critikal Thingking)*	
Data processing	**Mengumpulkan informasi** Didalam WAG, siswa bersama sama dengan guru mendiskusikan, mengumpulkan informasi, saling tukar informasi terkait topik dari decriptive text dari berbagai sumber*(communication,collaboration, creating-4C)*	
	Mengasosiasikan ▪ Siswa memperhatikan dan menyimak materi descriptive text dan dengan menggunakan metode Keyword	

	Method	
Generalization	Melalui WAG guru dan siswa membuat kesimpulan tentang hal-hal yang telah di pelajari terkait materi decriptive text dengan menggunakan metode Keyword Method *(Creativity)*	
Kegiatan Penutup		**Asinkronous**
Melalui WAG, Guru dan Siswa membuat kesimpulan tentang hal-hal yang telah dipelajari terkait materi descriptive text dengan menggunakan metode Keyword Method *(Creativity)*		

		Aktivitas pembelajaran
3. PERTEMUAN 3		
Kegiatan Pendahuluan		**Asinkronous**
- Melalui WAG, guru bersama siswa saling memberi dan menjawab salam serta menyampaikan kabarnya masing-masing - Melalui WAG, mengecek kehadiran siswa dengan melakukan presensi oleh guru yang dilanjutkan dengan bedo'a. - Melalui WAG, siswa dan guru bertanya jawab tentang decriptive text dan contohnya.		
Penyampaian tujuan dan motivasi siswa Melalui WAG, siswa Menyimak penjelasan guru tentang semua kegiatan yang aka dilakukan dan tujuan belajar serta motivasi yang disampaikan guru di whatsapp group (4C communication)		
Kegiatan inti		**Asinkronous**
Sintak Model Pembelajaran	**Kegiatan Pembelajaran**	
Stimulation	▪ Melalui WAG, guru memberikan suatu penjelasan tentang metode yaitu Keyword Method dan menanyakan tentang metode tersebut ▪ Melalui WAG siswa diberi motivasi dan panduan untuk melihat, mengamati, membaca dan mengaplikasikannya kembali *(kegiatan literasi)*	

Problem Statement	Melalui WAG, guru memberikan kesempatan untuk mengidentifikasi hal yang belum dipahami mengenai desciptive text dan tentang metode keyword method*(Critical Thingking)*	
Data collection	**Menanya** Melalui WAG, guru mengajukan siswa untuk mengajukan pertanyaan terkait hal-hal yang diamati dari Keyword Method*(Critikal Thingking)*	
Data processing	**Mengumpulkan informasi** Didalam WAG, siswa bersama sama dengan guru mendiskusikan, mengumpulkan informasi, saling tukar informasi terkait topik dari decriptive text dengan menggunakan Keyword Method dan berbagai sumber*(communication,collaboration, creating-4C)*	
	Mengasosiasikan • Siswa mengerjakan soal sebagai pre test melalui goggle form	
Generalization	Melalui WAG guru dan siswa membuat kesimpulan tentang hal-hal yang telah di pelajari terkait materi decriptive text dengan menggunakan metode Keyword Method *(Creativity)*	
Kegiatan Penutup		Asinkronous
Melalui WAG, Guru dan Siswa membuat kesimpulan tentang hal-hal yang telah dipelajari terkait materi descriptive text dengan menggunakan metode Keyword Method *(Creativity)*		

I. TEKNIK PENILAIAN

1. Teknik   : Pre-Test& Post-Test
2. Bentuk   : Menggukann Aplikasi Google form & Keyword
                              : Method
3. Instrumen   : Pilihan Ganda
4. Pedoman penilaian :

Scoring the students' correct answer Pre-test and Post-test

Students' Score = $\dfrac{\text{The number of students' correct answer}}{\text{Total number of items}} \times 100$

Campalagian,   Maret 2021

APAPPENDIX K

Letters

MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH

UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

بسم الله الرحمن الرحيم

Nomor : 4765/FKIP/A-4/XIII/1442/2021
Lampiran : 1 (Satu) Lembar
Perihal : Pengantar Penelitian

Kepada Yang Terhormat
Ketua LP3M Unismuh Makassar
Di -
   Makassar

Assalamu Alaikum Warahmatullahi Wabarakatuh

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah
Makassar menerangkan bahwa mahasiswa tersebut di bawah ini :

Nama : Nurul Hikmah Amaliah
Stambuk : 105351100996
Program Studi : Pendidikan Bahasa Inggris
Tempat/Tanggal Lahir : LANRO, 22-09-1998
Alamat : Jl. ...

Adalah yang bersangkutan akan mengadakan penelitian dan menyelesaikan
skripsi dengan judul *Improving Students' Reading Skill through Keyword*
Method at the Tenth Grade Students of SMAN 01 Campalagian

Demikian pengantar ini kami buat, atas kerjasamanya dihaturkan
Jazaakumullahu Khaeran Katsiran.

Wassalamu Alaikum Warahmatullahi
Wabarakatuh

Makassar, 26 Rajab 1442 H
       09 Maret 2021 M

Dekan

Erwin Akib, M.Pd., Ph.D.
NBM. 860 934

Nomor   : 1317/05/C.4-VIII/III/40/2021
Lamp   : 1 (satu) Rangkap Proposal   25 Rajab 1442 H
Hal   : Permohonan Izin Penelitian   09 March 2021 M

Kepada Yth.
Bapak / Ibu Bupati Polewali Mandar
Cq. 1. Kepala Badan Kesbang Polewali 2. Kepala Badan Penanaman Modal & Pelayanan
di –

    Polewali Mandar

Berdasarkan surat Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas
Muhammadiyah Makassar, nomor 1765/FKIP/A.4-II/III/1442/2020 tanggal 9 Maret 2021,
menerangkan bahwa mahasiswa tersebut di bawah ini :

Nama   : NURUL TUTI ALWIYAH
No. Stambuk : 10535 1107163
Fakultas   : Fakultas Keguruan dan Ilmu Pendidikan
Jurusan   : Pendidikan Bahasa Inggris
Pekerjaan   : Mahasiswa

Bermaksud melaksanakan penelitian/pengumpulan data dalam rangka penulisan Skripsi
dengan judul :

"Improving Students' Reading Skill through Keyword Method at the Tenth Grade
Students of SMAN 01 Campalagian"

Yang akan dilaksanakan dari tanggal 10 Maret 2021 s/d 10 Mei 2021.

Sehubungan dengan maksud di atas, kiranya Mahasiswa tersebut diberikan izin untuk
melakukan penelitian sesuai ketentuan yang berlaku.
Demikian, atas perhatian dan kerjasamanya diucapkan Jazaakumullahu khaeran katziraa.

Ketua LP3M,

Dr.Ir. Abubakar Idhan, MP.
NBM 101 7716

03-21

IZIN PENELITIAN
NOMOR : 503/120/IPL/DPMPTSP/III/2021

Dasar :

1. Peraturan Menteri Dalam Negeri Indonesia Nomor 7 Tahun 2014 atas Perubahan Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 64 Tahun 2011 tentang Pedoman Penerbitan Rekomendasi Izin Penelitian;
2. Peraturan Daerah Kabupaten Polewali Mamasa Nomor 2 Tahun 2016 Tentang Perubahan atas Peraturan Daerah Nomor 9 Tahun 2009 Tentang Organisasi dan Tata Kerja Inspektorat Bappeda dan Lembaga Teknis Daerah Kabupaten Polewali Mandar;
3. Memperhatikan :
   a. Surat Permohonan Sdr.NURUL TUTI ALWIYAH
   b. Surat Rekomendasi dari Badan Kesatuan Bangsa dan Politik
   Nomor : B-0117/Bakesbangpol/B.1/410.7/III/2021 Tgl 015-03-2021

MEMBERIKAN IZIN

Kepada :

Nama	:	NURUL TUTI ALWIYAH
NIM/NIDN/NIP	:	105351107816
Asal Perguruan Tinggi	:	UNIVERSITAS MUHAMMADIYAH MAKASSAR
Fakultas	:	KEGURUAN DAN ILMU PENDIDIKAN
Jurusan	:	PENDIDIKAN BAHASA INGGRIS
Alamat	:	LALIKO KEC. CAMPALAGIAN KAB. POLMAN

Untuk melakukan Penelitian di SMAN 01 Campalagian Kabupaten Polewali Mandar, yang dilaksanakan Pada Tanggal 10 Maret s/d 10 Mei 2021 dengan Proposal berjudul "IMPROVING STUDENTS' READING SKILL THROUGH KEYWORD METHOD OF THE TENTH GRADE STUDENTS OF SMAN 01 CAMPALAGIAN"

Adapun Rekomendasi ini dibuat dengan ketentuan sebagai berikut :

1. Sebelum dan sesudah melaksanakan kegiatan, harus melaporkan diri kepada Pemerintah setempat;
2. Penelitian tidak menyimpang dari izin yang diberikan;
3. Mentaati semua Peraturan Perundang-undangan yang berlaku dan mengindahkan adat istiadat setempat;
4. Menyerahkan 1 (satu) berkas copy hasil Penelitian kepada Bupati Polewali Mandar Up. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu;
5. Surat Izin akan dicabut dan dinyatakan tidak berlaku apabila ternyata Pemegang Surat Izin tidak mentaati ketentuan-ketentuan tersebut di atas.

Demikian Izin Penelitian ini dikeluarkan untuk dipergunakan sebagaimana mestinya.

Ditetapkan di Polewali Mandar
Pada Tanggal 16 Maret 2021

KEPALA DINAS PENANAMAN MODAL DAN
PELAYANAN TERPADU SATU PINTU

ANDI NASRI MASDAR, S.Sos., M.Si
Pangkat : Pembina Tk. I
NIP : 19740206 199803 1 009

Tembusan;
1. Unsur Forkopinda di tempat;
2. Ka. Disdikbud Kab. Polman di tempat;
3. Ka. SMAN 01 Campalgian di tempat.

بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيْمِ

KONTROL PELAKSANAAN PENELITIAN

0784-20 HG

Nama Mahasiswa	: NURUL TUTI ALWIYAH
NIM	: 105351107816
Judul Penelitian	: "IMPROVING STUDENTS' READING SKILL THROUGH KEYWORD METHOD AT THE TENTH GRADE STUDENTS OF SMAN 01 CAMPALAGIAN"
Tanggal Ujian Proposal	: 23 December 2020
Tempat/Lokasi Penelitian	: SMAN 01 CAMPALAGIAN

No	Hari/tanggal	Kegiatan Penelitian	Nama Guru	Paraf Guru
1			Drs. Hamsuddin	
2		Pre-Test	Ernawati, S.Pd	
3		Treatment	Ernawati, S.Pd	
4		Post-test	Ernawati, S.Pd	
5			Ernawati, S.Pd	
6				
7				
8				
9				
10				

Campalagian, 21 Mei 2021

Ketua Jurusan,

Ummi Khaerati Syam, S.Pd., M.Pd
NBM. 977 807

Pimpinan/Kepala sekolah,

Drs. H. Muhammad Syafiuddin, M.Pd
NIP. 19690124199821001

PEMERINTAH PROVINSI SULAWESI BARAT
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMA NEGERI 1 CAMPALAGIAN
Alamat : Jl. Poros Majene Lapeo Campalagian Polman 91351

SURAT KETERANGAN PENELITIAN

Nomor : 150 / 121 / SMA.05 / 2021

Yang bertanda tangan di bawah ini

Nama	:	Drs.H.MUHAMMAD SYAFIUDDIN. M.Pd.
NIP	:	19690124 199802 1 001
Pangkat/ Gol	:	Pembina Tk.I
Jabatan	:	Kepala SMA Negeri 1 Campalagian

Menerangkan bahwa :

Nama	:	NURUL TUTI ALWIYAH
NIM	:	105351107816
Pekerjaan	:	Mahasiswa
Jurusan	:	Pendidikan Bahasa Inggris
Alamat	:	Desa Lalike

Benar telah mengadakan penelitian di SMA Negeri 1 Campalagian pada Tanggal 29 Maret 2021 dalam rangka penyusunan Skripsi dengan Judul *"IMPROVING STUDENTS' READING SKILL THROUGH KEYWORD METHOD OF TENTH GRADE STUDENTS OF SMAN 01 CAMPALAGIAN"*

Demikian Surat Keterangan ini diberikan untuk dipergunakan sebagaimana mestinya

Campalagian, 31 Mei 2021
Kepala Sekolah

Drs. H.MUHAMMAD SYAFIUDDIN. M.Pd.
Pangkat : Pembina Tk. I, IV/B
NIP : 19690124 199802 1 001

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From author/researcher

NURUL TUTI ALWIYAH

ID

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Makassar, 21 Shafar 1443 H
28 September 2021 M

CURRICULUM VITAE

The researcher, **Nurul Tuti Alwiyah** was born on September 29th, 1998 in Campalagian, West Sulawesi. She is the second daughter from one sister and one brother from the marriage of Syamsul, and Jazirah. She began her study at SDN 037 Inpres Laliko and graduated in 2010. Then she continued her education at SMPN 06 Campalagian and graduated in 2013. Afterwards, she continued her study at SMAN 01 Campalagian and graduated in 2016. In 2016, she was registered as a student of English Education Department of Teacher Training and Education Faculty of Universitas Muhammadiyah Makassar. At the end of her study, she could finish her thesis by the title *Improving Students' Reading Comprehension through Keyword Method at the Tenth Grade Students of SMAN 01 Campalagian.*