

**IMPROVING READING ABILITY FOR AUTISM STUDENTS BY USING
READING GUIDE METHOD IN SLB NEGERI 1 MAKASSAR
(A Classroom Action Research at the Ninth Grade SLB Negeri 1
Makassar)**



**ENGLISH EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
MUHAMMADIYAH UNIVERSITY OF MAKASSAR**

2022



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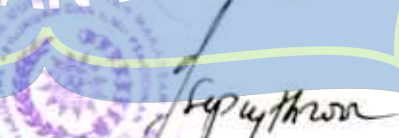

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Assalamualaikum warahmatullahi wabarakatuh
Bismillah
Puji syukur kehadirat Allah SWT yang telah memberikan rahmat dan hidayah-Nya kepada kami sehingga kami dapat menyelesaikan tugas ini. Tugas ini dibuat untuk memenuhi salah satu tugas mata kuliah...
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Wassalamualaikum warahmatullahi wabarakatuh

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Day / Date	Chapter	Note	Sign
		1. I will give perception about the physical condition of the child.	
		2. I will give them the example of the power of the words that they can read.	
		3. I will give them the example of the power of the words that they can read.	
		4. I will give them the example of the power of the words that they can read.	
		5. I will give them the example of the power of the words that they can read.	
		6. I will give them the example of the power of the words that they can read.	
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		9. I will give them the example of the power of the words that they can read.	
		10. I will give them the example of the power of the words that they can read.	

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Reading Guide Method in SLJ English I Makassar
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Day / Date	Chapter	Note	Sign
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Monday 6-6-2021	Chapter 1	Find out the meaning of the word "action" in the text.	
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Tuesday 7-6-2021	Chapter 2	Find out the meaning of the word "action" in the text.	
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Wednesday 8-6-2021	Chapter 3	Find out the meaning of the word "action" in the text.	
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Thursday 9-6-2021	Chapter 4	Find out the meaning of the word "action" in the text.	
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Friday 10-6-2021	Chapter 5	Find out the meaning of the word "action" in the text.	
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Saturday 11-6-2021	Chapter 6	Find out the meaning of the word "action" in the text.	
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Sunday 12-6-2021	Chapter 7	Find out the meaning of the word "action" in the text.	
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Monday 13-6-2021	Chapter 8	Find out the meaning of the word "action" in the text.	
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Tuesday 14-6-2021	Chapter 9	Find out the meaning of the word "action" in the text.	
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Wednesday 15-6-2021	Chapter 10	Find out the meaning of the word "action" in the text.	
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Thursday 16-6-2021	Chapter 11	Find out the meaning of the word "action" in the text.	
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Friday 17-6-2021	Chapter 12	Find out the meaning of the word "action" in the text.	
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Saturday 18-6-2021	Chapter 13	Find out the meaning of the word "action" in the text.	
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Sunday 19-6-2021	Chapter 14	Find out the meaning of the word "action" in the text.	
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Monday 20-6-2021	Chapter 15	Find out the meaning of the word "action" in the text.	
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Tuesday 21-6-2021	Chapter 16	Find out the meaning of the word "action" in the text.	
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Wednesday 22-6-2021	Chapter 17	Find out the meaning of the word "action" in the text.	
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Thursday 23-6-2021	Chapter 18	Find out the meaning of the word "action" in the text.	
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Friday 24-6-2021	Chapter 19	Find out the meaning of the word "action" in the text.	
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Saturday 25-6-2021	Chapter 20	Find out the meaning of the word "action" in the text.	
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Sunday 26-6-2021	Chapter 21	Find out the meaning of the word "action" in the text.	
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Monday 27-6-2021	Chapter 22	Find out the meaning of the word "action" in the text.	
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Tuesday 28-6-2021	Chapter 23	Find out the meaning of the word "action" in the text.	
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RIFKI GANESYA

MOTTO

“Be grateful for what you have, don’t
look for what you don’t have”



ABSTRACT

Rifki Ganesya . 2022 . *Improving Reading Ability for Autism Students by Using Reading Guide Method in SLB Negeri 1 Makassar (A Classroom Action Research at the Ninth Grade SLB Negeri 1 Makassar)* Faculty of Teacher Training and Education, University of Muhammadiyah Makassar (supervised by Radiah Hamid and Ismail Sangkala).

This research aimed to find out the improvement in reading comprehension of autism students by using the Reading Guide Method, especially on the main ideas and supporting ideas in reading texts for ninth grade autism students at SLB Negeri 1 Makassar.

The researcher used Classroom Action Research (CAR) which consisted of two cycles, and each cycle consisted of 4 meetings, the subjects in this study were the 9th grade Autism Students at SLB Negeri 1 Makassar which consisted of 4 autistic male students, the researchers obtained the results data using reading test and observation.

The results of this research showed that the use of the Reading Guide Method is very helpful for students in improving students' literal comprehension in Class 9 SLB Negeri 1 Makassar. This can be seen from how much the improvement in student scores. Before the application of the Reading Guide Method, the D-Test value showed 6.5, after the application of the Reading Guide Method from the D-Test to the cycle I the average value became 7.125 (19.16%) and from the cycle I to the cycle II it became 7.75 (17.56%). The occurrence of this significant increase in literal comprehension is because the Reading Guide Method itself can improve students' literal comprehension, making students more active, interesting and motivated in learning reading English. Therefore, based on these results, it is recommended to use the Reading Guide Method on reading comprehension, especially in literal comprehension.

Keywords: *Reading Guide, Literal Comprehension of Reading , Autism Students*

ABSTRAK

Rifki Ganesya. 2022 . Meningkatkan Kemampuan Membaca Siswa Autisme dengan Menggunakan Metode Reading Guide di SLB Negeri 1 Makassar (Penelitian Tindakan Kelas pada Kelas IX SLB Negeri 1 Makassar). Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar (dibimbing oleh Radiah Hamid dan Ismail Sangkala).

Penelitian ini bertujuan untuk mengetahui peningkatan pemahaman membaca siswa autis dengan menggunakan Metode Reading Guide khususnya pada gagasan pokok dan gagasan pendukung dalam teks bacaan siswa autis kelas IX SLB Negeri 1 Makassar.

Peneliti menggunakan Penelitian Tindakan Kelas (PTK) yang terdiri dari dua siklus, dan setiap siklus terdiri dari 4 pertemuan, subjek dalam penelitian ini adalah Siswa Autisme kelas 9 SLB Negeri 1 Makassar yang terdiri dari 4 siswa laki-laki autis, peneliti memperoleh data hasil menggunakan tes membaca dan observasi.

Hasil penelitian menunjukkan bahwa penggunaan Metode Reading Guide sangat membantu siswa dalam meningkatkan pemahaman literal siswa di Kelas 9 SLB Negeri 1 Makassar. Hal ini terlihat dari seberapa besar peningkatan nilai siswa. Sebelum penerapan Metode Membaca Panduan nilai D-Test menunjukkan 6,5, setelah penerapan Metode Membaca Panduan dari D-Test ke siklus I nilai rata-rata menjadi 7,125 (19,16%) dan dari siklus I ke siklus II menjadi 7,75 (17,56%). Terjadinya peningkatan pemahaman literal yang signifikan ini karena Metode Reading Guide sendiri dapat meningkatkan pemahaman literal siswa, menjadikan siswa lebih aktif, menarik dan termotivasi dalam belajar membaca bahasa Inggris. Oleh karena itu, berdasarkan hasil tersebut, disarankan untuk menggunakan Metode Panduan Membaca pada pemahaman bacaan, khususnya pada pemahaman literal.

Kata kunci: *Panduan Membaca, Pemahaman Literal Membaca, Siswa Autisme*

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27 Juli 2022, Makassar

The Researcher,

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CHAPTER I

INTRODUCTION

A. Background

In the education system in Indonesia, all citizens have the right to education, but with this education, citizens with unusual physical conditions and special needs, especially those with impaired communication and interaction with the people around them. They are commonly called autism, education is ideally suitable for everyone (education for all) without exception, including children with special needs who are entitled to an equal education. However, the reality is that not all children in the Indonesian school system get the same education distribution.

Children with special needs were initially called "exceptional children" ALB (*Anak Luar Biasa*), so their education was also called SLB (*Sekolah Luar Biasa*), to teach autism students or children with special needs the teaching staff are usually graduates from PLB (*Pendidikan Luar Biasa*), they have difficulty in the learning process that they have special needs and are still entitled to education, as stated in Article 32 of the Law of the Republic of Indonesia Number 20 of 2003 "Special education is education for students who have difficulty in following the learning process due to physical, emotional, mental, social and/or intellectual potential special talent".

According to Mash and Wolf (2005), autism is a developmental disorder that occurs in children. A person's condition at birth or in infancy does not allow him to develop normal social relationships or communication. Children with special needs or commonly called autism is one of the disorders in child development, autism children have disturbances in interaction with their surroundings, or verbal or non-verbal communication. Sutadi (1997) state that "autism is not a disease, but a developmental disorder that occurs in children". Children with symptoms that appear before the child reaches the age of three. The prevalence of autism disorders continues to increase every year, from around 10,000 children, 4 children who have autism (Mash & Wolf, 2005). Ginanjar (2002) states that autism can affect children's development includes three important aspects, namely behavioral aspects, communication aspects and aspects of life interaction.

The behavior of children with autism is very different from the normal behavior of children in general. The behavior that appears is to be busy with his own world so he doesn't respond to the stimulus from the environment, this can hinder the realization of its potential. Children with autism have disorders in social relationships one of the characteristics of autism children is difficulty socializing. Autism sufferers themselves fall into the disability category, and disability itself is a physical, mental or sensory disorder experienced by a person and has difficulty in living daily life and also has difficulty interacting with the surrounding environment.

According to Ningsih (2014) in her study, persons with disabilities are disorders or problems that exist in a person so that he feels there is difficulty in doing something and can hinder the relationship between himself and the life around him." Finally, it can be concluded that people with disabilities are people with physical and mental disorder, so they cannot carry out physical functions like other normal people.

Reading is one of the supporting elements in English that must be mastered by every student because without reading we cannot understand a text contained in a sentence whether it is in a book, novel or for example in written communication. Another benefit of learning to read is that it can improve other elements such as writing and vocabulary, especially writing because reading and writing are supporting elements that develop continuously. On the other hand, learning to read is quite difficult, because the teacher must choose the right teaching Method so that the teaching and learning process can run effectively and relaxed in learning to read and students can immediately master it. In the process of teaching and learning to read, there are many difficulties faced. In addition, According to Dalman (2014: 5) states that reading is an activity or cognitive process that seeks to find various information contained in writing.

In the process of teaching and learning English to improve students' reading ability, teachers must be able to choose the right learning Method in teaching reading, because teaching English, especially reading, is not easy, it requires the right Method in teaching reading. The best way to improve students' reading ability is Reading Guide Method, a Reading Guide is a Method to direct students to read a guide that has been prepared by the teacher according to the

material to be taught at a predetermined time, otherwise the teacher will also ask questions that discuss the material that has been prepared. According to Ismail (2008), the Reading Guide Method is a learning Method that uses a standard guide. The Reading Guide Method is carried out by the teacher choosing the material to be studied on that day. Then the teacher makes a list of as many questions as possible based on the material to be studied.

At SLB Negeri 1 Makassar itself there are several divisions of groups or sects in one class, each class has several groups such as mentally retarded, deaf, blind, physically disabled and finally autism, in this study the researcher focused on the Autism Student Group. In this study, the researcher improved the reading ability of students with autism because students with autism could be expected to develop their reading knowledge and skills. However, based on the results of observations and interviews conducted by researcher with related teacher at the SLB Negeri 1 Makassar, autism students did not get optimal learning in learning English due to the lack of teaching staff who taught specifically for autism students. Based on the data provided by the related teacher in classninth (9th) Grade at SLB Negeri 1 Makassar, the Minimum Success Score (KKM) is 75. Although it is quite high, the learning provided is still not optimal. Based on the description above, the researcher do the Classroom Action Research to improve the reading ability of autism students by using the Reading Guide Method with the research title *"Improving the Reading Ability of Autism Students by Using the Reading Guide Method at SLB Negeri 1 Makassar"*.

B. Problem Statement of the Research

Based on the above background, the researcher has formulated the following research questions "How does the Reading Guide improve Autism Students reading ability in Ninth (9th) Grade SLB Negeri 1 Makassar?"

C. The Objective of the Research

Based on the formulation of the problem above, the purpose of this study were to find out the improvement of autism students in Reading ability by using Reading Guide Method for Ninth Grade (9th) Grade students at SLB Negeri 1 Makassar.

D. The Significant of the Research

This research was expected to be able to make a significant contribution both theoretically and practically.

1. Theoretically Significance

This research was expected to be a reference or source of information related to improve's Reading by using the Reading Guide Method.

2. Practically Significance

- a. For teacher, it helped teachers in solving problems in teaching English, especially about reading, and help the teaching and learning process to be easier and more enjoyable so that teachers can help students improve their readingskills.

- b. For student, it make it easier and more fun for students to learn English, especially for reading, because the reading guide Method is an easy Method to understand.
- c. For the researcher, will be additional knowledge and experience to be used in education in the future.
- d. For other researchers, it can be used as a reference for conducting research that has the same field of research as this research and also provides a source of information.

E. The Scope of the Research

This research is limited and focused on improving the reading ability of autism students by using the Reading Guide Method in Class IX SLB Negeri 1 Makassar. the researcher studied about literal comprehension which is main idea and supporting ideas in the reading text.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents previous of related study, theoretical review, and conceptual framework.

A. Previous Research Related Findings

Nurmala (2019), in her research entitled "*Applying the Paikem-Based Reading Guide Model in an Effort to Increase the Learning Motivation of Grade VI Students at SD NEGERI 27 AMPENAN*" this study aimed to increase students' learning motivation by applying a paikem-based reading guide model. He found that the Reading Guide Method was effective in increasing student learning activities. The result of the increase in students' learning motivation is an increase in student learning outcomes reaching the average value (78.77), meaning that the success indicator (>70.00) has been exceeded. Because the indicators of success have been proven, this research is declared successful and the research is stopped in the second cycle. The difference between this research and previous research is the focus of the research, the previous research focused on increasing students' learning motivation, while this study focused on improving the reading ability of autism students. The similarity of this research with previous research is that they both use the Reading Guide Method.

Pania et al. (2021) in their research entitled "*The Effect of the Reading Guide Method on Students' Reading Comprehension Ability in Grade V SDN 4 Danger Academic Year 2021/2022*" this study aimed to determine the effect of Reading Guide on students' reading comprehension ability. The result of their research is that the Reading Guide Method has a positive influence on the reading comprehension ability of Grade V students, SDN 4 Danger. Can help students improve their understanding when reading by using the Reading Guide Method, when students easily understand what is in their reading they can easily do it like schoolwork they can do it themselves. The difference between the previous research and this research is the purpose of the study, whereas the previous research aimed to see the effect of the reading guide Method on students' reading comprehension skills, while in this study it was aimed at improving the reading ability of students with autism, the similarities between previous studies and this study are the same. - both use the reading guide Method and have the same focus, namely the students' reading ability.

Maryani et al. (2017) based on their research entitled "*The Significance of the Guide Reading Method on Students' Learning Motivation in Reading Aloud Theory*". The aimed of this research was to the significance of reading guides on students' learning motivation by using the theory of reading aloud. This study states that there is no significant influence between the Reading Guide Method on the learning motivation of Grade I students at SDN 4 Cisande, Sukabumi Regency. Based on the results of the descriptive data analysis of the Reading Guide Method, the highest score was 288 and the lowest value was 182, while

the results of the descriptive data analysis of student learning motivation obtained the highest score of 85 and the lowest score of 70. $F_{count} = 0,545 < F_{table} = 1.85$ which means the data it is linear. The difference between previous research and this research is that it focuses on research, previous research focuses on students' learning motivation in aloud reading theory, while this study focuses on improving the reading ability of students with autism. The similarity between previous research and this research is that they both use a reading guide.

The research of Sofwan et al. (2019) by the title "*Paddleboard Media as a Means of Improving Beginning Reading Ability of Autistic Students*" This study aimed to improve the reading ability of autism students by using paddleboard media. The conclusion of the research is that the results of the research obtained, namely baseline-1 increased by 40.5% 46%, and intervention conditions increased 71.8%-82.3% and in the baseline-2 condition an increase of 62.8%-72.6%. In conclusion, flipchart media has a positive influence on the early reading ability of autism students. While the difference between this study and previous research is in the media and theory, previous studies used flipchart media, while this study used the reading guide Method. The similarity of this research with previous research is in the sample, namely both using students with autism as research subjects and the same focus, namely improving the reading ability of students with autism.

The research of Sugiarto (2020) by the title "*Penerapan Strategi Reading Guide untuk Meningkatkan Kemampuan Membaca Pemahaman Siswa Pada TemaIndahnya Keragaman di Negeriku Kelas IV SD Negeri 11 Keranji Guguh kecamatan Koto Gasib kabupaten Siak*" The aimed of this research was to improve reading Comprehension Students ability of the theme The Beauty of Diversity in My Country in Grade IV of 11 Keranji Guguh State Elsementary School, Koto Gasib District, Siak Regency through the implementation of a reading guide strategy. Based on the results of research and data analysis, the reading guide strategy can improve students' reading comprehension skills. This can be seen from before the action the results of the students' reading comprehension ability only reached 56% or still classified as not good, but after the class action in the first cycle the students' reading comprehension ability increased to 72% or quite good, and in the second cycle there was an increase to 84% or classified as good. The difference between this study and the research I have done is that this study used fourth grade elementary school students who were basically normal students, while this study used students with autism as research subjects, using the Reading Guide Method as a research Method.

This study is different from the five previous studies. Previous researchers examined the influence and motivation of students, although there are also those that focus on Reading ability but the research subject used is different from research that has been carried out by researchers, while research that has been carried out to improve the reading ability of autistic students uses students with autism as research subjects, research This study also has similarities with previous research, which also uses the Reading Guide Method as a research Method. However, it is true that using the Reading Guide as a research Method can

improve student responsiveness so that students can provide good feedback.

B. The Concept of Reading

a. Definition of Reading

Reading is one of the main abilities in English (reading, listening, writing, and speaking) where every ability is very important to learn and must be mastered by everyone. By reading, we can get new information and increase knowledge, reading can also be a communication between writers and readers. According to Tarigan (1998:74) reading is a process which is used by a reader in order to get the purpose of the writer through the written word and according to Harris and Sipay (1980) state that reading comprehension is the result interaction between the perception of graphic symbols that present language skills and knowledge of the world. It means that when a reader reads a text, he uses his brain to think and reason out.

From the definition above, the researcher concludes that the definition of reading is a process to understand an article or purpose that has been written by the author, besides that in the process of reading the reader uses his brain to digest and understand the meaning of writing based on his understanding and reasoning.

b. The Importance of Reading

Reading is an activity that is important for everyone especially for learning English, it is not only important for students, for people who work reading is important, because reading does not only add new knowledge and information but can also be used for work. By reading we can complete our work precisely and as expected. According to Ramelan (1992) reading is a good activity for learners,

reading is also something crucial and indispensable since success of their study depends for the greater part on their ability to read. By reading we can explore many things, we can see the world, the current state of the world, even know or know many places even though we have never been there before. At school, if the student's reading ability is not good, it is likely that he will not be successful in his studies at school, but if he has good reading ability, it is likely that the student can complete his education easily or not have too much difficulty while studying. From the statement above we can conclude that reading is very important not only when learning English, but anywhere, reading is also not only important at school but reading is also very important after graduating from school or at work.

c. **The Purpose of Reading**

Reading books, novels or other reading sources, the purpose of reading these readings is not just to understand something and add new information but to have other purposes, here are the purposes of reading from some experts based on their point of view. Tarigan (1985) that the purpose of reading is nothing but a step to obtain facts, ideas, know knowledge/stories, in order to conclude what is read, be able to group or classify, be able to assess/evaluate, and be able to compare or contrast. Furthermore, Linse (2005) divides the purpose of reading into two kinds those are reading for pleasure and reading for information. Reading for pleasure, namely reading done for just looking for fun, while Reading for information, namely reading done for get the information useful for adding insight and science.

From the statement above, it can be seen that the purpose of reading very much depends on the reader and what he reads, there are those who read for pleasure, read because they like or hobbies, read for research, and read because they want to gain insight. Whatever reading is read, basically the purpose of reading is to add new information and knowledge.

d. Types of Reading in English

According to Wood in Irawati (2008: 28) the types of reading as important categories as follow:

1. Skimming

The eyes run quickly, over the text to discover what is about the main idea and the gist. Thus skimming occurs when the reader's looks quickly at the content page of a book, or at the chapter heading, subheading, act. This something called previewing, when the reader glances quickly trough a news paper to see what the items of the day are, this will often mean just glancing at headlines. What the reader goes to trough a particular passage such as a news paper article merely to get the gist.

2. Scanning

The readers are to look out the particular item, he believes in the text. The scanning can be done to find name, date, static, or fact in writing. The eyes start quickly at the lives of writing.

3. Intensive Reading

It is also called study reading, this involves close study of the text. As the amount comprehension should be high the speed of reading is correspondingly slower.

e. Teaching and Learning reading

Teaching and learning to reading for children is not the same as the adult, so the material taught to the students should be suitable with their level of age. Good (2005) points out that teaching 1) narrowly the act of instructing in educational instruction, instructing 2) broadly the act of providing activities materials and guidance that facilitate learning in either or non-formal

1. Teaching Reading

Teaching English reading for everyone is different depending on age and circle, teaching reading to children is different from teaching adults and teaching normal students and students with special needs or autism is also different. Goodman (1996:2-3) states that reading is a dynamic process to reconstruct a message that is graphically encoded by the author. In this process, the writer performs linguistic coding which is then described by the reader to gain understanding or meaning. The writer encodes thoughts into language, the reader interprets the code into thoughts and meanings. Thus in reading there is an interaction between language and thought.

2. Learning Reading

The activity of learning to read English for some people is very fun, even though some people think that reading is not important, but human life and growth cannot be far from reading, therefore, reading is a mandatory thing that must be learned and mastered with the learning process. According to Harjasujana and Mulyati (1996), suggesting several things related to the reading process, are as follows:

a. Reading as a Psychological Process.

Psychological relates to the mental and psyche of a person. According to Harjasujana and Mulyati (1996) matters relating to the reading process, including (1) intelligence, (2) mental age, (3) gender, (4) socioeconomic level, (5) language, (6) Race, (7) personality, (8) attitude, (9) physical growth, (10) perceptual ability, and (11) level of reading ability.

b. Reading as a Sensory Process.

Sensory relates to the senses that a person has. Reading cannot be separated from the fact that initially, reading is a sensory process. Signals and stimulation of reading activities first enter through the ears and eyes, while stimulation of Braille letters enters through the nerves of the fingers (Harjasujana and Mulyati, 1996).

c. Reading as a Perceptual Process.

Harjasujana and Mulyati (1996) in general, perception begins with seeing, hearing, smelling, tasting, and touching. In reading activities, readers pay enough attention to aspects of sight and hearing. Perception generally contains a stimulus, meaning association, and its interpretation based on experience about the stimulus, as well as responses that relate meaning to the stimulus or symbol.

d. Reading as a Developmental Process.

Reading is a lifelong development process, no matter who reads is something that must be done by everyone because development will not be known when it begins and ends. Two things that teachers need to pay attention to considering that reading is a developmental process, namely (a) teachers must realize that reading is something that is taught and does not happen by chance and (b) ensure that reading is not a subject but a process.

e. Reading as a Ability Development Process.

In developing reading skills, a reader must know the stages or levels of reading, in order to understand the concept of reading well and get the main idea in the reading that is read by someone who wants to develop reading skills. According to Harjasujana and Mulyati (1996:23), the stages of ability that children can develop in reading are (a) concept development, (b) introduction and identification, and (c) information interpretation.

a. Level of Reading Comprehension

The following are several levels of reading comprehension. Burn in Hajar (2013:10) divides reading comprehension skills into the following four categories below:

a) Literal Comprehension

Literal comprehension is the understanding of data and actualities specifically expressed within the content. It is recognized as the primary and most fundamental level of comprehension in perusing. Understudies can utilize strict comprehension aptitudes (catchphrases, skim perusing, and filtering) to superior find data productively.

b) Interpretative Comprehension

Recognizing interpretives involves reading between line or draw conclusions. It is the process of getting an idea that is implied rather than directly stated. Skills for interpretive reading include:

- a. Inferring main ideas of passages in which the main ideas are not directly stated.
- b. Inferring cause-effect relationships when they are not directly stated.
- c. Inferring referents of pronouns.
- d. Inferring referent of adverbs.
- e. Inferring omitted words.
- f. Detecting mood.
- g. Detecting the author's purpose in writing.
- h. Drawing conclusion

c) Critical Comprehension

Critical understanding is evaluating written material comparing the ideas found in the material with known standards and drawing conclusions about their accuracy, suitability, and timeliness. The critical reader must be a active readers, ask questions, find facts, and suspend assessment until he has considered all the material. Critical reading depends on literal understanding, and capturing implied ideas is essential.

d) Creative Comprehension

Creative comprehension involves going beyond the material presented by the author. It requires reader to think as they read, just as critical reading does and it also requires them to use their imaginations. Through creative reading the reader creates something new idea, the solution to a problem, a new way of looking at something from the ideas gleaned from the text.

C. The Concept of Reading Guide Method

a. Definition of Reading Guide Method

Reading Guide Method is one Method that can be used by teachers in the learning process, namely by giving textbooks to students individually to be used as material to be studied and which will be discussed by the teacher during learning. According Ismail (2008:82) Reading Guide Method is carried out by the teacher choosing the material to be studied that day. Then the teacher makes a list of as many questions as possible based on the material to be studied.

According to Ismail (2008), the Reading Guide Method is a learning Method that uses a standard guide. The Reading Guide Method is carried out by the teacher choosing the material to be studied on that day. Then the teacher makes a list of as many questions as possible based on the material to be studied.

b. The Purpose of the Reading Guide Method

According to Munir (2009:24), the purpose of the Reading Guide Method is to help students focus on understanding a subject matter. Based on the statement above, the Reading Guide Method is a Method of reading with assistive devices or by being guided directly by the teacher so that students can master the material quickly. The Reading Guide Method prioritizes student activities in finding, processing and reporting information from sources obtained, using the Method reading guide learning atmosphere is also more fun and students can focus more because they are directly guided by the teacher, so the learning process is more effective and efficient.

c. Application of the Reading Guide Method

According to Zaini (2008:8) the steps in implementing learning using the reading guide Method are as follows:

1. Determine the reading to be studied.
2. Create questions that participants will answer
3. Question or grids and may also be charts or schemes that can be filled in by them from the reading material that has been selected earlier.
4. Distribute reading material with questions and grids to students.

5. The task of students is to study the reading material by using the existing questions or grids. Limit this activity so it doesn't take up too much time.
6. The language of the question or grid by using the answers to the students.
7. At the end of the lesson give an adequate review.

The steps above must be done sequentially, because if they are not carried out sequentially, the reading guide Method will not work properly.

d. The Advantages of the Reading Guide

Each learning method has its own benefits as well as the Reading Guide Method. According to Zaini (2008) the benefits of the Reading Guide Method are as follows:

1. Learners are more active when learning takes place.
2. The material delivered is completed faster in class.
3. In learning by applying the Reading Guide strategy can motivate students to love reading.
4. Can arouse children's interest in reading, who used to not like it reading becomes fun to read.
5. Students are led to be more thorough in answering question.
6. It is easier for the teacher to know the strengths and weaknesses of the participants learn to read.
7. Teachers find it easier to know students who like to read and lazy to read.

e. Disadvantages of the Reading Guide

In addition to the advantages of the Reading Guide Method, it also has disadvantages. According to Zaini (2008) the shortcomings of the reading guide Method are as follows:

1. The time allotted is usually too short.
2. Sometimes it makes students bored

Based on the explanation above, the researcher wants to use the Reading Guide Method to teach autism students in class, because the researcher believes that using the reading guide Method can improve students' reading skills, but can understand that based on the statement of deficiencies above, it can be interpreted that this Method relies on student activity in learning. , so that if there are students who are not active in the learning process, the students will be left behind. So here teachers are required to be more creative and innovative in preparing learning Method materials seriously, because if teachers are not serious in preparing teaching materials in this Reading Guide Method, learning activities will not run effectively.

D. The Concept of Autism

a. Definition of Autism

Autism is a group of developmental disorders in children. According to Veskarisyanti (2008: 17) in Greek the word autism is known, "auto" means itself is aimed at someone when showing symptoms of living in their own world or having their own world. Autism was first discovered by Leo Kanner in 1943. Kanner described this disorder as an inability to interact with others, a language disorder characterized by delayed language acquisition, echolalia, sentence reversal, repetitive and stereotyped play activities, strong memory routes and obsessive desire to maintain order in the environment. Autism is a developmental disorder that generally appears in the first three years of a child's life.

Muhammad (2008:103) writes, that children with autism often make mistakes for their caregivers because they look normal but show different behavior and developmental patterns. The wrong understanding and response to this situation will seriously hinder the development of children in all fields, especially in the areas of social and communication skills. According to Haris (2006:55) children with autism are classified as children who experience pervasive developmental disorders (Pervasive Developmental Disorders).

The group of disorders is characterized by qualitative abnormalities in social interaction and communication patterns with restricted, stereotyped, and repetitive interests and movements. Pervasive means that the disorder is so extensive and severe that it profoundly affects the individual's functioning in all situations. Safaria (2005:1) also writes that the disorder that is included in the pervasive category is characterized by distortions in the development of multiple basic psychological functions which include the development of social and language skills, such as attention, perception, value power to reality, and motor movements.

Autism is a pervasive developmental disorder that completely interferes with a child's cognitive, emotional and psychomotor functions. Therefore, it can also be said to be a neurobiological disorder accompanied by several problems, such as autoimmunity, digestive disorders, intestinal dysbiosis, sensory integration disorders, and amino acid imbalances. Autism is a pervasive developmental disorder whose main characteristic is a qualitative disorder in the development of communication both verbally (speaking and writing) and non-verbally (not being able to express feelings and sometimes showing inappropriate expressions) (Peeters, 2004). It is characterized by the lack or absence of spoken language, lack of initiative for conversation, and reversal in the use of words, especially pronouns (Monks, 2002: 378).

Matson (in Hadith, 2006) also suggests that autism is a developmental disorder that is sequential or pervasive. This developmental disorder occurs most clearly in infancy, childhood, and adolescence. Autism is a complex developmental disorder involving communication, social interaction, and imagination activities and autistic children are children who have problems or disorders in the fields of communication, social interaction, sensory disturbances, play patterns, behavior and emotions. According to Sastra (2011:133) autism is a brain development disorder in children which results in not being able to communicate and not being able to express their feelings and desires, so that the behavior of relationships with other people is disrupted.

Various definitions put forward by these experts, it can be concluded that autism is a pervasive developmental disorder that completely interferes with cognitive function and affects language skills, communication and social interaction. Disorders of communication, social interaction and imagination are often so intertwined that they can all be described as a triad. Other symptoms that appear include life in its own world without regard to the outside world.

b. Criteria for Children with Autism Based on DSM IV

According to the American Psychiatric Association in the Diagnostic and Statistical Manual of Mental Disorder Fourth Edition Text Revision (DSM IV-TR, 2004), the diagnostic criteria for autistic disorder are as follows:

- A. Sum of 6 (or more) items from 1, 2 and 3 , with at least two from 1, and one from each 2 and 3:

1. Qualitative impairment in social interactions, manifested by at least two of the following:

- a) Marked impairment from the use of several non-verbal behaviors such as direct gaze, facial expressions, body postures and gestures to regulate social interactions.
- b) Failure to develop appropriate peer relationships according to developmental stage.
- c) Lack of spontaneous attempts to share pleasures, interests or accomplishments with others (such as by lack of showing or carrying objects of interest).
- d) Lack of social or emotional reciprocity.

2. Qualitative impairment in communication manifested in at least one of the following:

- a) Delay in or complete lack of language development (not accompanied by attempts to replace it through various alternatives of communication, such as gestures or mimics).
- b) In individuals with sufficient speech, impairment is characterized by the ability to initiate or maintain conversation with others.
- c) The use of language that is repeated and fixed or strange language.
- d) Deficiency is varied, with spontaneous pretend play or social imitation games appropriate to the stage of development.

3. Restriction of fixed and repetitive patterns of behavior, interests and activities, manifested by at least one of the following:

- a) Includes preoccupation with one or more fixed and obstructed patterns of interest that are abnormal in intensity or focus.
- b) Inflexibility in non-functional routines or specific rituals.
- c) Fixed and repetitive motor postures (clapping or flapping of hands and fingers, or complex movements of the whole body).
- d) Fixed preoccupation with part of the object.

B. Delayed or abnormal functioning in at least 1 of the following areas, with onset by age 3 years:

- 1. social interaction
- 2. language used in social communication
- 3. symbolic or imaginative play

C. The disorder is not better accounted for by Rett's Disorder or Childhood

c. Distractions

According to (Veskarisyanti, 2008: 18) there are several disorders in children with autism:

1. Communication

The emergence of abnormal communication quality, indicated by, Speech abilities are not developed or have delays (2) The child does not appear to be trying to communicate with the surrounding environment (3) Unable to start a conversation that involves two-way communication properly (4) Unusual language that is always repeated or stereotyped .

2. Social Interaction

The emergence of disturbances in the quality of social interaction, namely

CHAPTER III

RESEARCH METHOD

This chapter presents the research design, research variables and indicators, population and sample, research instrument, techniques of data collection, and technique of data analysis.

A. Research Design

The researcher used Classroom Action Research (C.A.R) to carried out through two cycles to observe the ability of autism students to read English using the Reading Guide Method. Consists of planning, action, observation and reflection. Classroom action research was conducted by researchers and English teachers as collaborators

In the research that has been done, the researcher used Kurt Lewin's design model, Kurt Lewin's model is widely used as a reference or basis for other classroom action research, especially classroom action research, because Kurt Lewin was the first to introduce classroom action research. Kurt Lewin's model states that one cycle consists of four. The main steps are planning, implementing action, observing, and reflecting. Before entering the first cycle in the application of the 4 main steps of the Kurt Lewin model, an introduction was carried out, namely identifying the problem. The next step in the cycle is planning revision, action, observation, and reflection. However, the second cycle or the next cycle is only carried out if the first cycle is considered unsuccessful.

The completeness of the four stages in classroom action research creates an action research cycle, which is explained below:

1. Planning

Activities carried out at the planning stage are as follows:

- a. Learn and understand the material taught to students.
- b. Create lesson plans based on the curriculum for the implementation of actions.
- c. Teacher-made teaching materials. The teaching material was reading text for four meetings.
- d. Teacher-made test instruments.
- e. Designing observation sheets to observe learning conditions and the teaching process.

2. Action

- a. The teacher provides reading materials to students that have been prepared previously.
- b. The teacher starts asking students to read the reading text that has been given.
- c. While students are reading, the teacher provides reading guides to students.
- d. Students look for important words as material to answer questions that have been prepared by the teacher from the questions given.
- e. The teacher provides clarification on the answers that have been given by students.

3. Observation

Observation is the process of recording and collecting data about ongoing activities related to the process of learning English. So, at this stage the researcher has prepared data collection, the data collection instruments used, the data sources are explained, and the data collection techniques used.

4. Reflecting

At this stage, the researcher must record every result of this research, evaluate the results of the study, analyze the results of learning, record the content of learning outcomes, noting weaknesses and strengths to be used as materials for the next cycle design.

B. Population and Samples

According to Arikunto (2013), the population is all the subjects in the study. The population in this study is student of Ninth (9th) Grade at SLB Negeri 1 Makassar in the Academic Year 2021/2022. For autism in SLB Negeri 1 Makassar Ninth (9th), the population is 4 students consisting of one class. McMillan and Schumacher (1984) state that the sample is a group of subjects selected from the population. In this study, the researcher used the total sampling technique because in this study the researcher used the entire population as a sample. According to Sugiyono (2014: 124), total sampling is a sampling technique when all members of the population are sampled.

C. Research Variable and Indicators

In each research variable is one of the most important elements in a study, this study used two kinds of variables. This variable can be divided into two variables. Namely the dependent variable and the independent variable.

1. Independent Variable

In this study, the researcher used the Reading Guide Method as a research Method, which was used to improve reading skills.

2. Dependent Variable

In this study, the dependent variable is an increase in the reading ability of autism students towards the Reading Guide Method.

3. The Indicators

The indicator of this research is to improve the reading ability of students with autism by understanding the main ideas and supporting Ideas

D. Research Instrument

Researchers used observations and tests for this study as follows:

1. Reading Test

The reading test aimed to test students' basic competence in understanding a reading text and improve students' reading ability.

2. Observation

Observation is one of the research instruments used to collect data about objects, events, places, or locations as well as image or video recordings, in this case observations are used by researchers to strengthen the results of student learning improvements, and researchers go directly to the research location to

collect data. needed for research.

Observation is one of the most appropriate methods for researchers in this study, through this observation researchers can obtain data based on facts that are directly related to the object of research. Moleong (2000:126) states that "Observation allows the formation of knowledge that is known together, both from the side and from the subject". Based on this statement, the results of observations are collected and become information or data that can be known from both researchers and research subjects, observations are carried out by using observation sheets.

Indicator	Observation Result	
	Yes	No
The Students are not active when learning takes place		
The Students find it difficult to understand the material given by the teacher		
The Students have difficulty in answering the questions given by the teacher		
The Students are bored because there are a lot of Reading texts		
The Students are less interested in Reading English		
The Students do not pay attention to the teacher's explanation		
The Students are not motivated in Reading English		

Zaini (2008)

Table 3.1 Table of Student Observation list

No.	Criteria	Score
1.	The ability to read very clearly and understand the main ideas of the reading material that has been read.	4
2.	The ability to read clearly and not overly master the main idea of the reading material that has been read.	3
3.	Reading ability is not very clear and does not master the main idea of the reading material that has been read.	2
4.	The ability to read is not clear and does not understand the main idea of the reading material that has been read	1
5.	No answer	0

Harmer in Rauf (2012)

Table 3.2 Scoring Rubric of Students' Main Idea

No	Criteria	Score
1	Students can clearly understand the reading material and identify all supporting ideas.	4
2	Students can understand reading material and cannot identify all supporting ideas.	3
3	Students do not really understand the reading material and cannot identify supporting ideas.	2
4	Students cannot understand the reading material and cannot identify supporting ideas.	1
5	No answer	0

Harmer in Rauf (2012)

Table 3.3 Scoring Rubric of Students' Supporting Ideas

NO	Classified	Score
1	Excelling	96 – 100
2	Very Good	86 – 95
3	Good	76 – 85
4	Fairly Good	66 – 75
5	Fair	56 – 65
6	Poor	36 – 55
7	Very Poor	00 – 35

(Jacobs in Ramlah 2016:24)

Table 3.4 Classified of Students' Score.

E. Procedure of Collecting Data Technique

In collecting data, researchers have used two instruments, namely observation and reading test. This type of data collection consists of quantitative data whose instruments use tests and observations, based on existing steps such as planning, action, observation, and reflection.

How to retrieve the data is as follows:

1. Observations have been made to collect data by observing directly in the field and to strengthen the results of improving student learning, this activity not only looks at the situation of autism students but also records things that happen in the field and takes pictures based on facts.
2. The researcher has given a reading test to the students to read the text for their improvement after doing the action in the cycle.

F. Data Analysis Technique

After the researchers collected data from observations and tests, the researchers compared the results. Researchers have used the SPSS version 24 computer program for windows. According to Priyatno (2008) SPSS is a program or software used for statistical data processing. Data from the instrument analyzed with the following formula:

- a. To know the percentage of the students' improvement by applying the following formula:

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

(Gay in Sukardi, 2008)

Where:

\bar{X} = Mean score
 $\sum X$ = Total score
 N = Number of student

- b. To determine student participation in the teaching and learning process through the Reading Guide Method, the researcher use the following percentage formula:

$$P = \frac{FQ}{4 \times N} \times 100$$

Where:

P = Percentage
 FQ = Sum of all the student's score
 N = Total students,

(Sudjana, 1990)

- c. To determine the results of observations made in the teaching and learning process through the Reading Guide Method, researchers used the following formula:

$$P = f/N \times 100\%$$

Where :

P = Percentage

f = frequency of visible symptoms

N = maximum score

(Arikunto, 2006)



CHAPTER IV

FINDINGS AND DISCUSSION

This chapter consists of research findings and discussion contains detailed data analysis. The research findings include data from cycle I and cycle II about improving the reading ability of autism students with learning Methods that have been implemented.

A. Findings

The findings of this study using the Reading Guide Method wanted to find out whether there was an improve in the reading ability of autism students or not. The results of research that improve the reading ability of autism students can be seen from the data that has been collected, the data in question is the result of reading tests and observations that have been carried out. The results of the data that have been obtained state that the Reading Guide Method used in this study can improve the reading ability of 9th grade autism students in SLB Negeri 1 Makassar.

1. The Improvement of Student's Reading Ability by Using Reading Guide Method

In students' Reading Ability, there are differences in scores on the Diagnostic Test cycle 1 and cycle 2, where at the time of the Diagnostic test students do not really understand the indicators in understanding interpretation, namely the main ideas and supporting ideas.

Indicators		
	Main Ideas	Supporting Ideas
Score	6.375	6.625
Σ	13	
X	6.5	

Table 4.1 The Improvement of Reading Ability (D – Test)

As we can see in the table above, the results of the Diagnostic Test are based on the existing indicators, namely the main idea and supporting ideas, the Diagnostic Test value on the Main Idea indicator is 6.375 and the Supporting Idea is 6.625, with a total score is 13. The results above are results that have not received the Reading Guide treatment, so the results obtained are very low.

Indicators		
	Main Ideas	Supporting Ideas
Score	6.875	7.375
Σ	14.25	
X	7.125	

Table 4.2 The Improvement in Reading Ability (Cycle I)

Based on the table above, the results of Cycle I with statements from existing indicators, namely main ideas and supporting ideas, the value in Cycle I on the Main Ideas indicator is 6.875 and Supporting Ideas is 7.375 with a total value of 14.25, based on the above results are the results that have been obtained. getting the Reading Guide treatment.

It shows that there is Improvement in Cycle I with a higher value than the value in the Diagnostic test ($6.5 < 7.125$), even though these results have not been declared passed because they have not reached the minimum passing score of 7.5, so from The researcher continued to the next cycle.

	Indicators	
	Main Ideas	Supporting Ideas
Score	7.5	8
Σ	15.5	
X	7.75	

Table 4.3 The Improvement in Reading Ability (Cycle II)

The results in the table above are the results of Cycle II with statements from the existing indicators, namely the main ideas and supporting ideas, the value in Cycle II on the Main Idea indicator is 7.5 and the Supporting Ideas are 8 with a total value of 7.75, based on the results above are the results who had received the Reading Guide treatment showed an increase in Cycle II with a higher value than the value in the previous cycle and the Diagnostic test ($6.5 < 7.125 < 7.75$).

Based on the achievement of the total score in the second cycle, which is 7.75, it has reached the target value of 7.5, it can be stated that the treatment carried out using the Reading Guide Method to improve the reading ability of autistic students was declared successful, the following is a complete table and statement.

Indicators	The Student's Score			Improvement	
	D-Test	Cycle I	Cycle II	DT-CI	CI-CII
Main Ideas	6.375	6.875	7.5	7.84%	9.09%
Supporting ideas	6.625	7.375	8	11.32%	8.47%
Σ	13	14.25	15.5	19.16%	17.56%
\bar{X}	6.5	7.125	7.75	9.58%	8.78%

Table 4.3 The Improvement in Reading Ability (Cycle II)

As we can see in the table above, the combined value of the Diagnostic Test, cycle I and Cycle 2, the improvement in reading ability of autism students on diagnostic tests with an average value of 6.5 (less), but after being given treatment with the Reading Guide Method it occurred the increase in cycle 1 was 7.125 and not only in cycle 1 the researchers did in cycle 2, it turned out that in cycle 2 there was a significant increase of 7.75, from diagnostic tests to cycle 2 there was an increase of 19.2%.

Therefore, researchers can conclude that in this study there was an increase in students' reading ability using the Reading Guide Method which can be seen from the average in the table below, following a more complete explanation in the graph below:

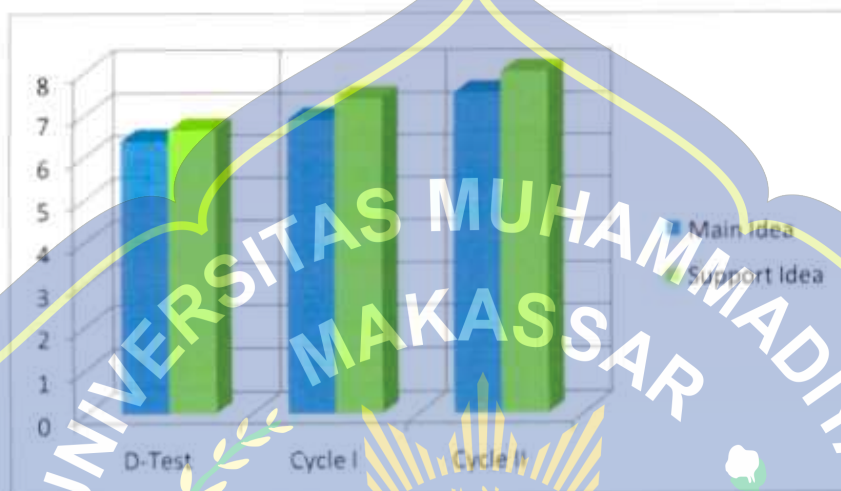


Figure 4.1 The Improvement of Reading Ability

The Figure above shows the improvement in students' Reading Ability in the Cycle II (7.75) compared to the Cycle I (7.125) and the Diagnostic Test (6.5), (6.5 < 7.125 < 7.75). This statement also shows that the results of the Diagnostic-Test represent the lowest average score achievement. Achievement on the Diagnostic Test can be categorized as poor. However, after the test in Cycle I and Cycle II test there was a significant improvement in students' Reading Ability, it can be said that the results of the Cycle I were categorized as fair and the Cycle II was categorized as good.

2. The Improvement of the Student's Reading Ability

The improvement of students' reading ability that focuses on main ideas and supporting ideas as variables in class IX (9) Class X SLB Negeri 1 Makassar as a result of student assessments in the Diagnostic Test cycle I and cycle II can be seen clearly in the following table:

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Diagnosis Test	6,5000	4	,45644	,22822
	Cycle I	7,1250	4	,52042	,26021

Table 4.4 Paired Samples Statistics of Diagnostic Test Values with Cycle I

The Paired Samples Statistics test explains the description of the data, namely the mean value, number of samples, and others. Where the mean value for the initial diagnosis is 6.5, while the mean in the first cycle is 7.125.

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Diagnostic Test & Cycle I	4	,965	,035

Table 4.5 Paired Samples Correlations of Diagnostic Test Values with Cycle I

In the Paired Samples Correlations test to explain the relationship, the basis for decision making is if the value of Sig. < 0.05 then there is a relationship, but if > 0.05 then there is no relationship. From the results of the SPSS output above, it is known that the sig value of 0.035 means < from 0.05, then there is a relationship between the initial diagnosis value and the value in cycle I. It means that there is a significant relationship between the Reading Guide Method in improving students' reading skills. Further explanations of the data can be seen below:

Paired Samples Test

		Paired Differences				T	df	Sig. (2-tailed)	
1 Pair	DT- CI	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower				Upper
			,14434	,07217	-,85467	-,39533	-8,660	3	,0003
		-,62500							

Table 4.6 Paired Sample test of Diagnostic with Cycle I

The basis for decision making on the paired sample t test is if the value of Sig. (2-tailed) < 0.05 then there is a significant difference but if Sig. (2-tailed) > 0.05 then there is no significant difference. Based on the results of the SPSS output above, it is known that the value of Sig. (2-tailed) < 0.05 , it means that there is a significant difference between the scores at the initial diagnosis and the scores in the first cycle. This means that there is a significant relationship between the Reading Guide Method in improving students' reading skills.

Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 Cycle I	7,1250	4	,52042	,2602
Cycle II	7,7500	4	,35355	,1767

Table 4.7 Paired Samples Statistics of Cycle I Values with Cycle II

The Paired Samples Statistics test explains the description of the data, namely the mean value, number of samples, and others. Where the mean value for the initial diagnosis is 7.125, while the mean in the first cycle is 7.75.

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Cycle I & Cycle II	4	,906	,044

Table 4.8 Paired Samples Correlations of Cycle I Values with Cycle II

In the Paired Samples Correlations test to explain the relationship, the basis for decision making is if the value of Sig. < 0.05 then there is a relationship, but if > 0.05 then there is no relationship. From the results of the SPSS output above, it is known that the sig value of 0.044 means <0.05, then there is a relationship between the value of the first cycle and the value in the second cycle. it means that there is a significant relationship between the Reading Guide Method in improving students' reading skills. Further explanations of the data can be seen below:

Paired Samples Test

		Paired Differences				T	D	Sig.
Pair 1	CI - CII	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference	5,000	3	(2-tailed) ,015
					Lower			
					Upper			
-	-	-.62500	,25000	,12500	-1,02281	-.22719		

Table 4.9 Paired Sample test of Cycle I with Cycle II

The basis for making decisions on the paired sample t test is if the value of Sig. (2-tailed) < 0.05 then there is a significant difference but if Sig. (2-tailed) > 0.05 then there is no significant difference. Based on the results of the SPSS output above, it is known that the value of Sig. (2-tailed) < from 0.05 means that there is a significant difference between the values in the first cycle and the values in the second cycle.

It means that there is a significant relationship between the Reading Guide Method in improving students' reading skills. The improvement from cycle 1 to cycle 2 can be seen from the figure below:



Figure 4.2 The Improvement of the Student's Reading Ability

In the picture above it is also seen that there has been an increase from cycle 1 to cycle 2, where the value of cycle 1 is 7.125, and cycle 2 is 7.75, it means that the standard value of graduation in schools has been achieved, where the minimum passing grade in SLB Negeri 1 school for the junior high school level is 7.5 and while in cycle 2 it has been achieved with a value of 7.75.

The picture above also explains that the Reading Guide Method in the teaching and learning process is able to improve reading skills for Autism students after taking action in cycle 1 and cycle 2, where cycle 2 is the achievement of the highest score of 7.75 ($7.75 > 7.125$) and in the picture above it can also be seen. it is clear that the increase in students' reading ability from cycle 1 to cycle 2 is 8.7%.

3. The Observation Results of Autism Students in the Teaching and Learning Process

Results of observations on autism students in the teaching and learning process through the Reading Guide Method for autism students in improving the reading ability of class IX students at SLB Negeri 1 Makassar which was carried out in 2 cycles where the cycle I was 4 meetings and the cycle II 4 meetings with a total of 8 meetings conducted by researchers through observation sheet. It can be seen clearly through the following table:

Indicator	Observation Result		Improvement 100%
	Cycle I	Cycle II	
The Students are not active when learning takes place	2	4	66%
The Students find it difficult to understand the material given by the teacher	2	3	
The Students have difficulty in answering the questions given by the teacher	2	3	
The Students are bored because there are a lot of Reading texts	2	3	
The Students are less interested in Reading English	2	4	
The Students do not pay attention to the teacher's explanation	2	4	
The Students are not motivated in Reading English	2	4	
Total	15	25	

Table 4.10 The Result of Observations of Autism Students

The results above are formulated based on data analysis techniques and student scores collected through observation sheets for each cycle. From the table above, we can see that there are 7 indicators that are used as references in this observation process, in cycle I it can be seen that in indicators I, II, and III, only 2 out of 4 students succeeded, as well as in the fourth indicator to the last indicator, only half of the entire research sample was successful, this is because students with autism are not used to the English material given, especially English text, so students with autism need time to be able to understand the Reading Guide

Method and also the material provided, it can be seen in the results of the second cycle observation sheet.

In cycle II students began to understand the Reading Guide Method and the material provided, so in cycle II we could see an increase in the first indicator that all autism students were active in the learning process, and in the second, third, and fourth indicators there was an increase that there were 3 out of 4 students succeeded, then on the fifth indicator to the last indicator there was a very significant increase that 4 out of 4 students were successful, this was because students began to adapt to the Guide Reading Method teaching technique, and also began to get used to learning English. This achievement also occurred because the material provided by researchers was in great demand and liked by students, so students were very interested in learning English. The results of the presentation below state that students are active in the teaching and learning process. The results are presented in the graph below which shows the improvement in the student learning process in cycle I and cycle II:



Figure 4. 3 The results of Improvement Observations of Autism Students

4. The Criteria and Percentage of the Students' Interpretative Comprehension in Reading Comprehension

The following table shows the percentage of students' interpretive reading comprehension without the application of the Reading Guide Method in the Diagnostic Test, and with the application of the Reading Guide Method in cycle I and cycle II :

No	Score	Classification	D-Test		Cycle I		Cycle II	
			Freq	(%)	Freq	(%)	Freq	(%)
1	96 – 100	Excelling	0	0%	0	0%	0	0%
2	86 – 95	Very Good	0	0%	0	0%	0	0%
3	76 – 85	Good	0	0%	1	25%	2	50%
4	66 – 75	Fairly Good	2	50%	2	50%	2	50%
5	56 – 65	Fair	2	50%	1	25%	0	0%
6	36 – 55	Poor	0	0%	0	0%	0	0%
7	00 – 35	Very Poor	0	0%	0	0%	0	0%
TOTAL			4	100%	4	100%	4	100%

Table 4.6 Percentage in Students' Reading Ability Achievement

In the table above shows the percentage of students' interpretive reading comprehension on the Diagonstic Test, it is indicated that there are 2 students (50%) getting fair, and 2 students (50%) getting Fairly Good, after taking action in cycle 1, there was an increase in 1 student (25%) get Fair, 2 students (50%) get fairly good, and 1 student (25%) get Good. Continued in the next cycle, namely cycle II, there was an increase there were 2 students (50%) getting Fairly Good and there were 2 students (50%) getting Good.

From the explanation above, it can be said that after applying the Reading Guide Method in cycle I and cycle II, it is proven that Autism students can improve reading skills. After seeing the results above, it proves that the Reading Guide Method is able to improve the ability of students with autism.

B. Discussion

The results of the research that have been carried out state that the reading ability of autism students can be improved by using the Reading Guide Method. This improvement indicates that there is a process from diagnostic tests to cycle I (19.16%) then from cycle I to cycle II (17.56%), the process includes literal comprehension from good enough to good. In this section, the discussion focuses on interpreting the conclusions from the findings of students' reading comprehension about literal reading comprehension in relation to the main idea and supporting ideas., students with autism became more active and enthusiastic in reading english texts. This research was conducted in 2 cycles, each cycle consisted of 4 meetings, and before the I cycle and the cycle II the researcher conducted a diagnostic test.

a. The Improvement of Students Literal Comprehension (Main Idea)

Based on the findings, the Reading Guide Method can improve the reading ability of Autism students in terms of interpretative comprehension (main ideas). These results are based on the learning process in the classroom. Previously, for the first time the Reading Guide Method was used, many students did not know and found it difficult to learn English. Irham and Wiyani (2013) states that

learning difficulties are a situation when students experience obstacles in participating in the teaching and learning process so as to achieve learning outcomes that are not optimal. Then by doing the Reading Guide Method action in Cycle I slowly but surely students can follow and get used to learning and reading English texts, then in cycle II students get used to the English text and start reading without any obstacles, because students are getting used to learning and reading this English text also helped students to understand and know the main ideas in the English text.

In the learning process using the Reading Guide Method, the researcher also gives questions to students that are directly related to the material read by students so that the material provided can be understood and can be completed quickly because according to Zaini (2008), reading guide means that on several occasions there are often incidents that the material cannot be completed in class and must be completed outside the classroom because of the large amount of material that must be completed. The materials and questions given to students are light materials and questions in order to improve the stimulus for students to learn english better and more enthusiastically.

b. The Improvement of Students Literal Comprehension (Supporting Idea)

Based on the findings, the use of the Reading Guide Method can improve Interpretation Comprehension in terms of finding supporting ideas. The Reading Guide Method is believed to be able to improve the reading ability of autism students and also increase participation in the teaching and learning process of

reading. During the implementation of the Reading Guide Method Students are encouraged to be active and find supporting ideas in the material provided, in applying the Reading Guide Method students are also corrected and guided to perfect the reading of the english text they read, over time students have realized the pronunciation errors in the language text.

English and can also find supporting ideas in english texts, even students can find supporting ideas in the material without having to be guided. In addition, this process can also help students focus more on understanding the material given, as Munir (2009) said that the purpose of the Guide Reading Method is to help students focus on understanding a subject matter. So that this process can increase interaction between students and teachers, teachers can interact closely with students when providing guidance and assistance during the teaching and learning process.

Based on the explanation above, the use of the Reading Guide Method can improve students' literal comprehension, it is based on the use of the advantages of the Reading Guide Method which can make students more active and motivated in reading, the application of this method also makes the process of delivering material to students with autism easier. Fast and easy to understand, in delivering this material students are also more focused and enthusiastic about the material provided, this can also help teachers to find out the strengths and weaknesses of students when reading texts, especially reading english texts, so this is also one of the purpose in application of the Reading Guide Method so that the learning process is more effective and efficient.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter is divided into two parts. The first part describes the conclusions based on data analysis and findings in the previous chapter. The next part is suggestion based on finding and conclusions from research.

A. Conclusions

Based on the result of this study, significant increase in literal comprehension which can be seen from the results student's mean score in cycle II, where cycle II had a higher score than cycle I and D-test, whice the score on D-test was 6.5, and after the action was taken in the cycle I there was an increase with a value of 7.125, while in the cycle II there was an increase again with a value of 7.75. For literal comprehension itself, students showed a significant increase in the student's mean score from 6.5 to 7.75. Therefore, it could be concluded that Reading Guide Method could improve the Reading ability for autism students, and can help students to be more active, interesting in reading and motivate students towards the teaching material provided.

B. Suggestions

In relation with the topic of this research, the researcher would like to give some suggestions to students, English teachers and further researchers as follows:

1. For 9th Grade Teachers, especially the autism section.
 - a. The researcher suggests to use the Reading Guide Method to teach English Reading. The Reading Guide method is very efficient and effective for teachers to teach because this method can increase students' activeness, enthusiasm and focus in reading.

b. The use of the Reading Guide Method as a learning medium is an alternative in reading comprehension, especially in the literal understanding learning process.

2. For the next researcher

- a. It is suggested to use this thesis as an addition reference with the same or different discussion topics.
- b. This Reading Guide Method can be a further research Method even though it does not use English, because the Reading Guide Method only focuses on guiding students in reading so that they can better understand the meaning of the reading text.



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APPENDIX A

DIAGNOSTIC TEST

Read the Descriptive text carefully and answer the question!

My Dog

My dad bought me a dog on my 12th birthday. This is a female Golden Retriever. I love her very much as my pet. Her name is Choco. She has brown and black fur. She has beautiful eyes, my dog is now 3 years old. Her fur is very soft and she likes to comb her fur with a comb. She has a long tail and a large body. I always take her for walks because she loves it so much, Choco has become a part of our family.

Match the pictures with the Words !

1.



Father's Birthday present is ... ?

2.



Her is beautiful

3.



BLACK

Her Fur Colour is ?

4.



DOG

My Birthday

5.



BROWN

Her Fur Colour is ?

APPENDIX B

RENCANA PELAKSANAAN

PEMBELAJARAN (RPP)

Satuan Pendidikan	: SLB Negeri 1 Makassar
Mata Pelajaran	: Bahasa Inggris
Kelas / Semester	: IX / Ganjil
Materi Pokok	: Descriptive Text
Alokasi Waktu	: 10 Jam Pelajaran (10 x Pertemuan)

A. Kompetensi Inti

K1: Menghargai dan menghayati ajaran agama yang dianutnya

K2: Menghargai dan menghayati perilaku jujur, disiplin, santun, percaya diri, peduli, dan bertanggung jawab dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, dan kawasan regional.

K3: Memahami pengetahuan faktual dengan cara mengamati (mendengar, melihat, membaca) dan menanya berdasarkan rasa ingin tahu tentang dirinya, makhluk ciptaan Tuhan dan kegiatannya, dan benda-benda yang dijumpainya di rumah, sekolah, dan tempat bermain.

K4: Menyajikan pengetahuan faktual dalam bahasa yang jelas, sistematis, dan logis, dalam karya yang estetis, dalam gerakan yang mencerminkan anak sehat, dan dalam tindakan yang mencerminkan perilaku anak beriman dan berakhlak mulia.

B. Kompetensi Dasar Dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator
3.7 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait objek, benda, tempat wisata, makhluk ciptaan Tuhan, dan hewan sesuai dengan konteks penggunaannya.	Mengidentifikasi siswa dapat mengidentifikasi fungsi sosial, struktur teks dan unsure kebahasaan pada teks deskriptif sederhana tentang objek, benda, tempat wisata makhluk ciptaan Tuhan, dan hewan sesuai dengan konteks penggunaannya.
4.7 Menyusun teks deskriptif lisan dan tulis sederhana tentang orang dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.	mendeskrripsikan Siswa dapat mendeskripsikan teks deskriptif lisan dan tulis, sederhana tentang orang dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks.

C. Tujuan Pembelajaran

Melalui Model Class Action Research dengan metode Reading Guide, peserta didik diharapkan dapat:

Diperlihatkan teks descriptive sederhana, peserta didik dapat mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan pada teks deskriptif sederhana tentang objek, benda, dan hewan sesuai dengan konteks penggunaannya.

Diberikan situasi, peserta didik dapat mendeskripsikan teks deskriptif lisan dan tulis, sederhana tentang orang dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks.

D. Materi Pembelajaran

1. Fungsi Sosial

- Menyatakan atau menggambarkan sifat-sifat benda yang di deskripsikan.
- Untuk menjelaskan, menggambarkan atau mengungkapkan seseorang atau benda.

2. Struktur teks

- Memulai
- Menanggapi (diharapkan / diluar dugaan)

3. Unsur kebahasaan

- Menggunakan simple past

Contoh:

My father **has** an old motorbike, the motorbike **was** a gift from my grandfather to my father.

-Adjective

Contoh:

Doty is a Persian cat. The fur is gray and white, he looks very **cute** and **adorable**.

E. Metode Pembelajaran

- 1) Pendekatan : Scientific
- 2) Metode Pembelajaran : Reading Guide Method
- 3) Teknik : Tanya jawab, Individual

F. Media Pembelajaran

1. Media

- Laptop
- Smartphone
- Bahan Tayang (Foto/Video dan Power Point)
- Microsoft Word Files
- PDF File
- Handphone

2. Alat/Bahan

- Spidol, papan tulis
- Laptop & smartphone

G. Sumber Belajar

- <https://www.ef.co.id/englishfirst/kids/blog/contoh-descriptive-text-dalam-bahasa- inggris/>
- <https://www.yuksinau.id/contoh-descriptive-text/>
- <https://www.itsabamedia.com/contoh-descriptive-text/>
- <https://englishcoo.com/contoh-descriptive-text-tentang-benda/>

H. Langkah-langkah pembelajaran

1. Pertemuan Pertama

Kegiatan	Tahap Pembelajaran	Kegiatan Pembelajaran	Alokasi Waktu
Pendahuluan		<ul style="list-style-type: none">- Guru mengucapkan salam- Guru mengajak siswa berdoa- Memulai pembelajaran.- Guru mengecek kehadiran siswa.- Sebagai pembuka, guru menyiapkan	10 Menit

		<p>siswa untuk mengikuti proses pembelajaran.</p> <ul style="list-style-type: none"> - Menjelaskan metode yang akan digunakan dalam pembelajaran yaitu Reading Guide Method. 	
Kegiatan Inti	Mengamati	<ul style="list-style-type: none"> - Guru menjelaskan materi tentang descriptive text - Guru memberikan materi reading yang akan dibaca dan dipahami oleh siswa. - Siswa menirukan contoh pengucapan kata dan kalimat yang ada dalam teks descriptive tentang tempat wisata, benda atau hewan. - Siswa membaca beberapa deskripsi yang terdapat dalam lembar kertas yang telah disediakan tentang tempat objek, benda, hewan dan tempat wisata dengan bimbingan guru. - Siswa belajar menemukan gagasan pokok, informasi rinci dan informasi tertentu dari teks yang dibaca. 	30 Menit
	Menanya	<ul style="list-style-type: none"> - Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain tentang teks deskripsi yang ada dalam bahasa Inggris terutama tentang fungsi sosial, struktur teks, dan unsur kebahasaan. - Siswa mempertanyakan gagasan pokok, informasi rinci dan informasi tertentu dari teks deskriptif tentang objek, benda, hewan dan tempat wisata. 	10 menit
	Mengumpulkan informasi / mencoba	<ul style="list-style-type: none"> - Siswa menunjukan gambar tentang objek, benda, hewan dan tempat wisata. - Siswa mendeskripsikan gambar tentang objek, benda, hewan dan tempat wisata. - Siswa menemukan informasi rinci dan informasi tertentu serta fungsi sosial dari teks deskripsi yang dilihat. 	10 menit
Penutup	Kesimpulan	<ul style="list-style-type: none"> - Siswa dan guru memberikan umpan balik terhadap proses dan hasil pembelajaran. - Siswa menyimpulkan materi pembelajaran yang telah dipelajari. - Guru mengucapkan salam penutup. 	10 menit

2. Pertemuan Kedua

Kegiatan	Tahap Pembelajaran	Kegiatan Pembelajaran	Alokasi Waktu
Pendahuluan		<ul style="list-style-type: none"> - Guru mengucapkan salam - Guru mengajak siswa berdoa - Memulai pembelajaran. - Guru mengecek kehadiran siswa. - Sebagai pembuka, guru menyiapkan siswa untuk mengikuti proses pembelajaran. - Menjelaskan metode yang akan digunakan dalam pembelajaran yaitu Reading Gurus Method. 	10 Menit
Kegiatan Inti	Mengamati	<ul style="list-style-type: none"> - Guru mereview materi pelajaran yang sudah dipelajari sebelumnya. - Guru menjelaskan materi tentang descriptive text - Guru memberikan materi reading yang akan dibaca dan dipahami oleh siswa. - Siswa menirukan contoh pengucapan kata dan kalimat yang ada dalam teks descriptive tentang tempat wisata, benda atau hewan. - Siswa membaca beberapa deskripsi yang terdapat dalam lembar kertas yang telah disediakan tentang tempat objek, benda, hewan dan tempat wisata dengan bimbingan guru. - Siswa belajar menemukan gagasan pokok, informasi rinci dan informasi tertentu dari teks yang dibaca. 	30 Menit
	Menanya	<p>Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain tentang teks deskripsi yang ada dalam bahasa Inggris terutama tentang fungsi sosial, struktur teks, dan unsur kebahasaan.</p> <ul style="list-style-type: none"> - Siswa mempertanyakan gagasan pokok, informasi rinci dan informasi tertentu dari teks deskriptif tentang 	10 menit

		<p>objek, benda, hewan dan tempat wisata.</p> <ul style="list-style-type: none"> - Guru membimbing siswa untuk aktif bertanya mengenai materi yang diberikan. 	
	Mengumpulkan informasi / mencoba	<ul style="list-style-type: none"> - Siswa menunjukan gambar tentang objek, benda, hewan dan tempat wisata. - Siswa mendeskripsikan gambar tentang objek, benda, hewan dan tempat wisata. - Siswa menemukan informasi rinci dan informasi tertentu serta fungsi sosial dari teks deskripsi yang dilihat. 	10 menit
Penutup	Kesimpulan	<p>Siswa dan guru memberikan umpan balik terhadap proses dan hasil pembelajaran.</p> <ul style="list-style-type: none"> - Siswa menyimpulkan materi pembelajaran yang telah dipelajari. - Guru mengucapkan salam penutup. 	10 menit

3. Pertemuan Ketiga

Kegiatan	Tahap Pembelajaran	Kegiatan Pembelajaran	Alokasi Waktu
Pendahuluan		<ul style="list-style-type: none"> - Guru mengucapkan salam - Guru mengajak siswa berdoa - Memulai pembelajaran. - Guru mengecek kehadiran siswa. - Sebagai pembuka, guru menyiapkan siswa untuk mengikuti proses pembelajaran. - Menjelaskan metode yang akan digunakan dalam pembelajaran yaitu Reading Guide Method. 	10 Menit
Kegiatan Inti	Mengamati	<ul style="list-style-type: none"> - Guru mereview materi pelajaran yang sudah dipelajari sebelumnya. - Siswa mendengarkan instruksi yang diberikan oleh guru. - Guru menjelaskan materi tentang descriptive text - Guru memberikan materi reading yang akan dibaca dan dipahami oleh siswa. - Siswa menirukan contoh pengucapan kata dan kalimat yang ada dalam teks descriptive tentang tempat wisata, benda atau hewan. - Siswa membaca beberapa deskripsi 	30 Menit

		<p>yang terdapat dalam lembar ketsas yang telah disediakan tentang tempat objek, benda, hewan dan tempat wisata dengan bimbingan guru.</p> <ul style="list-style-type: none"> - Siswa belajar menemukan gagasan pokok, informasi rinci dan informasi tertentu dari teks yang dibaca. 	
	Menanya	<ul style="list-style-type: none"> - Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain tentang teks deskripsi yang ada dalam bahasa Inggris terutama tentang fungsi sosial, struktur teks, dan unsur kebahasaan. - Siswa mempertanyakan gagasan pokok, informasi rinci dan informasi tertentu dari teks deskriptif tentang objek, benda, hewan dan tempat wisata. - Guru membimbing siswa untuk aktif bertanya mengenai materi yang diberikan. 	10 menit
	Mengumpulkan informasi / mencoba	<ul style="list-style-type: none"> - Siswa menunjukan gambar tentang objek, benda, hewan dan tempat wisata. - Siswa mendeskripsikan gambar tentang objek, benda, hewan dan tempat wisata. - Siswa menemukan informasi rinci dan informasi tertentu serta fungsi sosial dari teks deskripsi yang dilihat. 	10 menit
Penutup	Kesimpulan	<ul style="list-style-type: none"> - Siswa dan guru memberikan umpan balik terhadap proses dan hasil pembelajaran. - Siswa menyimpulkan materi pembelajaran yang telah dipelajari. - Guru mengucapkan salam penutup. 	10 menit

4. Pertemuan Keempat

Kegiatan	Tahap Pembelajaran	Kegiatan Pembelajaran	Alokasi Waktu
Pendahuluan		<ul style="list-style-type: none"> - Guru mengucapkan salam - Guru mengajak siswa berdoa - Memulai pembelajaran. - Guru mengecek kehadiran siswa. - Sebagai pembuka, guru menyiapkan 	10 Menit

		<p>siswa untuk mengikuti proses pembelajaran.</p> <ul style="list-style-type: none"> - Menjelaskan metode yang akan digunakan dalam pembelajaran yaitu Reading Guide Method. 	
Kegiatan Inti	Mengamati	<ul style="list-style-type: none"> - Guru mereview materi pelajaran yang sudah dipelajari sebelumnya. - Guru mengamati siswa yang sedang diberikan instruksi - Guru menjelaskan materi tentang descriptive text - Guru memberikan materi reading yang akan dibaca dan dipahami oleh siswa. - Siswa menirukan contoh pengucapan kata dan kalimat yang ada dalam teks descriptive tentang tempat wisata, benda atau hewan. - Siswa membaca beberapa deskripsi yang terdapat dalam lembar kertas yang telah disediakan tentang tempat objek, benda, hewan dan tempat wisata dengan bimbingan guru. - Siswa belajar menemukan gagasan pokok, informasi rinci dan informasi tertentu dari teks yang dibaca. 	30 Menit
	Menanya	<ul style="list-style-type: none"> - Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain tentang teks deskripsi yang ada dalam bahasa Inggris terutama tentang fungsi sosial, struktur teks, dan unsur kebahasaan. - Siswa mempertanyakan gagasan pokok, informasi rinci dan informasi tertentu dari teks deskriptif tentang objek, benda, hewan dan tempat wisata. - Guru membimbing siswa untuk aktif bertanya mengenai materi yang diberikan. 	10 menit
	Mengumpulkan informasi / mencoba	<ul style="list-style-type: none"> - Siswa menunjukan gambar tentang objek, benda, hewan dan tempat wisata. - Siswa mendeskripsikan gambar tentang objek, benda, hewan dan tempat wisata. - Siswa menemukan informasi rinci dan 	10 menit

		informasi tertentu serta fungsi sosial dari teks deskripsi yang dilihat.	
Penutup	Kesimpulan	<ul style="list-style-type: none"> - Siswa dan guru memberikan umpan balik terhadap proses dan hasil pembelajaran. - Siswa menyimpulkan materi pembelajaran yang telah dipelajari. - Guru mengucapkan salam penutup. 	10 menit

5. Pertemuan Kelima

Kegiatan	Tahap Pembelajaran	Kegiatan Pembelajaran	Alokasi Waktu
Pendahuluan		<ul style="list-style-type: none"> - Guru mengucapkan salam - Guru mengajak siswa berdoa - Memulai pembelajaran. - Guru mengecek kehadiran siswa. - Sebagai pembuka, guru menyiapkan siswa untuk mengikuti proses pembelajaran. - Menjelaskan metode yang akan digunakan dalam pembelajaran yaitu Reading Guide Method. 	10 Menit
Kegiatan Inti	Mengamati	<ul style="list-style-type: none"> - Guru mereview materi pelajaran yang sudah dipelajari sebelumnya. - Guru mengamati siswa yang sedang diberikan instruksi - Guru menjelaskan materi tentang descriptive text - Guru memberikan materi reading yang akan dibaca dan dipahami oleh siswa. - Siswa menirukan contoh pengucapan kata dan kalimat yang ada dalam teks descriptive tentang tempat wisata, benda atau hewan. - Siswa membaca beberapa deskripsi yang terdapat dalam lembar kertas yang telah disediakan tentang tempat objek, benda, hewan dan tempat wisata dengan bimbingan guru. - Siswa belajar menemukan gagasan pokok, informasi rinci dan informasi tertentu dari teks yang dibaca. 	30 Menit

	Menanya	<ul style="list-style-type: none"> - Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain tentang teks deskripsi yang ada dalam bahasa Inggris terutama tentang fungsi sosial, struktur teks, dan unsur kebahasaan. - Siswa mempertanyakan gagasan pokok, informasi rinci dan informasi tertentu dari teks deskriptif tentang objek, benda, hewan dan tempat wisata. Guru membimbing siswa untuk aktif bertanya mengenai materi yang diberikan. 	10 menit
	Mengumpulkan informasi / mencoba	<ul style="list-style-type: none"> - Siswa menunjukan gambar tentang objek, benda, hewan dan tempat wisata. - Siswa mendeskripsikan gambar tentang objek, benda, hewan dan tempat wisata. - Siswa menemukan informasi rinci dan informasi tertentu serta fungsi sosial dari teks deskripsi yang dilihat. 	10 menit
Penutup	Kesimpulan	<ul style="list-style-type: none"> - Siswa dan guru memberikan umpan balik terhadap proses dan hasil pembelajaran. - Siswa menyimpulkan materi pembelajaran yang telah dipelajari. - Guru mengucapkan salam penutup. 	10 menit

6. Pertemuan Keenam

Kegiatan	Tahap Pembelajaran	Kegiatan Pembelajaran	Alokasi Waktu
Pendahuluan		<ul style="list-style-type: none"> - Guru mengucapkan salam - Guru mengajak siswa berdoa - Memulai pembelajaran. - Guru mengecek kehadiran siswa. - Sebagai pembuka, guru menyiapkan siswa untuk mengikuti proses pembelajaran. - Menjelaskan metode yang akan digunakan dalam pembelajaran yaitu Reading Guide Method. 	10 Menit
Kegiatan Inti	Mengamati	<ul style="list-style-type: none"> - Guru mereview materi pelajaran yang sudah dipelajari sebelumnya. 	

		<ul style="list-style-type: none"> - Guru menjelaskan materi tentang descriptive text - Guru memberikan materi reading yang akan dibaca dan dipahami oleh siswa. - Siswa menirukan contoh pengucapan kata dan kalimat yang ada dalam teks descriptive tentang tempat wisata, benda atau hewan. - Siswa membaca beberapa deskripsi yang terdapat dalam lembar kertas yang telah disediakan tentang tempat objek, benda, hewan dan tempat wisata dengan bimbingan guru. - Siswa belajar menemukan gagasan pokok, informasi rinci dan informasi tertentu dari teks yang dibaca. 	30 Menit
	Menanya	<ul style="list-style-type: none"> - Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain tentang teks deskripsi yang ada dalam bahasa Inggris terutama tentang fungsi sosial, struktur teks, dan unsur kebahasaan. - Siswa mempertanyakan gagasan pokok, informasi rinci dan informasi tertentu dari teks deskriptif tentang objek, benda, hewan dan tempat wisata. - Guru membimbing siswa untuk aktif bertanya mengenai materi yang diberikan. 	10 menit
	Mengumpulkan informasi / mencoba	<ul style="list-style-type: none"> - Siswa menunjukan gambar tentang objek, benda, hewan dan tempat wisata. - Siswa mendeskripsikan gambar tentang objek, benda, hewan dan tempat wisata. - Siswa menemukan informasi rinci dan informasi tertentu serta fungsi sosial dari teks deskripsi yang dilihat. 	10 menit
Penutup	Kesimpulan	<ul style="list-style-type: none"> - Siswa dan guru memberikan umpan balik terhadap proses dan hasil pembelajaran. - Siswa menyimpulkan materi pembelajaran yang telah dipelajari. - Guru mengucapkan salam penutup. 	10 menit

7. Pertemuan Ketujuh

Kegiatan	Tahap Pembelajaran	Kegiatan Pembelajaran	Alokasi Waktu
Pendahuluan		<ul style="list-style-type: none"> - Guru mengucapkan salam - Guru mengajak siswa berdoa - Memulai pembelajaran. - Guru mengecek kehadiran siswa. - Sebagai pembuka, guru menyiapkan siswa untuk mengikuti proses pembelajaran. - Menjelaskan metode yang akan digunakan dalam pembelajaran yaitu Reading Guide Method. 	10 Menit
Kegiatan Inti	Mengamati	<ul style="list-style-type: none"> - Guru mereview materi pelajaran yang sudah dipelajari sebelumnya. - Guru menjelaskan materi tentang descriptive text - Guru memberikan materi reading yang akan dibaca dan dipahami oleh siswa. - Siswa menirukan contoh pengucapan kata dan kalimat yang ada dalam teks descriptive tentang tempat wisata, benda atau hewan. - Siswa membaca beberapa deskripsi yang terdapat dalam lembar kertas yang telah disediakan tentang tempat objek, benda, hewan dan tempat wisata dengan bimbingan guru. - Siswa belajar menemukan gagasan pokok, informasi rinci dan informasi tertentu dari teks yang dibaca. 	30 Menit
	Menanya	<ul style="list-style-type: none"> - Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain tentang teks deskripsi yang ada dalam bahasa Inggris terutama tentang fungsi sosial, struktur teks, dan unsur kebahasaan. - Siswa mempertanyakan gagasan pokok, informasi rinci dan informasi tertentu dari teks deskriptif tentang objek, benda, hewan dan tempat wisata. 	10 menit

		<ul style="list-style-type: none"> - Guru membimbing siswa untuk aktif bertanya mengenai materi yang diberikan. 	
	Mengumpulkan informasi / mencoba	<ul style="list-style-type: none"> - Siswa menunjukan gambar tentang objek, benda, hewan dan tempat wisata. - Siswa mendeskripsikan gambar tentang objek, benda, hewan dan tempat wisata. - Siswa menemukan informasi rinci dan informasi tertentu serta fungsi sosial dari teks deskripsi yang dilihat. 	10 menit
Penutup	Kesimpulan	<ul style="list-style-type: none"> - Siswa dan guru memberikan umpan balik terhadap proses dan hasil pembelajaran. - Siswa menyimpulkan materi pembelajaran yang telah dipelajari. - Guru mengucapkan salam penutup. 	10 menit

8. Pertemuan Kedelapan

Kegiatan ★	Tahap Pembelajaran	Kegiatan Pembelajaran	Alokasi Waktu ★
Pendahuluan		<ul style="list-style-type: none"> - Guru mengucapkan salam - Guru mengajak siswa berdoa - Memulai pembelajaran. - Guru mengecek kehadiran siswa. - Sebagai pembuka, guru menyiapkan siswa untuk mengikuti proses pembelajaran. - Menjelaskan metode yang akan digunakan dalam pembelajaran yaitu Reading Guide Method. 	10 Menit
Kegiatan Inti	Mengamati	<ul style="list-style-type: none"> - Guru mereview materi pelajaran yang sudah dipelajari sebelumnya. - Menjelaskan tentang variabel yang harus dicapai. - Menekankan siswa pada metode yaitu Reading Guide Method - Guru menjelaskan materi tentang descriptive text - Guru memberikan materi reading yang akan dibaca dan dipahami oleh siswa. - Siswa menirukan contoh pengucapan kata dan kalimat yang ada dalam teks 	30 Menit

		<p>descriptive tentang tempat wisata, benda atau hewan.</p> <ul style="list-style-type: none"> - Siswa membaca beberapa deskripsi yang terdapat dalam lembar kertas yang telah disediakan tentang tempat objek, benda, hewan dan tempat wisata dengan bimbingan guru. - Siswa belajar menemukan gagasan pokok, informasi rinci dan informasi tertentu dari teks yang dibaca. 	
	Menanya	<ul style="list-style-type: none"> - Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain tentang teks deskripsi yang ada dalam bahasa Inggris terutama tentang fungsi sosial, struktur teks, dan unsur kebahasaan. - Siswa mempertanyakan gagasan pokok, informasi rinci dan informasi tertentu dari teks deskriptif tentang objek, benda, hewan dan tempat wisata. - Guru membimbing siswa untuk aktif bertanya mengenai materi yang diberikan. 	10 menit
	Mengumpulkan informasi / mencoba	<ul style="list-style-type: none"> - Siswa menunjukan gambar tentang objek, benda, hewan dan tempat wisata. - Siswa mendeskripsikan gambar tentang objek, benda, hewan dan tempat wisata. - Siswa menemukan informasi rinci dan informasi tertentu serta fungsi sosial dari teks deskripsi yang dilihat. 	10 menit
Penutup	Kesimpulan	<ul style="list-style-type: none"> - Siswa dan guru memberikan umpan balik terhadap proses dan hasil pembelajaran. - Siswa menyimpulkan materi pembelajaran yang telah dipelajari. - Mengumumkan nilai pencapaian masing-masing siswa - Guru mengucapkan salam penutup. 	10 menit

G. Penilaian

a. Sikap

Kriteria	Sangat Baik 4	Baik 3	Cukup 2	Kurang 1
Disiplin	Mampu menjalankan aturan dengan kesadaran diri.	Mampu menjalankan aturan pengarah guru.	Kurang mampu menjalankan aturan.	Belum mampu menjalankan aturan.
Tanggung Jawab	Tertib mengikuti instruksi dan selesai tepat waktu.	Tertib mengikuti instruksi dan selesai tidak tepat waktu.	Kurang tertib mengikuti instruksi, selesai tidak tepat waktu.	Tidak tertib dan tidak menyelesaikan tugas.
Percaya Diri	Tidak terlihat ragu-ragu.	Terlihat ragu-ragu.	Memerlukan bantuan guru.	Belum menunjukkan kepercayaan diri.
Bekerja Sama	Mampu bekerja sama dengan teman kelompok.	Bekerja dengan teman kelompok, tetapi lebih dominan bekerja sendiri.	Bekerja dengan kelompok, tetapi mengambil keputusan sendiri.	Bekerja sendiri tanpa diskusi dengan teman kelompok.

Catatan :

- ✓ Total Nilai Penilaian Observasi Guru = Jumlah dari akumulasi nilai Displin, Tanggung Jawab, Percaya Diri dan Bekerja Sama.
- ✓ Nilai Penilaian Observasi Guru = (Nilai Displin + Nilai Tanggung Jawab + Nilai Percaya Diri + Nilai Bekerja Sama).

b. Pengetahuan

- Teknik Penilaian : Tes bergambar dan tes lisan

c. Ketrampilan

N O	DESKRIPSI	1	2	3	4
1.	Kelancaran (<i>smoothness</i> dan <i>self confidence</i>)	Berbicara dengan banyak jeda	Berbicara terlalu lambat	Berbicara dengan kecepatan normal	Berbicara dengan lancar
2.	Keakuratan	Kesalahan	Kesalahan	Konten	Sedikit

	(<i>grammar</i> dan <i>vocabulary</i>)	berbicara membuat pesan sulit dipahami	berbicara menimbulkan kebingungan	berbicara bisa dimengerti, tidak lebih dari satu kesalahan pengucapan kata.	kesalahan dalam berbicara sehingga pesan tersampaikan.
3.	Kemampuan presentasi	Berbicara dengan volume yang hampir tidak terdengar, tanpa ekspresi dan tidak komunikatif.	Berbicara kurang jelas dan sedikit komunikatif.	Berbicara dengan suara lembut tapi masih bisa dimengerti dan cukup komunikatif.	Berbicara dengan jelas dengan ekspresi muka yang bagus dan komunikatif.
4.	Keakuratan (<i>Pronunciation</i>)	Berbicara dengan banyak pengucapan yang salah dan tidak bisa dimengerti.	Berbicara dengan pengucapan yang salah tetapi masih bisa dimengerti	Berbicara dengan sedikit kesalahan pengucapan	Berbicara dengan pengucapan yang benar

Catatan :

- ✓ Total Nilai Ketrampilan = Jumlah dari akumulasi nilai Deskripsi Penilaian Ketrampilan 1,2,3, dan 4.
- ✓ Nilai Ketrampilan = Nilai Deskripsi Ketrampilan 1 + Nilai Deskripsi Ketrampilan 2 + Nilai Deskripsi Ketrampilan 3 + Nilai Deskripsi Ketrampilan 4.

Mengetahui
Guru Mata Pelajaran

Makassar
Peneliti

Rifki Ganesya
NIM: 105351120017

APPENDIX C

TEACHING

MATERIALS CYCLE I

The First Meeting

Read the Descriptive text carefully and answer the question!

Dad's Koi Fish

Koi fish are my father's pet which he loves very much, there are 7 koi fish in our house and some of the koi fish are 90 years old, the koi fish have been around since our grandfather was alive because our grandfather gave the koi fish to our father, Ayah koi fish have various colors, some are red white, black white, yellow white, and some even have 3 colors.

Match the pictures with the Words!

1.



KOI FISH

My Father's?

2.



FATHER

My Father's Koi Fish color is.....?

3.



This is My ?

BLACK

4.



My Father's Koi Fish color is.....

SEVEN

5.



My father has..... koi fish

WHITE

The Second Meeting

Read the Descriptive text carefully and answer the question!

My Dog

My dad bought me a dog on my 12th birthday. This is a female Golden Retriever. I love her very much as my pet. Her name is Choco. She has brown and black fur, she has beautiful eyes, my dog is now 3 years old. Her fur is very soft and she likes to comb her fur with a comb. She has a long tail and a large body. I always take her for walks because she loves it so much, Choco has become a part of our family.

Match the pictures with the Words!

1.



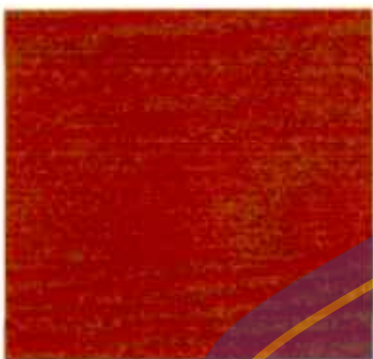
Father's Birthdaypresent is ?

2.



Her ... is beautiful

3.



BLACK

Her Fur Colour is ?

4.



DOG

My Birthday

5.



BROWN

Her Fur Colour is ?

The Third Meeting

Read the Descriptive text carefully and answer the question!

Rainbow

The rainbow is the most beautiful natural phenomenon, because the rainbow always comes when the rain has finished, the rainbow has seven different colors, namely red, orange, yellow, green, blue, indigo, purple. I always wait for the rainbow to come when the rain has stopped, I really like rainbows.

Match the pictures with the Words!

1.

The is the most beautiful natural phenomenon

2.

One of the Colors of the Rainbow is ...?



3.



BLUE

One of the Colors of the Rainbow is...?

4.



GREEN

One of the Colors of the Rainbow is...?

5.



YELLOW

One of the Colors of the Rainbow is...?

The Fourth Meeting

Read the Descriptive text carefully and answer the question!

My Pet

I have a cat named Doty. Doty is a tomcat that I bought at a pet shop near my house. Doty is a Persian cat. Her fur is gray and white, she looks very cute and adorable, Doty often runs around my house. Doty weighs about 5 kg, her body is fat and her fur is also very thick. Doty really likes sleeping and when she wakes up she will immediately look for food in the dining area that has been provided previously.

Match the pictures with the Words!

1.



My pet is cat it's name is ?

FIVE

2.



The Fur color of my cat is ... ?

CAT

3.

5

GREY

Doty's Weight iskg ?

4.



WHITE

My Cat often runs around my

5.



HOUSE

The Fur color of my cat is ?

CYCLE II

The Fifth Meeting

Read the Descriptive text carefully and answer the question!

ZOO

Last week I went on vacation with my family to the zoo near the city, we used a car to go to the zoo, it turned out that the zoo was very big, and there were a lot of people, in the zoo there were many kinds of animals including tigers, lions, gorillas, crocodiles and also there are many kinds of birds in the zoo. I really like going to the zoo, especially seeing the Gorilla eating a lot of bananas, I hope I will go there again with my family during school holidays.

Read the Descriptive text carefully and answer the question!

1.



TIGER

The animals in the zoo is ... ?

2.



GORILLA

Gorilla eats a lot of ?

3.



The animals in the zoo is

LION

4.



The animals in the zoo is

CROCODILE

5.



My Family and I go to the zoo by ?

BIRD

The Sixth Meeting

Read the Descriptive text carefully and answer the question!

Panda

I have an uncle who works abroad, more precisely in China, he works in the panda animal section of the safari park, we often video calls on cellphones and uncle shows the pandas that are there, the pandas there really like to eat, they eat bamboo that is still young and They eat bamboo very voraciously, pandas are very unique with black and white colors, and during school holidays I will go to China and visit where my uncle works.

Match the pictures with the Words!

1.



The color of panda is.....?



2.



My Uncle work Section of the safaripark.



3.



BAMBOO

Panda Likes to eat

4.



WHITE

The Rim Color of Panda is

5.



HP

(Handphone)

Sometimes me and my uncle video call on

UNIVERSITAS MUHAMMADIYAH
MAKASSAR
UPT PERPUSTAKAAN DAN PENERBITAN

The Seventh Meeting

Read the Descriptive text carefully and answer the question!

My Favorite Glass

I drink tea every day using my favorite glass. My mother gave it to me on my 10th birthday last month. This is a white glass with my name written on it, and under the glass is my birthday. My glass has a handle so I can safely use it to drink hot tea, not just drinking tea sometimes I use the glass to drink orange juice or apple juice, I use the glass every day, whatever I drink, I will use it. I love my glass so much, I don't let anyone else use it.

Match the pictures with the Words!

1.



A gift from my mother for my 10th birthday

2.



Last Month was Myth birthday

3.



TEN

My Glass Color is ?

4.



APPEL

I like to drink juice using that glass

5.



ORANGE

I like to drink juice using that glass

The Eight Meeting

Read the Descriptive text carefully and answer the question !

My Favorite Vegetable

I like to eat vegetables especially kale, kale is very delicious especially kale which is stir-fried and seasoned, my mother often cooks stir-fried kale for me and it tastes very good, green kale and full of calcium, potassium, other minerals and vitamins, kale is very delicious when stir-fried together Chili and also kale tomatoes grow in tropical countries that have good sunshine, everyone who eats kale will love it.

Match the pictures with the Words !

1.

Kale can only grow with good ... light

2.

... is my Favorite Vegetable

SUN

GREEN

3.



KALE

The Color of Kale is?

4.



TOMATO

A suitable cooking ingredient for sautéing kale is?

5.



CHILI

A suitable cooking ingredient for sautéing kale is?

APPENDIX D

TEST OF CYCLE I

Read the Descriptive text carefully and answer the question!

My Dog

My dad bought me a dog on my 12th birthday. This is a female Golden Retriever. I love her very much as my pet. Her name is Choco. She has brown and black fur, she has beautiful eyes, my dog is now 3 years old. Her fur is very soft and she likes to comb her fur with a comb. She has a long tail and a large body. I always take her for walks because she loves it so much. Choco has become a part of our family.

Match the pictures with the Words!

1.



Father's Birthday present is ?

EYES

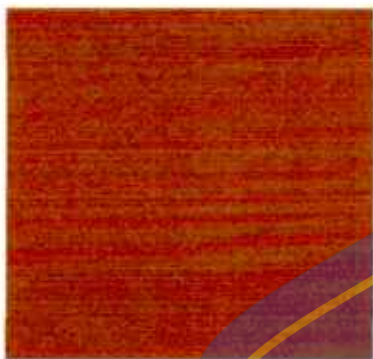
2.



TWELVE

Her is beautiful

3.



BLACK

Her Fur Colour is ?

4.



DOG

My Birthday

5.



BROWN

Her Fur Colour is ?

TEST OF CYCLE II

Read the Descriptive text carefully and answer the question!

ZOO

Last week I went on vacation with my family to the zoo near the city, we used a car to go to the zoo, it turned out that the zoo was very big, and there were a lot of people, in the zoo there were many kinds of animals including tigers, lions, gorillas, crocodiles and also there are many kinds of birds in the zoo. I really like going to the zoo, especially seeing the Gorilla eating a lot of bananas, I hope I will go there again with my family during school holidays.

Read the Descriptive text carefully and answer the question!

1.



TIGER

The animals in the zoo is ... ?

2.



GORILLA

Gorilla eats a lot of ?

3.



LION

The animals in the zoo is ?

4.



CROCODILE

The animals in the zoo is ?

5.



BIRD

My Family and I go to the zoo by ?

APPENDIX E

THE RESULT OF THE STUDENTS' READING DIAGNOSTIC-TEST

NO	Sample	Literal Reading Comprehension		Mean Score
		Main Ideas	Supporting Ideas	
1	Sample 1	6	6.5	6.25
2	Sample 2	6.5	7	6.75
3	Sample 3	6	6	6
4	Sample 4	7	7	7
	Total	25.5	26.5	26
	Mean Score	6.375	6.625	6.5

THE RESULT OF THE STUDENTS' READING TEST IN CYCLE I

NO	Nama	Literal Reading Comprehension		
		Main Ideas	Supporting Ideas	
1	Sample 1	7	7	7
2	Sample 2	7	7.5	7.25
3	Sample 3	6	7	6.5
4	Sample 4	7.5	8	7.75
	Total	27.5	29.5	28.5
	Mean Score	6.875	7.375	7.125

THE RESULT OF THE STUDENTS' READING TEST IN CYCLE II

NO	Nama	Literal Reading Comprehension		
		Main Ideas	Supporting Ideas	
1	Sample 1	7	8	7.5
2	Sample 2	8	7.5	7.75
3	Sample 3	7	8	7.5
4	Sample 4	8	8.5	8.25
	Total	30	32	31
	Mean Score	7.5	8	7.75

1. The Mean Score for Students Test in D-test

a. Mean Score

$$\overline{X} = \frac{\sum X}{N} = 6.375$$

b. Supporting Idea

$$\overline{X} = \frac{\sum X}{N} = 6.625$$

c. The Main Score Literal Comprehension

$$\overline{X} = \frac{\sum X}{N} = 6.5$$

2. The Mean Score for Students Test in Cycle I

a. Main Idea

$$\bar{X} = \frac{\sum X}{N} = 6.875$$

b. Supporting Ideas

$$\bar{X} = \frac{\sum X}{N} = 7.375$$

c. The Main Score Literal Comprehension

$$\bar{X} = \frac{\sum X}{N} = 7.125$$

3. The Mean Score for Students Test in Cycle II

a. Main Idea

$$\bar{X} = \frac{\sum X}{N} = 7.5$$

b. Supporting Ideas

$$\bar{X} = \frac{\sum X}{N} = 8$$

c. The Main Score Literal Comprehension

$$\bar{X} = \frac{\sum X}{N} = 7.75$$

d. Hypothesis Test

a. D-Tet – Cycle I

Paired Samples Test								
	Paired Differences					T	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 DiagnostoTest - Cycle I	-.82500	.14434	.07217	-.95487	-.69533	-8.860	3	.003

b. Cycle I – Cycle II

Paired Samples Test									
		Paired Differences				t	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower				Upper
Pair 1	Siklus I - Siklus II	-.62500	.25000	.12500	-1.02281	-.22719	-5.000	.015	

APPENDIX F

TABLE OF THE OBSERVATION TOWARDS STUDENTS

a. Diagnostic test

Sample 1

Indicator	Observation Result	
	Yes	No
The Students are not active when learning takes place	✓	
The Students find it difficult to understand the material given by the teacher	✓	
The Students have difficulty in answering the questions given by the teacher	✓	
The Students are bored because there are a lot of Reading texts	✓	
The Students are less interested in Reading English		✓
The Students do not pay attention to the teacher's explanation		✓
The Students are not motivated in Reading English	✓	

Sample 2

Indicator	Observation Result	
	Yes	No
The Students are not active when learning takes place		✓
The Students find it difficult to understand the material given by the teacher	✓	
The Students have difficulty in answering the questions given by the teacher	✓	
The Students are bored because there are a lot of Reading texts		✓

The Students are less interested in Reading English	✓	
The Students do not pay attention to the teacher's explanation	✓	
The Students are not motivated in Reading English	✓	

Sample 3

Indicator	Observation Result	
	Yes	No
The Students are not active when learning takes place	✓	
The Students find it difficult to understand the material given by the teacher	✓	
The Students have difficulty in answering the questions given by the teacher		✓
The Students are bored because there are a lot of Reading texts	✓	
The Students are less interested in Reading English	✓	
The Students do not pay attention to the teacher's explanation	✓	
The Students are not motivated in Reading English	✓	

Sample 4

Indicator	Observation Result	
	Yes	No
The Students are not active when learning takes place		✓
The Students find it difficult to understand the material given by the teacher	✓	
The Students have difficulty in answering the questions given by the teacher	✓	
The Students are bored because there are a lot of Reading texts	✓	
The Students are less interested in Reading English		✓
The Students do not pay attention to the teacher's explanation		✓

The Students are not motivated in Reading English	✓	
---	---	--

b. Cycle I

Sample 1

Indicator	Observation Result	
	Yes	No
The Students are not active when learning takes place		✓
The Students find it difficult to understand the material given by the teacher	✓	
The Students have difficulty in answering the questions given by the teacher	✓	
The Students are bored because there are a lot of Reading texts		✓
The Students are less interested in Reading English		✓
The Students do not pay attention to the teacher's explanation		
The Students are not motivated in Reading English	✓	

Sample 2

Indicator	Observation Result	
	Yes	No
The Students are not active when learning takes place		✓
The Students find it difficult to understand the material given by the teacher		✓
The Students have difficulty in answering the questions given by the teacher	✓	
The Students are bored because there are a lot of Reading texts		✓

The Students are less interested in Reading English	✓	
The Students do not pay attention to the teacher's explanation	✓	
The Students are not motivated in Reading English		✓

Sample 3

Indicator	Observation Result	
	Yes	No
The Students are not active when learning takes place	✓	
The Students find it difficult to understand the material given by the teacher	✓	
The Students have difficulty in answering the questions given by the teacher		✓
The Students are bored because there are a lot of Reading texts	✓	
The Students are less interested in Reading English		✓
The Students do not pay attention to the teacher's explanation		✓
The Students are not motivated in Reading English		

Sample 4

Indicator	Observation Result	
	Yes	No
The Students are not active when learning takes place	✓	
The Students find it difficult to understand the material given by the teacher		✓
The Students have difficulty in answering the questions given by the teacher		✓

The Students are bored because there are a lot of Reading texts	✓	
The Students are less interested in Reading English	✓	
The Students do not pay attention to the teacher's explanation		✓
The Students are not motivated in Reading English		✓



c. Cycle II

Sample 1

Indicator	Observation Result	
	Yes	No
The Students are not active when learning takes place		✓
The Students find it difficult to understand the material given by the teacher		✓
The Students have difficulty in answering the questions given by the teacher		✓
The Students are bored because there are a lot of Reading texts		✓
The Students are less interested in Reading English		✓
The Students do not pay attention to the teacher's explanation		✓
The Students are not motivated in Reading English		✓

Sample 2

Indicator	Observation Result	
	Yes	No
The Students are not active when learning takes place		✓
The Students find it difficult to understand the material given by the teacher		✓
The Students have difficulty in answering the questions given by the teacher	✓	
The Students are bored because there are a lot of Reading texts		✓
The Students are less interested in Reading English		✓
The Students do not pay attention to the teacher's explanation		✓
The Students are not motivated in Reading English		✓

Sample 3

Indicator	Observation Result	
	Yes	No
The Students are not active when learning takes place		✓
The Students find it difficult to understand the material given by the teacher	✓	
The Students have difficulty in answering the questions given by the teacher		✓
The Students are bored because there are a lot of Reading texts		✓
The Students are less interested in Reading English		✓
The Students do not pay attention to the teacher's explanation		✓
The Students are not motivated in Reading English		✓

Sample 4

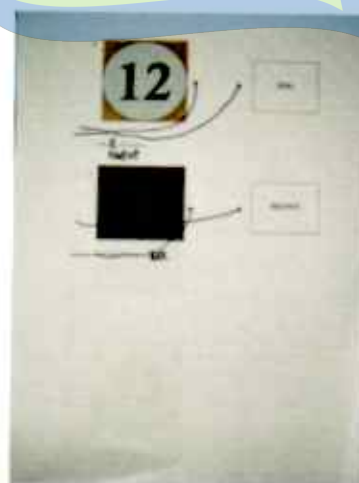
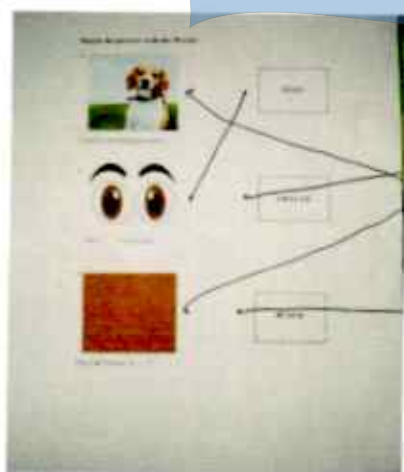
Indicator	Observation Result	
	Yes	No
The Students are not active when learning takes place		✓
The Students find it difficult to understand the material given by the teacher		✓
The Students have difficulty in answering the questions given by the teacher		✓
The Students are bored because there are a lot of Reading texts		✓
The Students are less interested in Reading English		✓
The Students do not pay attention to the teacher's explanation		✓
The Students are not motivated in Reading English		✓

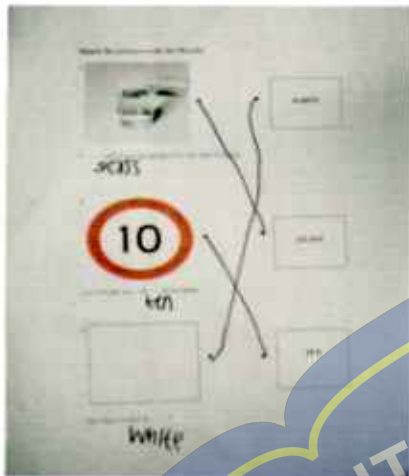
APPENDIX G

ATTENDENT LIST OF THE STUDENTS' LEARNING PROCESS

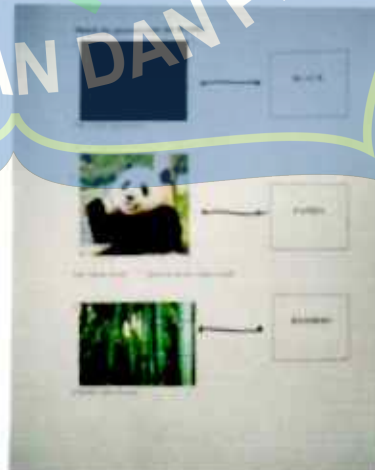
No	Nama	Attendant List							
		Cycle I				Cycle II			
		1	2	3	4	1	2	3	4
1	Andi Muh. Qadri Ishak	√	√	√	√	√	√	√	√
2	Aufa Afdnal Kahfi	√	√	√	√	√	√	√	√
3	A. Muh Randa Muttaqin Daruis	√	√	√	√	√	√	√	√
4	Muhammad Lilal Asqalani	√	√	√	√	√	√	√	√



APPENDIX H**DOCUMENTATION****1. Students Diagnostic Test****2. Student's Cycle I**



3. Student's Cycle II



b. Surah Pengantar Penelitian dari LP3M



MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
LEMBAGA PENELITIAN PENGEMBANGAN DAN PENGABDIAN KEPADA MASYARAKAT
Jl. Sultan Hassanudin No. 234 Telp. 0411-2101111 Fax 0411-2101110 Makassar 90231 E-mail: ip3m@umm.ac.id



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Nomor: 1270/05/C.4-VIII/IV/40/2022
Lamp: 1 (satu) Rangkap Proposal
Hal: Permohonan Izin Penelitian
Kepada Yth:
Bapak Gubernur Prov. Sul-Sel
Cq. Kepala Dinas Perencanaan Modal dan PTSP Prov. Sul-Sel
di:
Makassar

04 Ramadhan 1443 H
05 April 2022 M

Berdasarkan surat Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar, nomor: 9438/FKIP/A.4-IV/VI/1443/2022 tanggal 4 April 2022, mengenai permohonan mahasiswa terdapat dalam rangkai permohonan

Nama: **RIPTA NAFISA**
No. Induk: **105350100617**
Fakultas: **Fakultas Keguruan dan Ilmu Pendidikan**
Jurusan: **Pendidikan Bahasa Inggris**
Pekerjaan: **Mahasiswa**

Bermaksud melaksanakan penelitian pengabdian masyarakat dalam rangka pemetaan Skripsi dengan judul:

"Improving Reading Ability For Autism Students By Using Reading Guide Method In SLB Negeri 1 Makassar"

Yang akan dilaksanakan dari tanggal 8 April 2022 s.d 8 Juni 2022.

Selubungan dengan maksud di atas, kiranya Mahasiswa tersebut diberikan ijin untuk melakukan penelitian sesuai ketentuan yang berlaku.

Demikian atas perhatian dan kerjasamanya diucapkan Bismillahirrahmanirrahim.


Ketua LP3M,

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

04-22

c. Surat Pengantar Penelitian dari Dinas Permodalan

PEMERINTAH PROVINSI SULAWESI SELATAN
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
BIDANG PENYELENGGAAN PELAYANAN PERIZINAN

No: 2935/S/5.91/PTSP/2022
Lampiran:
Perihal: Izin Penelitian

Kepada Yth:
Kepala SLB Negeri 1 Makassar

Tempat:
Makassar

Sehubungan surat No: 12/181/SLB Negeri 1 Makassar Nomor: 12/181/SLB Negeri 1 Makassar tanggal 05 April 2022 perihal surat izin penelitian (dikawatir) dan

Yang dikehendaki oleh:

1. Nama: NENI GANESYA
2. Tempat: Makassar
3. Pekerjaan: Mahasiswa Inggris
4. Alamat: Jl. Dr. Abdurrahman No. 250, Makassar

Sehubungan surat izin penelitian ini, dengan ini surat izin penelitian ini dikeluarkan dengan tujuan untuk keperluan penelitian dengan judul:

"IMPROVING READING ABILITY FOR AUTISM STUDENTS BY USING READING GUIDE METHOD IN SLB NEGERI 1 MAKASSAR (A Classroom Action Research of the Nine Grade SLB Negeri 1 Makassar)"

Yang akan dilaksanakan pada tanggal: 05 April and 06 Juni 2022

Sehubungan dengan hal tersebut diatas, maka dengan ini surat izin penelitian ini dikeluarkan dengan tujuan untuk keperluan penelitian dengan judul:

"IMPROVING READING ABILITY FOR AUTISM STUDENTS BY USING READING GUIDE METHOD IN SLB NEGERI 1 MAKASSAR (A Classroom Action Research of the Nine Grade SLB Negeri 1 Makassar)"

Ditentukan surat izin penelitian ini diberikan untuk keperluan penelitian tersebut diatas.

Ditentukan di Makassar
Pada tanggal: 05 April 2022

A. GUBERNUR SULAWESI SELATAN
PR. KEPALA DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU
SATU PINTU PROVINSI SULAWESI SELATAN
Sekretaris Administrasi Pelayanan Perizinan Terpadu

Dik. H. SUKARNIATI KONDOLELE, M.P.
Pangkat: Pembina Utama Madya
Nip. 19650801 198002 012

Sehubungan Yth:
Kepala UPT Perpustakaan dan Penerimaan
Penerimaan

DAFTAR PUSTAKA

e. Surat telah melaksanakan penelitian

 **PEMERINTAH PROVINSI SULAWESI SELATAN**
DINAS PENDIDIKAN
UPT. SP. SLB. NEGERI 1 MAKASSAR
Jalan : Daeng Tata Raya Kel Bontoduri Km. Tamarate Kota Makassar
Telp/Fax 0411-856393, Email pembina@slb1n1makassar@gmail.com Kode Pos 90224 

SURAT KETERANGAN PENELITIAN
Nomor : 410-67/UPT.SP.SLB.N1/MKS/2022

Yang bertanda tangan di bawah ini:

Nama	Andi Hamdan, S.Pd., M.Pd.
NIP	197309272007011014
Jabatan	Pt. Kepala Sekolah SLB Negeri 1 Makassar
Alamat Sekolah	Jl. Daeng Tata Raya Bontoduri Tamarate Makassar

Menyatakan bahwa

Nama	Rifki Ganesia
Nomor pokok	10533120017
Program studi	Pendidikan Bahasa Inggris
Lokasi kerja lembaga	Mahasiswa (ST)
Mahasiswa	Jln. SH 3 Luddin No. 259, Makassar

Benar telah melaksanakan penelitian pada UPT. SLB Negeri 1 Makassar, pada tanggal 8 April 2022 sd 8 Juni 2022, dengan judul:

IMPROVING READING ABILITY FOR AUTISM STUDENTS BY USING READING GUIDE METHOD IN SLB NEGERI 1 MAKASSAR: A CLASSROOM ACTION RESEARCH AT THE NINE-GRADE SLB NEGERI 1 MAKASSAR

Demikian surat keterangan penelitian ini diberikan untuk digunakan sebagai bukti.

Makassar, 24 mei 2022
Pt. Kepala Sekolah,


Andi Hamdan, S.Pd., M.Pd.
Pembina
NIP. 19730927 200701 1 014



5. LOA



MAJELIS DIKTILITBANG PP MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

LETTER OF ACCEPTANCE

0564/BG-FKIP/LOA/B/VII/1444/2022

Dear RIFKI GANESYA

It is our pleasure to inform you that, after review your paper:

IMPROVING READING ABILITY FOR AUTISM STUDENTS BY USING
READING GUIDE METHOD IN SLB NEGERI 1 MAKASSAR

The manuscript ID: 262

Detail checklist:

Checkpoint	Yes	No
The author has sent the manuscript by using the institutional email	✓	
The author has submitted the manuscript through the open journal system (OJS)	✓	
The manuscript according to the limitations or description of the journal LoCT has been submitted by the author		✓
The manuscript has followed the existing templates	✓	
The article processing charge (APC) has been submitted by the author	✓	

has been ACCEPTED to publish with **Journal of English for Specific Purposes**,
ISSN (paper) *in process* ISSN (online) *in process*. We appreciate your contribution.

We will let you know if you have to make any modification as the reviewer's
comments. Once your manuscript is moved to publishing, our production editor will
inform you. Please feel free to email us with any questions at
jefsp@bg.unismuhmakassar.ac.id

Makassar, 31 July 2022 M
2 Muharrar 1444 H

Head of English Education Department
Faculty of Teacher Training and Education

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

6. Documentation



Curriculum Vitae



The researcher Rifki Ganesya was born on November 24, 1997 in Bekasi City. He is the fourth child of Rifai Kadir and Emma Ritayanti's marriage. He has 1 brother and 2 sisters. He started his education at SD Negeri Kaccia and graduated in 2009. Then continued his education at SMP Negeri 2 Barombong and graduated in 2012. Then continued his education at SMK Tri Tunggal 45 Makassar and graduated in 2015. In 2017, he was accepted as a student Department of English Education, Faculty of Teacher Training and Education, University of Muhammadiyah

Makassar. Then at the end of his studies, he completed his thesis with the title Improving Reading Ability for Autism Students by Using Reading Guide Method in SLB Negeri 1 Makassar.

