

**THE IMPACT OF THE GIVE ONE GET ONE (GOGO) STRATEGY ON
STUDENTS' READING COMPREHENSION AT SMA NEGERI 2 GOWA**

(A Pre Experimental Research)



A THESIS

*Submitted to the Faculty of Teacher and Education Universitas
Muhammadiyah Makassar in Partial Fulfillment of the Requirement for
Degree of Education in English Education Department*

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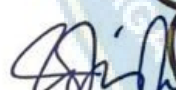
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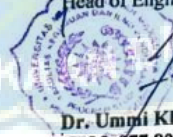
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Day / Date	Chapter	Note	Sign
Tuesday 22 Oct 23		<ul style="list-style-type: none"> - Revise the scope - Revise the Findings - It should be based on the research question - Revise the Discussion - Revise the hypothesis - Revise the conclusion - Use Mandelbay in citation and many reference 	

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Thursday 16-11-2023		Revise the conceptvell Frame work - Revise the findings - Revise the discussion - Revise the conclusion	
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Day / Date	Chapter	Note	Sign
Friday Oct. 13.23	IV	Revise the findings shows the answer by Problem Statement arrange the part findings	g g f.
Tuesday Oct. 24.23	IV	rearrange the result findings ; shows the impact clearly correlate the explanation of the impact with the data on the table	g f b.
Tuesday Oct 31.23	IV	Revise discussion put the the theory on the discussion to support the statement	g b g f
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wednesday Nov. 15.23		prepare to exam	ACC.

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MOTTO

“Indeed, with difficulty there is ease. So when you are finished (with something), keep working hard (on other matters).”

- QS. Al-Insyirah : 6-7 -

DEDICATION

Bismillah, I dedicate my thesis to my beloved parents, Hamzah and Binang, sincerity from the heart for their never-ending prayers and priceless enthusiasm. As well as to my closest and dearest people, my friends who have accompanied me until now. And to my beloved university which has guided me.

ABSTRACT

Samriani (2023), *The Impact of the GOGO Strategy on Students Reading Comprehension at SMA Negeri 2 Gowa*. English Education Department Faculty of Teacher Training and Education Universitas Muhammadiyah Makassar Supervised by Syamsiarna Nappu and Sujariati.

This study aimed to determine the impact of the GOGO strategy on students' reading comprehension in terms of the main idea and supporting details. This study used quantitative descriptive research with a pre-experimental design, which took one class for the pre-test and post-test and collected data using a reading test and an essay test. This study used purposive sampling as the technique for selecting the sample. The sample for this study was the X class of SMA Negeri 2 Gowa, which consisted of 36 students.

The results showed the mean score of the main idea in the pre-test was 66.38 and the post-test was 85.82; the improvement was 29.28%. Meanwhile, the mean score of supporting details in the pre-test was 63.33, and in the post-test it was 83.61; the improvement was 27.20%. The t value for main idea is $29.90 > 1.689$, and the t value for supporting details is $51.28 > 1.689$ it means that H_0 is rejected and H_a is accepted. Based on that, it can be concluded that the GOGO strategy has a good impact on students' reading comprehension in terms of the main idea and supporting details of narrative texts. That's the mean score pre-test of the tenth grade students of SMA Negeri 2 Gowa, which increased significantly in the post-test after being taught the GOGO strategy for treatment.

Keywords: *Impact, GOGO Strategy, Reading Comprehension, Main Idea, Supporting Details*

ABSTRAK

Samriani (2023), Dampak Strategi GOGO Terhadap Pemahaman Membaca Siswa di SMA Negeri 2 Gowa. Jurusan Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar Dibimbing oleh Syamsiarna Nappu dan Sujariati.

Penelitian ini bertujuan untuk mengetahui dampak strategi give one get one terhadap pemahaman membaca siswa ditinjau dari gagasan utama dan rincian pendukung. Penelitian ini menggunakan jenis penelitian deskriptif kuantitatif dengan desain pra-eksperimental, yaitu mengambil satu kelas untuk pre-test dan post-test dan pengumpulan data menggunakan tes membaca menggunakan tes esai. Peneliti menggunakan purposive sampling sebagai teknik pemilihan sampel. Sampel penelitian ini menggunakan kelas X SMA Negeri 2 Gowa yang berjumlah 36 siswa.

Hasil penelitian menunjukkan nilai rata-rata nilai pre-test gagasan pokok sebesar 66,38 dan nilai post-test sebesar 85,82, peningkatan sebesar 29,28%. Nilai pre-test rincian penunjang sebesar 63,33 dan nilai post-test sebesar 83,61 peningkatan sebesar 27,20%. Nilai t-hitung gagasan utama sebesar $29,90 > 1,689$, dan nilai t-hitung rincian pendukung sebesar $51,28 > 1,689$ maka H_0 ditolak dan H_A diterima. Hasil penelitian menunjukkan rata-rata skor gagasan utama pada pre-test sebesar 66,38 dan post-test sebesar 85,82, peningkatan sebesar 29,28%. Sedangkan rata-rata nilai pendukung rincian pada pre-test sebesar 63,33 dan pada post-test 83,61 meningkat sebesar 27,20%. Nilai t hitung gagasan pokok sebesar $29,90 > 1,689$, dan nilai t hitung rincian pendukung sebesar $51,28 > 1,689$ yang berarti H_0 ditolak dan H_A diterima. Berdasarkan hal tersebut, dapat disimpulkan bahwa strategi GOGO memberikan dampak yang baik terhadap pemahaman membaca siswa ditinjau dari gagasan pokok dan detail pendukung teks narasi. Artinya, nilai rata-rata pre-test siswa kelas X SMA Negeri 2 Gowa meningkat secara signifikan pada post-test setelah diajar menggunakan strategi give one get one pada perlakuan.

Kata Kunci: *Dampak, Strategi Give One Get One, Pemahaman Membaca, Gagasan Utama, Detail Pendukung*

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Hopefully, this research thesis can be admitted well, and its result can give massive contribution to the improvement of the English teaching and learning process. However, the writer also realize that this research thesis is still far from being perfect. Therefore all criticism and suggestion will be appreciated.

Makassar, 23 November 2023

Samriani

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CHAPTER I

INTRODUCTION

A. Background

One of the daily activities is reading. People can get knowledge, information, ideas, problem-solving skills, and pleasure from reading. Because we can constantly obtain reading material through magazines, newspapers, academic books, fiction or nonfiction books, and novels, we cannot avoid reading. Additionally, reading is a great way to expand and strengthen one's language skills, in addition to serving as a source of information and a fun hobby. This indicates that reading is a crucial activity in many language programs. It serves as a source of information, a fun pastime, and a way to expand one's knowledge of the material. Reading is a crucial ability for teaching and learning. Teixeira (2016) claims that "reading is a key language skill that has a significant place in the teaching and learning of foreign languages. It implies that reading plays a significant role in foreign language education and learning.

Furthermore, reading is a component of English proficiency, and English is a language that Indonesian students have to study to become proficient in both oral and written communication up to the level of literal information and to access science. It implies that students can acquire the ability to communicate in both written and oral forms by reading in order to acquire knowledge.

Reading comprehension, according to Heilman W., (1981), is the

process of understanding written ideas through meaningful interpretation and engagement with language. To extract information from the text, readers also need to engage with and interpret the reading material. However, the majority of students still have trouble reading books to learn the information contained therein. In addition to locating the specifics, determining the primary idea, and drawing conclusions from the text, the students also have trouble recalling or applying the information from the book as a result.

Additionally, a lot of students lose patience when they have trouble reading the target language. Since the teacher merely asks the students to read the material and respond to the comprehension questions supplied in the book while teaching reading, there is no appealing teaching technique that focuses on teaching reading comprehension. The students consequently frequently have low reading abilities. Numerous factors can affect students' inability to comprehend reading texts. It might be brought on by the students' lack of previous information regarding the subject matter of the text they would be studying, their lack of vocabulary, and their laziness in reading the text.

However, after the researcher conducted an initial interview with the English teacher at SMAN 2 Gowa, the teacher did not use an engaging method that encouraged student involvement in order to achieve the greatest results. The teacher only briefly explains the content in front of the class before instructing the students to complete the reading tasks. The teacher then assesses each students worksheet to determine their grade. Many students were lethargic and lazy when it came to participating in reading exercises in

class since the teacher did not utilize an engaging method and there was no interaction between the students.

Moreover, the majority of students believe that English is a difficult topic; hence, they weren't interested in paying attention to the teacher in class. As a result of the tedious classroom activities and the students' struggles to comprehend the book, they found reading to be boring and were unable to learn anything from the text. They frequently experienced tension as a result of their inability to comprehend the major point of what they had read. It is safe to suppose that they were in the dark and misunderstood what they had read.

As a result, the teacher should employ an approach that can improve reading comprehension. One of the instructional methods that can be utilized to help children improve their reading ability is the give one get one strategy. Give One Get One is a mechanism that a student might use to socially develop background knowledge for a text, according to Zwiers (2004). In addition to remaining quiet throughout class, the students are also exchanging ideas in order to learn more. However, as students can practice reading the material outside of class, their method for understanding the text can be taught in an engaging way. Finally, and hopefully, reading instruction can be effective.

The Give One Get One strategy works well for teaching and acquiring reading comprehension. It was discovered through earlier research by Arbiansyah (2014) titled "The Effect of Using Give One Get One Strategy on Students' Reading Comprehension on Narrative Text of the Second Year at

SMA Negeri 12 Pekanbaru." The study's findings demonstrated that students who were taught the Give One Get One strategy made considerable progress in their ability to comprehend narrative texts. The difference between the post-test mean scores for the experimental group and control group can be used to demonstrate this. The statistics indicated that the Give One Get One strategy-taught reading of narrative material is rated as excellent. Thus, the Give One Get One strategy works well to develop students' reading comprehension.

Based on the background above, the researcher was interested in doing research entitled "The impact of the Give One Get One Strategy on Student Reading Comprehension At SMA Negeri 2 Gowa."

B. Problem Statement / Research Question

Based on the statement on the background above, then the problem of the research is formulated:

"To what extent the impact of the GOGO strategy on students' reading comprehension?"

C. Research Objectives

Based on the research problem above, the objective of this study was to find out:

"The impact of the GOGO strategy on students' reading comprehension"

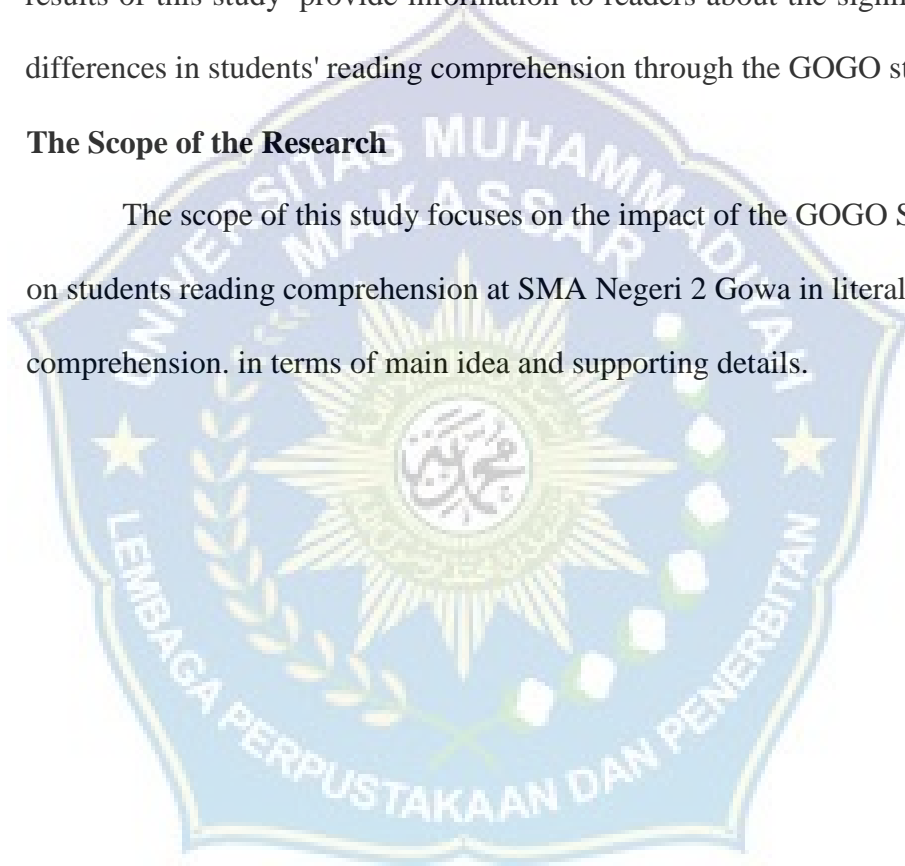
D. Significance of the Research

There are two significances of the research, namely theoretical significance and practical significance. In theoretical this study can be used as a reference for someone who wants to conduct research in the field of reading

comprehension, especially using the GOGO strategy. In practice, students are more interested in learning English because they study in groups, and this study teaches students how to learn reading material in a fun and interesting way. The results of this study are expected to be useful for English teachers who may use the gogo strategy when they teach reading comprehension. The results of this study provide information to readers about the significance of differences in students' reading comprehension through the GOGO strategy.

E. The Scope of the Research

The scope of this study focuses on the impact of the GOGO Strategy on students reading comprehension at SMA Negeri 2 Gowa in literal reading comprehension. in terms of main idea and supporting details.



CHAPTER II

REVIEW OF RELATED LITERATURE

A. The Previous Related Research Findings

There are several previous study studies that discuss about GOGO strategy on students reading comprehension. According to Amalia (2017), The GOGO strategy has a significant effect on students' reading comprehension. This strategy can improve students' reading comprehension. with that, students can get information from the thoughts of his friends and share information from his own thoughts. The students will share with each other about the topic being discussed. Thus, students can get many ideas from the text quickly.

The results of a study conducted by Chersia et al., (2015), students who were taught using the "GOGO" strategy obtained better results in reading comprehension compared to students who were taught using the small group discussion strategy. The results of the study also show that there is no interaction between the strategies used and students' learning motivation. This is shown by the reading comprehension of students who are low motivated does not exceed the reading comprehension of students who are highly motivated. This means that the "GOGO" strategy is able to improve students' reading comprehension.

Arbiansyah (2014) said that students who were taught using the GOGO strategy had higher reading comprehension than students who were taught without using the GOGO strategy. In his research he compared the reading ability of students who used the GOGO strategy with students who

did not use the strategy, and there will a very different comparison where students using the strategy increased their reading comprehension while students who did not use the strategy did not improve their reading comprehension.

Based on the statement above, This study concludes that the research findings indicated that there is an impact of the GOGO Strategy on students' reading comprehension

After This study read from previous studies, the differences of this study are the level and location to do the research. In addition, this study only focuses on the reading comprehension of class X.5 students of SMA Negeri 2 Gowa.

B. Some Pertinents Idea

1. Concept of Reading Comprehension

a. Defenition of Reading Comprehension

Reading comprehension is defined by Smith (1978) as the comprehension, assessment, and application of knowledge and concepts acquired via dialogue between the reader and the author. Reading comprehension is a type of conversation between an author and reader in which the written word becomes the medium that cause the dialogue happen when the two person communicate through the medium of print.

According to Klingner et al., (2007) reading comprehension is a multi-component, highly complex process that involves many interactions between readers and what they bring to the text (previous knowledge, strategy use, and skill) as well as variables related to the

text itself (interest in text, understanding of text type). It signifies that reading comprehension is the interaction of readers with the text, as well as the reader's ability to tie the concept from the text to past experience and knowledge.

According to the ideas, reading comprehension is the capacity to interpret and comprehend information from the text. As part of reading comprehension, readers connect the text's ideas to their own knowledge and experiences.

b. Aspects of Reading Comprehension

According Gunning (2010) they are 4 aspects in reading comprehension, as follows:

1) Main Idea

A summary statement that incorporates the details or concepts in a selection is known as the main idea. The topic is less precise than the main theme. Unlike the topic, which is the subject, the major concept is the overall viewpoint conveyed in relation to the issue.

2) Supporting Details

Major supporting details, according to Roberta (2008) are the most crucial instances, facts, arguments, or descriptions provided by the author to support the fundamental concept or thesis. These significant supporting ideas are frequently included in the topic sentence of a paragraph in an essay, article, or multiparagraph text. Meanwhile, minor supporting features are

aspects that complement big supporting elements. They can provide: 1) additional information to explain significant supporting details, 2) more instances to demonstrate major supporting features, and 3) more particular information to make the subject more appealing. Minor supporting details provide critical information for understanding in some disciplines.

3) Fact and Opinions

The accuracy or inaccuracy of a fact can be determined empirically and analytically by counting, measuring, weighing, feeling, hearing, seeing, or studying it. While opinions cannot be proven, they do indicate an attitude or a value.

Based on the elements of reading comprehension mentioned by certain experts, This study came to the conclusion that students can succeed in reading comprehension if they comprehend all of the elements. The four components This study will employ in this study are the primary concept, drawing inferences, supporting details, and terminology. The Levels of Comprehension Skills

(Reid, 1981) divides understanding into four levels of skills namely literal, interpretive, critical and creative.

As comprehension skills are also thinking skills, these four levels correspond to the categories of cognitive (intellectual) behaviors described by (Bloom S., 1966) and others. Knowing something refers to understanding it literally, understanding it and

applying it refers to understanding it interpretively, analyzing it and evaluating it refers to understanding it critically, and synthesis refers to understanding it creatively.

The following comprehension ability levels are identified by Heilman W.(1981) as follows:

- 1) Literal Reading

Literal comprehension, as described by Burns et al. (1999), is the capacity to immediately grasp the concepts represented in written text, recognize features and sequences, and understand cause-and-effect relationships. Although though literal reading comprehension is a low level ability in reading, it is very necessary for instructors to build the students'literal comprehension talent since it is the basic skill for the students before they master other reading abilities.

Literal reading is a skill to get the main direct literal meaning of sentences in content. The basics of literal reading are recognizing the main idea, supporting details, sequence of details and conclusion. The foundations of literal comprehension are fundamental to all reading skills at any level because a reader must understand what the writer is saying.

The following are the basics of literal reading comprehension:

1. Main Idea

Jeffries & Mickulecky (1996) argue that the main idea is the author's idea about the topic which is formed by topics and ideas. Topic refers to the subject matter being discussed; main idea refers to the main thought or idea expressed.

Example:

Once upon a time, there was a great king of land far away in the east. He had a very beautiful daughter who was so proud, naughty, and conceited. She liked to make fun of any prince who asks her to be his wife.

What does the first paragraph tell about?

2. Supporting Details

Fleming (2011) defines supporting details as sentences that explain more specifically or prove the topic sentence by providing reasons, examples, studies, definitions, etc. Although supporting details can take many different shapes, their role is the same: Assist in clarifying, proving, or suggesting the topic sentence.

According to Dole (2012) supporting details are details that clarify, support, and confirm the author's position. It might include examples, figures, facts, stories, or professional advice.

uncover the primary concept and then seek for the material the author uses to describe it in greater depth to uncover the supporting elements. If a core concept spans more than one paragraph, the supporting information may be spread throughout numerous paragraphs.

Scarry (2011) goes on to say that a supporting detail is a piece of evidence utilized by a writer to make the main sentence's guiding notion believable and intriguing to the reader. A descriptive image, an example from history or personal experience, a reason, a fact (such as a statistic), a statement from an expert, or an anecdote used to illustrate a point are all examples of evidence.

Example:

I have three specific reasons for loving reading. First, reading is pleasure. It can lose my tired. In addition, reading will give me information. The last, reading will give me over view of researcher style.

The sentences are underlined above called supporting sentences or supporting main idea (Syafe'i, 2007). From the components of reading above, it can be known that the students will understand the paragraphs and they must master the components of reading first. They should master main idea and supporting ideas of the paragraph, identify inference and telling the information

3. Sequence Details

Sequence details is a reading comprehension strategy that helps students identify the components in a story, including the beginning, middle, and end. It also involves the ability to summarize and retell the events in a story or text in the order in which they happen. (Quoting Landmark School Outreach).

4. Conclusion

The conclusion is the last part of something, the end of the result. When you write a paper, you always end by

summing up your arguments and drawing conclusions about what you have written.

2) Interpretive Reading

This level requires that the reader go beyond the writer's knowledge. The reader must recognize the relevance of the facts; observe numerous relationships such as cause and effect and the relationship of the component to the whole, compare, draw conclusions and inferences, and make generalizations.

Sinambela (2017) asserted that interpretative reading promotes learners' accurate and automatic reading through the use of right phrases, speed, phrasing, and smoothness, resulting in understanding.

3) Critical Reading

At this level, students learn to analyze and appraise material as well as the writer's use of language to guide the reader's interpretation, while also noticing indications of the writer's bias, credentials, point of view, intent, and veracity. According to Pardede (2007), critical reading is essentially a thinking and reading process that necessitates good comprehension.

4) Creative Reading

This level requires the reader's interaction with the material supplied as he utilizes it to construct or reconsider his own beliefs. Open-ended questions at this level may ask the reader to

incorporate his own knowledge, point of view, and value. According to Incik (2012), creative reading engages readers in numerous actions during the comprehension process and allows them to generate creative ideas and products linked to a text's theme.

2. GOGO Strategy

a. Defenition of GOGO Strategy

In the teaching and learning process, the teacher should apply interesting strategies that can make students interested and more eager to learn. One of these strategies is the "give one, get one " strategy. GOGO is a strategy with a social component that allows students to tap into and create background knowledge for a text". It is comparable to a brainstorming session, but with a more conversational twist (Zwiers, 2004). It suggests that the GOGO strategy is a type of technique that can create background knowledge in a social setting. According to Preszler (2005), the GOGO program allows struggling students to get fresh knowledge and facts about a subject. This implies that students should acquire new knowledge and information about the material. Moreover, Commander (1997) claims that gives one receive one is a reading approach utilized to stimulate physical activity in order to encourage students to think divergently and swiftly locate numerous ideas. According to this theory, skilled readers may use existing knowledge to incorporate new linguistic facts into the understanding process.

Moreover, this strategy stresses student engagement. Students share their expertise with other students in the same job and function. Lim (2009) outlines GOGO as a reading approach that can encourage every student to engage every time in Chersia's diary. It enables students to participate in group or peer discussions. It also motivates students before they present their ideas in class. According to Sejn's magazine, GOGO is a strategy that assists students create or activate their schema for a specific topic by activating their background knowledge through social engagement among their community of learners. It means that the GOGO strategy permits students to engage in group or peer debate. It also motivates students before they present their ideas in class. Furthermore, using the GOGO strategy, students can express their ideas or opinions based on their prior knowledge. Because they must connect socially with their instructor and classmates, the GOGO strategy can encourage students to be more active readers. Students may obtain fresh knowledge in their community, and they can also convey their information to other students in their community.

Based on the statements above, This study finds that GOGO is an strategy in which students may learn from their classmates' thoughts while also sharing their own. The students will offer their thoughts on a current issue. As a result, the students can easily grasp a variety of concepts from the text.

b. Procedure of GOGO Strategy

The GOGO strategy can encourage all students to participate in the learning process by allowing them to engage in structured academic discussions with their peers in the classroom. According to Commander (1997) there are the procedures of GOGO strategy:

- 1) The teacher asks a question.
- 2) Students come up with two suggestions.
- 3) The teacher set a target (number of ideas and time limit- time to collect ideas).
- 4) Students get up and "connect" with other students solely to share and receive ideas.
- 5) If they both have similar ideas, they should collaborate to come up with a fresh one.
- 6) Students resume their seats (they can share ideas in small groups and try to generate two or three additional new ideas).
- 7) The teacher gathers and documents ideas to be analyzed and developed.

Meanwhile, Zwiers (2004) states the procedures of Give One Getone strategy as follows:

- 1) From the text, the teacher generates a subject idea and writes it on the board.
- 2) Students fold a sheet of paper in half horizontally and number 1 through 4 above and 5 through 8 below the fold.

- 3) Students jot down ideas on the issue.
- 4) Students wander about the room and exchange ideas for at least three distinct ideas from other students, which go on lines 5–8. For each relevant suggestion, they must obtain the students name and enter it in the "from" section.
- 5) After a few minutes, students gather and discuss the thoughts they heard from other students with the class.
- 6) Students must use academic language such as "Julie had a similar view," "Manuel expects that...", or "Katia disagrees because she..."
- 7) Discuss all of the replies before introducing the text.

Based on the explanations of experts, This study updated the procedures of the GOGO strategy. The procedures were changed to make it easier for students to gain knowledge from text utilizing the GOGO strategy. The processes are as follows:

- 1) The students are placed into groups of four to five students each.
- 2) The teacher assigns a worksheet and text to each group, then sets multiple-choice questions with a time restriction.
- 3) The teacher instructs students to fill out the "Give One" column with as many items as they can think of.
- 4) After generating the list, the teacher instructs students to stand up, go around the room, and pick a partner to share answers with.

- 5) After choosing a new partner, each group gives one and receives one response. Fill in the "Get One" column of their worksheet with the answer they obtained.
- 6) When the partners have separated, students raise their hands, choose a new companion, and repeat steps e-f.
- 7) When students have finished giving and receiving, the instructor instructs them to return to their seats.
- 8) The teacher selects students at random from various groups and invites them to share with the class the answers they provide and receive from other students.

c. Advantages and Disadvantages of GOGO Strategy

The GOGO strategy might help make learning easy. However, there are certain advantages and disadvantages to employing the GOGO strategy, which are as follows:

1) The Advantages of GOGO Strategy

The general advantages of the GOGO strategy are that it motivates students and gets them to engage with other students since they have to work together on tasks.

GOGO, in Prezler's opinion (Prezler, 2005), enables struggling students to learn new facts and information about a subject. All students in the classroom, regardless of skill levels, may benefit from this strategy since students share information and quiz one another. According to Zwiers (2004), the GOGO strategy

gives advantages that encourage students to impart what they already know to one another about a particular subject. Thus, This study draws the following advantages of GOGO from the theories:

- a) Encourage students to communicate with one another since group projects need them to collaborate.
- b) Students are quick to locate information in texts.
- c) The students can access information and gain knowledge from one another.
- d) Assist in bringing students' past knowledge to life.

2) Disadvantages of the GOGO Strategy

According to Commander (1997), the following are some disadvantages of the GOGO strategy:

- a) More time is needed for discussion of the GOGO strategy.
- b) Pairing off and sharing between students makes the group less conducive.

This study minimized the disadvantages in the manner described below:

- a) The teacher may schedule discussion time so that the class is more conducive and the students are more engaged in the subject.

- b) The teacher keeps the class under control by moving about the classroom and giving advice or suggestions to students who are having trouble coming up with any of their own.

C. Conceptual Framework

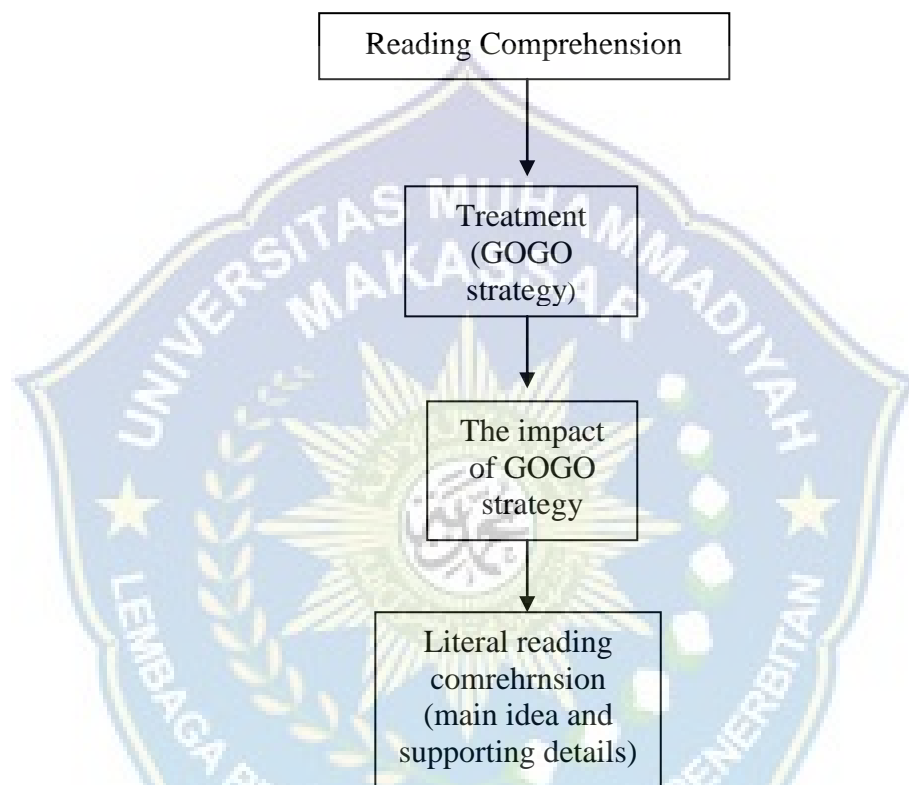


Figure 2. 1 Conceptual Framework

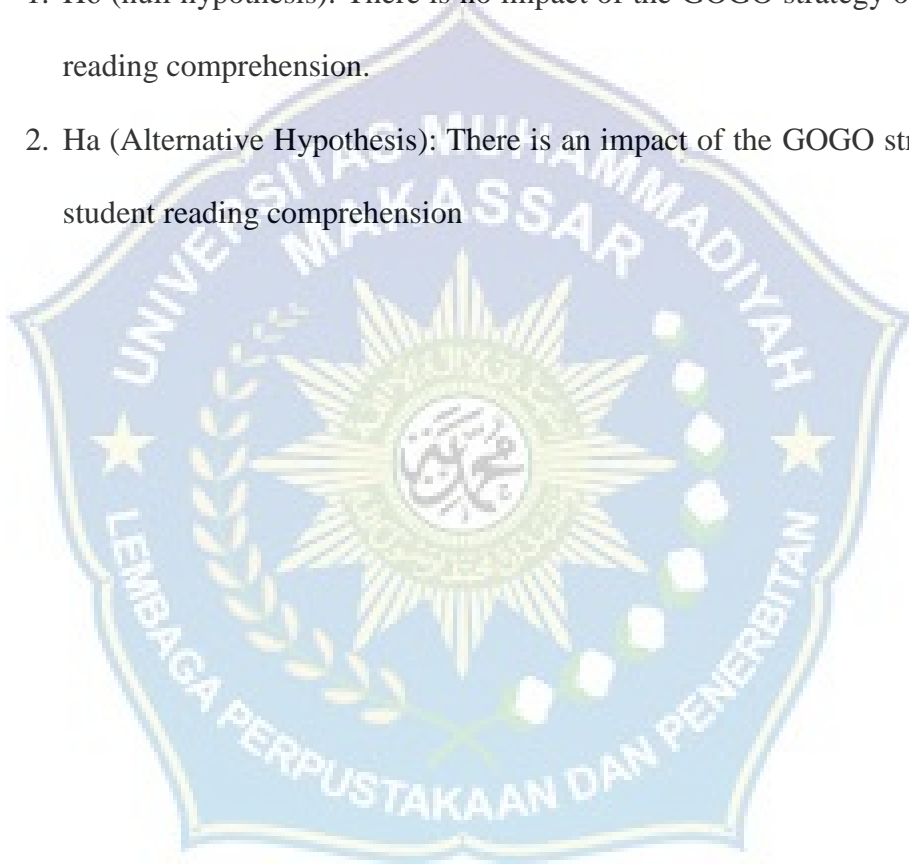
Based on the conceptual framework above, researchers focused on students' learning strategies in English in class, and use pre-tests to determine students' understanding of the material provided. Furthermore, This study gave treatment to students before entering the post test to find out more about students' reading comprehension.

D. Research Hypothesis

This study aims to analyze the impact of the GOGO strategy on student reading comprehension.

The research hypothesis is formulated as follows:

1. Ho (null hypothesis): There is no impact of the GOGO strategy on student reading comprehension.
2. Ha (Alternative Hypothesis): There is an impact of the GOGO strategy on student reading comprehension



CHAPTER III

RESEARCH METHODOLOGY

This study used quantitative research using a pre-experimental design to evaluate if the independent variable influences changes in the dependent variable. Ledyard (2020) explains that in experimental research, This study modifies at least one independent variable, controls other dependent variables, and monitors the effects on one or more dependent variables.

A. Research Design

This study was designed using pre-experimental research with a one group pretest-posttest design. Research is a term used for any kind of open-ended investigation to uncover interesting or new facts. In this study, researchers conducted a pre-test before giving treatment and a post-test after treatment. The purpose of this study is to determine the impact of the GOGO strategy on students' reading comprehension. This study is held at SMA Negeri 2 Gowa.

Table 3. 1 One Group Pre-Test Post-Test Design

Pre-Test	Treatment	Pos-Test
Y1	X	Y2

Where:

Y1 = Pre-Test

X = Treatment

Y2 = Post-Test

B. Research Variable and Indicator

1. Independent Variable

Independent variables are those that can influence or be affected by the dependent variable. The GOGO strategy was adopted by the independent variables in this study.

2. Dependent Variable

The dependent variable is a variable that is caused or influenced by other variables. The dependent variable in this study is students' reading comprehension.

3. Research Indicators

The research indicator in this study is the impact of the GOGO strategy on student reading comprehension.

C. Population and Sample

1. Population

The population of this study were students of class X SMANegeri 2 Gowa, based on data from the administration of SMA Negeri 2 Gowa the total numbers of students in class X as a whole is 428 students which are divided into 12 classes.

Table 3. 2 The Number of Students

Class	Number of Students
X 1	36
X 2	36
X 3	36
X 4	36
X 5	36
X 6	36
X 7	36
X 8	36
X 9	36
X 10	36
X 11	38
X 12	34
TOTAL	432

Source: administration SMA

2. Sample

This study used purposive sampling technique. Purposive sampling, defined by Sugiyono (2007:117), is a sample strategy with specific criteria to make the data collected with a competent research process in their field more representative. The reason for taking samples in this study is if the sample is for researcher can more easily, efficiently, and effectively analyze the require data. The sample of this study are is class X.5 involving 36 students.

D. Research Instrument

The reading comprehension test be used by the research as a pre-test and post-test to measure how well students can interpret and understand information. A pretest be given before treatment to measure students' abilities and ascertain whether they used the GOGO strategy which will affect their

final score in the post-test. After receiving the therapy, a post-test is carried out, and the results of the pre-test and post-test be compared.

E. Data Collection

This study used pre-experimental research with one group pretest and post-test design. The pre-test and post-test have the same content but different in time allocation.

1. Pre-Test

Pre-test conducted to know the students' reading comprehension before the treatment. It did in experimental class to find out the students' reading comprehension before treatment.

2. Treatment for the experimental class

Treatment is a process when This study applied several strategies in class. The samples treated in different ways, namely by using the GOGO strategy in the experimental class.

Meeting 2

a. Introductions

Before reading, the teacher told students what to read.

b. Teaching Process

1. In the classroom, the teacher used the GOGO strategy to teach students.
2. The teacher explains the objective of reading to the students.
3. The teacher explains descriptive text to the students.

4. Students are divided into several groups and each group contains four or five students.
5. The teacher gave a descriptive text.
6. Then the teacher asked students to do exercises on some of the papers given by the teacher. That the paper contains several questions about descriptive text.
7. The teacher explains the GOGO strategy to students.
8. Students worked on the GOGO strategy rules.

Meeting 3

a. Introduction

Before reading the teacher told students what to read

b. Teaching Process

1. In the classroom the teacher used the GOGO strategy to teach the students
2. The teacher explains to the students what will be done.
3. The students are directed to sit in their respective groups.
4. The teacher evaluates the students for the learning that was carried out before.
5. The teacher gives a text containing the exercise questions to be done in groups.
6. The teacher explains the GOGO strategy again to the students.
7. The students do their respective tasks using the strategy.

Meeting 4

- a. Introduction
- b. Teaching Process
 1. In the classroom the teacher used the GOGO strategy to teach the students.
 2. The teacher explains again what must be done.
 3. Students were directed again as before to sit in their respective groups.
 4. The teacher distributes paper containing narrative text for students to discuss.
 5. Students are directed to exchange ideas about what they have found with other groups.
 6. Students record the results of their discussions.

Meeting 5

- a. Introduction
- b. Teaching Process
 1. In the classroom the teacher used the GOGO strategy to teach the students.
 2. The teacher explains what to do.
 3. Students were directed back to normal to sit in their respective groups.
 4. The teacher evaluates students regarding previous learning.

5. The teacher asks students to explain again the material they have studied.
6. students explain the material they understand during the learning process.

3. Post-Test

Post-test conducted to know the students' reading comprehension after the treatment. Post-test conducted in the experimental class after they were taught by using GOGO strategy in order to know whether there significant influence of using GOGO strategy in order to measure the students' reading comprehension after treatment by using guided reading strategy.

F. Data Analysis

This study used a reading test. The research focused on how the impact of the GOGO strategy is on students; reading comprehension. The pre-test is used to see students' ability to understand the material. Then a post-test carried out to determined the impact of the GOGO strategy on students' reading comprehension. this study used statistical methods to analyze data.

1. Calculating the students score

$$\text{Scoring} = \frac{\sum \text{total correct answer}}{\text{Maximum Score}} \times 100$$

2. The Assessment of Reading Comprehension:

Table 3. 3 The Assessment of Reading Comprehension (Main Idea)

No	Criteria	Score
1	The answer includes a clear generalization that claims or implies the main idea	4
2	The answer expresses or indicates the main idea of the story.	3
3	Indicators indicating incorrect or partial comprehension of the main idea	2
4	The answer includes a lack of grasp of the main idea.	1
5	No answer	0

(Harmer, 2010)

Table 3. 4 The Assessment of Reading Comprehension (Supporting Details)

No	Criteria	Score
1	Students identify and apply all important material given explicitly in the text to answer questions, perform assignments, or exhibit clear knowledge in any other way.	4
2	Students identify and apply the most important information given explicitly in the text to answer questions, perform assignments, or exhibit clear knowledge in other ways.	3
3	Students find and use some directly stated material in the book to answer questions, perform activities, or exhibit clear knowledge.	2
4	Students seek and apply little or no important material mentioned explicitly in the text to answer questions, perform assignments, or exhibit clear knowledge in other ways.	1
5	No answer	0

Harmer (2010)

Table 3. 5 The Classification of Students Reading Comprehension Score

Classifications	Score
Very Good	91-100
Good	81-90
Fair	71-80
Poor	61-70
Very Poor	0-60

(Depdiknas, 2006)

3. To calculate the mean score of students' answer in both pre test and post test, the following formula was applied:

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

Where:

\bar{X} = Mean score

$\sum X$ = The row score

N = The number of students

(Sudijono,2003)

4. To calculate the percentage of the students' improvement based pre test and post test:

Formula:

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

Where :

P = percentage

X1 = Mean score of Pre test

X2 = Mean score of Post test

(Sudjana, 2007)

5. Computing the frequency and rate percentage of students' score

Formula:

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

Where :

\bar{X} = Mean score

$\sum X$ = The total of all scores

N = The total amount of subject/samples

6. To find out the improvement of students' reading comprehension, This study used a t-test:

Formula:

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

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}} \times 100\%$$

Where:

t = Test of significant difference

\bar{D} = The mean of the difference score

$\sum D$ = The sum of all score

$\sum D^2$ = The square of the sum for difference

N = The total number of sample

(Sudijono, 2003)

7. Hypothesis testing

After getting the students' significance scores (value of t), it compared with the value of the t-table. Suppose the value of the t test is equal to or greater than the value of the t-table. In that case, it means that the Null Hypothesis (Ho) is rejected, and the Alternative Hypothesis (H1) is accepted because there is a significant difference between pre-test and post-test after applying the GOGO strategy. The criteria for the hypothesis testing as follows:

Table 3. 6 Criteria For the Hypothesis Testing

Testing	Hypothesis	
	Ho	H1
t-test >t-table	Rejected	Accepted
t-test <t-table	Accepted	Rejected



CHAPTER IV

FINDINGS AND DISCUSSION

The impact of the GOGO strategy on students' reading comprehension was presented in this chapter, along with a discussion of research findings. The researchers concluded that this includes information obtained from test results. This study outlines how the findings should be interpreted in the discussion section

A. FINDINGS

The impact of the GOGO strategy on students' reading comprehension can be seen the data below:

1. The Impact of GOGO Strategy on Students Literal Reading in Terms of Main Idea

The impact of students' reading comprehension in identifying main idea in narrative texts after being given treatment using the GOGO strategy in the pre-test and post-test. Students' reading comprehension abilities in the pre-test were less understood in identifying the main idea in the narrative text, while students better understood the main idea in the narrative text in the post-test after using the GOGO strategy. Therefore, to prove the existence of this impact, researchers showed students' reading comprehension test scores to identify main idea in narrative texts using a GOGO strategy in the pre-

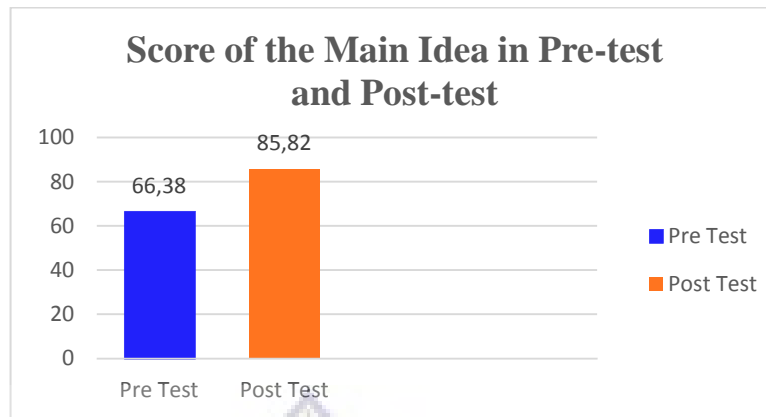
test and post-test. Based on this table, This study took 36 students, with the following table:

a. Mean score of students' reading comprehension on narrative text term of main idea in pre-test and post test

Table 4. 1 Students Scores of Main Idea

Narrative text	The students score		Improvement (%)
	Pre test	Post test	
Main Idea	66.38	85.82	29.28%

It can be seen that students' reading comprehension scores increased in terms of the main ideas in the pre-test and post-test. In the pre-test, the main idea was identified with an average score of 66.38. The students' reading comprehension ability did not understand the main ideas identified in the narrative text, and after applying the GOGO strategy in the treatment, the students' ability score on the post-test was 85.82 and improved by 29.28%. Students understand better when identifying the main idea in narrative text.



Graphic 4. 1The mean score of main idea

Shows an increase in students' reading comprehension of the main idea of narrative texts through the GOGO strategy, with an mean pre-test score of 66.38 and an mean post-test score of 85.82.

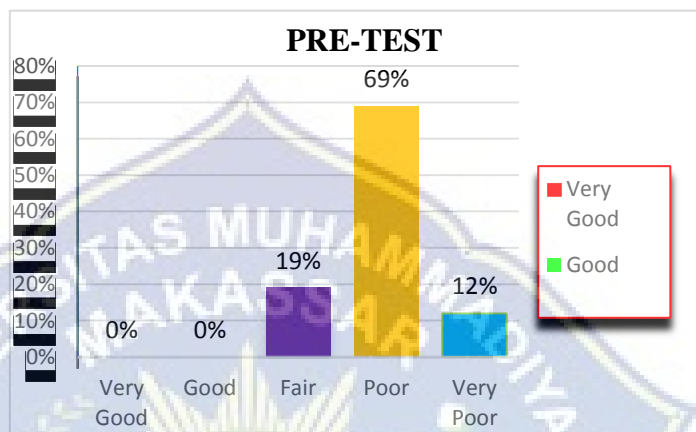
b. Classification and frequency of students' reading comprehension in terms of main ideas in the pre-test and post-test

The increase in classification and frequency of students in identifying the main idea can be seen clearly in the following table:

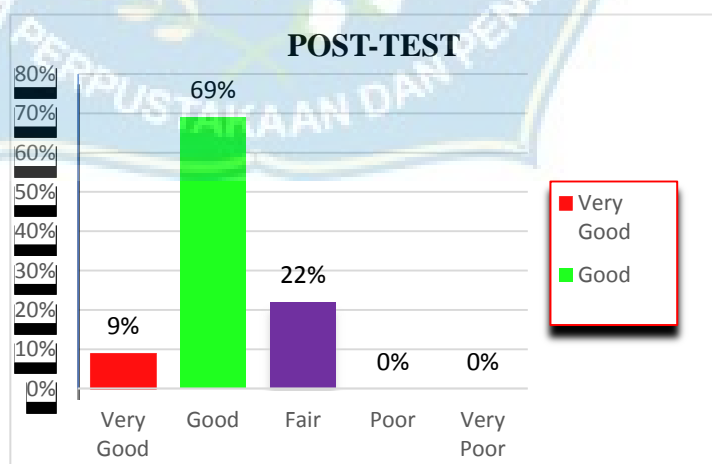
Table 4. 2 Classification and Frequency of Main Idea

No	Score	Classification	Pre-test		Post-test	
			F	P%	F	P%
1	91-100	Very Good	0	0%	3	9%
2	81-90	Good	0	0%	25	69%
3	71-80	Fair	7	19%	8	22%
4	61-70	Poor	25	69%	0	0%
5	0-60	Very Poor	4	12%	0	0%
Total			36	100%	36	100%

Shows the classification of students' comprehension scores in reading the main idea of narrative text before and after using the GOGO strategy.



In the pre-test, students got a score in the fair category with a percentage of 7 (19%), students got a poor score of 25 (69%), students got a very poor score of 4 (12%), and there were no students who got the good and very good categories.



The post-test showed an increase in scores on students' reading comprehension, not a single student got a poor or very poor score, students got a very good score 3 (9%), students got a good score 25 (69%), and students got a fair 8 (22%).

2. The Impact of GOGO Strategy on Students' Literal Reading in Terms of Supporting Details

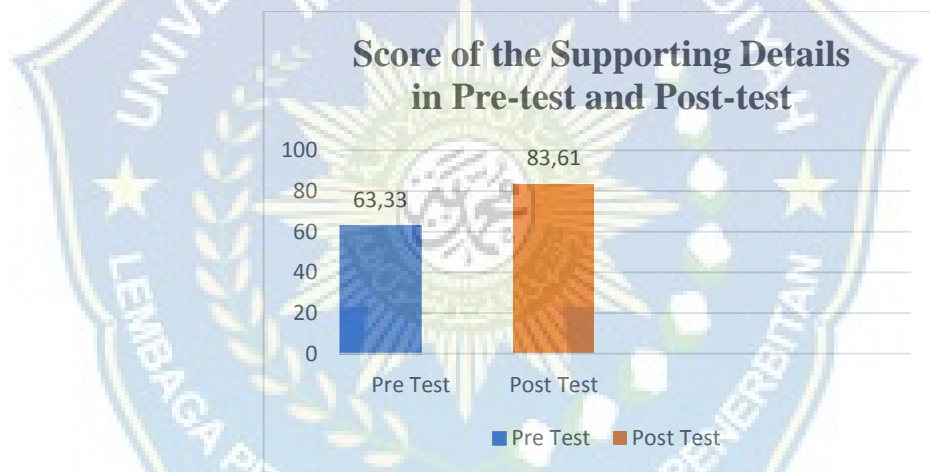
The impact of students' reading comprehension in identifying supporting details in narrative texts after being given treatment using the GOGO strategy in the pre-test and post-test. Students' reading comprehension abilities in the pre-test were less understood in identifying the supporting details in the narrative text, while students better understood the supporting details in the narrative text in the post-test after using the GOGO strategy. Therefore, to prove the existence of this impact, researchers showed students' reading comprehension test scores to identify supporting details in narrative texts using a GOGO strategy in the pre-test and post-test. Based on this table, This study took 36 students, with the following table:

a. Mean score of students' reading comprehension on narrative text term of supporting details in pre-test and post test

Table 4. 3 Students scores of supporting details

Narrative text	The students score		Improvement (%)
	Pre test	Post test	
Supporting Details	63.33	83.61	27.20%

It can be seen that students' reading comprehension scores increased in terms of supporting details in the pretest and post-test. In the pre-test, supporting details were identified with an mean score of 63.33. Students' ability in reading comprehension lacked understanding of the supporting details identified in the narrative text, and after applying the GOGO strategy in the treatment, students' ability scores in the post-test were 83.61 and increased 27.20%. Students understand more about identifying supporting details in narrative text.



Graphic 4. 2The mean score of supporting details

Shows an increase in students' reading comprehension of the supporting details of narrative texts through the GOGO strategy, with an mean pre-test score of 63.33 and an mean post-test score of 83.61.

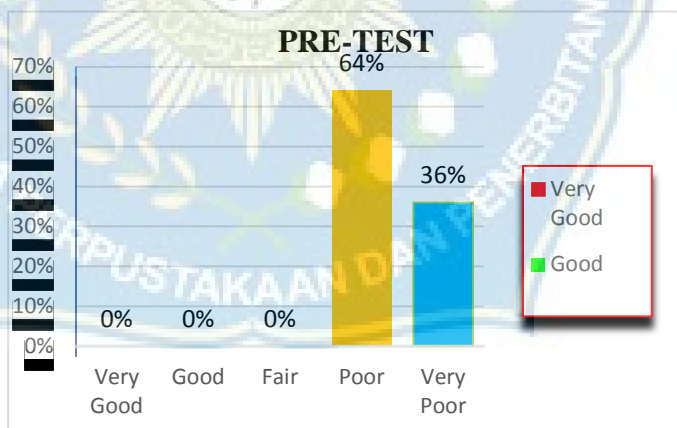
b. The classification and frequency of students' reading comprehension term of supporting details in pre-test and post-test

The increase in classification and frequency of students in identifying supporting details can be seen clearly in the following table

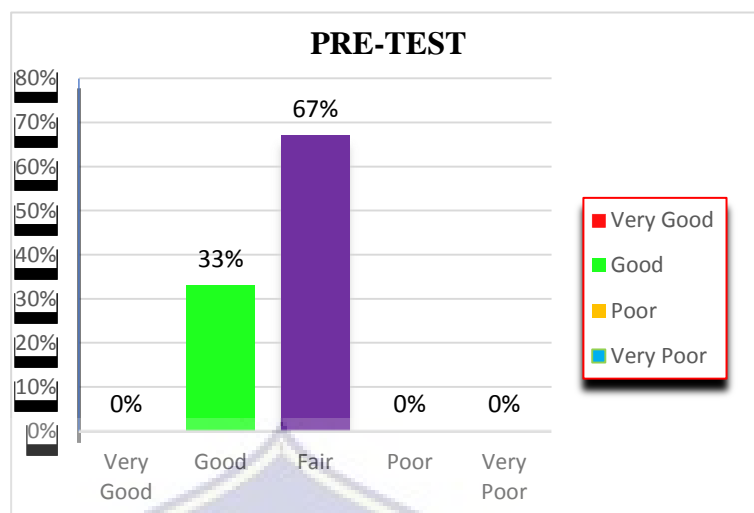
Table 4. 4 Classification and Frequency of Supporting Details

No	Score	Classification	Pre-test		Post-test	
			F	P%	F	P%
1	91-100	Very Good	0	0%	0	0%
2	81-90	Good	0	0%	12	33%
3	71-80	Fair	0	0%	24	67%
4	61-70	Poor	23	64%	0	0%
5	0-60	Very Poor	13	36%	0	0%
Total			36	100%	36	100%

Shows the classification of students' comprehension scores in reading the supporting details of narrative text before and after using the GOGO strategy.



In the pre-test, students got a score in the poor category with a percentage of 23 (64%), students got a very poor score of 13 (36%), and there were no students who got the good, very good and fair categories



The post-test showed an increase in scores on students' reading comprehension, not a single student got a very good, poor and very poor score, students got a good score 12 (33%), students got a fair 24 (67%).

3. Hypothesis Testing

Hypothesis is the expected result of this study which is stated in chapter II. The hypothesis proposed in this study is the impact of the GOGO strategy on students' reading comprehension.

Inferential analysis is used to examine the hypothesis. For independent samples, This study employs the t-test (significance test). Because the significance level (α) = 0.05 and the degrees of freedom (df) = N - 1 (36-1), the t-table value is 1.689 t-test statistics. The analysis employed is an independent sample, and the results of the t-test calculation are shown in the table below.

Table 4. 5 The t-test for Students Progress

Indicators	t-test value	t-table value
Main Idea	29.90	1.689
Supporting Details	51.28	

Shows the results of statistical analysis at a significance level of 0.05 with degrees of freedom (df) = N-1, (df = 36-1) where N=35 (Number of Students). The t-test value in terms of the main idea is 29.90 and the t-table is 1.689 where $29.90 > 1.689$. Then the t-test value in terms of supporting details is 51.28, while the t-table is 1.689, where $51.28 > 1.689$. This shows that there is a significant difference in students' reading comprehension in terms of the main idea and supporting details before and after implementing the GOGO strategy. It can be concluded that implementing the GOGO strategy has an impact in developing the reading comprehension of class X.5 students at SMA Negeri 2 Gowa. This means that the null hypothesis (H_0) is rejected, while the alternative hypothesis (H_a) is accepted.

a. DISCUSSION

This section discusses the impact that occurs in implementing the Give One Get One Strategy on students' reading comprehension. This aims to provide an answer to the research question, "To what extent is the impact of the Give One Get One (GOGO) Strategy on students' reading comprehension?" GOGO is a strategy with a social component that allows students to utilize and create background knowledge for a text. Hutabarat

(2018) said that in classroom learning activities, teachers must be able to create and use effective teaching strategies.

The impact that occurs after implementing this strategy is that students who were previously less enthusiastic about participating in learning are now more enthusiastic about participating in learning in class, students who were previously not enthusiastic in asking questions are now more enthusiastic and active in asking questions related to reading comprehension learning, students are more quickly find answers to questions, students easily access information and gain knowledge from texts and can help students remember previously acquired knowledge.

1. The Impact of the GOGO Strategy on Students Reading comprehension in Main Idea

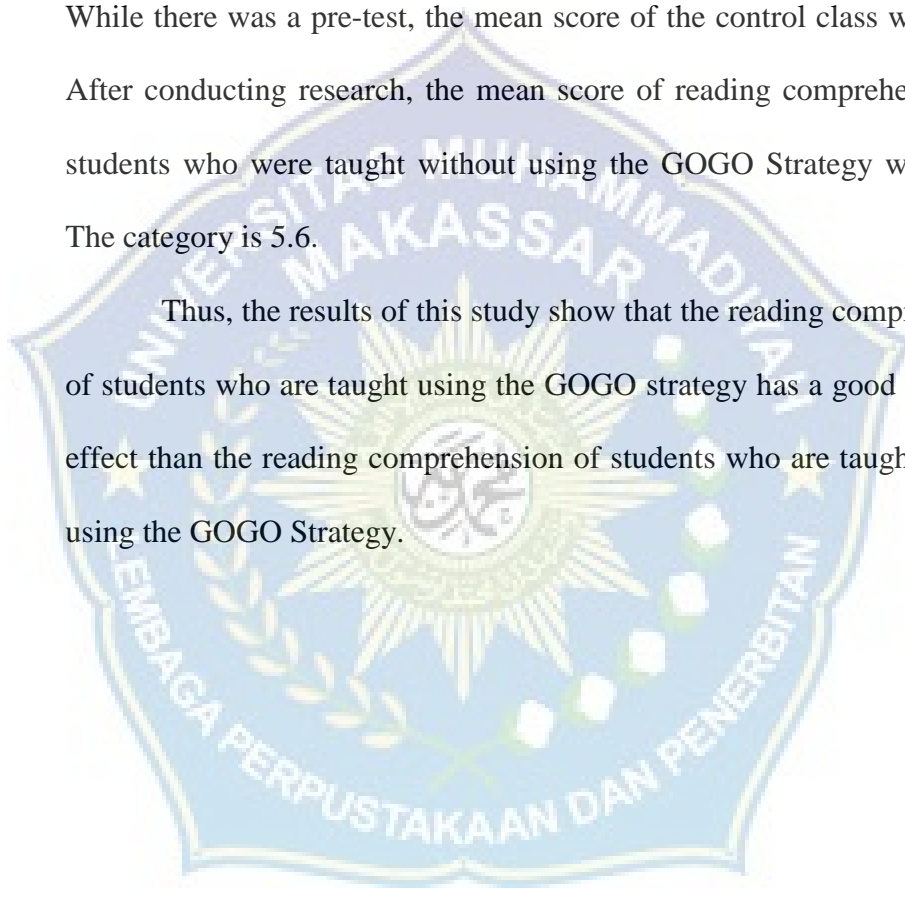
GOGO strategy has a very good impact in improving students' reading comprehension in terms of main idea. This can be seen from the progress that occurred after being given the pre-test and post-test. The mean score of student in pre-test was 66.38, and the mean score post-test was 85.82, with an increase percentage of 22.28%.

2. The Impact of the GOGO Strategy on Students Reading comprehension in Supporting Details

The GOGO strategy also has a very good impact in improving students' reading comprehension of supporting details. This can be seen from the progress that occurred after being given the pre-test and post-test. The mean score of student in pre-test was 63.33, and the mean score post-test was 83.61, with an increase percentage of 27.20%.

This is in accordance with Abriansyah (2014) who found that the GOGO strategy had a good effect on reading comprehension where there was a pre-test, the mean score of the experimental class is 65.73. After conducting research, the mean score of reading comprehension for students taught using the GOGO strategy was 74.00. That category is 8.27. While there was a pre-test, the mean score of the control class was 65.60. After conducting research, the mean score of reading comprehension for students who were taught without using the GOGO Strategy was 68.00. The category is 5.6.

Thus, the results of this study show that the reading comprehension of students who are taught using the GOGO strategy has a good impact or effect than the reading comprehension of students who are taught without using the GOGO Strategy.



CHAPTER V

CONCLUSION AND SUGGESTION

A. CONCLUSION

Based on findings of this study regarding the use of the GOGO Strategy in teaching English, This study can be concluded that:

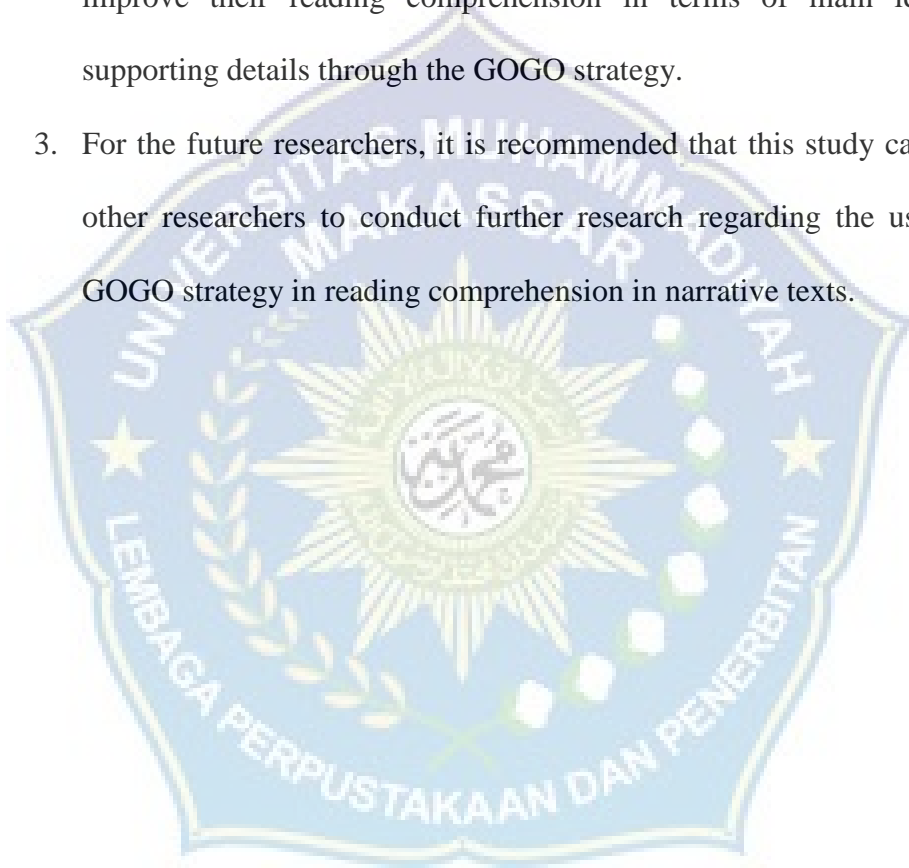
The GOGO Strategy has an impact on students' reading comprehension on literal reading in terms of main ideas and supporting details. This is proven by the mean score before and after treatment, the main idea pre-test score was 66.38 and the post-test score was 85.82, an increase of 29.28%. the pre-test value of supporting details was 63.33 and the post-test value was 83.61, an increase of 27.20%. So the t value for the main idea is $29.90 > 1.689$, and the t value for supporting details is $51.28 > 1.689$ so that H_0 is rejected and H_a is accepted. This means that the GOGO strategy has a good impact in developing students' reading comprehension of narrative texts.

B. SUGGESTION

After conducted this study from reading comprehension test about used the GOGO strategy in teaching English. This study would like to present some suggestion. They are as follows:

1. Is a suggestion for teachers regarding reading comprehension. Research shows that the GOGO strategy is a good strategy for learning reading comprehension. This can be used as consideration for teachers to evaluate the way they teach reading comprehension in narrative texts in terms of the main idea and supporting details.

2. It is recommended for students to realize that mastering reading comprehension in English is not easy. This study can be a reference for students to be more and always try to understand and improve their reading comprehension with friends or other people and This study suggests that they maximize their practice so that they are truly able to improve their reading comprehension in terms of main ideas and supporting details through the GOGO strategy.
3. For the future researchers, it is recommended that this study can inspire other researchers to conduct further research regarding the use of the GOGO strategy in reading comprehension in narrative texts.



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APPENDICES

APPENDIX 1

LESSON PLAN

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah : SMA NEGERI 2 GOWA

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : X / I

Alokasi waktu : 2 x 45 menit

Skill : Reading

A. Standar Kompetensi

Memahami makna dalam teks fungsional pendek dan esai berbentuk narrative.

B. Kompetensi Dasar

4.5 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif, lisan dan tulis sederhana terkait legenda rakyat.

C. Indikator

4.5.2.1 Menganalisis informasi tertentu pada teks berbentuk naratif

4.5.2.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif

D. Tujuan Pembelajaran

1. Merespon wacana narrative text
3. Menjawab soal dalam teks narrative

E. Materi Pembelajaran

F.

1. The definition of narrative text

Narrative text is A text which may contain the problematic story, that has A climax, and it followed by the moral value in the end of the story.

2. The purpose/Social Function of narrative text

The Purpose of Narrative Text is to amuse or to entertain the reader with a story.

3. Generic Structures of Narrative Text

- ✚ Orientation: Sets the scene: where and when the story happened and introduces the participants of the story: who and what is involved in the story.
- ✚ Complication: Tells the beginning of the problems which leads to the crisis (climax) of the main participants.
- ✚ Resolution: The problem (the crisis) is resolved, either in a happy ending or in a sad (tragic) ending.
- ✚ Re-orientation/Coda: This is a closing remark to the story and it is optional. It consists of a moral lesson, advice or teaching from the writer.

4. Language Features:

- Using past action verb: Climbed, Turned, Brought, etc.
- Using specific noun as pronoun of person, animal in the story.
Example: The king, the queen, etc.
- Using adjectives which are for noun phrase. Example: Long black, hair, two red apples, etc.

- › Using time connectives and Conjunctions to arrange the events.
Examples: Then, before, after, soon, etc.
- › Using adverbs and adverbial phrase to show the location of events.
Examples: Here, in the mountain, ever after, etc.
- › Using dialogue to elicit an emotional response from the reader.
- › Using Past Tense
- › Using of variety of simple, compound and complex sentences

G. Model dan Metode Pembelajaran

1. Pendekatan : Saintifik
2. Metode : GOGO Strategy

H. Sumber, Alat dan Media Belajar

Sumber:

- › Buku Siswa Bahasa Inggris Kelas XI SMA/MA/SMK/MAK
- › Video dan text yang relevan

Alat dan bahan:

- › Laptop/CPU
- › LCD

I. Langkah-Langkah Kegiatan

I. Kegiatan Awal

- Mengucapkan salam dengan ramah pada siswa ketika memasuki ruang kelas (Nilai yang ditanamkan santun, peduli)
- Mengecek kehadiran siswa (nilai yang ditanamkan: disiplin, rajin)

- Mengkaitkan materi/kompetensi yang akan di pelajari dengan karakter

II. Kegiatan inti

◆ **Eksplorasi**

Dalam kegiatan eksplorasi guru:

- Memberikan stimulus berupa pemberian materi berbentuk: narrative text
- Mendiskusikan materi bersama siswa (buku: bahan ajar Bahasa Inggris mengenai berbentuk: narrative text
- Siswa diminta membahas contoh soal dalam buku: Bahan Ajar Bahasa Inggris mengenai monolog berbentuk narrative

◆ **Elaborasi**

Dalam kegiatan elaborasi guru:

- Guru menjelaskan tentang materi yang akan diajarkan.
- Guru menyampaikan tujuan dari pembelajaran
- Guru membagi kelompok peserta didik
- Guru memberikan topic atau wacana untuk dibaca dan di buat ringkasannya.
- Siswa membacakan hasil tugasnya selengkap mungkin. Siswa yang lain, menyimak dan memperhatikan hasil kerja temannya yang kurang lengkap. Bertukar peran, semula sebagai pembicara ditukar menjadi pendengaran sebaliknya. Serta melakukan seperti diatas.

- Guru bersama siswa menyimpulkan materi.

◆ **Konfirmasi**

Dalam kegiatan konfirmasi, guru:

- Memberikan umpan balik positif dan penguatan dalam bentuk lisan, tulisan, isyarat, maupun hadiah terhadap keberhasilan peserta didik,
- Memberikan konfirmasi terhadap hasil eksplorasi dan elaborasi peserta didik melalui berbagai sumber,
- Memfasilitasi peserta didik melakukan refleksi untuk memperoleh pengalaman belajar yang telah dilakukan,
- Memfasilitasi peserta didik untuk memperoleh pengalaman yang bermakna dalam mencapai kompetensi dasar:
- Berfungsi sebagai narasumber dan fasilitator dalam menjawab pertanyaan peserta didik yang menghadapi kesulitan, dengan menggunakan bahasa yang baku dan benar;
- Membantu menyelesaikan masalah;
- Memberi acuan agar peserta didik dapat melakukan pengecekan hasil eksplorasi;
- Memberi informasi untuk bereksplorasi lebih jauh;
- Memberikan motivasi kepada peserta didik yang kurang atau belum berpartisipasi aktif.
- Guru bertanya jawab tentang hal-hal yang belum diketahui siswa

- Guru bersama siswa bertanya jawab meluruskan kesalahan pemahaman, memberikan penguatan dan penyimpulan

III. Kegiatan Penutup

Dalam kegiatan penutup, guru:

- a. bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman/simpulan pelajaran;
- b. melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram;
- c. memberikan umpan balik terhadap proses dan hasil pembelajaran;
- d. merencanakan kegiatan tindak lanjut dalam bentuk pembelajaran remedi, program pengayaan, layanan konseling dan/atau memberikan tugas baik tugas individual maupun kelompok sesuai dengan hasil belajar peserta didik;
- e. menyampaikan rencana pembelajaran pada pertemuan berikutnya.

J. Sumber Belajar

1. Buku paket SMA yang relevan
2. Script teks materi

APPENDIX 2

TEACHING MATERIALS

• Definition of Narrative Text

According to wikipedia, Narrative Text is “a narrative (or story) is any report of connected events, presented in a sequence of written or spoken words, and /or in a sequence of/(moving) pictures”. If it is translated, it is a narrative text, which is a type of genre that describes the order of events or the story from beginning to conclusion. So it must be chronological, and the message must be delivered in a consistent manner without skipping.

(https://www.academia.edu/31318011/Definition_Purpose_Feature_Narrative_Text_and_Examples_A_Understanding_Narrative_Text_and_example)

• The Purpose of Narrative Text

The primary goal of narrative text is to entertain and captivate readers with a story or event that has a problem that leads to conflict and has no resolution or a happy conclusion, or even is dismal. Actual narrative text is not limited to the mystical story, fiction, legend, fairy tale, or fable, but may also take the shape of adventure, mystery, or any other type of story. Essentially, narrative text is about telling a tale. However, according to the instruction at school, genre narrative text is only employed to signify fiction such as fairy tales or legends. (https://www.academia.edu/31318011/Definition_Purpose_Feature_Narrative_Text_and_Examples_A_Understanding_Narrative_Text_and_example)

• Generic Structures of Narrative Text

2. Orientation (sets the scene: where and when the tale takes place and introduces the story's players, who and what is engaged in the story).
3. Complication (describes the beginning of the difficulties that lead to the primary actors' crisis (climax)).
4. Resolution (the problem/crisis is ended, either in a joyful or sad/tragic conclusion).
5. Re-Orientation/Coda (this is an optional comment to the tale. It has a moral message. Advice or instruction from the author)

• The Language Features of Narrative Text

1. Employing the simple past tense
2. Use of adverb of time
3. Making Use of Time Conjunction
4. Using a specific character rather than in general
5. Use of an Action Verb
6. Use of Direct Speech

(Taken from : <https://www.ilmubahasainggris.com/narrative-text/>)

• Kinds of Narrative Text

➤ Myth

A traditional story accepted as history; serves to explain the world view of a people. A story of great but unknown age which originally embodied a belief regarding some fact or phenomenon of experience, and in which often the forces of nature and of the soul are personified; an ancient legend of a god, a hero, the origin

of a race, etc.; a wonder story of prehistoric origin; a popular fable which is, or has been, received as historical.

Example of Myth :

The Story of Batara Kala Swallowed Sun

Myth Of Malin Kundang

➤ Legends

Legends are stories that have been created, but they are not the same as myths. Myths provide answers to inquiries about the workings of nature and are situated in a time before written history. People's legends and their activities or deeds. People live in a more recent era that is referenced in history. Stories submitted for the purpose and based on facts, although they do not exist in reality.

Example of Legends :

The Story of Crying Stone

The Story of Toba Lake

The Legend of Surabaya

➤ Fables

Fables are stories about animals that can talk and act like humans, plants, or natural elements like as lightning or wind. Because of their power, plants may be able to move and talk, and natural forces drive events to occur in the tale.

Example of Fables :

The Story of Crocodile and Mouse deer

The Wolf And The House Dog

➤ Fairy Tales

Fairy tales are stories written particularly for children, and they frequently feature supernatural beings such as elves, fairies, goblins, and ogres. Animal characters appear on occasion.

Example of Tales :

The Story of Mermaid

Snow White And The Seven Dwarfs

(<https://www.nurdiono.com/kinds-of-narrative-text.html>)

• Learning Procedure

GOGO is a strategy with a social component that allows students to tap into and create background knowledge for a text". It is comparable to a brainstorming session, but with a more conversational twist (Zwiers, 2004: 74). It suggests that the GOGO strategy is a type of technique that can create background knowledge in a social setting.

The procedures are as follows:

1. The teacher explain or introduce the material
2. Give examples of text that will be studied
3. If students understand all of the material, they will be divided into groups to be given assignments
4. The students are placed into groups of four to five students each.
5. The teacher assigns a worksheet and text to each group, then sets multiple-choice questions with a time restriction.
6. The teacher instructs students to fill out the "Give One" column with as many items as they can think of.

7. After generating the list, the teacher instructs students to stand up, go around the room, and pick a partner to share answers with.
8. After choosing a new partner, each group gives one and receives one response. Fill in the "Get One" column of their worksheet with the answer they obtained.
9. When the partners have separated, students raise their hands, choose a new companion, and repeat steps 5-6.
10. When students have finished giving and receiving, the instructor instructs them to return to their seats.
- 9) The teacher selects students at random from various groups and invites them to share with the class the answers they provide and receive from other students.

• Example of Narrative Text about Fairytales

SNOW WHITE

In a far away land lived a beautiful princess named Snow White. She had a stepmother who was a vain queen. Her stepmother used to look into her mirror and ask "Mirror, mirror on the wall, whose the fairest of them all?" And the mirror would answer her back, "you are the most beautiful of all, oh queen".

As the years passed one day the queen asked her magic mirror as always, "Mirror, mirror on the wall whose the fairest of them all? But this time the mirror responded by saying "the fairest of them all is Snow White". So the queen full of anger and jealous searched out a hunter and ordered him to bring snow white to the forest, kill her and bring me back her heart in this golden chest. When the hunter

reached the forest he felt sorry for the innocent young SnowWhite so he let her go and used the heart of the javelina instead. Alone in the forest SnowWhite felt scared and cried.

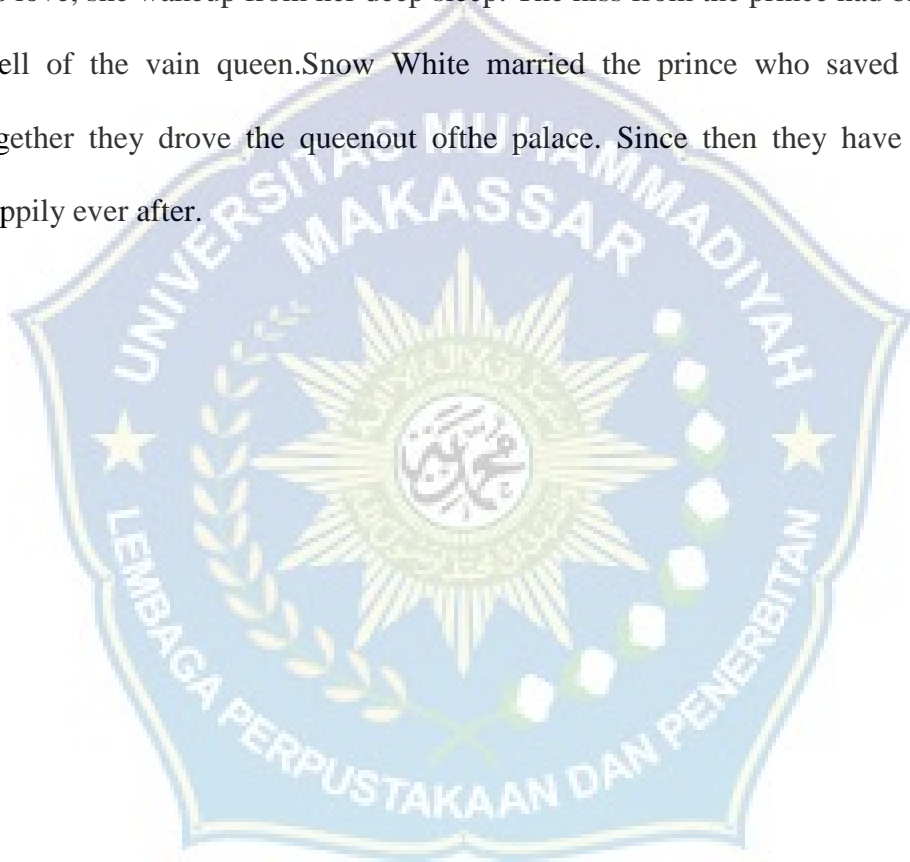
She walked through the forest and continued crying for the whole night, until the sun came up and lit up the whole forest. At that point she was able to see a beautiful house. She entered the house without thinking twice. All the furniture was very small and the table was set with seven little plates, and seven little sets of silverware. She went up into the room and found seven little beds, and the poor girl, absolutely exhausted from walking all night, put all the beds together and fell right to sleep.

In the afternoon the owners of the house arrived, seven little dwarfs that worked in mines nearby. They were shocked to find Snow White in their house. Snow White explained her sad story to them and feeling sorry for her, they invited her to stay with them. She agreed and lived with the seven dwarfs and everyone was pleased.

Meanwhile, back at the palace, the queen asked her mirror again. "Mirror, mirror on the wall who is the fairest of them all?" "It is still Snow White". Said the mirror, "Now she lives in the forest with the seven dwarfs". Absolutely furious, the cruel step mother disguised herself as an innocent old lady and set off for the little house in the forest.

When the queen arrived Snow White was alone, because the dwarfs were out working in the mines. The mean old queen offered Snow White a poisonous apple and as soon as Snow White took her first bite she instantly fainted.

When the dwarfs returned home that night they found Snow White unconscious on the floor. They thought she must have died so they created a glass shrine to put her in so all the animals in the forest could say goodbye to her as everyone to say goodbye to Snow White, a prince riding his faithful horse arrived. As soon as he saw Snow White, he instantly fell in love with her. He gave a kiss and with all of his love, she woke up from her deep sleep. The kiss from the prince had broken the spell of the vain queen. Snow White married the prince who saved her, and together they drove the queen out of the palace. Since then they have all lived happily ever after.



APPENDIX 3

READING TEST

PRE-TEST

The Legend of Malin Kundang

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

One day, when Malin Kundang was sailing, he saw a merchant's ship being raided by a band of pirates. With his bravery, Malin Kundang helped the merchant defeat the pirates. To thank him, the merchant allowed Malin Kundang to sail with him. Malin Kundang agreed in the hope to get a better life. He left his mother alone.

Many years later, Malin Kundang became wealthy. He had a huge ship and many crews who worked loading trading goods. He was also married to a beautiful woman. When he was sailing on his trading journey, his ship landed on a coast near a small village. The local people recognized that it was Malin Kundang, a boy from the area. The news ran fast in the town; "Malin Kundang has become rich and now he is here".

An old woman, who was Malin Kundang's mother, ran to the beach to meet the new rich merchant. She wanted to hug him to release her

sadness of being lonely after a long time. When his mother came near him, Malin Kundang who was with his beautiful wife and his ship crews denied that she was his mother. She had pleaded Malin Kundang to look at her and admit that she was her mother, but he kept refusing to do it and yelling at her.

At last, Malin Kundang said to her “Enough, old woman! I have never had a mother like you, a dirty and ugly woman!” After that, he ordered his crews to set sail to leave the old woman who was then full of sadness and anger. Finally, feeling enraged, she cursed Malin Kundang that he would turn into a stone if he didn’t apologize to her. Malin Kundang just laughed and set sail. Suddenly a thunderstorm came in the quiet sea, wrecking his huge ship. He was thrown out to a small island. It was really too late for him to avoid his curse, he had turned into a stone.

Reading comprehension test:

1. What is the main idea of the first paragraph?
2. Where the story come from?
3. What is the passages main part of the second paragraph?
4. How did the merchant allow Malin Kundang to join him in the sail?
5. What is the main idea of the third paragraph?
6. What happened many years after Malin Kundang join the sail?
7. What is the passages main part of the fourth paragraph?
8. Why Malin Kundang's mother sad and angry to Malin Kundang?
9. What is the main idea of the last paragraph?

10. What did she do when Malin Kundang denied that she was his mother?



POST TEST

The Legend of Kesodo Feast in Mount Bromo

Hundreds years ago, the last king of Majapahit had a young princess from one of his wives. The princess was named Roro Anteng. Later, Roro Anteng married Joko Seger, who came from Brahman caste.

Because of unfortunate situation, the couple was forced to leave the kingdom. They settled in the mountain area. They ruled the area and named Tengger, which was derived from their names, Roro Anteng and Joko Seger.

After several years of reign, the region flourished in prosperity, but Roro Anteng and Joko Seger were sad because they did not have a child. They climbed the top of mountain and prayed there night and day hoping that the God would listen. The prayer was heard and Betoro Bromo promised them many children. However, they had to promise that they would sacrifice their youngest child in return. Roro Anteng gave birth to a child, then another and another. In the end, Roro Anteng and Joko Seger had 25 children.

Soon it was time to sacrifice the youngest child, Kusuma, but the parents could not do it. They tried to hide him, but an eruption happened and Kusuma fell into the crater. There was silence before they heard a voice. "I have to be sacrificed so that you will all stay alive. From now on, you should arrange an annual offering ceremony on the 14th of Kesodo (the twelfth month of Tengerese calendar)". It was Kusuma's voice.

Kusuma's brothers and sisters held the offering ceremony every year. Instead of human being, they collected fruits, vegetables, rice, and meat to be offered to the Gods, and this has been done generation after generation until today.

Reading comprehension test:

1. When did the story happen above?
2. What is the main idea of the first paragraph?
3. What is the passages main part of the second paragraph?
4. How could Roro Anteng and Joko Seger name the place where they live Tengger?
5. What is the main idea of the third paragraph?
6. Where are Roro Anteng and Joko Segar praying to get children and who answers their prayers at the time?
7. What is the main idea of the fourth paragraph?
8. What happened to Kusuma?
9. What is the passages main part of the fifth paragraph?
10. When does the Tenggerese hold the annual offering ceremony?

APPENDIX 4**THE STUDENTS SCORE READING COMPREHENSION
TERMS OF MAIN IDEA AND SUPPORTING DETAILS IN
PRE-TEST**

The students' score of pre-test

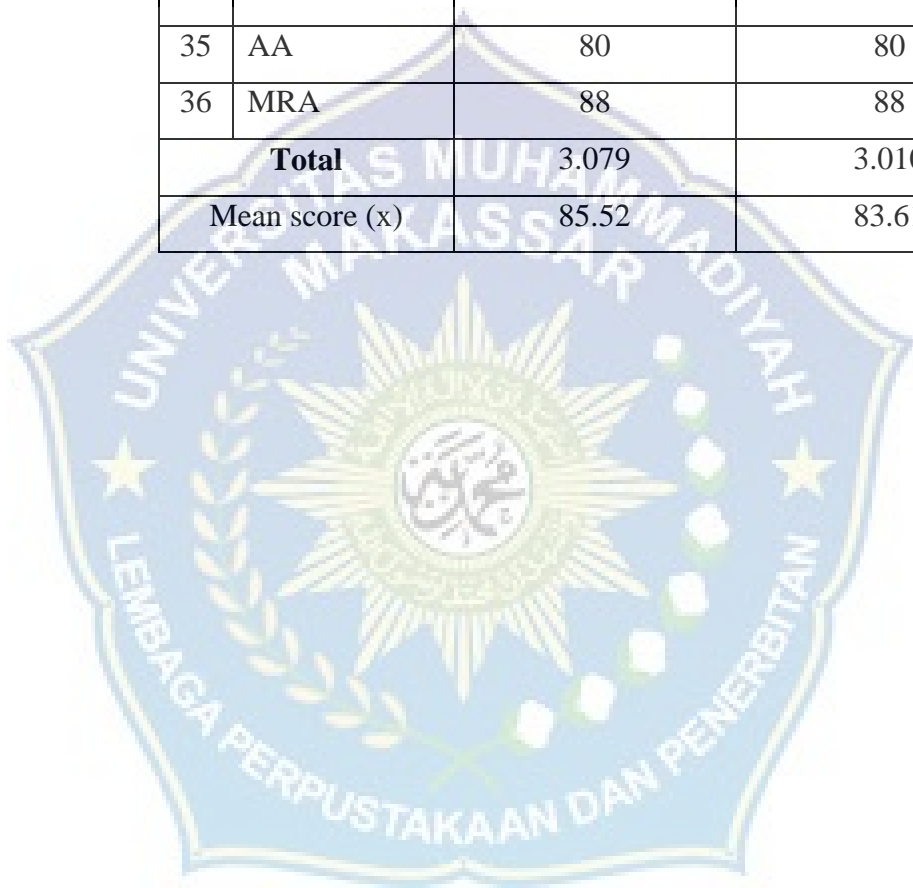
No	Respondents	Pre-Test	
		Main Idea	Supporting Details
1	AF	65	68
2	AAM	78	70
3	BNS	68	60
4	D	60	65
5	FAF	58	60
6	FN	62	58
7	JC	68	60
8	MRI	66	60
9	AR	70	50
10	MRA	72	65
11	MAM	65	68
12	MAQ	65	68
13	MGA	70	65
14	MRR	70	60
15	MR	55	60
16	M	68	60
17	N	68	65
18	NAH	60	62
19	NIS	70	65
20	NA	68	60
21	NI	60	68
22	PW	60	65
23	RFP	65	60
24	R	65	58

25	RAS	68	70
26	SA	65	68
27	SZ	65	60
28	SS	70	60
29	SNHR	75	65
30	SS	60	62
31	UNH	68	65
32	W	68	70
33	ZA	70	65
34	SAS	70	65
35	AA	60	62
36	MRA	75	68
Total		2.390	2.280
Mean score (x)		66.38	63.33

The students' score of pre-test

No	Respondents	Post-Test	
		Main Idea	Supporting Details
1	AF	85	80
2	AAM	92	85
3	BNS	85	82
4	D	88	85
5	FAF	75	80
6	FN	85	78
7	JC	82	80
8	MRI	85	85
9	AR	82	78
10	MRA	90	90
11	MAM	80	88
12	MAQ	88	90
13	MGA	80	85
14	MRR	90	88
15	MR	80	80
16	M	88	80
17	N	92	82
18	NAH	88	80
19	NIS	92	82
20	NA	90	85
21	NI	88	90
22	PW	80	82
23	RFP	80	85
24	R	90	75
25	RAS	80	90
26	SA	85	88
27	SZ	82	85

28	SS	88	82
29	SNHR	90	85
30	SS	85	80
31	UNH	88	85
32	W	85	90
33	ZA	88	80
34	SAS	85	82
35	AA	80	80
36	MRA	88	88
Total		3.079	3.010
Mean score (\bar{x})		85.52	83.61



APPENDIX 5**SCORING CLASSIFICATION OF THE STUDENTS PRE-TEST
AND POST TEST****1. Main idea**

No	Respondents	Complication			
		Pre-test	Classification	Post-test	Classification
1	AF	65	Poor	85	Good
2	AAM	78	Fair	92	Very good
3	BNS	68	Poor	85	Good
4	D	60	Poor	88	Good
5	FAF	58	Very poor	75	Fair
6	FN	62	Poor	85	Good
7	JC	68	Poor	82	Good
8	MRI	66	Poor	85	Good
9	AR	70	Poor	78	Fair
10	MRA	72	Fair	90	Good
11	MAM	65	Poor	80	Fair
12	MAQ	65	Poor	88	Good
13	MGA	72	Fair	80	Fair
14	MRR	70	Poor	90	Good
15	MR	55	Very poor	80	Fair
16	M	68	Poor	88	Good
17	N	68	Poor	92	Very Good
18	NAH	60	Poor	88	Good
19	NIS	72	Fair	92	Very good
20	NA	68	Poor	90	Good
21	NI	60	Poor	88	Good
22	PW	60	Poor	80	Fair
23	RFP	65	Poor	80	Fair
24	R	70	Poor	90	Good
25	RAS	68	Poor	80	Fair

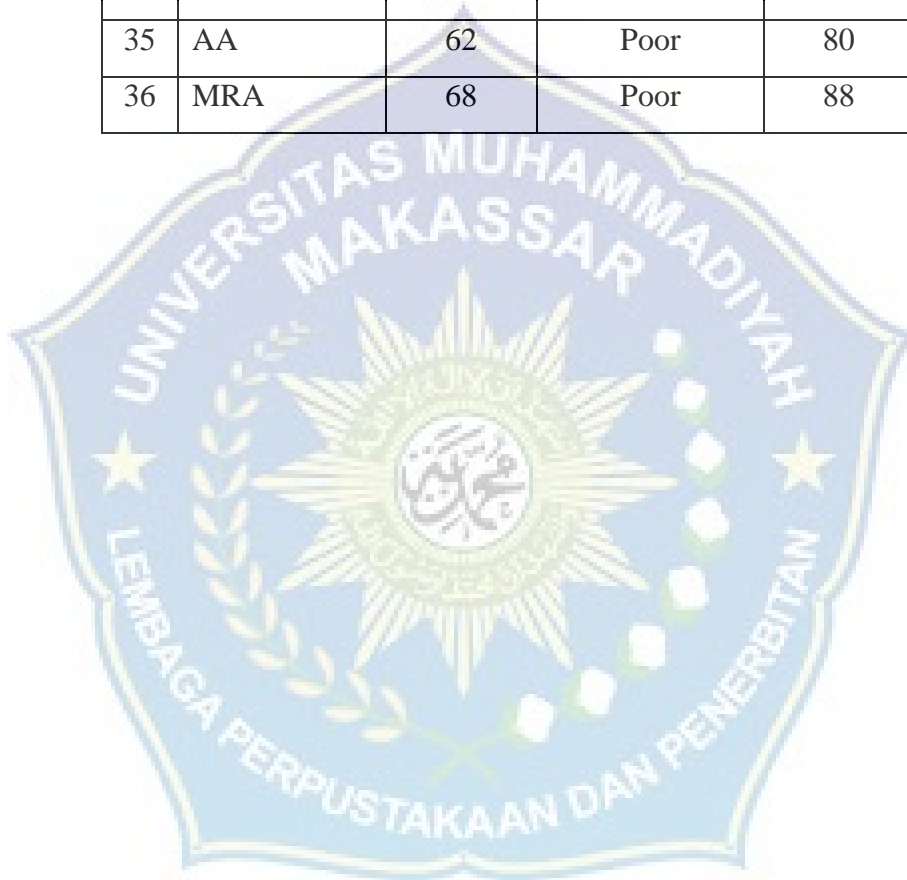
26	SA	65	Poor	85	Good
27	SZ	65	Poor	82	Good
28	SS	70	Poor	88	Good
29	SNHR	75	Fair	90	Good
30	SS	60	Very poor	85	Good
31	UNH	68	Poor	88	Good
32	W	68	Poor	85	Good
33	ZA	72	Fair	88	Good
34	SAS	70	Poor	85	Good
35	AA	60	Very poor	80	Fair
36	MRA	75	Fair	88	Good



2. Supporting details

No	Respondents	Complication			
		Pre-test	Classification	Post-test	Classification
1	AF	68	Poor	80	Fair
2	AAM	70	Poor	85	Good
3	BNS	60	Very poor	82	Good
4	D	65	Poor	85	Good
5	FAF	60	Very poor	80	Fair
6	FN	58	Very poor	78	Fair
7	JC	60	Very poor	80	Fair
8	MRI	60	Very poor	85	Good
9	AR	50	Very poor	78	Fair
10	MRA	65	Poor	90	Good
11	MAM	68	Poor	88	Good
12	MAQ	68	Poor	90	Good
13	MGA	65	Poor	85	Good
14	MRR	60	Very poor	88	Good
15	MR	60	Very poor	80	Fair
16	M	60	Very poor	80	Fair
17	N	65	Poor	82	Good
18	NAH	62	Poor	80	Fair
19	NIS	65	Poor	82	Good
20	NA	60	Very poor	85	Good
21	NI	68	Poor	90	Good
22	PW	65	Poor	82	Good
23	RFP	60	Poor	85	Good
24	R	58	Very poor	75	Fair
25	RAS	70	Poor	90	Good
26	SA	68	Poor	88	Good
27	SZ	60	Very poor	85	Good

28	SS	60	Very poor	82	Good
29	SNHR	65	Poor	85	Good
30	SS	62	Poor	80	Fair
31	UNH	65	Poor	85	Good
32	W	70	Poor	90	Good
33	ZA	65	Poor	80	Fair
34	SAS	65	Poor	82	Good
35	AA	62	Poor	80	Fair
36	MRA	68	Poor	88	Good



APPENDIX 6**THE RAW SCORE OF STUDENTS READING COMPREHENSION
MAIN IDEA**

Respondents	Test		D (X2-X1)	D ²
	Pre-test (X1)	Post-test (X2)		
AF	65	85	20	400
AAM	78	92	14	196
BNS	68	85	17	289
D	60	88	28	784
FAF	58	75	17	289
FN	62	85	23	529
JC	68	82	14	196
MRI	66	85	19	361
AR	70	82	12	144
MRA	72	90	18	324
MAM	65	80	15	225
MAQ	65	88	23	529
MGA	72	80	8	64
MRR	70	90	20	400
MR	55	80	25	625
M	68	88	20	400
N	68	92	24	576
NAH	60	88	28	784

NIS	72	92	20	400
NA	68	90	22	484
NI	60	88	28	784
PW	60	80	20	400
RFP	65	80	15	225
R	70	90	20	400
RAS	68	80	12	144
SA	65	85	20	400
SZ	65	82	17	289
SS	70	88	18	324
SNHR	75	90	15	225
SS	60	85	25	625
UNH	68	88	20	400
W	68	85	17	289
ZA	72	88	16	256
SAS	70	85	15	225
AA	60	80	20	400
MRA	75	88	13	169
Total	$\Sigma X_1=2.390$	$\Sigma X_2=3.079$	$\Sigma D= 678$	$\Sigma D^2=13.554$
			$(\Sigma D)^2=$ 459.684	

APPENDIX 7

THE RAW SCORE OF STUDENTS READING COMPREHENSION

SUPPORTING DETAILS

Respondents	Test		D (X2-X1)	D ²
	Pre-test (X1)	Post-test (X2)		
AF	68	80	12	144
AAM	70	85	15	225
BNS	60	82	22	484
D	65	85	15	225
FAF	60	80	20	400
FN	58	78	20	400
JC	60	80	20	400
MRI	60	85	25	625
AR	50	78	28	784
MRA	65	90	25	625
MAM	68	88	20	400
MAQ	68	90	22	484
MGA	65	85	15	225
MRR	60	88	28	784
MR	60	80	20	400
M	60	80	20	400
N	65	82	17	289

NAH	62	80	18	324
NIS	65	82	17	289
NA	60	85	25	625
NI	68	90	22	484
PW	65	82	17	289
RFP	60	85	25	625
R	58	75	17	289
RAS	70	90	20	400
SA	68	88	20	400
SZ	60	85	25	625
SS	60	82	22	484
SNHR	65	85	20	400
SS	62	80	18	324
UNH	65	85	20	400
W	70	90	20	400
ZA	65	80	15	225
SAS	65	82	17	289
AA	62	80	18	324
MRA	68	88	20	400
Total	$\Sigma X_1=2.280$	$\Sigma X_2= 3.010$	$\Sigma D= 720$	$\Sigma D^2= 14.890$
			$(\Sigma D)^2=$ 518.400	

APPENDIX 8

THE FREQUENCY AND THE RATE PERCENTAGE OF THE STUDENTS

a. Classification of percentage students reading comprehension (main idea)

No	Score	Classification	Pre-test		Post-test	
			F	P%	F	P%
1	91-100	Very Good	0	0%	3	9%
2	81-90	Good	0	0%	25	69%
3	71-80	Fair	7	19%	8	22%
4	61-70	Poor	25	69%	0	0%
5	0-60	Very Poor	4	12%	0	0%
Total			36	100%	36	100%

Calculate the frequency and the rate percentage using this formula :

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

Pre-Test

For "fair" category

$$P = \frac{7}{36} \times 100 \%$$

$$P = 0,19 \times 100 \%$$

$$P = 19 \%$$

For "poor" category

$$P = \frac{25}{36} \times 100 \%$$

$$P = 0,69 \times 100 \%$$

$$P = 69 \%$$

For "very poor" category

$$P = \frac{4}{36} \times 100 \%$$

$$P = 0,12 \times 100 \%$$

$$P = 12 \%$$

Post-Test

For "fair" category

$$P = \frac{8}{36} \times 100 \%$$

$$P = 0,22 \times 100 \%$$

$$P = 22 \%$$

For "good" category

$$P = \frac{25}{36} \times 100 \%$$

$$P = 0,69 \times 100 \%$$

$$P = 69 \%$$

For “very good” category

$$P = 0,9 \times 100 \%$$

$$P = \frac{3}{36} \times 100 \%$$

$$P = 9\%$$

b. Classification of percentage students reading comprehension (supputing details)

No	Score	Classification	Pre-test		Post-test	
			F	P%	F	P%
1	91-100	Very Good	0	0%	0	0%
2	81-90	Good	0	0%	12	33%
3	71-80	Fair	0	0%	24	67%
4	61-70	Poor	23	64%	0	0%
5	0-60	Very Poor	13	36%	0	0%
Total			36	100%	36	100%

Calculate the frequency and the rate percentage using this formula :

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

Pre-Test

Post-Test

For “poor” category

For “fair” category

$$P = \frac{23}{36} \times 100 \%$$

$$P = \frac{24}{36} \times 100 \%$$

$$P = 0,64 \times 100 \%$$

$$P = 0,67 \times 100 \%$$

$$P = 64\%$$

$$P = 67 \%$$

For “very poor” category

For “good” category

$$P = \frac{13}{36} \times 100 \%$$

$$P = \frac{12}{36} \times 100 \%$$

$$P = 0,36 \times 100 \%$$

$$P = 0,33 \times 100 \%$$

$$P = 36\%$$

$$P = 33\%$$

APPENDIX 9

THE STUDENTS MEAN SCORE OF THE TEST

- a. The students' mean score of pre-test and post-test in reading comprehension terms of main idea and supporting details

1. Mean score of Pre-Test

a) Main idea

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

$$\bar{X} = \frac{2390}{36}$$

$$\bar{X} = 66.38$$

b) Supporting detail

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

$$\bar{X} = \frac{2280}{36}$$

$$\bar{X} = 63.33$$

2. Mean score of Post-Test

a) Main idea

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

$$\bar{X} = \frac{3079}{36}$$

$$\bar{X} = 85.82$$

b) Supporting details

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

$$\bar{X} = \frac{3010}{36}$$

$$\bar{X} = 83.61$$

- b. The percentage score in pre-test and post-test students' reading comprehension terms of the main idea and supporting details

1. Main idea

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

$$P = \frac{85.82 - 66.38}{66.38} \times 100$$

$$P = \frac{19.44}{66.38} \times 100$$

$$P = 29.28\%$$

a. Supporting details

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

$$P = \frac{83.61 - 63.33}{63.33} \times 100$$

$$P = \frac{17.23}{63.33} \times 100$$

$$P = 27,20\%$$

APPENDIX 10

CALCULATING THE T-TEST ANALYSIS

a. Calculating the T-test value of students reading comprehension (main idea)

$$\sum D = 678$$
$$(\sum D)^2 = 459.684$$

$$N = 36$$

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

$$\bar{D} = \frac{678}{36}$$

$$\bar{D} = 18.84$$

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

$$t = \frac{18.84}{\sqrt{\frac{13.554 - 459.684}{36(36-1)}}}$$

$$t = \frac{18.84}{\sqrt{\frac{13.554 - 459.684}{36(35)}}}$$

$$t = \frac{18.84}{\sqrt{\frac{13.554 - 12.769}{1260}}}$$

$$t = \frac{18.84}{\sqrt{\frac{785}{1260}}}$$

$$t = \frac{18.84}{0,63}$$

$$t = 29,90$$

b. Calculating the T-test value of students reading comprehension

(supporting details)

$$\sum D = 720$$

$$(\sum D)^2 = 518.400$$

$$N = 36$$

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

$$\bar{D} = \frac{720}{36} = 20$$

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

$$t = \frac{20}{\sqrt{\frac{14.890 - 518.400}{36(36-1)}}}$$

$$t = \frac{20}{\sqrt{\frac{14.890 - 459.684}{36(35)}}}$$

$$t = \frac{20}{\sqrt{\frac{14.890 - 14.400}{1260}}}$$

$$t = \frac{20}{\sqrt{490}} \frac{20}{1260}$$

$$t = \frac{20}{0,39}$$

$$t = 51,28$$

APPENDIX 11

Table distribution of t-value

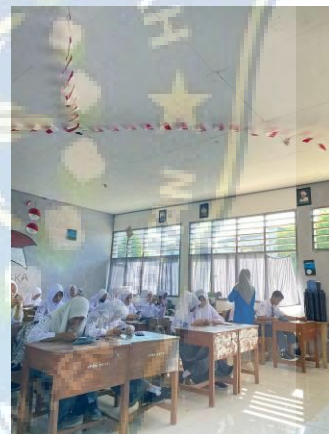
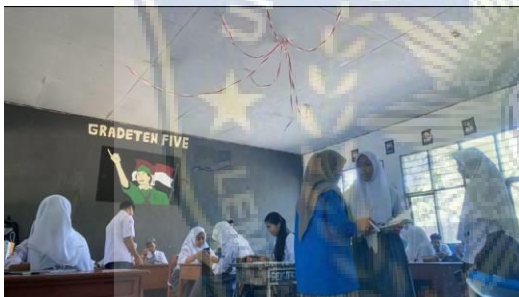
Degree of freedom (df) = N – 1 (36-1) =35

df	Pr	0.25 0.50	0.10 0.20	0.05 0.10	0.025 0.050	0.01 0.02	0.005 0.010	0.001 0.002
1		1.00000	3.07768	6.31375	12.70620	31.82052	63.65674	318.30884
2		0.81650	1.88562	2.91999	4.30265	6.96456	9.92484	22.32712
3		0.76489	1.63774	2.35336	3.18245	4.54070	5.84091	10.21453
4		0.74070	1.53321	2.13185	2.77645	3.74695	4.60409	7.17318
5		0.72669	1.47588	2.01505	2.57058	3.36493	4.03214	5.89343
6		0.71756	1.43976	1.94318	2.44691	3.14267	3.70743	5.20763
7		0.71114	1.41492	1.89458	2.36462	2.99795	3.49948	4.78529
8		0.70639	1.39682	1.85955	2.30600	2.89646	3.35539	4.50079
9		0.70272	1.38303	1.83311	2.26216	2.82144	3.24984	4.29681
10		0.69981	1.37218	1.81246	2.22814	2.76377	3.16927	4.14370
11		0.69745	1.36343	1.79588	2.20099	2.71808	3.10581	4.02470
12		0.69548	1.35622	1.78229	2.17881	2.68100	3.05454	3.92963
13		0.69383	1.35017	1.77093	2.16037	2.65031	3.01228	3.85198
14		0.69242	1.34503	1.76131	2.14479	2.62449	2.97684	3.78739
15		0.69120	1.34061	1.75305	2.13145	2.60248	2.94671	3.73283
16		0.69013	1.33676	1.74588	2.11991	2.58349	2.92078	3.68615
17		0.68920	1.33338	1.73961	2.10982	2.56693	2.89823	3.64577
18		0.68836	1.33039	1.73406	2.10092	2.55238	2.87844	3.61048
19		0.68762	1.32773	1.72913	2.09302	2.53948	2.86093	3.57940
20		0.68695	1.32534	1.72472	2.08596	2.52798	2.84534	3.55181
21		0.68635	1.32319	1.72074	2.07961	2.51765	2.83136	3.52715
22		0.68581	1.32124	1.71714	2.07387	2.50832	2.81876	3.50499
23		0.68531	1.31946	1.71387	2.06866	2.49987	2.80734	3.48496
24		0.68485	1.31784	1.71088	2.06390	2.49216	2.79694	3.46678
25		0.68443	1.31635	1.70814	2.05954	2.48511	2.78744	3.45019
26		0.68404	1.31497	1.70562	2.05553	2.47863	2.77871	3.43500
27		0.68368	1.31370	1.70329	2.05183	2.47266	2.77068	3.42103
28		0.68335	1.31253	1.70113	2.04841	2.46714	2.76326	3.40816
29		0.68304	1.31143	1.69913	2.04523	2.46202	2.75639	3.39624
30		0.68276	1.31042	1.69726	2.04227	2.45726	2.75000	3.38518
31		0.68249	1.30946	1.69552	2.03951	2.45282	2.74404	3.37490
32		0.68223	1.30857	1.69389	2.03693	2.44868	2.73848	3.36531
33		0.68200	1.30774	1.69236	2.03452	2.44479	2.73328	3.35634
34		0.68177	1.30695	1.69092	2.03224	2.44115	2.72839	3.34793
35		0.68156	1.30621	1.68957	2.03011	2.43772	2.72381	3.34005
36		0.68137	1.30551	1.68830	2.02809	2.43449	2.71948	3.33262
37		0.68118	1.30485	1.68709	2.02619	2.43145	2.71541	3.32563
38		0.68100	1.30423	1.68595	2.02439	2.42857	2.71156	3.31903
39		0.68083	1.30364	1.68488	2.02269	2.42584	2.70791	3.31279
40		0.68067	1.30308	1.68385	2.02108	2.42326	2.70446	3.30688

APPENDIX 12

DOCUMENTATION

a. Learning Process



b. Work Sheet Pre-Test


Date : _____

Name : muh. Raihan

class : X-5

55

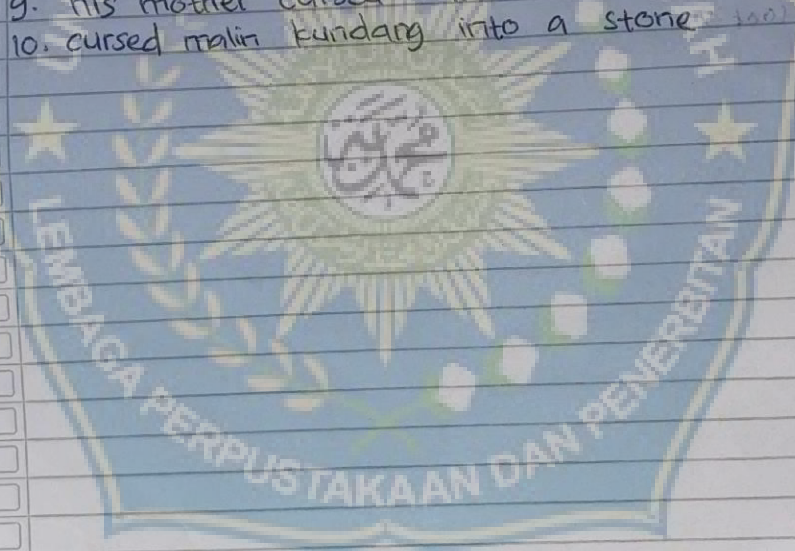
1. small village 2
2. west sumatra 10
3. mother don't alone 2
4. Because malin kundang helped the merchant defeat the pirates 10
5. malin kundang become wealthy 10
6. He had a huge ship 5
7. Don't forget someone service 2
8. malin kundang who was with beautiful wife because beautiful 2
9. His mother malin kundang 2
10. cursed malin kundang 10



Name : Adnan Rajab
 Class : X.5

(50)


- 1. Small Village 2
- 2. west sumatra 10
- 3. don't alone mother 2
- 4. to get a better live 2
- 5. malin kundang become wealthy 10
- 6. happy 2
- 7. don't forget someone service 2
- 8. because malin kundang left his mother 2
- 9. his mother cursed malin kundang 10
- 10. cursed malin kundang into a stone 10



c. Work Sheet Post-Test

Date : _____

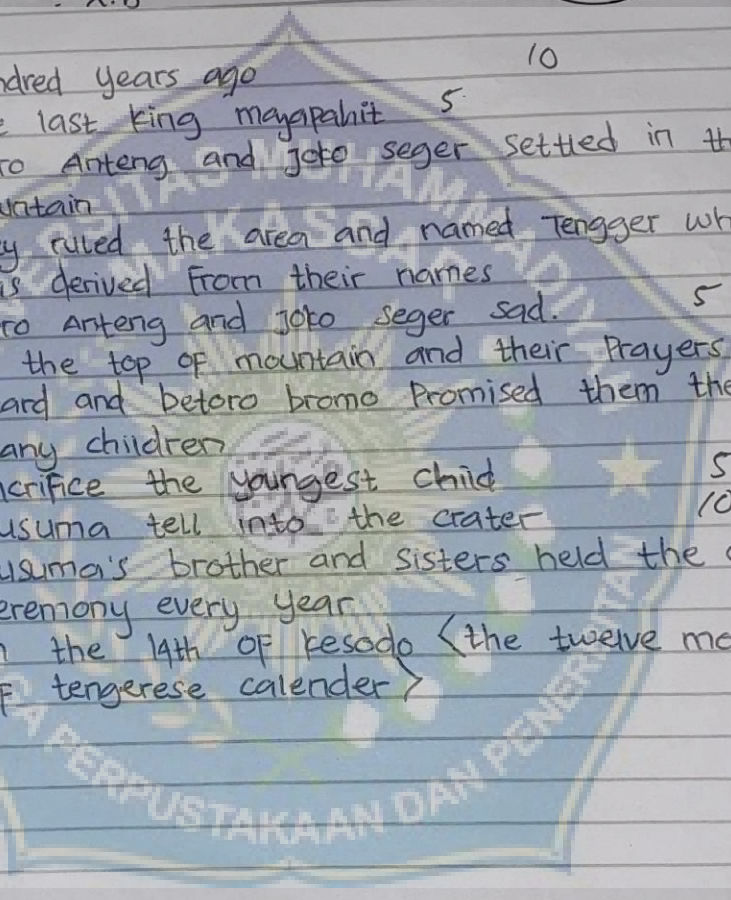
<input type="checkbox"/>	Name : Muh. Raihan	
<input type="checkbox"/>	Class : X.5	(20)
<input type="checkbox"/>	1. Hundred years ago	10
<input type="checkbox"/>	2. The last king of Majapahit had a young Princess from one of his wives	10
<input type="checkbox"/>	3. Because of unfortunate situation, the couple was forced to leave the kingdom	10
<input type="checkbox"/>	4. Tengger	5
<input type="checkbox"/>	5. Roro Anteng dan and Joko Seger sad because still don't have child	10
<input type="checkbox"/>	6. In the top of mountain	5
<input type="checkbox"/>	7. It was time to sacrifice the youngest child, Kusuma.	10
<input type="checkbox"/>	8. They tried to hide him	5
<input type="checkbox"/>	9. Kusuma's brothers and sisters held the offering ceremony every year.	10
<input type="checkbox"/>	10. On the 19 th of Kesodo.	5
<input type="checkbox"/>		
<input type="checkbox"/>		
<input type="checkbox"/>		
<input type="checkbox"/>		
<input type="checkbox"/>		
<input type="checkbox"/>		
<input type="checkbox"/>		



78

Name : Adnan Rajab
 Class : X.5

- 1. Hundred years ago 10
- 2. The last king maypahit 5
- 3. Poro Anteng and Joto seger settled in the & maintain
- 4. They ruled the area and named Tengger which was derived from their names 10
- 5. Poro Anteng and Joto seger sad. 5
- 6. In the top of mountain and their prayers was heard and betoro bromo promised them the ~~the~~ many children 10
- 7. sacrifice the youngest child 5
- 8. Kusuma fell into the crater 10
- 9. Kusuma's brother and sisters held the offering ceremony every year 10
- 10. on the 14th of kesodo < the twelve month of tengerese calender > 10





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Nim : 105351106819
Program Studi : Pendidikan Bahasa Inggris

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Nomor : 14715/FKIP/A.4-II/VIII/1445/2023
Lampiran : 1 (Satu) Lembar
Perihal : Pengantar Penelitian

Kepada Yang Terhormat
Ketua LP3M Unismuh Makassar
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Makassar

Assalamu Alaikum Warahmatullahi Wabarakatuh

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

Nama : Samriani
Stambuk : 105351106819
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Tempat/ Tanggal Lahir : Jangoang / 05-06-2001
Alamat : Jangoang

Adalah yang bersangkutan akan mengadakan penelitian dan menyelesaikan skripsi dengan judul: *The Impact of the Give One Get One Strategy on Student's Reading Comprehension*

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

Wassalamu Alaikum Warahmatullahi Wabarakatuh.

Makassar, 6 Jumadal Ula 1441 H
24 Agustus 2023 M

Dekan



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



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Nomor : 2343/05/C.4-VIII/VIII/1444/2023

08 Safar 1445 H

Lamp : 1 (satu) Rangkap Proposal

24 August 2023 M

Hal : Permohonan Izin Penelitian

Kepada Yth,

Bapak Gubernur Prov. Sul-Sel

Cq. Kepala Dinas Penanaman Modal & PTSP Provinsi Sulawesi Selatan

di -

Makassar

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Berdasarkan surat Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar, nomor: 14715/FKIP/A.4-II/VIII/1445/2023 tanggal 24 Agustus 2023, menerangkan bahwa mahasiswa tersebut di bawah ini :

Nama : SAMRIANI

No. Stambuk : 10535 1106819

Fakultas : Fakultas Keguruan dan Ilmu Pendidikan

Jurusan : Pendidikan Bahasa Inggris

Pekerjaan : Mahasiswa

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

"THE IMPACT OF THE GIVE ONE GET ONE STRATEGY ON STUDENT'S READING COMPREHENSION "

Yang akan dilaksanakan dari tanggal 28 Agustus 2023 s/d 28 Oktober 2023.

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

Demikian, atas perhatian dan kerjasamanya diucapkan Jazakumullahu khaeran

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ


Dr. Muh. Arief Muhsin, M.Pd
NBM 1127761

08-23



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بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

KONTROL PELAKSANAAN PENELITIAN

Nama Mahasiswa

: SAMPLAH

NIM

: 105351106819

Judul Penelitian

: The Impact of the Give One Get one (Gogo) strategy on students reading
Comprehension at sma Negeri 2 Gowa

Tanggal Ujian Proposal

: 04 Agustus 2023

Tempat/Lokasi Penelitian

: sma Negeri 2 Gowa

No	Haritanggal	Kegiatan Penelitian	Nama Guru/terkait	Paraf Guru/terkait
1	Senin /28 Agustus 2023	Pre - Test	Dra. Hj. Puwadhah Dr. Pd	
2	Senin/04 september 2023	Treatment	Dra. Hj. Puwadhah Dr. Pd	
3	Senin /11/September 2023	Treatment	Dra. Hj. Puwadhah Dr. Pd	
4	Senin/18 september 2023	Treatment	Dra. Hj. Puwadhah Dr. Pd	
5	Senin /25 september 2023	Treatment	Dra. Hj. Puwadhah Dr. Pd	
6	Senin /02 oktober 2023	Post - Test	Dra. Hj. Puwadhah Dr. Pd	



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7				
8				
9				
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Mengetahui,

..... 2023

Kejutan Program Studi,
Kediri, 12 Agustus 2023
H. Kimi Khaerati Syam, S.Pd., M.Pd
NPM. 097 807

UPPT
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DINAS PENDIDIKAN
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UPT. SMA NEGERI 2 GOWA

Alamat: Jln. Pendidikan Limbung Kec. Bajeng Kab. Gowa Telp. 0411-8217762 Kode Pos (92152) Email : sman2gowa@gmail.com

SURAT KETERANGAN

No.070/334 -UPT.SMAN2/GOWA/DISDIK

Yang bertanda tangan di bawah ini Plt. Kepala UPT. SMA Negeri 2 Gowa Provinsi Sulawesi Selatan, menerangkan bahwa :

Nama : SAMRIANI
Tempat/Tgl Lahir : Jangoang, 05 Juni 2001
Jenis Kelamin : Perempuan
NIM : 105351106819
Pekerjaan : Mahasiswa
Program Studi : Pendidikan Bahasa Inggris
Alamat : Bumi Batara Mawang Permai

Benar telah melakukan Penelitian di SMA Negeri 2 Gowa sejak 28 Agustus s/d 28 Oktober 2023, Berdasarkan surat dari Dinas Penanaman modal dan pelayanan terpadu satu pintu No.25168/S.01/PTSP/2023, dengan Judul Skripsi "THE IMPACT OF THE GET ONE STRATEGY ON STUDENTS READING COMPREHENSION AT SMAN 2 GOWA".

Demikian surat Keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan seperlunya.

Batu, 15 November 2023
Plt. Kepala UPT.SMAN 2 Gowa
UPT
Drs. H. HUSRAH
Pangkat: Pembina Tk.1
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Tembusan :

- Program Studi Pendidikan Bahasa Inggris
- Mahasiswa yang bersangkutan
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LETTER OF ACCEPTANCE
0868/BG-FKIP/LOA/B/XII/1445/2023

Dear SAMRIANI

It is our pleasure to inform you that, after reviewing your paper:
**THE IMPACT OF THE GIVE ONE GET ONE (GIVE ONE GET ONE)
STRATEGY ON STUDENTS READING COMPREHENSION AT SMA
NEGERI 2 GOWA**

The manuscript ID: 1136

Detail checklist:

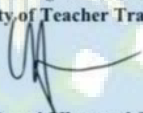
Checkpoint	Yes	No
The author has sent the manuscript by using the institutional email	√	
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The manuscript according to the limitations or description of the journal	√	
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Makassar, 6 December 2023 M
22 Jumadil Ula 1445 H

Head of English Education Department
Faculty of Teacher Training and Education


Dr. Umami Khaerati Svam, S.Pd., M.Pd.
NBM. 977 807

CURICULLUM VITAE



SAMRIANI was born on June 6th, 2001 in Jangoang. She has two brothers and one sister, the third form fourth siblings of the couple Hamzah And Binang. She Began her education in SD Negeri Center Malakaji and graduate in 2013. Then she Continued her study in SMP Negeri 1Tompobulu and graduate 2016, After Finish she continued her study in SMA Negeri 7 Gowa and graduate in 2019. In the same year, she was accepted as a student in English Education Department, Faculty Teacher Training and Education, Universitas Muhammadiyah Makassar. By the bless and mercy of Allah SWT, pray and also support from my beloved family, all my friends This study could finish her study at Universitas Muhammadiyah Makassar by the title The Impact of the Give One Get One Strategy on Students' Reading Comprehension at Sma Negeri 2 Gowa.

