

**USING CURSORY READING TECHNIQUE
TO IMPROVE READING COMPREHENSION
(A Pre-Experimental Study at the Second Grade
Students of SMP Negeri 2 Bantaeng)**



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2014



**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS MUHAMMADIYAH MAKASSAR**

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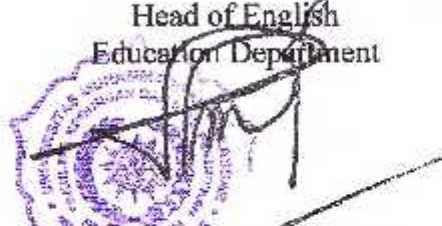

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4. Apabila saya melanggar perjanjian pada butir 1, 2, dan 3 maka saya bersedia menerima sanksi sesuai dengan aturan yang berlaku.

Demikian surat perjanjian ini saya buat dengan penuh kesadaran.

Makassar, November 2014

Yang membuat perjanjian

Kurniawan

MOTTO

“Everything is going to run well as long as we keep trying and praying”

DEDICATIONS

This is especially dedicated to:

- *My beloved parents, Kilat Buana and Rostina for his patience, support, and motivation.*
- *My lecturers are at Makassar Muhammadiyah University.*
- *Headmaster, teachers, students, and all administrative staff of SMP Negeri 2 Bantaeng*

ABSTRACT

KURNIAWAN, 2014. *Using Cursory Reading Technique to Improve Reading Comprehension (A Pre-Experimental Study at the Eighth Grade Students of SMP Negeri 2 Bantaeng)* under the thesis of English Education Department the Faculty of Teachers Training and Education, Muhammadiyah University of Makassar (guided by Nur Qalbi and Ahmad Basir).

This thesis aimed at finding the improvement of students' reading comprehension by using Cursory Reading technique at Eighth grade students of SMP Negeri 2 Bantaeng in English paragraph.

This research used pre-experimental method with one group pretest and posttest. The population of this research was the eighth grade students of SMP Negeri 2 Bantaeng in academic year 2013/2014. Class VIII.2 was taken as sample in which consist of 30 students. The instrument of the research was Narrative text as tests in pre-test and post-test.

The result of this research indicated that using cursory reading technique can improve the students' reading comprehension of the eighth grade students of SMP Negeri 2 Bantaeng. The score of the pretest are generally "fairly good" with the mean score of 7.52, while the score of posttest are generally "Very Good" with the mean score of 8.74. The data were analyzed by using t-test with the level of significant 0.05 and degree of freedom ($df=29$). The value of the t-test was 6.1. It was greater than the value of t-table was 2.045. It showed that there was significant difference between t-test and the value of t-table. On the other hand, alternative hypothesis (H_1) is accepted and null hypothesis (H_0) is rejected.

After doing research at the eighth grade students of SMP Negeri 2 Bantaeng, the researcher concluded that the improvement of students' reading comprehension by using cursory reading technique at eighth grade students of SMP Negeri 2 Bantaeng is significantly improved.

ACKNOWLEDGMENT



Alhamdulillah Robbil ‘Alamin, the writer is grateful for all the bounties that Allah SWT has showered on one which enabled me to complete this thesis. Shalawat and salam are addressed to the final chosen religious messenger, the Prophet Muhammad SAW who has changed the human life.

The writer realizes that many hands have given their helps and useful suggestion for the completion of this thesis. This thesis would never have existed without the assistance of these people. Therefore, the writer would like to express her appreciation and sincere thanks to all them particularly:

1. The Rector of Muhammadiyah University of Makassar, Dr. H. Irwan Akib, M.Pd.
2. The Dean of Faculty of Teacher Training and Education (FKIP), Dr. A. Sukri Syamsuri, M.Hum.
3. The Head of English Education Department, Erwin Akib, S.Pd.,M.Pd.
4. My High appreciation and great thankful are due to my consultants who help very much from the beginning to the end of this work (Nurqalby, SS.M.hum and Achmad Basir, SS.MBA).
5. My thankfulness to all lecturers of the FKIP UNISMUH especially to the lecturers of English Department and all staff of Muhammadiyah University of Makassar for their guidance during the years of the researcher’s study.

6. My beloved parents, Kilat Buana and Rostina, my beloved brother and sisters who love me very much and always give the love sincerely and purely without time.
7. The writer also does not forget to say thank you so much to my beloved friends who have given their time to help for finishing this thesis.
May Allah SWT, always be with us and give us guidance, power and bless in our life.

Makassar, November 2014

The Researcher

KURNIAWAN

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CHAPTER I

INTRODUCTION

A. Background

Reading ability is the most important skill for most students. Success in studying depends in large part on our ability to read. Reading skill is as evidence and reason for the government to state English as the foreign language taught to Indonesian students from junior high school to university levels. The priority of the teaching English in schools is reading because it can cover three other skills. The people who often read books written in English, it will be easier for them to master the other skills as Achsin (1985:36) states that reading skill involves the three other skills: listening, speaking, and writing. Although methods and techniques of English teaching have been improved, outcomes of the student's knowledge are still far from satisfaction.

The teaching of English language at the SMP Negeri 2 Bantaeng needs special attention because the students' interest in learning English, especially in reading material, is low enough. Students must be trained in order to enable them to understand written English. In teaching and learning process, the comprehension toward the reading material is the main goal but the fact shows that the majority of the students are not competent in English well. Halim (1987:2) states that most students encounter problems in comprehending an English test.

To increase the students' comprehension at SMP Negeri 2 Bantaeng, we have to make them realize about the importance of English. Most of them do not realize about the importance of English that they are not interested in learning it. The English teacher has to try hard to help the students increase their comprehension. Teachers must give variations of teaching technique in reading class in order to motivate students to comprehend the reading text. In this case, the researcher is going to discuss one variation of teaching especially in reading namely cursory reading technique. Cursory reading is serves as a general term in reading quickly involving skimming and scanning. Skimming is reading very quickly to find the general topic. One way to skim is to read only the first sentence of each paragraph. Scanning is reading very fast to find specific information. This technique is an excellent because it requires the reader to get information fast from the text. It can be easier to the reader answer question in the text.

The technique of teaching is necessary to develop especially to improve reading because the techniques of teaching influence the students' success. Therefore, the teacher s of English must select suitable methods, technique, and material to teach.

Based on the statements and considering the importance reading skill for students in learning English, the researcher is interested to know the student comprehension and the cursory reading with the topic of the using cursory reading technique in increasing the eighth grade students' reading comprehension of SMP Negeri 2 Bantaeng.

B. Problem Statement

Relating to the background previous the researcher will formulate a problem statement that “Does the using of cursory reading technique improve the students’ reading comprehension at the eighth grade students of SMP Negeri 2 Bantaeng?”

C. Objective of the Research

This research aims at finding whether or not the using of cursory reading technique improve the students’ reading comprehension at the eighth grade students of SMP Negeri 2 Bantaeng.

D. Significance of the Research

The result of this research is expected:

1. To become contribution to the development of reading comprehension of the students.
2. To become a guide for the teacher in order that they can give the interesting and entertaining method in teaching learning English especially in reading.
3. To become a reference for the researcher in doing their research.

E. Scope of the Research

The scope of the research is limited in terms finding the main ideas and supporting details in narrative text.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. The Cursory Reading Technique

1. Definition of Cursory Reading

Cursory reading is the title of this section serves as a general term to denote the skills involved in reading quickly, skimming and scanning.

a. Skimming

What is skimming? Skimming is used by people need to hunt for information in print. According to Norman (1986:74), skimming is a process of moving yours eyes across a page of print as rapidly as possible looking for one answer to one question may be as abstract as what is main theme of section? Or it may be as concentrated as what is the main product of the coartal areas peru? In either case you know in advance what you are looking for, and you orient your thinking and your eyes movement toward finding precise solution.

Robert (1985: 107): states that skimming should be used when you want to cover large amounts of material quickly and do not intend to read material completely at a letter time. Skimming is used to get a general impression of the material and not for high level of comprehension. Skimming can be very valuable reading aid when property. You never skim reading technical or very detailed material.

Mikulecky and Jeffries (1996:25) explained that “Skimming is high speed reading that can save your time and help you get through lots of material quickly.

Skimming differs from general rapid reading because in skimming the reader goes through the text extremely fast, merely dipping into it or sampling it at various points. The purpose of skimming is simple to see what a text is about. It wants to see whether the text deals with the subject in way that the reader requires or how it is organized. The reader skims in order to satisfy a very general curiosity about the text and to find the answer to a particular question.

Why do we skim? Sometimes we skim because we do not have the time or interest to read everything that we see every day. So skimming helps to choose only things we want to read or the things that we are interested.

How we do skimming? Brosnan (1985:97) gives the way to do skimming. Skimming according to Brosnan has to be done by moving the eyes very quick, by using the clues given by such features, headlines a few words written in heavy print. We can also look for clues in the first lines. Skimming is not reading in details.

Skimming is a specific reading through a reading material in order to get the gist of it, to know how it is organized, or to get an idea of the tone or the intention of the researcher. So skimming is a through activity which requires an overall view of a text and implies a definite reading competence. The reader does not read each sentence or the text in detail, but run his eyes over the text, reading the few sentences here and there and tries to recognize certain words or expressions as clues to the function and ideas of what follows.

b. Scanning

What is scanning? Scanning is one of the techniques applied for reading rapidly but efficiently to find a particular piece for information. Nuttal (1987:84) says: Scanning is to achieve an initial impression whether the text is appropriate for a given purpose; for example, whether a book on Gardening deals with the cultivation of particular vegetable.

Grelet (1983:19) says scanning on the contrary is far more limited since it only means retrieving what information is relevant to our purpose. Yet it is usual to make use of these two activities together when reading a given text. For example: we may well skim through an article first just to know whether it worth reading; then reading it through more carefully because we have decided that it is of interest. It is also possible afterward to scan the same article in order to note down a figure or a name which we particularly want to remember.

According to Norman (1986:196) Scanning is A procedure that you use everyday. Consider what happens when you pick up your newspaper, your eyes how from one headline to the next while your brain quietly gauges the interest level of its article. You reject one column whip down and read a third carefully. You have been scanning the page of a new print, headline by head line. You probably scanned that article you sampled lightly. Scanning, then, is a semi reading technique that gives you a quick picture of the headline, a lead paragraph, and article, a chapter or a book.

Scanning is closely related to skimming. But when we scan we have a purpose in mind which means searching for particular information. The most common

from of scanning we use is scanning the telephone directory. We also scan when we search for answer to questionn such as when we take a reading comprehension text or open the book of examination in. In additio, Soedarso says: Scanning is one technoque in reading through the next to find out a spicific information.

To summarize the definition, we do not need to read all page on the book but we use the scanning technoque by looking at for example the table of content to use to find infortant information. Skimming and Scanning are rapid reding technoques. They should not be confused with previewing, Which is a reading technique. Skimming and scanning should also not be confused with reading rapidly for high comprehension technique.

Based on the definition above, the researcher has come to a conclusion that skimming is reading a text for gist to get a general idea, nevertheless scanning is reading a text for gist to get a sspecific information.

2. The Technique of Skimming and Scanning

According to Kathleen (1988:332), there are six techniques of skimming and scanning as mind follows:

- a. State in your mind specifically what information you are looking for, phrase it in question from if possible.
- b. Try to anticipate how the answer will appear and what clues you might use to help you located their answer. If you are scanning to find the distance between two cities, you might expect either digits or numbers written out as word, a unit of measurement, probably miles or kilometers will appear after the number.

- c. Determine the organization of the materials, your most important else to where to begin looking for information especially when you are looking up information contained in charts and tables the organization of the information is crucial to rapid scanning.
- d. Reading and any other aids that will help you identify which section might contain the information you are looking for. Selectively read and skip through likely section of the passage, keeping in mind the specific question you formed and your expectations of how the answer might appear more your eyes down the page in the systematic way, while there are various eye movement pattern such as the arrow pattern (straight down the middle of the passage). It is best to use a pattern that seems comfortable and easy for you.
- e. When you reach the fact you are looking for you will find that the word phrase will stand out, and you will notice it immediately.
- f. When you have found the needed information carefully read the sentences in which it appears in order to confirm that you have located the correct information.

3. Steps in Skimming and Scanning

There are some steps in Skimming and Scanning. It can be explained as follows:

a. Steps in Skimming

- Read the title.
- Read the introduction or the first paragraph.
- Read the first sentence of every other paragraph.

- Read any headings and sub-headings.
- Notice any pictures, charts, or graphs.
- Notice any italicized or boldface words or phrases.
- Read the summary or last paragraph. (Mikulecky and Jeffries, 1996:30)

b. Steps in Scanning

- State the specific information you are looking for.
- Try to anticipate how the answer will appear and what clues you might use to help you locate the answer. For example, if you were looking for a certain date, you would quickly read the paragraph looking only for numbers.
- Use headings and any other aids that will help you identify which sections might contain the information you are looking for.
- Selectively read and skip through sections of the passage. (Mikulecky and Jeffries, 1996:35)

B. Reading

1. Definition of Reading

Reading is an activity between researcher and reader, the researcher sends his idea in the researcher symbol and then the reader catches the idea from the printed pages. Reading is very complex process to learn and to teach, it involves eye and brain. Eyes looks at the messages in the printed pages and then send into the brain, the brain processes the significance of the message Smith and Johnson (1980: 128) also argues that, reading is both visual comes from in front of the eye

ball, that is brain (here the brain processes what the eyes have seen). Marksheffel (1966:12) states that reading is high complex, purposeful thinking process engaged the by entire organism while acquiring knowledge, evolving new ideas, solving problems, relaxing or recuperating through the interpretation of printed symbols.

Shriver (2007:1) in Dahliana (2013:8) argues that reading is the way a person gets information from written letters and words. Whereas, William (1984:2) states that reading is process whereby one looks at and understand what has been written this definition emphasized for the word understanding it's mean that reading not followd by understanding.

Williams (1984:4) definites that reading is asimple process. Definition of reading is that it is a process whereby one looks at understand what has been read.

Finally, referring to Grellet (1981:19) in Winarti (2010:10) states that reading is a constant process of guessing, and what one brings to the text is often more important than what one finds in it. Based on the statement above, by reading we get information from the text.

From the above definitions we can conclude that reading is the combination of some components that result one action that is known as reading. In addition, reading involves the internal factors of the reader. The internal factors mean everything which come from the reader that can result an interaction in the reading process. The external factors mean everything, which has relationship with reading material and then enviorement where the reading is taking places.

2. Reading Comprehension

a. Definition of comprehension

Comprehension as it currently viewed is a process by which the readers construct meaning by interacting with the text (Anderson ,1984:32). The understanding that the reader achieves during reading comes from the accumulated experiences of the reader decodes the author's words, sentence, paragraph, and ideas.

Comprehension is the action of comprehending, comparing, or including the fact or condition of being so comprehends or comprised in treatise, classification, description, preposition, etc. In the process relating new information to old information is the process of comprehending. Niles (1980: 60) in Mansur (2001:19) defines comprehension as the knowledge or understanding; that is the result of such a process.

b. The meaning of reading comprehension

Smith and Robinson (1980: 205) state that reading comprehension means the understanding, evaluating, utilizing, of information and gaining through an intersction between reader and author. Thinker (1975 :5) in Salim (2003:21) states that reading comprehension is not just reading with aloud voice but reading also to establish and understand the meaning of words, sentences, paragraph, sense the relationship between the ideas.

Reading comprehension is a term to identify those needs to understand and apply information contained within written material. Reading with comprehension means what has been read. It is an active thinking process that depends not only on comprehension skills but also on the students' experience and prior knowledge. Comprehension involves taking meaning to a text in order to obtain from the text. Besides, comprehension is the act of comprehending. (Holt,1996:175).

Goodman (1973:10) in Hijriani (2010:17) states that comprehension is the act of understanding the meaning of printed or spoken language. Understanding is the main aspects in comprehension. Successful comprehension involves the reader discovering the meaning needed to achieve the particular purposes set for by him. It may be finding particular piece of information solving a problem through reading, working to understand an idea or set of direction.

From this point of view, it can be concluded that reading is an active thinking process where the reader try to gain information given by the author and understanding what actually the purposes of the author. It is such a kind of language between the author and reader in which the written language becomes the medium that cause the dialogue happen when the two people communicate through the medium of print.

c. Developing Reading Comprehension

Good teacher also take advantage of the students' knowledge of the world in helping comprehension by discussing topics that familiar to the students.

There are many ways to develop reading comprehension, according to Anderson (1996: 107) points out some method for improving comprehension, they are

- 1) Determine the purpose of reading. Ask yourself what you want to gain from reading a passage of selection
- 2) Pay attention to words. Each subject in the curriculum has its own special vocabulary and the students' success will depend on some extent on their mastery of this. The students should look at all words carefully.
- 3) Utilize context clues. The use of surrounding context can help the students derive the full meaning from a passage
- 4) Use the five W's and the one H question in all reading comprehension based on question words: who, what, where, when, and how.
- 5) Learn the phrase reading. Phrase reading not only reduces the usual number of fixation per line but also makes the meaning clearer.
- 6) Examine the content of the paragraph.

d. Level of comprehension

Akil (1994: 87) stated that many linguists have done theories about the level of comprehension, they are Tierney (1990: 235), he divided the comprehension as three levels; literal level, interpretive level, and applied level. It is the same as what Anderson (1969: 106) done, he stated that, "there are three levels of comprehension and the good reader reads at all three." (1) Reading the lines, (2) Reading between the lines, (3) Reading beyond the lines. The first level is called literal meaning (what did the author say?), the eighth is interpretation

(what did the author mean?), and the last is called inference and generalization (what generalization would be made?).

Smith (1985: 231-234) in Akil (1994:95-96) stated that in most books, level of comprehension is generally categorized as three levels, namely (1) literal, (2) inferential, and (3) elaborative.

The explanation about level of comprehension in this research concerns with the last argument that comprehension is divided into three levels, (1) literal or reading in the lines, (2) inferential/interpretive or reading between the lines, and (3) elaborative or reading beyond the lines.

1. Literal comprehension (reading in the line)

Literal comprehension refers to the idea and fact that are directly stated at the printed pages. The literal level of comprehension is fundamental to all reading skills at any level because a reader must first understand what the researcher said before he can draw inference or make evaluation.

2. Interpretive (reading between the lines)

This category demands a higher level of thinking ability because the questions of interpretation are concerned with answers that are not directly stated in the text but they are suggested or implied. To answer questions in the interpretive level, readers must have ability and be able to work at various levels of abstraction.

3. Extrapolative (reading beyond the lines)

Reading beyond the lines involves deriving implications, speculating about consequences, and drawing generalization that are not stated by the author. The process of analysis also leads to a new synthesis by the reader, whose initiative and originality leads to new insights and reflections on the significance of the ideas. Smith (1985: 233) classifies extrapolative reading into two kinds:

a. Critical reading (reading beyond the lines)

Critical reading is evaluating written material comparing the ideas discovered in the material with known standards and drawing conclusion about their accuracy, appropriateness and timelines. Critical reading compares previous experiences to elements in the new material such as content, style, expression, information, and idea or values of the author.

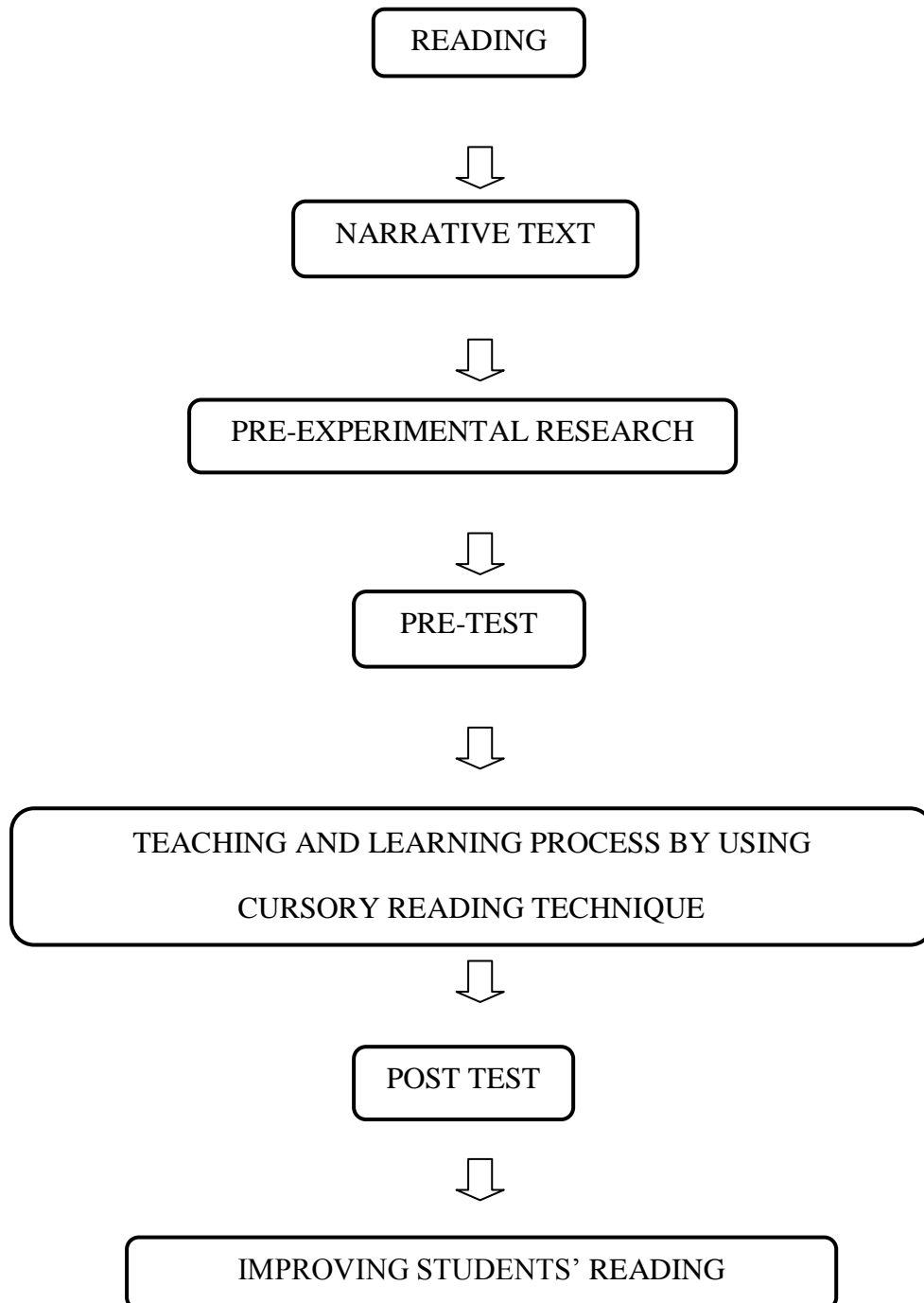
In this level reader must be an active reader questioning, searching for fact and suspending judgment until he or she has considered all of the materials.

b. Creative reading

Creative reading uses different thinking skills to go beyond the literal comprehension, interpretation and critical reading level. In creative reading, the readers try to come up with new or alternate solutions to this presented by the researcher.

A. Conceptual Framework

The conceptual framework underlying this research saves in the following:



The conceptual above shows us how the researcher examines the use Cursory Reading Technique. The researcher examines whether or not Cursory Reading Technique can improve the student' reading comprehension. The explanation about the conceptual are:

- i. Input: it refers to the technique and material that will be given in teaching and learning process of writing through Cursory Reading Technique.
- ii. Process: it refers to the implementation of the Cursory Reading Technique in teaching and learning Process of reading. Researcher gives the students Narrative text in writing as material. This research uses pre-experimental which consists of one group design that gives the treatment by using Cursory Reading Technique. Before the treatment, researcher gives the pre-test and after the treatment gives the post test.
- iii. Output: the output is the students' through Cursory Reading can identify main idea and answering the question of paragraph.

B. Hypothesis

- The Null Hypothesis (H_0)

There is no significant improvement of the students' reading a comprehension before and after presenting reading materials by Cursory Reading technique.

- Alternative hypothesis (H_i)

There is significant improvement of students' reading comprehension before and after presenting reading materials by Cursory Reading technique.

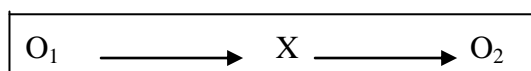
CHAPTER III

RESEARCH METHOD

A. Research Design

The research design applied the *Pre-Experimental* research with one group design (Gay, 2006:251). It used one group who the treatment applied. Comparison between the pretest and posttest scores determined the success of the treatment.

The design is:



Where:

O₁ : Pre-test

X : Treatment

O₂ : Post test (Gay, 2006:251).

This design involved one group and consists of pretest and posttest, where the pretest has been done before giving treatment and posttest has been done after giving treatment. The group received treatment by using Cursory Reading Technique. The group has been selected from the population by using purposive sampling technique.

1. Pre-test

The test has been given to know the students' comprehension before giving treatment. The researcher distributed the test materials to the students.

The procedure were:

- a. The researcher gave direction of the test to the students.
- b. The researcher controlled the students when they do the test.
- c. The researcher collected worksheet of the students after the test

2. Treatment

The treatment has been given after students have done pre-test. The researcher did procedure as follows:

- a. The researcher introduced the cursory reading to the students.
- b. The researcher explained about the technique of cursory reading.
- c. The researcher gave the steps of cursory reading to the students.
 - The first, read the title, headings, and sub-headings.
 - The eighth, note pictures, charts, or graphs.
 - The third, read the topic sentence, or the first and last sentence, of each paragraph.
 - The fourth, for short text, quickly move your eyes over every line.
 - The fifth, read introduction: the first few lines or the first paragraph.
 - The last, read conclusion: the last few lines or the last paragraph.
- d. The researcher gave the text of reading to the students.
- e. The researcher asked the students to read the text of reading.

- f. The researcher gave exercises to the students through answer the questions.

3. Post- test

The post- test aimed to know the significance differences between the students' comprehension before and after the application of cursory reading.

The researcher did the procedures as follows:

- a. The researcher distributed the test materials to every student to work.
- b. The researcher gave the students about the direction of the test.
- c. The researcher controled the students when they do the test.
- d. The researcher collected the students' worksheet after them finishing doing the test.

B. Variables of the Research and Indicators

1. Variables of Research

This research consisted of two variables. They were independent variable namely cursory reading technique was the teaching strategy that held the students in learning English. The eighth variable was dependent variable namely; students' reading comprehension was the internal condition of human which suppose to do something.

2. Indicators

The indicators of this research were understanding paragraph (taking a main idea and answering the questions).

C. Population and Samples

1. Population

Sudjana (2001: 92) defined population as object of the research given the proof of the research. The researcher, in this case decided that population was the object of the research that given the problem to the research result. The population of the research was the eighth grade students of SMP Negeri 2 Bantaeng. The total of population was 150 students.

2. Sample

Sample is the type of population example of representative used as object of the research (Marison, 2001:93).The eighth grade student of SMP Negeri 2 Bantaeng has four classes; the researcher took one class of the eighth grade students in academic grade of 2013/204. This class consisted of 30 students. The sampling that has been used in this research was purposive sampling technique.

D. The Instrument of the Research

The instrument that has been used in this research was testing that has been given as pre- test and post- test. The pre- test was used to know the students previous knowledge in reading. While post- test was used to know the students' comprehension in reading after given the treatments. Including, the material that has been given to the students.

The researcher has used the procedures as follows:

No.	Criteria	Score
1	The meaning and grammar are correct	4
2	The meaning is correct and some errors of grammar	3
3	Some errors of meaning and grammar	2
4	The meaning and grammar are incorrect	1
5	No answer	0

E. Technique of Collecting Data

In collecting the data, the researcher carried out the research at the eighth grade students of SMP Negeri 2 Bantaeng through some steps, as follow:

1. Pre-test

The researcher has determined one group from the population by using purposive sampling technique and give pre-test to the group for about 45 minutes.

2. Treatment

Treatment was the next step of study. In this stage, the researcher acted as a teacher. The students has been treated by applying Cursory Reading Technique in teaching and learning process.

3. Post- test

The researcher conducted the post-test as the end of the research. The students has been given post-test for about 45 minutes. It has been conducted to measure the students' reading comprehension after calculating data of treatment. The post-test was almost similar to the pre-test.

F. Technique of Analysis Data

The data has been collected through pretest and posttest was undertaken in the quantitative analysis. The steps has been taken as follows:

1. The students' score has been classified by using the following classification:

- a. 9,6 -10 is classified as excellent
- b. 8,6 -9,5 is classified as very good
- c. 7,6 - 8,5 is classified as good
- d. 6,6 - 7,5 is classified as fairly good
- e. 5,6 -6,5 is classified as very fair
- f. 3,6 - 5,5 is classified as poor
- g. 0 -3,5 is classified very poor (Depdikbud in Dahliana, 2013:33)

2. After that, the researcher calculated the mean score of the students' writing by using the following formula:

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

Where:

\bar{X} = Mean score

$\sum X$ = The sum of all the scores

N = The number of students (Gay, 1981:298).

3. Calculating the value of t-test to find out the significant difference between the pre-test and post-test by employing the formula as follows:

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

Where:

t-test = test of significance

\bar{D} = Mean of difference score

ΣD^2 = the sum of the total difference score

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

N = Number of students who are taken as the sample of this research (Gay, 2006:355).

CHAPTER IV

FINDINGS AND DISCUSSIONS

A. Findings

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

In findings section, there are several sections that would be explored. They are students' score classification, students' mean score, and the result of t-test. Each section is presented in detail as follows.

1. The Score Classification of the Students' Reading Comprehension

a. Pre-test Results

The pre-test is aimed to know the basic ability of the students' reading comprehension. It was conducted in the eighth grade students of SMP Negeri 2 Bantaeng. The pre-test involved 30 students. Based on the pretest result, it shows the score of the students as follows:

Table 4.1. The Students' Score Classification of Pre-test

No.	Classifications	Score	Frequency
1.	Excellent	9.6-10	0
2.	Very Good	8.6-9.5	3
3.	Good	7.6-8.5	8
4.	Fairly Good	6.6-7.5	12
5.	Very Fair	5.6-6.5	4

6.	Poor	3.6-5.5	3
7.	Very Poor	0-3.5	0
	Total		30

The table 4.1 shows that there are 3 students very good scores, 8 students got good scores, 12 students got fairly good scores, 4 students got very fair scores and 3 students also got poor scores. It can be concluded that almost of students got fairly good scores in their reading.

b. Posttest Result

The posttest is conducted to know the result of the students' score in reading comprehension after giving treatment by using Cursory Reading Technique through Narrative text. Based on the posttest result, it shows the score of the students as follows:

Table 4.2. The Students' Score Classification of Posttest

No.	Classifications	Score	Frequency
1.	Excellent	9.6-10	0
2.	Very Good	8.6-9.5	18
3.	Good	7.6-8.5	10
4.	Fairly Good	6.6-7.5	2
5.	Very Fair	5.6-6.5	0
6.	Poor	3.6-5.5	0
7.	Very Poor	0-3.5	0
	Total		30

The table 4.2 shows that there are 18 students got very good scores, 10 students got good scores, and only 2 students got fairly good scores. Most of the students got very good scores. This means that the treatment was given to

the students in the class was successful in improving the students' reading comprehension.

2. The Mean Score of the Students' Reading comprehension

The use of Cursory Reading Technique in improving the students' reading comprehension deals with main idea and supporting details. The improving of the students' reading comprehension can be seen clearly in the following table:

Table 4.3. The mean score the students' reading comprehension

No.	Variable	Mean score	
		Pre-test	Post-test
1.	Main Idea	3.59	4.07
2.	Supporting Details	3.93	4.67
6.	$\sum X$	7.52	8.74
7.	\bar{X}	3.76	4.37

The table 4.3 above indicates the use of Cursory Reading Technique method in teaching and learning process can improve the students' reading comprehension in pre-test and post-test. The students' achievement in post-test is greater than in pre-test ($4.37 > 3.67$).

The use of Cursory Reading Technique in improving the students' reading comprehension deals with main idea and supporting details.

Improvement of the students' content. The mean score of main idea in pre-test is (3.51). The mean score of main idea in post-test is (4.07). Therefore, the use of Cursory Reading Technique method in teaching and learning process

can improve the students' main idea in pre-test and post-test. The students' achievement in post-test is greater than in pre-test ($4.07 > 3.51$).

The improvement of the students' supporting details. The mean score of supporting details in pre-test is (3.93). The mean score of supporting details in post-test is (4.67). Therefore, the use of Cursory Reading Technique in teaching and learning process can improve the students' supporting details in pre-test and post-test. The students' achievement in post-test is greater than in pre-test ($4.67 > 3.93$).

3. The Result of t-test

In order to see the significant improvement of the students, the t-test was to be applied. The test variables (pre-test and post-test) are statistically different on alpha level (α) = 0.05, at the degree of freedom (df) $N-1 = 30$. To see the difference, look at table below.

Table 4.4 The t-test Value of the Students

t-test value	t-table
6.1	2.045

Table 4.4 above indicates that the value of the t-test (6.1) is greater than the value of the t-table (2.045). It means that there is a significant improvement between the result of the pre-test and post-test of the students.

Seeing the result above it can be concluded that the null hypothesis (H_0) is rejected whereas the alternative hypothesis (H_1) is accepted. In other words, the

use of Cursory Reading Technique can improve the students' reading comprehension.

B. Discussions

In this part, discussion dealing with the interpretation of findings derived from the result of findings of the students' reading comprehension in terms of main idea and supporting details.

The result of the data analysis through reading test showed that the students' reading comprehension in terms of main idea and supporting details improve significantly. The mean score of the students in pre-test is 7.52 and post-test is 8.7. Those score got from the result of the students' main idea and supporting details.

- a. The students' main idea in writing at the eighth grade of SMP Negeri 2 Bantaeng in 2013/2014 academic grade through Cursory Reading Technique.

The indicator of content of the students in pre-test have improvement from post-test. The improvement can be seen after testing. The students' main idea in reading improved which the students' mean score is 4.37.

- b. The students' supporting details at the eighth grade of SMP Negeri 2 Bantaeng in 2013/2014 academic grade through Cursory Reading Technique.

The students' supporting details in pre-test have improvement from post-test. The improvement can be seen after testing. The students' fluency improved which the students' mean score is 4.07.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After conducting the research by using Cursory Reading Technique in improving the students' reading comprehension at the eighth grade students of SMP Negeri 2 Bantaeng and based on the result and the discussion of the data analysis previously, the researcher takes conclusion as follows:

The improvement of students' reading comprehension by using Cursory Reading Technique through Narrative text at eighth grade students of SMP Negeri 2 Bantaeng to write English paragraph is significantly improved. It is proved by the t-test value (6.1) which is higher than t-table value (2.045). It also can be seen on the means' scores of posttest (8.7) that is higher than pre-test (7.57). Besides, most of the students got very good scores (8.6-9.5) in their result of the posttest. It is higher than the pre-test where most of the students got fairly good scores (6.6-7.5).

B. Suggestion

Based on the conclusion, the researcher gives some suggestion as follows:

1. In order to improve the students' reading comprehension, the teacher of English is suggested to use Cursory Reading Technique. It is expected to be a reference for the teacher as one alternatives teaching strategy.

2. The suggestion is directed to English teachers. Teachers should take advantage of Cursory Reading Technique. Not only to teach, but also to create students' motivation, interest and achievement. The teachers of English who teach in junior high school level are suggested that they develop students' reading comprehension. The teacher should provide easy and fun activities in writing; therefore the students may follow the class more active and responsive.
3. To the future researchers, it is suggested that this study could be a reference to conduct other research on the same field. Future researchers may use true experimental research design to know whether or not the use of Cursory Reading Technique is effective in improving students' reading comprehension.
4. To the readers who want to take advantage of the use of Cursory Reading Technique for English department students and Senior High School students. They may use this technique to enrich their technique in improving their reading comprehension.

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APPENDIX A

INSTRUMENT POST TEST

I. Read the narrative text and answer the questions

In the past, there was a beautiful young girl named Cinderella . He lived with his mother and two sisters. mother and sister arrogant and bad tempered . They treated Cinderella very badly. Step mother made Cinderella do the hardest job in the house, such as scrubbing the floor , cleaning the pot and pan and preparing food for the family . Second step sister , on the other hand , does not work on the house . Their mother gave them many handsome dresses to wear. One day , two half-brothers received an invitation to the ball that the king 's son would give at the palace.

They were excited about this and spent so much time choosing the dresses they would wear . Finally, the ball came , and away went the sisters . Cinderella could not help crying after they left . Why are crying , Cinderella ? the voice asked . He looked up and saw her fairy godmother standing beside her , because I wanted to go to the ball Cinderella . Well godmother said , you've been such a cheerful , hardworking , uncomplaining girl that I will see that you go to the ball . Magic , fairy godmother turned a pumpkin into a coach and mice into a smooth two coachman and footman . Her godmother tapped Cinderella's dress with her wand , and it became a beautiful ball gown . Then he gave her a pair of pretty glass slippers . Now , Cinderella , she said , you have to go before midnight . Then he drove away a wonderful coach . Cinderella had a marvelous time either . She danced again and again with the king 's son . Suddenly the clock began to strike twelve , she ran toward the door as fast as he could do . In her hurry, one of her glass slipper behind. A few days later , the child king declared that he would marry the girl whose feet fitted the glass slipper . Stepsisters try on shoes but it was too small for them, no matter how hard they squeezed their toes into it .

In the end, the king's page let Cinderella try the shoes. He stretched his legs and slipped the shoes on the page. It fitted perfectly. Finally, he was ushered

into a magnificent palace and height. Young kings were glad to see him again. They marry and live happily ever after. End of story Cinderella no longer with his mother and brothers sisters.

Questions

1. What is the story about?
2. What did the early problem the main participant have?
3. How did the main participant solve the problem?
4. What is the moral value of the story?
5. What is the purpose of the text above?
6. Consider what the best title of the text is and draw the conclusion of the text by using your own words.

INSTRUMENT PRE-TEST

I. Read the narrative text and answer the questions

Long time ago a rabbit and a lion were neighbors. The lion was very proud, and was fond of boasting about his strength. And though they were such close neighbors, the lion looked down upon the rabbit, and used to bully and frighten her. Finally, the rabbit could stand it no longer and wanted to get her own back.

One day, she went to the lion and said, “Good day, respected elder brother. Imagine it, I met an animal over there that looked exactly like you, and he said to me, “Is there anyone in the world who dares stand up to me? If there is, let him come and have a duel with me. If there is no one, all of you have to submit to my rule and be my servants!” “Oh, he was and can’t even light on anyone!” added the rabbit.

“Oho,”the lion said, “Didn’t you mention me to him?”

“Yes, indeed, “the rabbit replied, “But it would have been better if I hadn’t. When I described how strong you were, he just sneers and said dreadfully rude things. He even went so far as to say that wouldn’t take you for his attendant!”.

The lion flew into a rage and roared, “Where is her? Where is her?”

So the rabbit took the lion behind a hill and, not going too near herself. Pointed to a deep well from a distance, and said, “He is down there, in the well”.

The lion hastened to the well and glared angrily into it. Yes, there was his rival who even glared back at him angrily. The lion roared, and his enemy roared back.

The lion became so furious that his hair stood on end. So did his enemy's in the well. The lion showed his teeth and lashed out with his paws to scare his rival – and his enemy in the well retaliated! In a fit of anger the lion sprang into the air with all his might and then flung himself at the enemy in the well.

The result was that the proud lion was instantly drowned.

Questions

1. What is the story about?
2. What did the early problem the main participant have?
3. How did the main participant solve the problem?
4. What is the moral value of the story?
5. What is the purpose of the text above?
6. Consider what the best title of the text is and draw the conclusion of the text by using your own words.

APPENDIX B

LESSON PLAN

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah	: SMP Negeri 2 Bantaeng
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VII / 2
Alokasi Waktu	: 2 x 45 menit (1x pertemuan)
Aspek	: Narrative Text (Menulis)

A. Standar Kompetensi

Menulis

Mengungkapkan makna tulis fungsional dan monolog sederhana yang berbentuk narrative untuk berinteraksi dengan lingkungan sekitar

B. Kompetensi Dasar

Mengungkapkan makna dan langkah retorika esai pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancer, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk narrative

C. Indikator Pencapaian Kompetensi

Indikator Pencapaian Kompetensi	Nilai Budaya Dan Karakter Bangsa
<ul style="list-style-type: none"> ▪ Menyusun kalimat menjadi teks bermakna dalam bentuk Narrative ▪ Menulis teks berbentuk Narrative 	Religius, jujur, toleransi, disiplin, menghargai prestasi, bersahabat, menghargai pendapat, serta kerjasama.

D. Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat:

- Menyusun kalimat menjadi teks bermakna dalam bentuk Narrative
- Menulis teks berbentuk Narrative

E. Materi Pokok

Legend of Rainbow

A long time ago, there was a farmer. He had a small farm. One day he found that a wall which he had built on previous days was getting knocked down. The farmer did not know who or what made it. Because he felt tired of this happening the farmer decided to catch who should be responsible.

One evening, while the farmer was in guard he heard something strange near that wall, then he ran to find out who or what it was. It was surprising him because there were three star maidens there. When they saw the farmer was approaching, they tried to escape. Two of the star maidens could run and escape but one of them was left behind.

The farmer then caught the star maiden. She was beautiful and soon the farmer felt in love with her. Because he was afraid that the star maiden would run away, the farmer hid her magical wings so she could not fly anymore. the farmer and the star maiden got married.

Time went by they live together and got a beautiful baby boy. They lived happily for a long time, until one day, the star maiden found her magical wings near their house. She wore her wings back and flew with her son next to her. The farmer was alone and heartbroken.

The gods saw the tears of the farmer. They felt pity of him so they decided to build a bridge of different colors for him to climb to the sky and see his son and wife.

F. Tehnik Pembelajaran

Summarizing Technique

G. Strategi Pembelajaran

Langkah-langkah Kegiatan Pembelajaran

▪ Kegiatan Awal (10')

- Mengucapkan salam dengan ramah kepada siswa ketika memasuki ruang kelas (*nilai yang ditanamkan: santun, peduli*)
- Mengecek kehadiran siswa (*nilai yang ditanamkan: disiplin, rajin*)
- Mengaitkan materi/kompetensi yang akan dipelajari dengan karakter
- Dengan merujuk pada silabus, RPP, dan bahan ajar, menyampaikan butir karakter yang hendak dikembangkan selain yang terkait dengan SK/KD.

▪ Kegiatan Inti (70')

Eksplorasi

Dalam kegiatan eksplorasi guru:

- Memperkenalkan dan menjelaskan tentang Summarizing Technique kepada siswa.
- Membagi siswa menjadi 8 kelompok yang beranggotakan 5 orang.
- Memberi teks berbentuk Narrative kepada siswa.
- Memberi instruksi untuk mengerjakan tugas
- Mengontrol kegiatan siswa
- Memberikan beberapa saran tentang cara menuliskan esai yang bagus menggunakan Summarizing technique.

▪ Kegiatan Akhir (10')

- Siswa dan Guru melakukan refleksi terhadap kegiatan yang sudah dilaksanakan.

H. Sumber/Bahan/Alat

- Internet

I. Penilaian

- Teknik : Menyimpulkan Teks Narrative sesuai dengan instruksi yang diberikan
- Bentuk : Tulisan
- Instrument / Soal : Terlampir

III. Pedoman Penilaian

SCORE	LEVEL	CRITERIA
CONTENT	30-27	EXCELLENT TO VERY GOOD: knowledgeable, substantive, through development of thesis, relevant to assigned topic.
	26-22	GOOD TO AVERAGE: some knowledge of subject adequate range, limited development of thesis, little relevant to topic, but lacks detail.
	21-17	FAIR TO POOR: limited knowledge to subject, little substance, inadequate development of topic
	16-13	VERY POOR: does not show knowledge of subject, non-substantive & not pertinent, or not enough to evaluate.
ORGANIZATION	20-18	EXCELLENT TO VERY GOOD: fluent expression, ideas clearly stated/supported, succinct, well-organized, logical sequencing, cohesive.
	17-14	GOOD TO AVERAGE: somewhat choppy, closely organized but main ideas stand out, limited support, logical but incomplete sequencing.
	13-10	FAIR TO POOR: non-fluent, ideas confused or disconnected, lacks logical sequencing and development
	9-7	VERY POOR: does not communicate, no organization, or not enough to evaluate.
VOCABULARY	20-18	EXCELLENT TO VERY GOOD: sophisticated range, effective word/idiom, choice and usage, word form mastery, appropriate register.
	17-14	GOOD TO AVERAGE: adequate range, occasional errors of word/idiom, choice and usage but meaning not obscured.
	13-10	FAIR TO POOR: limited range, frequent errors of word/idiom, choice and usage, meaning confused or obscured.
	9-7	VERY POOR: essentially translation, little knowledge of English vocabulary, idioms, word

		form or not enough to evaluate.
LANGUAGE USE	25-22	EXCELLENT TO VERY GOOD: effective complex constructions, few errors of agreement, tense, number, word order / function, articles, pronouns, prepositions.
	21-18	GOOD TO AVERAGE: effective but simple constructions, minor problems in complex constructions, several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions, but meaning seldom obscured.
	17-11	FAIR TO POOR: major problems in simple/complex constructions, frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments run-ons, relations, meaning confused or obscured.
	10-5	VERY POOR: virtually no mastery of sentence construction rules, dominated by errors, does not communicate or not enough to evaluate.
MECHANICS	5	EXCELLENT TO VERY GOOD: demonstrate mastery of convention, few errors of spelling, punctuation, capitalization, paragraphing.
	4	GOOD TO AVERAGE: occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured.
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$$\text{Score} = \frac{\text{students' correct answer}}{\text{total score}} \times 10$$

Makassar, September 2014

Mahasiswa

Kurniawan

NIM. 10535 3874 09

LAMPIRAN

Name: _____

Class :

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1. Accurately summarize the text.
2. Your summary must describe all key ideas from the text.
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4. Highlight or underline key ideas in each passage.

Legend of Rainbow

A long time ago, there was a farmer. He had a small farm. One day he found that a wall which he had built on previous days was getting knocked down. The farmer did not know who or what made it. Because he felt tired of this happening the farmer decided to catch who should be responsible.

One evening, while the farmer was in guard he heard something strange near that wall, then he ran to find out who or what it was. It was surprising him because there were three star maidens there. When they saw the farmer was approaching, they tried to escape. Two of the star maidens could run and escape but one of them was left behind.

The farmer then caught the star maiden. She was beautiful and soon the farmer felt in love with her. Because he was afraid that the star maiden would run away, the farmer hid her magical wings so she could not fly anymore. the farmer and the star maiden got married.

Time went by they live together and got a beautiful baby boy. They lived happily for a long time, until one day, the star maiden found her magical wings near their house. She wore her wings back and flew with her son next to her. The farmer was alone and heartbroken.

The gods saw the tears of the farmer. They felt pity of him so they decided to build a bridge of different colors for him to climb to the sky and see his son and wife.

**RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)**

Nama Sekolah	: SMP Negeri 2 Bantaeng
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VII / 2
Alokasi Waktu	: 2 x 45 menit (1x pertemuan)
Aspek	: Narrative Text (Menulis)

A. Standar Kompetensi

Menulis

Mengungkapkan makna tulis fungsional dan monolog sederhana yang berbentuk narrative untuk berinteraksi dengan lingkungan sekitar

B. Kompetensi Dasar

Mengungkapkan makna dan langkah retorika esai pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancer, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk narrative

C. Indikator Pencapaian Kompetensi

Indikator Pencapaian Kompetensi	Nilai Budaya Dan Karakter Bangsa
<ul style="list-style-type: none"> ▪ Menyusun kalimat menjadi teks bermakna dalam bentuk Narrative ▪ Menulis teks berbentuk Narrative 	Religius, jujur, toleransi, disiplin, menghargai prestasi, bersahabat, menghargai pendapat, serta kerjasama.

D. Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat:

- Menyusun kalimat menjadi teks bermakna dalam bentuk Narrative
- Menulis teks berbentuk Narrative

E. Materi Pokok

Finding farmers Magic Box

In the afternoon, there was a poor farmer . He lives with his wife . One day , he dug his field and found a very large box . He then store them in their homes . One sunny morning ,she dropped apples in the box . Suddenly, the box gets filled with apples . No matter how many apples were taken out , more apples going on inside the box . One day , forming dropping gold coins into the box.

Simultaneously , Apple began to disappear and the box full of gold coins . Farmer soon became rich . After hearing that his son became wealthy , forming a father visiting couples . His father was not very strong . He could not go out to work again . So the farmer asked his old father to help him take the gold coins out of the box . His father worked hard , took the gold coins out of the box . When he was told that he was very tired and wanted to rest , the farmer yelled to him , ' Why are you so lazy Why can not you work harder old man said nothing and continued to work long Suddenly ? . man fell into the box , he died.

As well as gold coins began to disappear and the box is filled with the dead . The former should be pulled out and buried . to do this , farmers have to spend all the money that had been collected earlier. When he had spent all his money , broke box . farmer was ugly as before, terrible ending.

F. Tehnik Pembelajaran

Summarizing Technique

G. Strategi Pembelajaran

Langkah-langkah Kegiatan Pembelajaran

▪ Kegiatan Awal (10')

- Mengucapkan salam dengan ramah kepada siswa ketika memasuki ruang kelas (*nilai yang ditanamkan: santun, peduli*)
- Mengecek kehadiran siswa (*nilai yang ditanamkan: disiplin, rajin*)
- Mengaitkan materi/kompetensi yang akan dipelajari dengan karakter
- Dengan merujuk pada silabus, RPP, dan bahan ajar, menyampaikan butir karakter yang hendak dikembangkan selain yang terkait dengan SK/KD.

▪ Kegiatan Inti (70')

Eksplorasi

Dalam kegiatan eksplorasi guru:

- Memperkenalkan dan menjelaskan tentang Summarizing Technique kepada siswa.
- Membagi siswa menjadi 8 kelompok yang beranggotakan 5 orang.
- Memberi teks berbentuk Narrative kepada siswa.
- Memberi instruksi untuk mengerjakan tugas
- Mengontrol kegiatan siswa
- Memberikan beberapa saran tentang cara menuliskan esai yang bagus menggunakan Summarizing technique.

▪ Kegiatan Akhir (10')

- Siswa dan Guru melakukan refleksi terhadap kegiatan yang sudah dilaksanakan.

H. Sumber/Bahan/Alat

- Internet

I. Penilaian

- Teknik : Menyimpulkan Teks Narrative sesuai dengan instruksi yang diberikan
- Bentuk : Tulisan
- Instrument / Soal : Terlampir

III. Pedoman Penilaian

SCORE	LEVEL	CRITERIA
CONTENT	30-27	EXCELLENT TO VERY GOOD: knowledgeable, substantive, through development of thesis, relevant to assigned topic.
	26-22	GOOD TO AVERAGE: some knowledge of subject adequate range, limited development of thesis, little relevant to topic, but lacks detail.
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	16-13	VERY POOR: does not show knowledge of subject, non-substantive & not pertinent, or not enough to evaluate.
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**RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)**

Nama Sekolah	: SMP Negeri 2 Bantaeng
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VII / 2
Alokasi Waktu	: 2 x 45 menit (1x pertemuan)
Aspek	: Narrative Text (Menulis)

A. Standar Kompetensi

Menulis

Mengungkapkan makna tulis fungsional dan monolog sederhana yang berbentuk narrative untuk berinteraksi dengan lingkungan sekitar

B. Kompetensi Dasar

Mengungkapkan makna dan langkah retorika esai pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk narrative

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Pada akhir pembelajaran siswa dapat:

- Menyusun kalimat menjadi teks bermakna dalam bentuk Narrative
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E. Materi Pokok

Golden Snail

Prince Raden Putra and Dewi Limaran were husband and wife. They lived in a palace. Prince Raden Putra's father was the king of the kingdom.

One day, Dewi Limaran was walking around in the palace garden. Suddenly she saw a snail. It was ugly and disgusting. "Yuck!" said Dewi Limaran and then she threw it away into a river. She did not know that the snail was actually an old and powerful witch. She could transform herself into anything. The witch was angry to Dewi Limaran. The witch put a spell on her and changed her into a golden snail. The witch then threw it away into the river.

The golden snail was drifting away in the river and got caught into a net. An old woman was fishing and used her net to catch some fish. She was surprised to see a golden snail in her net. She took it and brought it home. When the old woman woke up in the morning, she was surprised that the house was in the good condition. The floor was mopped. And she also had food on the table. She was thinking very hard. "Who did this to me? The person is very kind." It happened again and again every morning.

The old woman was very curious. One night she decided to stay up late. She was peeping from her room to know who cooked for her. Then, she could not believe what she saw. The golden snail she caught in the river turned into a beautiful woman. The old woman approached her. "Who are you, young girl?" "I am Dewi Limaran, Ma'am. A witch cursed me. I can change back as a human only at night," explained Dewi Limaran. "The spell can be broken if I hear the melody from the holy gamelan," continued Dewi Limaran. The old woman then rushed to the palace. She talked to Prince Raden Putra about her wife. Prince Raden Putra was so happy. He had been looking for his wife everywhere.

He then prayed and meditated. He asked the gods to give him the holy gamelan. He wanted to break the witch's spell. After several days praying and meditating, finally gods granted his wish. He immediately brought the holy gamelan to the old woman's house. He played it beautifully. And then amazingly the golden snail turned into the beautiful Dewi Limaran. The couple was so happy

that they could be together again. They also thanked the old woman for her kindness. As a return, they asked her to stay in the palace.

F. Tehnik Pembelajaran

Summarizing Technique

G. Strategi Pembelajaran

Langkah-langkah Kegiatan Pembelajaran

- **Kegiatan Awal (10')**
 - Mengucapkan salam dengan ramah kepada siswa ketika memasuki ruang kelas (*nilai yang ditanamkan: santun, peduli*)
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**RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)**

Nama Sekolah	: SMP Negeri 2 Bantaeng
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A. Standar Kompetensi

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D. Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat:

- Menyusun kalimat menjadi teks bermakna dalam bentuk Narrative
- Menulis teks berbentuk Narrative

E. Materi Pokok

Golden Cucumber

Once upon a time, not far from a jungle, lived husband and a wife. They were farmers. They were diligent farmers and always worked hard on the paddy fields. They had been married for many years and still not have a child yet. Everyday they prayed and prayed for a child.

One night, while they were praying, a giant passed their house. The giant heard they pray. "Don't worry farmers. I can give you a child. But you have to give me that child when she is 17 years old," said the giant.

The farmers were so happy. They did not think about the risk of losing their child later and agree to take the offer. Later, the giant gave them a bunch of cucumber seeds. The farmers planted them carefully. Then the seeds changed into plants.

Not long after that, a big golden cucumber grew from plants. After it had ripe, the farmers picked and cut it. They were very surprised to see beautiful girl inside the cucumber. They named her Timun Mas or Golden Cucumber. Years passed by and Timun Mas has changed into a beautiful girl.

On her 17th birthday, Timun Mas was very happy. However, the parents were very sad. They knew they had to keep their promise to the giant but they also did not want to lose their beloved daughter. "My daughter, take this bag. It can save you from the giant," said the father. "What do you mean, Father? I don't understand," said Timun Mas.

Right after that, the giant came into their house. "Run Timun Mas. Save your life!" said the mother. The giant was angry. He knew the farmers wanted to break their promise. He chased Timun Mas away. The giant was getting closer and closer.

Timun Mas then opened the bag and threw a handful of salt. It became sea. The giant had to swim to cross the sea. Later, Timun Mas threw some chilly. It became a jungle with trees. The trees had sharp thorns so they hurt the giant. However, the giant was still able to chase Timun Mas. Timun Mas took her third magic stuff. It was cucumber seeds. She threw them and became cucumber field.

But the giant still could escape from the field. Then it was the last magic stuff she had in the bag. It was a shrimp paste, terasi. She threw it and became a big swamp.

The giant was still trying to swim the swamp but he was very tired. Then he was drowning and died. Timun Mas then immediately went home. The farmers were so happy that they finally together again.

F. Tehnik Pembelajaran

Summarizing Technique

G. Strategi Pembelajaran

Langkah-langkah Kegiatan Pembelajaran

- **Kegiatan Awal (10')**
 - Mengucapkan salam dengan ramah kepada siswa ketika memasuki ruang kelas (*nilai yang ditanamkan: santun, peduli*)
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	3	FAIR TO POOR: frequent errors of spelling, punctuation, capitalization, paragraphing meaning confused or obscured.
	2	VERY POOR: no mastery of conventions, dominated by errors of spelling, punctuation, capitalization, handwriting illegible or not enough to evaluate.

$$\text{Score} = \frac{\text{students' correct answer}}{\text{total score}} \times 10$$

Makassar, September 2014

Mahasiswa

Kurniawan

NIM. 10535 3874 09

LAMPIRAN

Name: _____

Class :

Directions: Read each passage and...

1. Accurately summarize the text.
2. Your summary must describe all key ideas from the text.
3. Do **not** include opinions or personal info in your summary.
4. Highlight or underline key ideas in each passage.

Golden Cucumber

Once upon a time, not far from a jungle, lived husband and a wife. They were farmers. They were diligent farmers and always worked hard on the paddy fields. They had been married for many years and still not have a child yet. Everyday they prayed and prayed for a child.

One night, while they were praying, a giant passed their house. The giant heard they pray. "Don't worry farmers. I can give you a child. But you have to give me that child when she is 17 years old," said the giant.

The farmers were so happy. They did not think about the risk of losing their child later and agree to take the offer. Later, the giant gave them a bunch of cucumber seeds. The farmers planted them carefully. Then the seeds changed into plants.

Not longer after that, a big golden cucumber grew from plants. After it had ripe, the farmers picked and cut it. They were very surprised to see beautiful girl inside the cucumber. They named her Timun Mas or Golden Cucumber. Years passed by and Timun Mas has changed into a beautiful girl.

On her 17th birthday, Timun Mas was very happy. However, the parents were very sad. They knew they had to keep their promise to the giant but they also did not want to lose their beloved daughter. "My daughter, take this bag. It can save you from the giant," said the father. "What do you mean, Father? I don't understand," said Timun Mas.

Right after that, the giant came into their house. "Run Timun Mas. Save your life!" said the mother. The giant was angry. He knew the farmers wanted to break their promise. He chased Timun Mas away. The giant was getting closer and closer.

Timun Mas then opened the bag and threw a handful of salt. It became sea. The giant had to swim to cross the sea. Later, Timun Mas threw some chilly. It became a jungle with trees. The trees had sharp thorns so they hurt the giant. However, the giant was still able to chase Timun Mas. Timun Mas took her third magic stuff. It was cucumber seeds. She threw them and became cucumber field. But the giant still could escape from the field. Then it was the last magic stuff she had in the bag. It was a shrimp paste, terasi. She threw it and became a big swamp.

The giant was still trying to swim the swamp but he was very tired. Then he was drowning and died. Timun Mas then immediately went home. The farmers were so happy that they finally together again.

APPENDIX C

Students' score in Pre-test

Students	Indicators		Σ
	Main Idea	Supporting details	
S.1	4.4	3.1	7.5
S.2	5.1	3.4	8.5
S.3	3	4.4	7.4
S.4	4.1	3.4	7.5
S.5	5	3.4	8.4
S.6	4.1	3.4	7.5
S.7	4.6	4.5	9.1
S.8	3.1	5.5	8.6
S.9	4	5.4	9.4
S.10	3	2.5	5.5
S.11	4	3.5	7.5
S.12	2	5.5	7.5
S.13	3.6	4.5	8.1
S.14	5.6	2.5	8.1
S.15	3	3.5	6.5
S.16	2	5.5	7.5
S.17	2.5	4	6.5
S.18	5	3.5	8.5
S.19	3	4	7
S.20	3.3	4	7.3
S.21	4.3	4	8.3
S.22	2.3	4	6.3
S.23	2.6	4.5	7.1
S.24	3.6	4.5	8.1
S.25	4.6	3.5	8.1
S.26	4.3	2	6.3
S.27	3	4	7
S.28	3	4	7
S.29	3.6	4	7.6
S.30	2	4	6
Σx	107.7	118	225.7
\bar{x}	3.59	3.93	7.52

The student's score in post-test

Students	Indicators		Σ
	Main Idea	Supporting details	
S.1	4.4	4.4	8.8
S.2	5.1	3.4	8.5
S.3	4	4.4	8.4
S.4	6.1	3.4	9.5
S.5	5	3.4	8.4
S.6	4.1	5.4	9.5
S.7	4.6	4.5	9.1
S.8	3.1	5.5	8.6
S.9	4	5.4	9.4
S.10	5	4.4	9.4
S.11	3.5	5.5	9
S.12	3.1	5.5	8.6
S.13	4.1	5.5	9.6
S.14	4.6	3.5	8.1
S.15	5	3	8
S.16	2.6	5.5	8.1
S.17	4	5.5	9.5
S.18	4	5.5	9.5
S.19	3.6	5.5	9.1
S.20	4.6	4	8.6
S.21	2.6	5.5	8.1
S.22	4	5.5	9.5
S.23	3	4.5	7.5
S.24	4	3.5	7.5
S.25	3	5	8
S.26	4	5.5	9.5
S.27	4	4	8
S.28	4	4	8
S.29	4	5.5	9.5
S.30	5	4	9
Σx	122.1	140.2	262.3
\bar{x}	4.07	4.67	8.74

Appendix D

Scoring classification of students' pretest and posttest

No.	Students	Pretest		Posttest	
		Score	Classification	Score	Classification
1	S.1	7.5	Fairly good	8.8	Very Good
2	S.2	8.5	Good	8.5	Good
3	S.3	7.4	Fairly good	8.4	Good
4	S.4	7.5	Fairly good	9.5	Very Good
5	S.5	8.4	Good	8.4	Good
6	S.6	7.5	Fairly good	9.5	Very Good
7	S.7	9.1	Very good	9.1	Very Good
8	S.8	8.6	Very Good	8.6	Very Good
9	S.9	9.4	Very good	9.4	Very Good
10	S.10	5.5	Poor	9.4	Very Good
11	S.11	7.5	Fairly good	9	Very Good
12	S.12	7.5	Fairly good	8.6	Very Good
13	S.13	8.1	Poor	9.6	Very Good
14	S.14	8.1	Good	8.1	Good
15	S.15	6.5	Very fair	8	Good
16	S.16	7.5	Fairly good	8.1	Good
17	S.17	6.5	Poor	9.5	Very Good
18	S.18	8.5	Good	9.5	Very Good
19	S.19	7	Fairly good	9.1	Very Good
20	S.20	7.3	Fairly good	8.6	Very Good
21	S.21	8.3	Good	8.1	Good
22	S.22	6.3	Very fair	9.5	Very Good
23	S.23	7.1	Fairly good	7.5	Fairly good
24	S.24	8.1	Good	7.5	Fairly good
25	S.25	8.1	Good	8	Good
26	S.26	6.3	Very fair	9.5	Very Good
27	S.27	7	Fairly Good	8	Good
28	S.28	7	Fairly Good	8	Good
29	S.29	7.6	Good	9.5	Very Good
30	S.30	6	Very fair	9	Very Good

APPENDIX E

Table students Achievements

No	x_1 (Pre-Test)	x_2 (Post-Test)	D (x_2-x_1)	$(X_1)^2$	$(X_2)^2$	D^2
1	7.5	8.8	1.3	56.25	77.44	1.69
2	8.5	8.5	0	72.25	72.25	0
3	7.4	8.4	1	54.76	70.56	1
4	7.5	9.5	2	56.25	90.25	4
5	8.4	8.4	0	70.56	70.56	0
6	7.5	9.5	2	56.25	90.25	4
7	9.1	9.1	0	82.81	82.81	0
8	8.6	8.6	0	73.96	73.96	0
9	9.4	9.4	0	88.36	88.36	0
10	5.5	9.4	3.9	30.25	88.36	15.21
11	7.5	9	1.5	56.25	81	2.25
12	7.5	8.6	1.1	56.25	73.96	1.21
13	8.1	9.6	1.5	65.61	92.16	2.25
14	8.1	8.1	0	65.61	65.61	0
15	6.5	8	1.5	42.25	64	2.25
16	7.5	8.1	0.6	56.25	65.61	0.36
17	6.5	9.5	3	42.25	90.25	9
18	8.5	9.5	1	72.25	90.25	1
19	7	9.1	2.1	49	82.81	4.41
20	7.3	8.6	1.3	53.29	73.96	1.69
21	8.3	8.1	-0.2	68.89	65.61	0.04
22	6.3	9.5	3.2	39.69	90.25	10.24
23	7.1	7.5	0.4	50.41	56.25	0.16

24	8.1	7.5	-0.6	65.61	56.25	0.36
25	8.1	8	-0.1	65.61	64	0.01
26	6.3	9.5	3.2	39.69	90.25	10.24
27	7	8	1	49	64	1
28	7	8	1	49	64	1
29	7.6	9.5	1.9	57.76	90.25	3.61
30	6	9	3	36	81	9
Total	225.7	262.3	36.6	1722.37	2306.27	85.98
Mean score	7.52	8.7	1.22	57.41	76.87	2.86

APPENDIX F

The formula of mean score

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

Where:

\bar{X} = the mean score

ΣX = the total raw score

N = the number of students

Gay (1981:298)

The students' mean score of the pre-test and post test in Writing.

a. Pre-test

$$\begin{aligned}\bar{x} &= \frac{\Sigma x}{N} \\ &= \frac{225.7}{30} \\ &= \mathbf{7.52}\end{aligned}$$

b. Post-test

$$\begin{aligned}\bar{x} &= \frac{\Sigma x}{N} \\ &= \frac{262.3}{30} \\ &= \mathbf{8.7}\end{aligned}$$

Calculating the t-test analysis

1. Calculating the t-test analysis

Mean score of gain (D)

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

$$\bar{D} = \frac{36.6}{30}$$

$$\bar{D} = 1.22$$

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

$$t = \frac{1.22}{\sqrt{\frac{85.98 - \frac{(36.6)^2}{30}}{30(30-1)}}$$

$$t = \frac{1.22}{\sqrt{\frac{85.98 - \frac{1339.56}{30}}{30(29)}}$$

$$t = \frac{1.22}{\sqrt{\frac{85.98 - 44.65}{870}}}$$

$$t = \frac{1.22}{\sqrt{\frac{41.33}{870}}}$$

$$t = \frac{1.22}{\sqrt{0.04}}$$

$$t = \frac{1.22}{0.2}$$

$$t = 6.1$$

APPENDIX G

Level of Significance for one-tailed test

df	Level of Significance for Two-Tailed Test					
	.20	.10	.05	.02	.01	.001
1	3.078	6.314	12.706	31.821	63.657	636.619
2	1.886	2.920	4.303	6.965	9.926	31.598
3	1.638	2.353	3.182	4.541	5.841	12.941
4	1.533	2.132	2.776	3.747	4.604	8.610
5	1.476	2.015	2.571	3.365	4.032	6.859
6	1.440	1.943	2.447	3.143	3.707	5.959
7	1.415	1.895	2.365	2.908	3.499	5.405
8	1.397	1.860	2.306	2.896	3.355	5.041
9	1.383	1.833	2.262	2.321	3.250	4.781
10	1.372	1.812	2.226	2.764	3.169	4.587
11	1.363	1.796	2.201	2.718	3.106	4.437
12	1.356	1.782	2.179	2.681	3.055	4.318
13	1.350	1.771	2.160	2.650	3.120	4.221
14	1.345	1.761	2.145	2.624	2.977	4.140
15	1.341	1.753	2.131	2.604	2.947	4.073
16	1.337	1.746	2.120	2.583	2.921	4.015
17	1.333	1.740	2.110	2.567	2.898	3.965
18	1.330	1.734	2.101	2.552	2.878	3.927
19	1.328	1.729	2.093	2.539	2.861	3.883
20	1.325	1.725	2.088	2.528	2.845	3.850
21	1.323	1.721	2.080	2.518	2.831	3.919
22	1.321	1.717	2.074	2.508	2.819	3.792
23	1.319	1.714	2.690	2.500	2.807	3.767
24	1.318	1.711	2.640	2.492	2.797	3.745
25	1.316	1.708	2.060	2.485	2.787	3.725
26	1.315	1.706	2.056	2.479	2.779	3.707
27	1.314	1.703	2.052	2.473	2.771	3.690
28	1.313	1.701	2.048	2.467	2.763	3.674
29	1.311	1.699	2.045	2.462	2.756	3.658
30	1.310	1.697	2.042	2.457	2.750	3.646
40	1.303	1.684	2.021	2.423	2.704	3.551
60	1.296	1.671	2.000	2.390	2.660	3.460
120	1.289	1.658	2.980	2.358	2.617	3.373
x	1.282	1.645	1.960	2.326	2.576	3.291

CURRICULUM VITAE



Kurniawan was born on February 22th, 1991 in, Bantaeng Regency from the marriage of his parents Kilat Buana and Rostina. He is the first child. He has two sisters and one brother .

He finished his study at SDN 1 Lembang Cina in 2003, at SMPN 2 Bantaeng in 2006, at SMAN 2 Bantaeng in 2009.

He enrolled as a student in Muhammadiyah University of Makassar in English Education Department in 2009.

At the end of his study, he could finish his thesis in 2014 by writing a thesis entitle *“Using Cursory Reading Technique to Improve the Students’ Reading Comprehension.”*