

**IMPROVING READING COMPREHENSION THROUGH THE DOUBLE
LOOP PROBLEM SOLVING METHOD AT THE EIGHTH GRADE
STUDENTS OF SMPN 28 BULUKUMBA**



A THESIS

*Submitted to the Faculty of Teacher Training and Education Universitas
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Education English Education Department*

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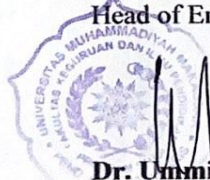
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19/09/2023		- Find a description of the step the DLPS	g
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19/9/2023		- Give addition in DLPS	
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MOTTO AND DEDICATION

“Don’t stop when you are tired, stop when you are done.”

Dengan segenap hati, skripsi ini dipersembahkan untuk
Orang tua saya, secara tulus kehadiran kalian selalu menjadi prioritas utama saya
dalam setiap langkah.



ABSTRACT

Irma (2023), Improving Reading Comprehension through the Double Loop Problem Solving Method at the Eighth Grade Students of SMPN 28 Bulukumba. Under the thesis of English Education Department, faculty of Teacher Training and Education, University of Muhammadiyah Makassar. Supervised by Nunung Anugrawati and Hj.Ilmiah.

This research aims to improve reading comprehension through the Double Loop Problem Solving Method for the eighth grade students of SMPN 28 Bulukumba. The research method used in this study was pre-experimental, and the data analysis process used a quantitative design. The population of this research were all students in class VIII, and the sample in this research were students of class VIII.2, consisting of 21 students. The instrument used was a reading test through the pre-test and post-test.

Based on the research results, it was found that the use of the Double Loop Problem Solving Method improved students' reading comprehension in terms of the main idea and supporting detail in recount texts at SMPN 28 Bulukumba. The result showed that in the main idea, there was an improvement of 24.50% and supporting details of 22.19%. In addition, the value of the t-test is higher than the value of the t-table, the main idea ($6.48 > 1.725$), and supporting details ($8.23 > 1.725$), which means H_0 is rejected and H_1 is accepted. So it can be concluded from the results of this research that the use of the Double Loop Problem Solving Method can improve reading comprehension in the eighth grade students of SMPN 28 Bulukumba.

Keywords: *Reading Comprehension, Double Loop Problem Solving Method, Recount Text, Teaching English.*

ABSTRAK

Irma (2023), Meningkatkan Pemahaman Membaca Melalui Metode Double Loop Problem Solving Pada Siswa Kelas VIII SMPN 28 Bulukumba. Di bawah skripsi Jurusan Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Makassar. Dibimbing oleh Nunung Anugrawati dan Hj. Ilmiah.

Penelitian ini bertujuan untuk mengetahui peningkatan pemahaman membaca melalui Metode Double Loop Problem Solving pada Siswa Kelas Delapan SMPN 28 Bulukumba. Metode penelitian yang digunakan dalam penelitian ini adalah pra-eksperimental dengan proses analisis data menggunakan desain kuantitatif. Populasi penelitian ini adalah seluruh siswa kelas VIII. Dan sampel dalam penelitian ini adalah siswa kelas VIII. 2 terdiri dari 21 siswa. Instrumen yang digunakan adalah tes membaca melalui pre-test dan post-test.

Berdasarkan hasil penelitian, ditemukan bahwa penggunaan Metode Double Loop Problem Solving dapat meningkatkan Pemahaman Membaca siswa dalam hal gagasan utama dan detail pendukung dalam teks recount pada siswa kelas delapan SMPN 28 Bulukumba. Hasil penelitian menunjukkan bahwa gagasan pokok mengalami peningkatan sebesar 24.50% dan rincian pendukung sebesar 22.19%. Selain itu nilai uji-t lebih tinggi dibandingkan dengan nilai t-tabel, gagasan pokok ($6.48 > 1,725$) rincian pendukung ($8.23 > 1,725$) yang berarti H_0 ditolak dan H_1 diterima. Jadi dapat disimpulkan dari hasil penelitian ini bahwa penggunaan Metode Double Loop Problem Solving dapat meningkatkan Pemahaman Membaca pada siswa Kelas VIII SMPN 28 Bulukumba.

Kata Kunci: Pemahaman Membaca, Metode Double Loop Problem Solving, Teks Recount, Pengajaran Bahasa Inggris.

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Nothing is perfect but Allah SWT, The researcher is well aware that this thesis is far from flawless. The researcher welcomes constructive feedback and suggestions from the readers. This research hopefully will be valuable to readers and other researchers.

Makassar, 22 September 2023

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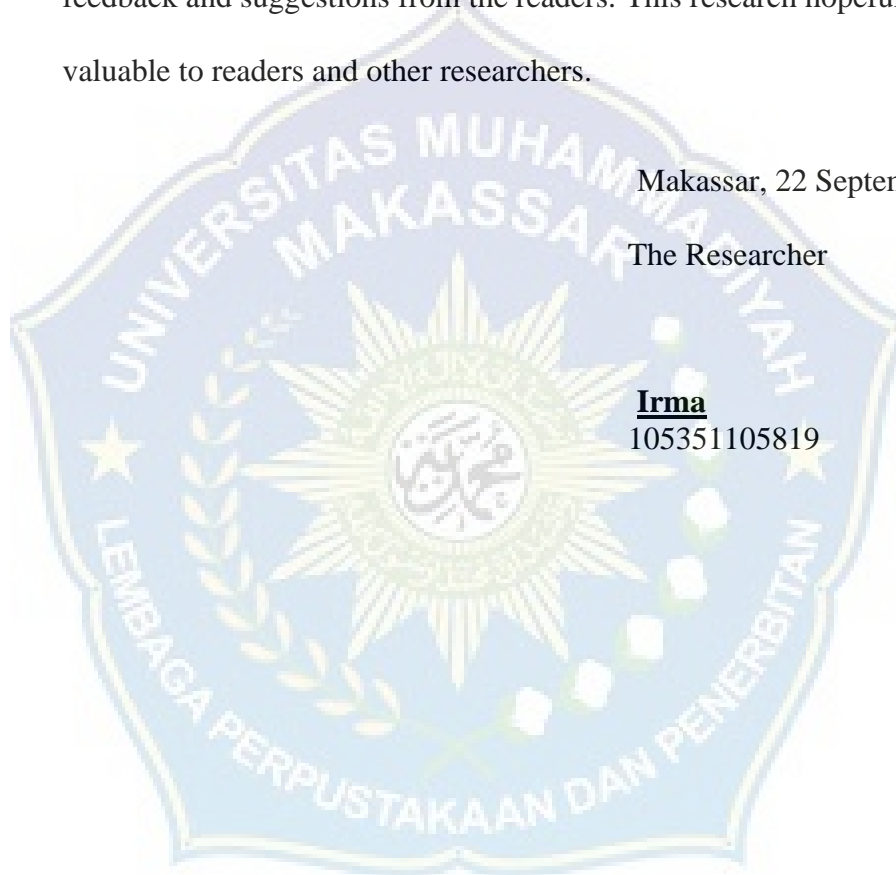


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CHAPTER I

INTRODUCTION

A. Background

One of the main goals of English instruction in Indonesia is to provide students with the abilities to reading, write, and communicate in English. The chosen topic must be used to teach the students the various language skills that must be taught to them, such as reading, writing, listening, speaking, and other language components.

Reading is one of the four skills mentioned above, which gets more attention than the other three because reading is more important. According to Basri (2018), reading is regarded as essential in the quest for education because it allows one to learn new things, expand their knowledge, and come up with new ideas. Therefore, students must have good reading comprehension because they will have a better chance of succeeding in their studies. It is clear that in teaching reading, the main goal is reading comprehension materials, and anything that teachers can do to make reading easier for students should be a good idea.

Based on P2K experience, the researcher discovered numerous reading comprehension challenges when attempting to comprehend the material. There are several factors that affect it. First off, the teacher's approach to teaching reading to their children is not that engaging. Second, the eighth-grade English teacher claimed that students who had a limited vocabulary found it difficult to comprehend the meaning of English terms in a text.

Finally, it's challenging for students to identify the text's major point. Teachers must employ a variety of media tools or approaches to pique students' interest in the texts they read in order to overcome reading instruction challenges.

Double Loop Problem Solving is one of the cooperative learning models that had a positive effect on the learning process, especially on improving students' problem-solving abilities. The application of the Double Loop Problem Solving Learning Method, in addition to being able to improve problem-solving skills, is also able to improve critical thinking skills, the quality of learning, learning outcomes, and student achievement.

According to Risa et al. (2022), double-loop problem solving is a strategy that takes into account a wide variety of factors, including the mechanism by which a problem arises. Double-loop problem solving is a common learning strategy that encourages students to be active in extracurricular activities and sports as a method of teaching.

The researcher is interested in doing research related to students' reading comprehension. The sample of students' used in this study were in class VIII at SMPN 28 Bulukumba. The author's reason for choosing this topic is because she wants to know whether the used of the Double Loop Problem Solving Method improves reading comprehension in eighth grade SMPN 28 Bulukumba. Researcher believe that by used this effective teaching method, students will be inspired to explore their potential for improving reading comprehension.

B. Problem Statement

The formulation of the problem is formulated as follows:

“Does the use of the Double Loop Problem Solving Method improve students’ reading comprehension at the eighth grade of SMPN 28 Bulukumba?”.

C. Objectives of the Research

The objectives this research is to determine the improving reading comprehension at eighth grade of SMPN 28 Bulukumba through the Double Loop Problem Solving Method”.

D. Significance of the Research

This research had several benefits for students’, teachers and researcher.

1. Theoretically

Expand knowledge and enrich existing research results, can help provide an overview of the used of the Double Loop Problem Solving learning model, and are expected to contribute to the development of learning quality, especially in efforts to improve reading comprehension.

2. Practical

a. For students

Students' reading comprehension can improve when reading texts through the Double Loop Problem Solving Method.

b. For Teacher

The findings of this study can be applied to teaching English and the learning process so that students are more interested in reading

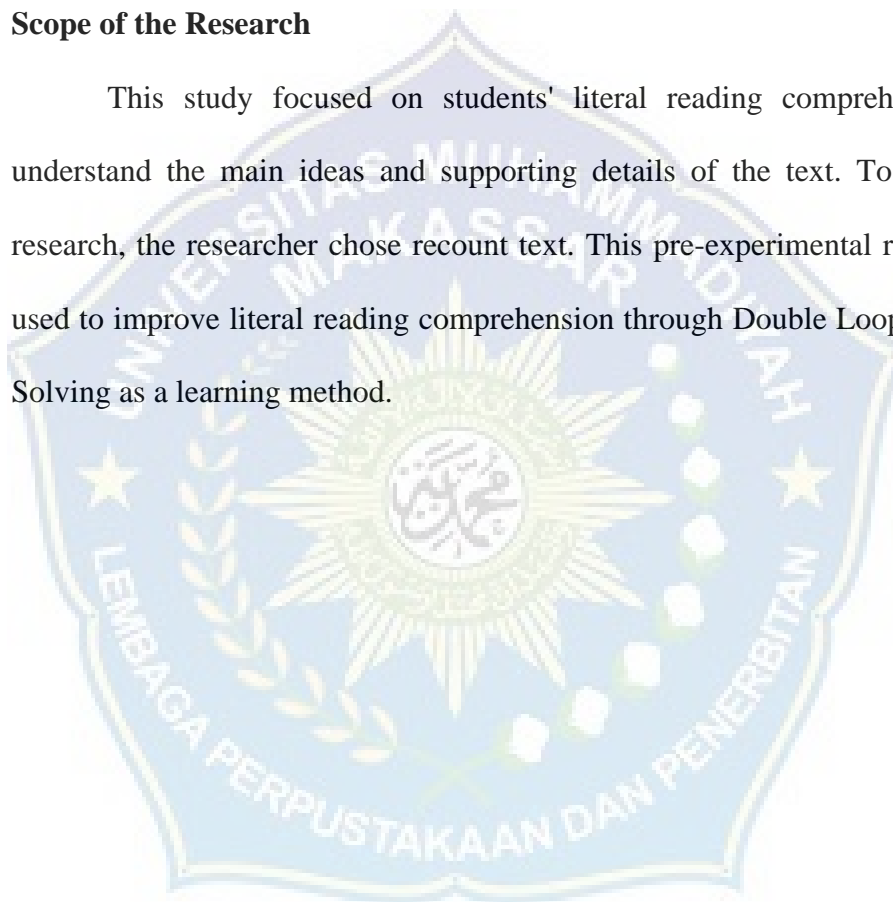
and understanding through the Double Loop Problem Solving Method to improve reading comprehension.

c. For Researcher

The researcher was understand whether the used of the Double Loop Problem Solving Method can improve reading comprehension.

E. Scope of the Research

This study focused on students' literal reading comprehension to understand the main ideas and supporting details of the text. To limit the research, the researcher chose recount text. This pre-experimental research is used to improve literal reading comprehension through Double Loop Problem Solving as a learning method.



CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous of Related Finding

It is important to note that research with a similar theme had also been carried out by previous researcher. This will show the difference between the previous research and the current research.

Patuawa et al, (2022), found that a theory of collaborative problem solving informs interventions designed to increase the behavioral effectiveness of leaders when they work with their teachers to accelerate the reading achievement of students who have not reached age-related standards. Even brief interventions grounded in sound theory with appropriate learning opportunities can influence positive changes in leadership behavior and student outcomes.

Mahanal et al, (2022), stated in their journal that by understanding and grasping problem-solving techniques while tackling complex and multidimensional challenges, an active learning approach that incorporates students in the learning process can help students strengthen their problem-solving abilities. One active learning paradigm is ricosre, where students' problem-solving abilities consistently improved in the upper, middle, and lower academic groups that were taught ricosre.

Ganie et al, (2022), concluded that reading comprehension appears as a part of the TOEFL. How does the theory of intrinsic analysis increase students' reading comprehension scores by helping with problems based on the

tests given? Other research is needed that interacts with students' cognitive thinking while taking the reading comprehension test for the TOEFL.

From the previous related research findings above, this study found some similarities and differences. The difference between this study and previous research lies in the subjects studied. The method used focuses on improving reading comprehension in classes that have similarities with the third researcher mentioned above in the research that was conducted.

B. Some Pertinent Ideas

1. General Concept of Reading

a) Definition of Reading

According to Haris (2021), reading is one of the most important language acquisition skills. The main goal is to understand ideas and language well enough. Operational refers to the tasks that students do to learn lessons or take action from the writing they have read. Therefore, students intend to learn from their literature when engaged in reading activities.

All formal education is based on reading, which is a fundamental ability. It's unlikely that a kid will ever learn the fundamentals of reading if they are not taught early. Mariana (2020) says that low reading proficiency is one of the issues that contributed to the school's poor performance, harms the students, and undermines the public's trust in the educational system.

b) Purposes of Reading

According to Nazirah (2021), there are at least five reading purposes. To successfully achieve this purpose, it requires increased skills. Some of these purposes include:

1. Reading for Specific Information

Reading with the intention of learning something specific or restricted is reading in the broadest sense. Finding precise information quickly is the aim of this kind of reading. When reading for particular information, you might do things like look up a word in the dictionary or a phone number in the phone book.

2. Reading for Application

Reading for an application is done to complete a specific task. Following directions or repairing something are examples of this sort of reading.

3. Reading for Pleasure and Entertainment

People read for many different purposes. This includes reading widely circulated magazines, newspapers, novels, and other comparable content. This is a slower reading style that allows the reader to appreciate and savor the background, character, or scene. The observer must give this kind of reading their full attention.

4. Reading for Ideas

Specific attention must be paid to the given information's main ideas, concepts, and properties. To get a quick overview of the material, readers only skim the major themes, titles, illustrations, and conclusions. Understanding a wide variety of relevant topics, subject areas, discussions, and facts improves reading comprehension.

5. Reading for Understanding

In this kind of reading comprehension, there must be a connection between the newly introduced information and general topic knowledge. Understanding the connection between the subject and the main clause, paragraph, and idea is necessary for this.

2. General Concept of Reading Comprehension

a) Definition of Reading Comprehension

According to Yulianah (2020), it seems that students should focus particularly hard to perfect their reading comprehension. Students who are proficient in reading comprehension can learn detailed information from the texts. In other words, if they do not understand the information's purpose, they significantly lose its significance. If a student can understand well, reading was be much simpler for them.

Rohman et al, (2021), individual cognitive and conscious exertions are needed for reading comprehension. Understanding words and their meanings also helps one determine how the ideas in a document relate to one another.

According to the above definition, reading comprehension is a dynamic ability that encompasses a range of aspects relating to the meaning and purpose of reading. There had been integration of previous text and reader encounters. The process of comprehension was accelerated as a consequence. Then, in order for readers to comprehend the context and impart their knowledge to others, there needs to be a balance between them.

b) Level of Reading Comprehension

According to Jufri (2018), there are four different levels of reading comprehension: literal reading, interpretative reading, critical reading, and creative reading. The explanation for these levels is as follows:

1. Literal Reading

Literal comprehension is able to get basic knowledge by employing plainly presented facts. Literal comprehension, in other terms, "means comprehension a text in order to understand its literal significance or the meaning contained in the text itself." As a result, literal comprehension is more concerned with comprehending the meaning of each word and sentence in the text.

2. Interpretative Reading

The text phase in the hierarchy is interpretation. This kind of question necessitates a higher degree of thought since the questions involve responses that are indicated or hinted rather than expressly stated in the text. To respond to questions at the interpretative level, readers must be able to solve problems and operate at multiple levels of abstraction. When it comes to classifying talents, the interpretative level is where the most misunderstanding arises. All interpretation reading skills rely on the reader's capacity to "infer" the answer in some way.

3. Critical Reading

Critical reading is more advanced than the other two types since it requires assessment, or forming a personal judgment on the correctness, value, and veracity of what is read. A reader must be able to acquire, understand, apply, evaluate, and synthesize information in order to make conclusions. Critical reading abilities include the capacity to distinguish between truth and opinion, the ability to distinguish between imagination and reality, and the ability to recognize propaganda method. Because both need critical thinking, critical reading and critical listening are connected.

4. Creative Reading

Divergent thinking skills are used in creative reading to move beyond literal comprehension, interpretation, and critical

reading levels. In creative reading, the reader attempts to generate fresh or alternative answers to those offered by the writer. Furthermore, creative reading is a reading process that not only catches a meaning, but also requires us to be able to use it in everyday life and blend previously learned knowledge.

3. General Concept of Double Loop Problem Solving

a) Definition of Double Loop Problem Solving

According to Argyris (1976), Double Loop Problem Solving is learning that involved detecting and correcting errors. If a method or strategy cannot solve a problem, the settlement can be redone by starting at the starting point and used another solution or strategy.

The Double Loop Problem Solving Method combines oriented problem solving with learning to identify the primary causative of the issue (Siagian, 2017). Double-loop problem-solving model is also known as the decision-making model. Decisions taken in this learning model involve a process of considering various options, which was ultimately lead to a conclusion about the choices to be made.

b) Troubleshooting steps in the Double Loop Problem Solving Method

A problem is an unwanted discrepancy between the desired condition and the actual condition of something that is considered important. The cause of the problem itself can be something that is known or something that is not known. Problem solving involves

taking a corrective action to close the problem gap by eliminating or moving the cause of the problem. Therefore, to achieve a complete solution to the problem, it is necessary to identify all the causes of the problem.

Most problems can be identified by their direct causes, which are relatively close in time to the effects of the problems they produce. These immediate causes are more obvious, and therefore easier to detect. However, there are also causes at a higher level which are the root causes of significant problems. The root of this problem is farther away and in time, and therefore more difficult to detect.

The recommended Double Loop Problem Solving approach is to accommodate differences in the causes of a problem, including the mechanism for how a problem occurs. Therefore students need to work on two different but interrelated solving loops (Suhaeba 2014).

1. Solution loop 1 is dedicated to detecting the most direct cause of a problem and then designing and implementing an interim solution.
2. Solution loop 2 looks for a higher-level cause before designing and implementing a solution based on the root cause.

The other problem-solving steps included in the criteria for the Double Loop Problem Solving Method include:

1. Write an initial problem statement.
2. Grouping symptoms.
3. Write a revised problem statement.

4. Causal identification
5. Solution implementation
6. Main causal identification
7. Determine the best solution option.
8. Main solution implementation

But to make it easier for students, it would be nice for us to use simpler and more efficient problem solving steps. So the most suitable is the problem solving approach that used loops 1 and more efficient problem solving steps. So the most suitable is the problem-solving approach that used loops 1 and 2.

c) Double Loop Problem Solving Method approach

According to Rahmania (2013), many of these problems cannot wait until a solution to the root cause is found and require an immediate, interim solution. Sometimes, these temporary solutions are enough, especially if they are inexpensive to implement or don't drain other important resources. In addition, there are many cases where temporary solutions can be so effective that they eventually become permanent solutions to existing problems. In the latter case, this means that there is no cause for a high-level problem that needs to be resolved. Furthermore, Pradipta. et al (2016) stated that the Double Loop Problem Solving approach consists of the following:

1. Identifying the problem, not just the symptoms.

At this stage the detection carried out covers everything that is a factor in the problem being faced

2. Detecting direct causes, and rapidly applying temporary solutions

At this stage the direct cause is clearer, therefore it is easy to detect and a solution can be found to be implemented quickly.

3. Evaluating the success of the temporary solutions.

At this stage, an evaluation is carried out regarding the effectiveness and level of success of the temporary solutions that have been implemented.

4. Deciding if root cause analysis is needed; and if so.

At this stage it is decided to carry out a root cause analysis or it is enough to reach this stage, taking into account the results of the evaluation carried out previously.

5. Detecting higher level causes.

At this stage the cause being sought is at a higher level than the causes that have been found previously.

6. Designing root cause solutions.

At this stage, the solution being designed is certainly no longer a temporary solution, but a solution that can solve the problem completely

d) Advantages of the Double Loop Problem Solving Method

After we discussed the definitions, reasons, problem solving steps, and approaches to the double loop problem solving method, of course it occurred to us as well whether the benefits or advantages of the double loop problem solving method. The advantages of the Double

Loop Problem Solving method According to Puspitasari et al (2021) include:

1. Can add insight about the effectiveness of used double loop problem solving learning to improve student learning outcomes.
2. Can create a classroom atmosphere that respects scientific values and is motivated to get used to conducting simple research that is beneficial for improving the learning process and improving the ability of the teacher himself.

e) Disadvantages of the Double Loop Problem Solving Method

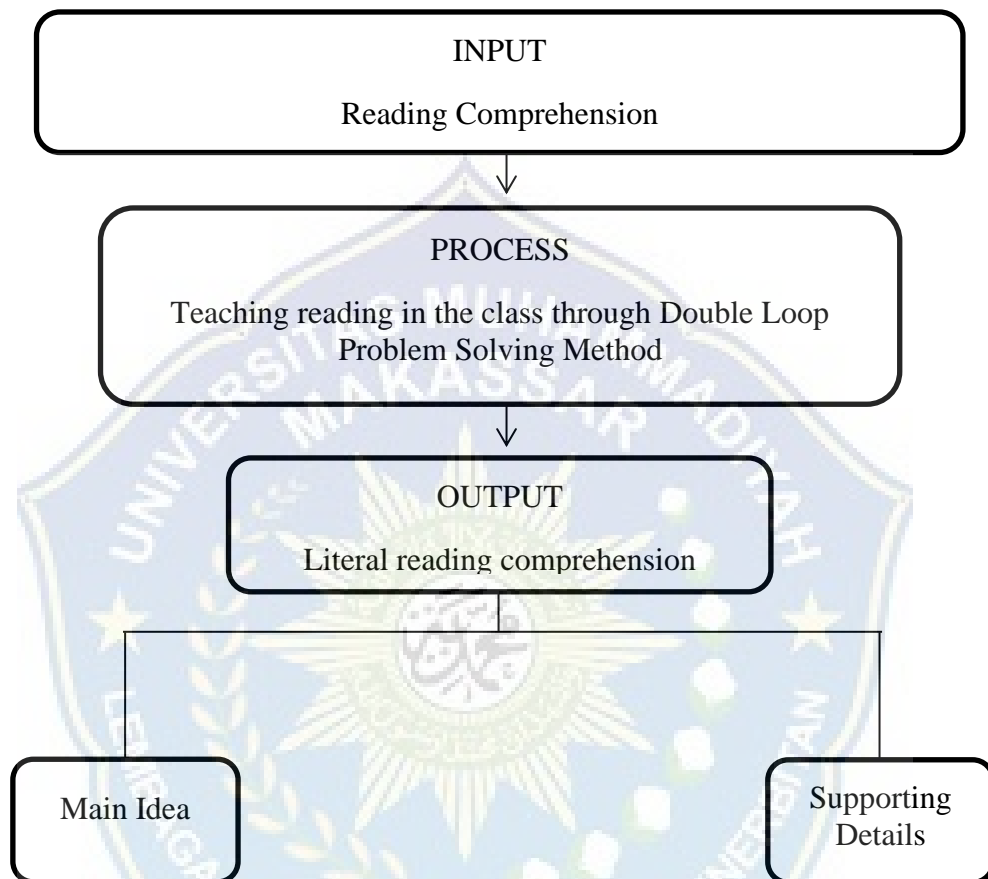
According to Puspitasari et al (2021), the Double Loop Problem Solving method also had several weaknesses that must be considered by a student when applying it, including:

1. Not all lessons can contain problems that must be solved. However, it requires repetition and certain exercises. For example, in religious lessons, the proper way to pray, how to perform ablution, and other topics are covered.
2. Difficulty finding the right problem in accordance with the level of development and ability of students.
3. Many pose risks. especially for children who have less ability. It is likely to cause frustration and inner tension in solving problems that are abstruse and fundamental.
4. Difficulty in properly evaluating. Concerning the problem-solving approach taken by students.

5. It requires time and careful planning.

C. Conceptual Framework

The conceptual framework underlying this research is given below:

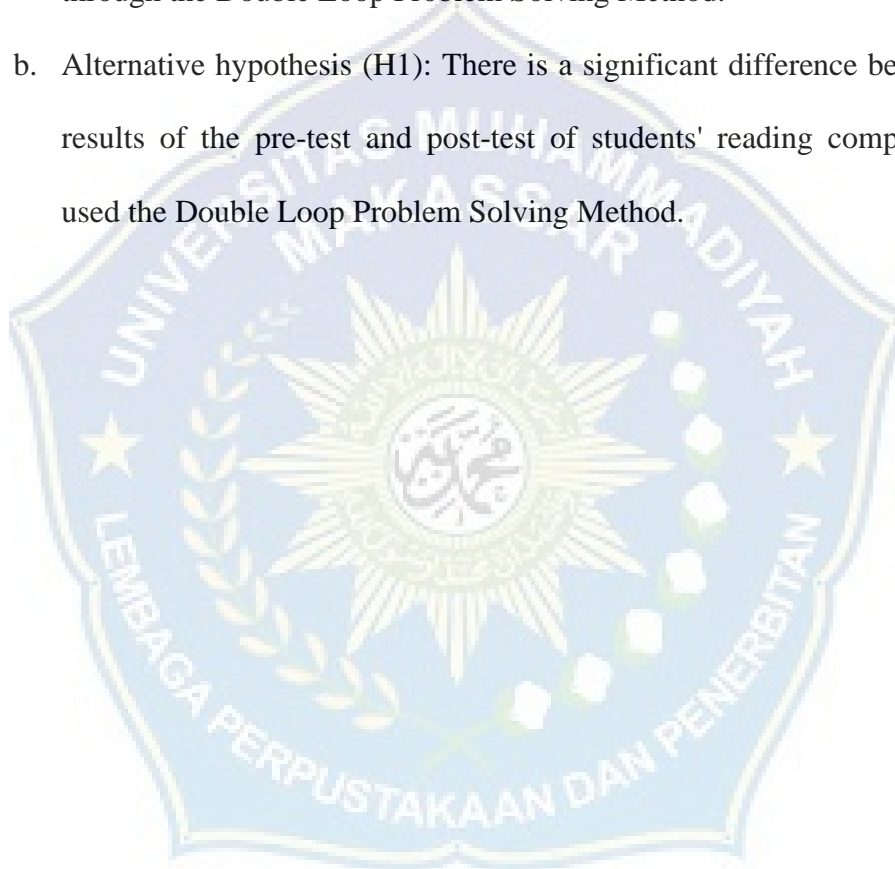


In the illustration above, input, process, and output are categorized briefly as follows: Reading research is conducted through pre-experimental research, with the procedure consisting of a pre-test (conducted prior to treatment as a starting point), treatment (teaching and learning activities), and post-test (conducted after treatment). The pre-test measures students' literal reading comprehension before used the Double Loop Problem Solving Method, while the post-test measures students'

literal reading comprehension after used the Double Loop Problem Solving Method.

D. Hypothesis

- a. Null hypothesis (H₀): There is no significant difference between the results of the pre-test and post-test on students' reading comprehension through the Double Loop Problem Solving Method.
- b. Alternative hypothesis (H₁): There is a significant difference between the results of the pre-test and post-test of students' reading comprehension used the Double Loop Problem Solving Method.



CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

In this study, researcher used pre-experimental research to determine students' reading comprehension in class VIII.2 used the Double Loop Problem Solving Method. The design included a group pre-test, treatment, and post-test..

The designs are shown in the table below:

Pre-test	Treatment	Post-test
(O ₁)	(x)	(O ₂)

(Sugiyono,2021)

Where:

O₁ = Pre-Test

X = Treatment

O₂ = Post-Test

This experimental model included three components. Precisely Pre-test (O₁) to determine students' basic understanding of reading comprehension. After the pre-test, the researcher used the Double Loop Problem Solving Method in treatment (X). After that, students' take a post-test (O₂) to determine if used the Double Loop Problem Solving Method improved their reading comprehension.

B. Research Variable and Indicators

a. Independent variable (X)

The independent variable of this study was the Double Loop Problem Solving Method in teaching reading comprehension. Double Loop Problem Solving was used by students' to understand the information contained in reading material.

b. Dependent variable (Y)

The dependent variable was the variable that resulted from the independent variable. It was referred to as the dependent variable since it was dependent on the independent variable. The students' reading comprehension was investigated in this study.

c. Indicators

The indicator in this study was to measure the students' improving literal reading comprehension in terms of main idea and supporting detail.

C. Population and Sample

a. Population

The population of this research was the eighth grade students' of SMPN 28 Bulukumba in the academic year 2022/2023, which was divided into three classes. So, the total population was 105 students'.

b. Sample

In this research, purposive sampling was used as the sample technique. The researcher chose a sample of the research in class VIII. 2, which consisted of 21 students'.

D. Research Instrument

The instrument of this research was a reading comprehension test. Pre-test and post-test were committed by reading comprehension. The test consisted of 10 essay tests. The writer put the instrument through its paces used the research subject from class VIII.2.

E. Data Collection

The researcher used the following steps to obtain data:

1) Pre-Test

Before giving the treatment, the researcher conducted a pre-test used a recount text from the reading comprehension test. The researcher took a pre-test for the sample group to evaluate the students' reading comprehension. The pre-test served to assess students' reading comprehension before being given treatment. Students' got a series of questions in this case. The exam consisted of a recount text test and essay tests.

2) Treatment

The Double Loop Problem Solving Method was used for processing samples. In this situation, the writer first introduced the material to the students', after which they were asked to share their experienced or thoughts and identify the structure generic, main idea and supporting details related to the material to be taught. Then, based on student suggestions or ideas, answer the questions. This procedure is repeated four times.

For treatment, the author given treatment to students' in four meetings. The procedured for carrying out the treatment was as follows:

- a) The researcher divided students' into 5 groups.
 - b) The researcher given students' a recount text worksheet and asked students' to read text carefully.
 - c) The researcher directs students' to identify problems in the recount text, namely its generic structure and directs students' to fill in the table according to the generic structure of the recount text that they got. Then direct students' to read the text again to determine the main idea and supporting details in each paragraph to answer the questions on the worksheet.
 - d) Students' answer questions about the main idea and supporting details instructed by the researcher.
 - e) The researcher evaluated the results of the group discussion by directing representatives of each group to read the results of their discussion.
- 3) Post-Test

After the treatment, students' got a post-test. This was the last test of the study after treatment. Students' received a series of questions to answer. The exam included test essay questions identifying the main idea and supporting detail. The purpose of the post-test is to found out whether the used of the Double Loop Problem Solving Method could improve students' reading comprehension.

F. Data Analysis

1. Measuring students' knowledge of the main idea by classifying students' score based on the criteria in the table below:

Table 3.2 Scoring Rubric for main idea

Criteria	Score
Student's responses are complete, specific and correct	5
Student's response is accurate, but not complete.	4
Student's responses give details instead of the main idea	3
Student's responses are not correct, but are attempted	2
Student's did not attempt to respond to the item	0

(Firmansyah, 2015)

2. Measuring students' knowledge of the supporting detail by classifying student score based on the criteria in the table below:

Table 3.3 Scoring Rubric for supporting details

Criteria	Score
Student's responses include at least 2 key details from the passage that support the main idea of the passage.	5
Student's responses include at least 2 key details with at least one key detail from the passage that supports main idea of passage	4
Student's responses include 2 details which do not support the correct main idea.	3
Student's responses include one detail that does not support the main idea.	2
Student's did not provide any details.	0

(Firmansyah, 2015)

3. The formulas used in the pre-test and post-test are:

$$\text{Student Score} = \frac{\text{The number of students' Correct questions}}{\text{Maximum score}} \times 100$$

(Gay, Mills, & Airasian, 2012)

4. After the researcher was collected data on students' score, the researcher was classified students' acquisition score based on the criteria below:

Table 3.4 Classify the Students' scores

Score	Classification
96-100	Excellent
86-95	Very Good
76-85	Good
66-75	Fairly Good
56-65	Fair
36-55	Poor
0-35	Very Poor

(Depdikbud,2010)

5. Calculated the percentage of the students' score, the formula which used as follow:

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

Where:

P = Percentage

F = Frequency/ number of accurate answer

N = The total number of students'

(Gay, Mills, & Airasian, 2012)

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

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

Where: \bar{X} = Mean score
 $\sum X$ = The raw of all score
 N = The number of subject

(Gay, Mills, & Airasian, 2012)

7. To determine the students' progress, used the following formula:

$$\% = \frac{x^2 - x^1}{x^1} \times 100$$

Where: % = The student's improving
 x^1 = The pre-test mean score
 x^2 = The post-test mean score

(Gay, Mills, & Airasian, 2012)

8. Determine the significant difference between the pre-test and pos-test by calculated the Value of the T-test. The following the formula as follow:

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

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

Where:

t = Test of significant

\bar{D} = The mean score

$\sum \bar{D}$ = The sum of total score of difference

$\sum D^2$ = The Square of the sum score of difference

N = The total of students' number

(Gay, Mills, & Airasian, 2012)

9. Criteria for the hypothesis testing:

Table 3.5 Criteria for the Hypothesis Testing

Comparison	H ₀	H ₁
$t\text{-test} > t\text{-table}$	Rejected	Accepted
$t\text{-test} < t\text{-table}$	Accepted	Rejected

(Gay, Mills, & Airasian, 2012)

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

The findings of the research consisted of the result data analysis through the pre-test and post-test in reading comprehension focused on literal comprehension (main idea and supporting detail). The used Double Loop Problem Solving Method could improve the students' reading comprehension in the eighth grade at SMPN 28 Bulukumba.

1. Students' literal reading comprehension in terms of identify main idea and supporting detail

The literal reading comprehension was used to collect data from the students' reading tests in terms of main idea and supporting detail. The score of literal comprehension was used to determine students' reading comprehension:

Table 4.1 Rate percentage and frequency of students' literal reading comprehension in term of main Idea

No.	Score	Classification	Pre-test		Post-test	
			F	%	F	%
1	96-100	Excellent	0	0	3	14%
2	86-95	Very Good	3	14%	4	19%
3	76-85	Good	3	14%	7	33%
4	66-75	Fairly Good	4	19%	3	14%
5	56-65	Fair	5	24%	2	10%
6	36-55	Poor	4	19%	2	10%
7	0-35	Very Poor	2	10%	0	0
Total			21	100%	21	100%

Based on the rate percentage in table 4.1 shows, in pre-test it was found that there were not students' got excellent, 3 (14%) students' got very good, 3 (14%) students' got good, 4 (19%) students' got fairly good, 5 (24%) students' got fair, 4 (19%) students' got poor and 2 (10%) students' got very poor. Then in post-test it was found there was 3 (14%) students' got excellent, 4 (19%) students' got very good, 7 (33%) students' got good, 3 (14%) students' got fairly good, 2 (10%) students' got fair, and 2 (10%) students' got poor and then there was not students' got very poor.

Table 4.2 Rate percentage and frequency of the students' literal reading comprehension in term of supporting detail

No.	Score	Classification	Pre-test		Post-test	
			F	%	F	%
1	96-100	Excellent	0	0	3	14%
2	86-95	Very Good	3	14%	7	33%
3	76-85	Good	3	14%	4	19%
4	66-75	Fairly Good	4	19%	3	14%
5	56-65	Fair	5	24%	2	10%
6	36-55	Poor	4	19%	2	10%
7	0-35	Very Poor	2	10%	0	0
Total			21	100%	21	100%

Based on the rate percentage in table 4.2 shows, in pre-test it was found that there were not students' got excellent, 3 (14%) students' got very good, 3 (14%) students' got good, 4 (19%) students' got fairly good, 5 (24%) students' got fair, 4 (19%) students' got poor, and 2 (10%) students' got very poor. Then in post-test it was found there was 3 (14%) students' got excellent, 7 (33%) students' got very good, 4 (19%)

students' got good, 3 (14%) students' got fairly good, 2 (10%) students' got fair, and 2 (10%) students' got poor and then there was not students' got very poor.

2. The improvement students' literal reading comprehension

Table 4.3 The mean score of students' literal reading comprehension in term of main idea and supporting detail

No	Recount Text	The Students' Score		Improvement (%)
		Pre-test	Post-test	
1	Main Idea	62.57	77.90	24.50%
2	Supporting Detail	64.33	78.61	22.19%

Based on table shows that the score of main idea improved (24.50%) from the mean score in pre-test was 62.57 and post-test was 77.90 It was discovered that the post-test scores for each measure of literal comprehension were higher than the pre-test scores.

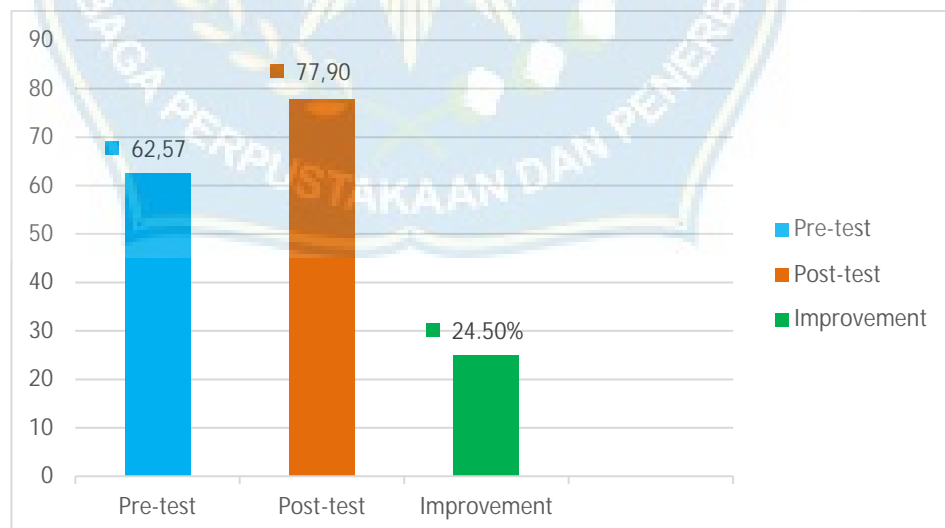


Figure 4.1 The mean score of students' literal comprehension in term of main idea

The score of supporting detail improved (22.19%) from the mean score in pre-test was 64.33 and post-test was 78.61. It was discovered that the score of literal comprehension each indicator in the post-test was higher than the pre-test.

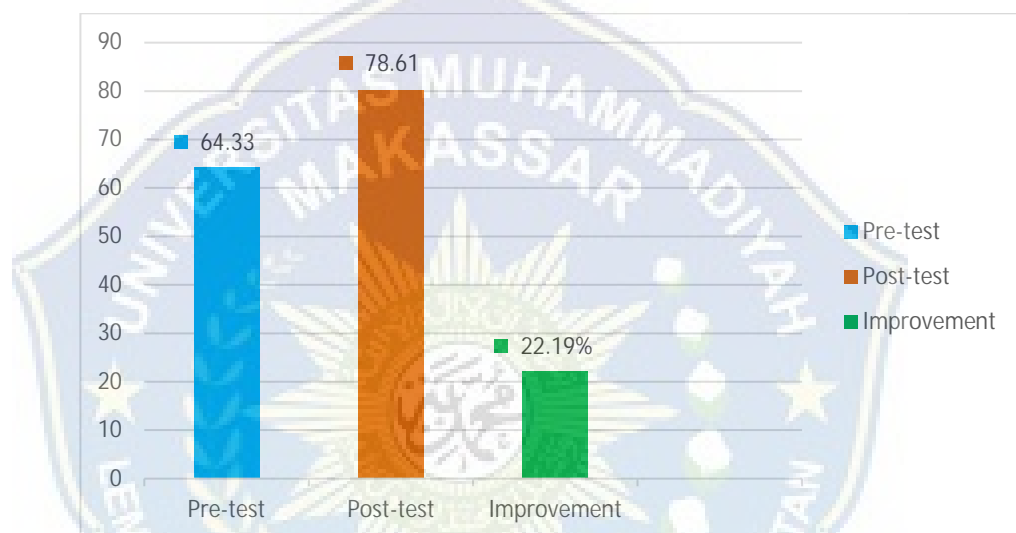


Figure 4.2 The mean score of students' literal comprehension in term of supporting detail

Based on these result, it concluded that used Double Loop Problem Solving method can improved the students' reading comprehension in terms of literal comprehension.

3. T-test Value

In order to know wether or not the difference between the mean score of pre-test and post-test was statistically significant the t-test

statistical analysis for non independent sample was employed. The result of the t-test was shown in the following:

Table 4.4 The Comparison of T-test and T-table of the main idea and supporting details

Indicators	T-test	T-table	Explanation
Main idea	6.48	1.725	T-test>T-table
Supporting detail	8.23	1.725	T-test>T-table

The researcher compared t-test value and t-table to know whether the use of Double Loop Problem Solving Method in teaching reading comprehension was significant, to find out the degree of freedom (df) the researcher used formula $N-1=21-1=20$, for the level significant (p)=0,05 and $df=20$, t-table got score 1.725. After calculating the t-test value of literal (main idea) it got score 6.48, so the value of t-test and t-table was ($6.48>1.725$), and calculating the t-test value of literal (supporting detail) it got score 8.23. So the value of t-test and t-table was ($8.23>1.725$). It means that there was different result of the value of t-test and t-table.

4. Hypothesis Testing

The result of the statistical analysis at the level significance 0.05 with degrees of freedom (df)= $n-1$, where $df=21-1$ and $df=20$ indicated that there was significant difference between the mean score of the pre-test and post-test. The value of t-test in literal (main idea) was 6.48 while the t-table was 1.725 where $6.48>1.725$. Then, the value of t-test in literal (supporting detail) was 8.23 while the t-table was 1.725 where $8.23>1.725$.

Based on the result above, it can be concluded that there was significant difference between the students' reading comprehension before and after used Double Loop Problem Solving Method in teaching reading. This also means that null hypothesis (H0) is rejected, while the alternative hypothesis (H1) is accepted

B. Discussion

The main goal of this study was to determine if the used of the Double Loop Problem Solving Method improved the reading comprehension of students in eighth grade at SMPN 28 Bulukumba. To do so, the researcher used an essay test as a tool.

The population of class VIII SMPN 28 Bulukumba totaled 105 students' and the sample studied was 21 students'. The writer would like to evaluated the data and describe the study findings connected to the used of the Double Loop Problem Solving Method to improve the students' literal reading comprehension in this discussion.

During the first meeting of this research, the researcher given a pre-test to class VIII.2. The goal is to assess students' literal reading comprehension. There are 10 essay test. After the pre-test, the researcher given the treatment to the VIII. 2 class through the course of four meetings. The researcher used the Double Loop Problem Solving Method to teach literal reading comprehension in the VIII.2 class and finally, given a post-test to see whether the used of Double Loop Problem Solving improves students' reading comprehension.

The Double Loop Problem Solving approach had the potential to improve reading comprehension. The students' reading comprehension improved during the treatment. Through the treatment in the experimental class, the researcher explained to students' what the Double Loop Problem Solving Method is and what the steps of the Double Loop Problem Solving Method are. The researcher then explains the generic structure of the recount text, which may aid students' in locating the orientation, event, and reorientation components that they identified. Then, students' discover a general structure that helps them re-identify the main idea and supporting details. Students' become more interested in presenting their thoughts and understanding the main ideas and supporting details as a result. When students' found the correct solution, they also participate. The researcher interacted with students' during discussions by walking around the room and assisting each student' in presenting his or her point of view or recognizing difficult generic structures. This showed that the presence of a researcher helped in the used of the Double Loop Problem Solving Method.

As pointed out in the before findings section, the description of data collection utilizing reading tests showed that the students' reading comprehension improved significantly after used the Double Loop Problem Solving Method.

Researcher found that after used the Double Loop Problem Solving Method to teach reading comprehension, the average post-test score for students' learning was higher than the pre-test score. Table 4.3 shows that the

average main idea score in the pre-test is 62.57. The average post-test score after used the Double Loop Problem Solving Method was 77.90, showing a 24.50% improvement. Meanwhile, in the pre-test, the average number of supporting details was 64.33. The average post-test score after used the Double Loop Problem Solving Method was 78.61, showing a 22.19% improvement.

It can be concluded that the Double Loop Problem Solving Method was helpful in improving the eighth grade students' reading comprehension at SMPN 28 Bulukumba. This was shown by the fact that students' learning reading comprehension used the Double Loop Problem Solving Method.

After completing this study, the researcher experienced that used the Double Loop Problem Solving Method was successful in improving the students' reading comprehension. Mahanal et al, (2022), stated in their journal that by understanding and grasping problem-solving techniques while tackling complex and multidimensional challenges, an active learning approach that incorporates students in the learning process can help students strengthen their problem-solving abilities. Thus, the researcher had shown that using the Double Loop Problem Solving Method to improve eighth-grade students' reading comprehension at SMPN 28 Bulukumba is helpful.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

There are two findings for this research based on the problem formulation given in this research.

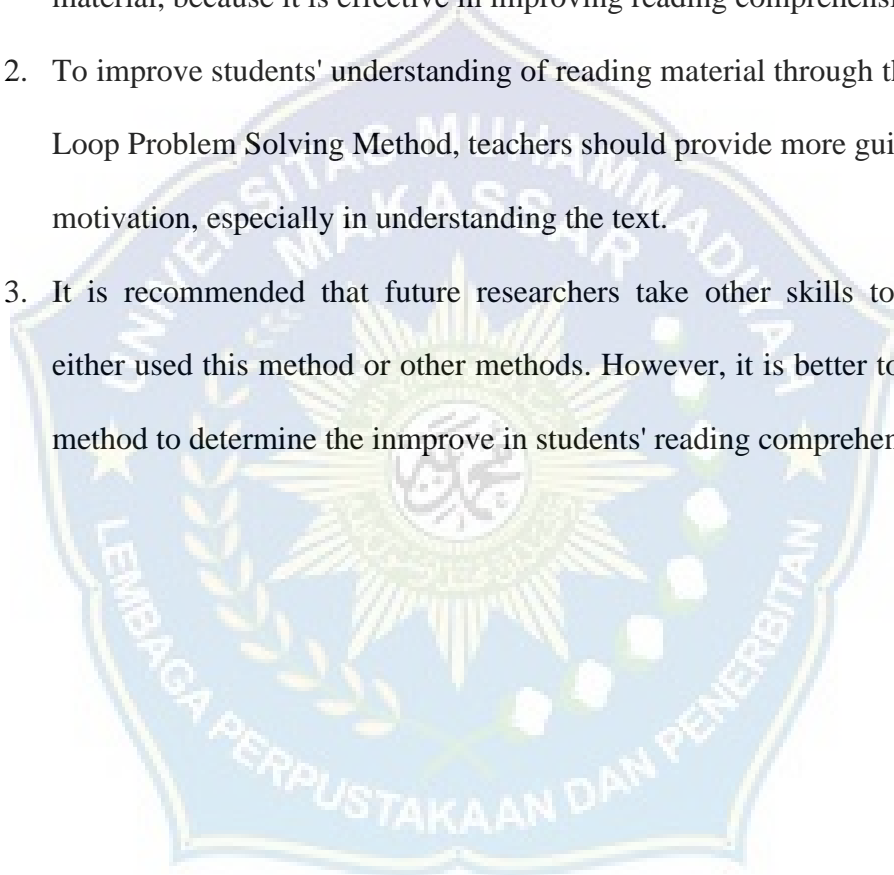
1. The Double Loop Problem Solving method improve students' reading comprehension in terms of main ideas. This can be seen from the students' progress: the average student pre-test score is 62.57 and the average post-test score is 77.90 with an improve percentage of 24.50%.
2. The Double Loop Problem Solving method improve students' reading comprehension in terms of Supporting details. This can be seen from the students' progress: the average student pre-test score is 64.33 and the average post-test score is 78.61 with an improve percentage of 22.19%.

The result is that the null hypothesis (H_0) is rejected, while the alternative hypothesis (H_1) is accepted. In other words, the used of the Double Loop Problem Solving Method had quite a big impact on teaching reading comprehension. The calculated above and the score table for improving students' reading comprehension show that by used the Double Loop Problem Solving Method, scores improve from pre-test to post-test. This shows that the Double Loop Problem Solving Method helps in improving students' reading comprehension.

B. Suggestion

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

1. It is recommended that English teachers used the Double Loop Problem Solving Method as an alternative in presenting reading comprehension material, because it is effective in improving reading comprehension.
2. To improve students' understanding of reading material through the Double Loop Problem Solving Method, teachers should provide more guidance and motivation, especially in understanding the text.
3. It is recommended that future researchers take other skills to improve, either used this method or other methods. However, it is better to used this method to determine the inprove in students' reading comprehension.



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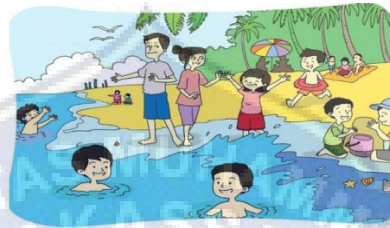


APPENDIX A

PRE-TEST AND POS-TEST

Pre-Test

Holiday in Bali



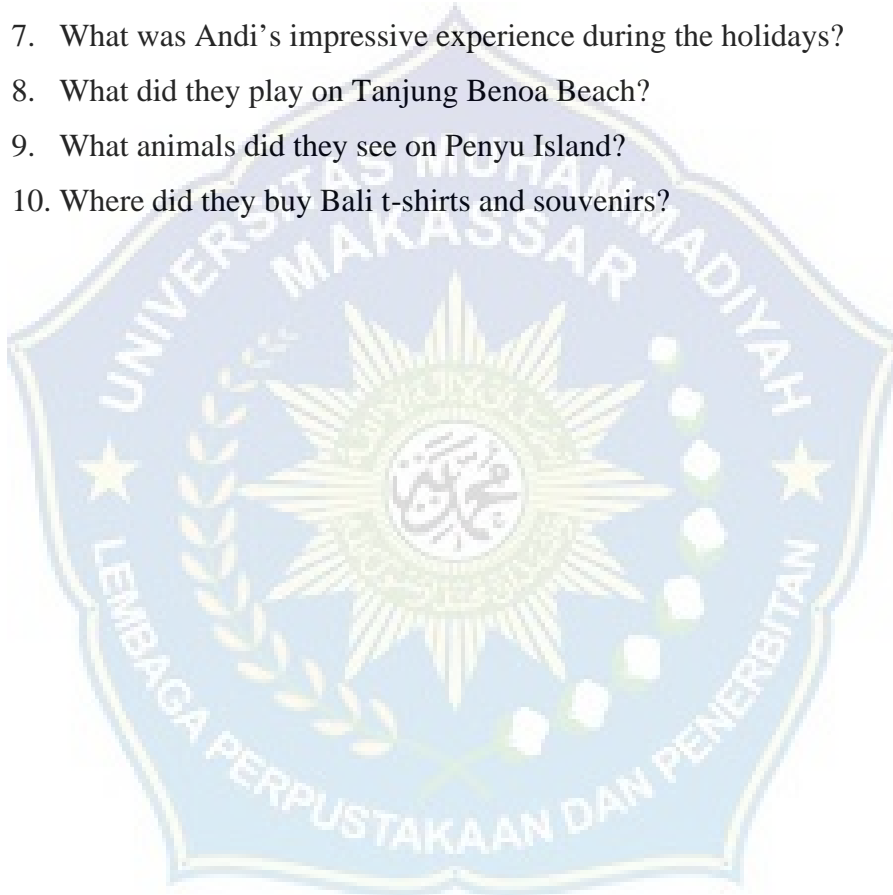
When Andi was first grade of junior high school, he and his friends went to Bali. They were there for three days. Andi had many impressive experiences during the vacation. First day, they visited Sanur Beach in the morning. They saw the beautiful sunrise together. It was a great scenery. Then, they checked in to the hotel. After prepared their selves, they went to Tanah Lot. They met so many other tourists there. They were not only domestic but also foreign tourists.

Second day, they enjoyed the day on Tanjung Bena beach. They played so many water sports such as banana boat, jetsky, speedboat etc. They also went to Penyu island to see many unique animals. They were turtles, snakes, and sea birds. They were very happy. In the afternoon, they went to Kuta Beach to see the amazing sunset and enjoyed the beautiful wave.

The last day, they spent their time in Sangeh. They could enjoy the green and shady forest. There were so many monkies. They were so tame but sometimes they could be naughty. They could make a close interaction with them. After that, they went to Sukowati market for shopping. That was his lovely time. He bought some Bali T-Shirt and souvenirs. In the evening, they had to check out from the hotel. They went back home bringing so many amazing memories of Bali.

Answer the question below!

1. What is the main idea of the first paragraph?
2. What is the main idea of the second paragraph?
3. What is the main idea of the third paragraph?
4. When did Andi go to Bali?
5. What for did Andi go to Bali?
6. How long were Andi and family in Bali?
7. What was Andi's impressive experience during the holidays?
8. What did they play on Tanjung Benoa Beach?
9. What animals did they see on Penyu Island?
10. Where did they buy Bali t-shirts and souvenirs?



Post-Test

A Study Tour To Bali



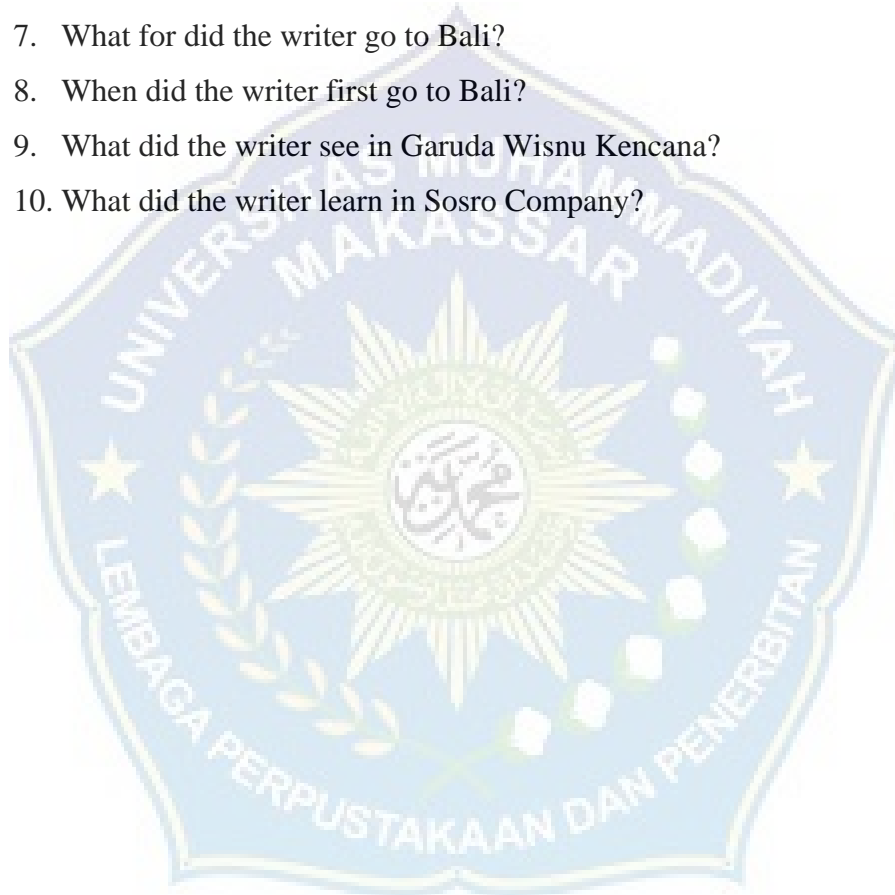
I was in senior high school when at the first time I went to Bali Island. I went there with my teachers and my friends. It was a study tour actually. My teacher, me class friends, and I were in the same bus. We left our school at 8 a.m. The journey from Pati to Bali took a day. I was so exhausted because I had to sit along the journey. Actually, it was a funny journey because I spent all of my time with my friends, like playing games, laughing, and kidding.

But I felt that all of my tiredness gone all of sudden when we arrived at the Sanur Beach. It was still morning, I saw a sun rise which was so beautiful. Then we were drove to the hotel to take a rest and had meals. After that, we went to the Nusa Dua Beach. There were so many activities to do there. We could play parasailing, banana boat, and so on. But I chose to go to a little island which had a lot of reptile there. There were snake, turtles, etc. The scenery was so beautiful because I was in the middle of the sea!

Next, we went to Garuda Wisnu Kencana. There were two statues which were so big. They were Wisnu and his bird, called Garuda. I was interested in its relief on the rock but, actually, I did not know the story on it. At last, we went to the Sosro Company. We learned a lot of things there from the first step till the end of making a tea. After that, we went back to Pati. After a very long journey, through the land and the sea, I learned something about nature and human products. Although it took a lot of my energy, I felt so happy because I spent all of my time with my friends

Answer the question below!

1. What is the main idea of the first paragraph?
2. What is the main idea of the second paragraph?
3. What is the main idea of the third paragraph?
4. With whom did the writer go to Bali?
5. How long did the writer travel from pati to Bali?
6. What animals did the writer see on the little island?
7. What for did the writer go to Bali?
8. When did the writer first go to Bali?
9. What did the writer see in Garuda Wisnu Kencana?
10. What did the writer learn in Sosro Company?



APPENDIX B

RESULTS OF STUDENTS ON PRE-TEST AND POST-TEST

Name : AUFa Jahram
Class : VIII.2

1. Then they checked in to the hotel 2
2. To see many anique animals 2
3. Green and shandy forest X
4. During the vacation 2
5. Holiday in bali 5
6. in the afternoon 2
7. They were not only domestic but also foreign tourist 2
8. water sports 3
9. See many anique animals 2
10. market for shopping 3

1 - 3 (Main idea) = 26
4 - 10 (Supporting Detail) = 54

Pre-Test

Post-Test

1. I was in senior high school when at the first time I want to bali island. 4
2. But I felt that all of my headness gone all of sudden when we arrived at the sanur beach. 4
3. Next, we went to Garuda Wisnu Kencana, there were two statues which were so big, they were Wisnu and his bird, called Garuda. I was interested in its relief on the rock but, actually, I did not know the story on it. at last, we went to the Soto company. We learned a lot of things there from the first step till the end of making a tea. after that, we went back to Pati. 3
4. my teachers and my friends. 3
5. The journey from Pati to bali took a day. 4
6. But I chose to go to a little island which had a lot of reptile here. 3
7. Study Tour 4
8. we left our school at 8.a.m 3
9. I did not know the story on it. 2
10. We learned a lot of things there from the first step till the end of making a tea. 3

1 - 3 (Main idea) = 73
4 - 10 (Supporting detail) = 66

<input type="checkbox"/>	Name : Ahmad Ridwan
<input type="checkbox"/>	Class : VIII. 2
<input type="checkbox"/>	
<input checked="" type="checkbox"/>	1. When Andi was first grade of junior high school 4
<input type="checkbox"/>	2. They were very happy 4
<input checked="" type="checkbox"/>	3. That was was his lovely time 2
<input checked="" type="checkbox"/>	4. First grade of Junior high school 4
<input checked="" type="checkbox"/>	5. they played so many water sports such as banana boat, jetski, speedboat, etc. 2
<input type="checkbox"/>	6. In the afternoon 2
<input checked="" type="checkbox"/>	7. Andi had many impressive experiences during the vacation 3
<input type="checkbox"/>	8. they had played so many water sports such as banana boat. 5
<input checked="" type="checkbox"/>	9. to see many unique animals 3
<input checked="" type="checkbox"/>	10. Sukawati market. 4
<input type="checkbox"/>	
<input type="checkbox"/>	1-3 (Main Idea) = 66
<input type="checkbox"/>	4-10 (Supporting detail) = 66



Pre-Test

Post-Test



<input type="checkbox"/>	
<input checked="" type="checkbox"/>	1. I was in senior high school when at the first time I went to Bali island. I went there with my teachers and my friends. It was a study tour actually. 5
<input type="checkbox"/>	2. But I felt that all of my tiredness gone all of sudden when we arrived at the same beach. 4
<input checked="" type="checkbox"/>	3. I was interested interested lastly in its relief on the rock but actually, I did not know the story on it. 3
<input type="checkbox"/>	4. I went there with my teachers and my friends. 5
<input checked="" type="checkbox"/>	5. The journey from Patei to Bali took a day. 4
<input checked="" type="checkbox"/>	6. a little island which had a lot of reptile there 2
<input checked="" type="checkbox"/>	7. It was a study tour 4
<input checked="" type="checkbox"/>	8. I was in senior high school when at the first time I went to Bali island 5
<input type="checkbox"/>	9. stop for the end of making a tea 3
<input checked="" type="checkbox"/>	10. we learned a lot of things there from the first stop till the end of making a tea. 5
<input type="checkbox"/>	
<input type="checkbox"/>	1-3 (Main Idea) = 80
<input type="checkbox"/>	4-10 (Supporting detail) = 80

APPENDIX C

LESSON PLAN

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah	: SMPN 28 Bulukumba
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VIII/ Ganjil
Aspect/Skill	: Reading Comprehension
Materi Pokok	: Recount Text

A. Kompetensi Inti

KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya.

KI 2 : Menghayati dan mengamalkan perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai), bertanggung jawab, responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional”

KI 3 : Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator Pencapaian Kompetensi
<p>3.11 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks recount lisan dan tulis dengan memberi dan meminta informasi terkait pengalaman pribadi di waktu lampau, pendek dan sederhana, sesuai dengan konteks penggunaannya</p>	<p>3.11.1 Membandingkan fungsi sosial, struktur teks dan unsur kebahasaan ide pokok dan urutan waktu dari teks recount sederhana lisan dan tulis terkait pengalaman pribadi di waktu lampau</p>
<p>4.11 text recount</p> <p>4.11.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks recount lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau.</p> <p>4.11.2 Menyusun teks recount lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (personal recount), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan secara benar dan sesuai konteks.</p>	<p>4.11.3 Menyampaikan kembali informasi dari teks recount terkait pengalaman pribadi di waktu lampau.</p> <p>4.11.4 Menunjukkan hasil diskusi bersama kelompok, mengenai ide pokok dari teks recount lisan dan tulis terkait pengalaman pribadi di waktu lampau, pendek dan sederhana di depan kelas</p>

C. Tujuan Pembelajaran

- Melalui metode Double Loop Problem Solving, siswa dapat merefleksikan apa yang telah mereka pelajari dan bagaimana mereka dapat meningkatkan kemampuan membaca dan pemahaman mereka.
- Siswa mampu memahami, menyampaikan kembali dan menunjukkan main idea dan supporting details cerita terkait recount text tersebut.

D. Materi Pembelajaran

1. Definition of Recount text

Recount text adalah jenis teks bahasa Inggris yang menceritakan kembali kejadian atau peristiwa di masa lampau. Adapun tujuan dari recount text ini adalah memberikan informasi kepada pembaca, menghibur pembaca, merefleksikan suatu hal, mendokumentasikan pengalaman penting dan mempelajari sejarah.

2. Social Function

Tujuannya adalah untuk menghibur atau memberi informasi kepada pembaca.

3. Generic Structure

Generic structure atau struktur kebahasaan dari Recount Text ini terbagi kedalam 3 susunan, yaitu :

1) Orientation

Bagian Orientation merupakan bagian pendahuluan atau perkenalan dari text yang akan dibahas. Karena di dalam Orientation ini menceritakan siapa saja yang terlibat dalam cerita, apa yang terjadi, di mana tempat peristiwa terjadi, dan waktu terjadinya peristiwa.

2) Events

Bagian Event merupakan inti dari cerita. Pada bagian ini kita menceritakan semua yang terjadi secara berurutan dari awal sampai selesai.

3) Re-orientation

Bagian Re-orientation berisi kesimpulan dari isi cerita, atau bisa juga merupakan pendapat pribadi dari si pencerita. Re-orientation ini bisa disebut juga akhir atau penutup dari cerita.

4. *Characteristic of Recount Text*

- *Dalam recount text tidak ada konflik yang diceritakan oleh penulis*
- *Selalu ada urutan cerita secara kronologis, misal ada cerita di hari pertama, hari kedua, dan seterusnya.*

5. Language Features of Recount Text

- Using Simple past tense
- Using specific participant (Sesuatu yang memiliki objek tertentu, tidak bersifat umum, dan unik (hanya ada satu).
- Using personal participant (Personal participant akan muncul di bagian orientation sebagai pengenalan tokoh ataupun karakter dalam cerita).
- Using action verb (Kata kerja yang merujuk pada tindakan yang kamu lakukan dan bisa terlihat oleh orang lain).
- Using linking verb (Kerja yang menghubungkan antara subjek dan keterangan).
- Using chronological connection/sequence connective (Kata sambung yang digunakan untuk menyatakan urutan terjadinya peristiwa).
- Using conjunction (Bagian dari part of speech yang tugasnya adalah menghubungkan dua kata, frasa, atau kalimat).
- Using adverbs (Kata keterangan).
- Using adverb (ial) phrase (Adverbial adalah frasa yang bersifat adverb, atau frasa yang fungsinya menjelaskan. Kalau adverb adalah bagian kalimat yang fungsinya menjelaskan keseluruhan kalimat, verb, adjective, atau adverb lain).
- Using time connectives and sequence connective (Frasa yang menghubungkan bagian kata, frasa, klausa atau kalimat).

6. Main idea atau gagasan utama merupakan suatu gagasan yang menjadi inti dari suatu paragraf. Setiap paragraf harus mempunyai main idea agar pembaca tahu apa yang penulis coba sampaikan dalam tulisannya. Main idea juga berupa sebuah kalimat, biasanya diletakkan pada kalimat pertama. Namun main idea juga bisa diletakkan di tengah maupun akhir paragraf, tergantung bagaimana penulis menyusunnya.
7. Supporting details biasanya merupakan kalimat-kalimat pendukung yang diletakkan setelah maupun sebelum main idea. Dengan mengetahui apa dan di mana main idea, topic sentence, dan supporting details, kita akan lebih memahami maksud dari teks yang kita baca.

E. Metode Pembelajaran

Double Loop Problem Solving

F. Media, Alat dan Sumber Belajar

1. Media : LKS
2. Alat : Papan tulis dan Spidol

G. Sumber Belajar

Buku Siswa Dan sumber lain yang relevan

H. Langkah-Langkah Pembelajaran

Pertemuan ke 1

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	<p>Guru memulai kegiatan dengan:</p> <ul style="list-style-type: none"> • Berdoa bersama • Mengecek kehadiran siswa. • Menyampaikan tujuan dan manfaat dari pembelajaran pada pertemuan hari ini. Memberikan apersepsi dengan mengajukan pertanyaan terkait Recount text. 	10 menit
Kegiatan Inti	<ul style="list-style-type: none"> • Guru menjelaskan materi recount text 	

	<p>yang berfokus pada main idea dan supporting detail.</p> <ul style="list-style-type: none"> • Guru memperkenalkan pada siswa metode Double Loop Problem Solving yang akan digunakan ketika melaksanakan proses belajar mengajar. 	45 menit
Penutup	<ul style="list-style-type: none"> • Merefleksikan kegiatan pembelajaran dengan Tanya jawab dan memberikan kesimpulan materi yang telah dipaparkan. • Menginformasikan aktivitas kunjungan pada pertemuan selanjutnya. • Mengakhiri kegiatan belajar memberikan pesan dan berdoa bersama. 	10 menit

Pertemuan ke 2

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	<p>Guru memulai kegiatan dengan:</p> <ul style="list-style-type: none"> • Berdoa bersama • Mengecek kehadiran siswa • Menyampaikan tujuan dan manfaat dari pembelajaran pada pertemuan hari ini. Memberikan apersepsi dengan mengajukan pertanyaan terkait Recount text. • Mengingat kembali pembelajaran yang akan dilakukan guru dan siswa pada pertemuan sebelumnya. 	10 menit
Kegiatan Inti	<ul style="list-style-type: none"> • Guru membagi siswa ke dalam 5 	

	<p>kelompok.</p> <ul style="list-style-type: none"> • Guru membagikan LKS teks recount pada setiap kelompok dan meminta siswa membaca dengan cermat teks tersebut . • Guru mengarahkan siswa untuk mengidentifikasi permasalahan pada teks recount, yaitu generic structure dan mengarahkan siswa mengisi table sesuai dengan generic structure teks recount yang diperolehnya. • Guru mengarahkan siswa membaca kembali teks tersebut untuk menentukan main idea dan supporting detail pada setiap paragraf untuk menjawab pertanyaan yang ada di LKS. • Guru mengevaluasi hasil diskusi kelompok dengan mengarahkan perwakilan setiap kelompok membacakan hasil diskusinya. 	45 menit
Penutup	<ul style="list-style-type: none"> • Merefleksikan kegiatan pembelajaran dengan tanya jawab dan memberikan kesimpulan materi yang telah di jelaskan. • Menginformasikan aktivitas kunjungan pada pertemuan selanjutnya. • Mengakhiri kegiatan belajar memberikan pesan dan berdoa bersama. 	10 menit

Pertemuan ke 3

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	<p>Guru memulai kegiatan dengan:</p> <ul style="list-style-type: none"> • Berdoa bersama • Mengecek kehadiran siswa • Menyampaikan tujuan dan manfaat dari pembelajaran pada pertemuan hari ini. Memberikan apersepsi dengan mengajukan pertanyaan terkait Recount text. • Mengingat kembali pembelajaran yang akan dilakukan guru dan siswa pada pertemuan sebelumnya. 	10 menit
Kegiatan Inti	<ul style="list-style-type: none"> • Guru membagi siswa ke dalam 5 kelompok. • Guru membagikan LKS teks recount pada setiap kelompok dan meminta siswa membaca dengan cermat teks tersebut . • Guru mengarahkan siswa untuk mengidentifikasi permasalahan pada teks recount, yaitu generic structure dan mengarahkan siswa mengisi table sesuai dengan generic structure teks recount yang diperolehnya. • Guru mengarahkan siswa membaca kembali teks tersebut untuk menentukan main idea dan supporting detail pada setiap paragraf untuk menjawab 	45 menit

	<p>pertanyaan yang ada di LKS.</p> <p>Guru mengevaluasi hasil diskusi kelompok dengan mengarahkan perwakilan setiap kelompok membacakan hasil diskusinya.</p>	
Penutup	<ul style="list-style-type: none"> • Merefleksi kegiatan pembelajaran dengan Tanya jawab dan memberikan kesimpulan materi yang telah dijelaskan. • Menginformasikan aktivitas kunjungan pada pertemuan selanjutnya. • Mengakhiri kegiatan belajar memberikan pesan dan berdoa bersama. 	10 menit

Pertemuan ke 4

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
pendahuluan	<p>Guru memulai kegiatan dengan :</p> <ul style="list-style-type: none"> • Berdoa Bersama • Mengecek Kehadiran siswa • Menyampaikan tujuan dan manfaat dari pembelajaran pada pertemuan hari ini. Memberikan apersepsi dengan mengajukan pertanyaan terkait recount text. • Mengingat kembali pembelajaran yang akan dilakukan guru dan siswa pada pertemuan sebelumnya. 	10 menit
Kegiatan Inti	<ul style="list-style-type: none"> • Guru membagi siswa ke dalam 5 kelompok. 	

	<ul style="list-style-type: none"> • Guru membagikan LKS teks recount pada setiap kelompok dan meminta siswa membaca dengan cermat teks tersebut . • Guru mengarahkan siswa untuk mengidentifikasi permasalahan pada teks recount, yaitu generic structure dan mengarahkan siswa mengisi table sesuai dengan generic structure teks recount yang diperolehnya. • Guru mengarahkan siswa membaca kembali teks tersebut untuk menentukan main idea dan supporting detail pada setiap paragraf untuk menjawab pertanyaan yang ada di LKS. • Guru mengevaluasi hasil diskusi kelompok dengan mengarahkan perwakilan setiap kelompok membacakan hasil diskusinya. 	45 menit
Penutup	<ul style="list-style-type: none"> • Merefleksi kegiatan pembelajaran dengan Tanya jawab dan memberikan kesimpulan materi yang telah dipaparkan • Menginformasikan aktivitas kunjungan pada pertemuan selanjutnya. Mengakhiri kegiatan belajar memberikan pesan dan berdoa bersama. 	10 menit

APPENDIX D

TEACHING MATERIAL

Dinda and her Family Trip to the Zoo



Yesterday dinda and her family went to the zoo to see the elephant and other animal. When they got to the zoo, they went to the shop to buy some food to give to the animals. After getting the food they back to the zoo to fed some animals in the zoo. Before lunch they went for a ride on the elephant .they felt so happy to ride that .after that they go to the park to fed some birds. In the afternoon we saw the animals being fed. In the afternoon, dinda and her family back to home. They felt tired but they also felt happy because it was the first time to went the zoo.

Note!!

1. Read the recount text paragraph above carefully, recognizing the generic structure (orientation, event, reorientation). Then fill in the empty table according to the generic structure of the recount text above.
2. Read the recount text that had been worked on in the table again, then answer the seven questions below about the main idea and supporting details.

Orientation	Yesterday dinda and her family went to the zoo to see the elephant and other animal.
Event	
Reorientation	

Answer the question bellow!!

1. What is the main idea of the first paragraph?
2. What is the main idea of the second paragraph?
3. What is the main idea of the second paragraph?
4. Where dinda and her family trip yesterday?
5. What did they do after that?
6. What did dinda and her family see in the zoo
7. What did they feel after arrive in their home?



My Vacation With My Beloved Sister



One day, my sister said to me that she really wanted to go to the beach. So I promised her that the next day we would go to Maron beach in Semarang. The next day, we prepared many things in the morning. We brought some foods and beverages, such as fried rice, chocolate wafers, potato chips, water and orange juice. Before going to the beach, I ask my boyfriend, Kiki, to join us going to the beach. He agreed to join and he came to my house. After that, we went to the beach. We went there by motorbike. It took 25 minutes to arrive there. Then, we bought tickets in the entrance gate. Before swimming, we changed our clothes first. We swam there for more than one hour. We felt so tired that we decided to eat the foods that we had brought. Next, I created a very big sand castle, while my sister continued swimming. After that, we decided to go home because it was getting dark. On the way home, we still felt hungry. So we stopped at a Javanese restaurant to eat something. I ordered gudeg, while my boyfriend and my sister ordered rames rice. After finished eating, we paid our bills. Then, we went home. We arrived at home at 6 o'clock and we were absolutely exhausted. That was a very exhausting day, but I felt so happy that I could have a vacation with my sister.

Note!!

1. Read the recount text paragraph above carefully, recognizing the generic structure (orientation, event, reorientation). Then fill in the empty table according to the generic structure of the recount text above.
2. Read the recount text that has been worked on in the table again, then answer the seven questions below about the main idea and supporting details.

Orientation	
Event	
Reorientation	

Answer the question below!

1. What is the main idea of the first paragraph?
2. What is the main idea of the second paragraph?
3. What is the main idea of the third?
4. Where did they want to go?
5. Where did they buy tickets?
6. How long did they swim?
7. What time did they get home?

APPENDIX E

**THE SCORES OF PRE-TEST IN LITERAL READING
COMPREHENSION (MAIN IDEA AND SUPPORTING DETAIL)**

No	Respondent	Main Idea	Supporting Detail
1	S-1	60	54
2	S-2	73	66
3	S-3	60	63
4	S-4	80	80
5	S-5	40	54
6	S-6	73	80
7	S-7	53	54
8	S-8	46	26
9	S-9	80	66
10	S-10	26	54
11	S-11	86	88
12	S-12	40	63
13	S-13	33	26
14	S-14	66	66
15	S-15	86	88
16	S-16	86	88
17	S-17	60	80
18	S-18	66	66
19	S-19	60	63
20	S-20	80	63
21	S-21	60	63
Total		1.314	1.351

**THE SCORES OF POST-TEST IN LITERAL READING
COMPREHENSION (MAIN IDEA AND SUPPORTING DETAIL)**

No	Respondent	Main Idea	Supporting Detail
1	S-1	73	66
2	S-2	80	80
3	S-3	73	66
4	S-4	86	86
5	S-5	60	57
6	S-6	80	88
7	S-7	60	63
8	S-8	53	54
9	S-9	86	88
10	S-10	73	66
11	S-11	100	97
12	S-12	80	88
13	S-13	40	54
14	S-14	80	80
15	S-15	100	97
16	S-16	100	97
17	S-17	80	88
18	S-18	86	88
19	S-19	80	80
20	S-20	86	88
21	S-21	80	80
Total		1.636	1.651

APPENDIX F

THE CLASSIFICATION SCORE OF PRE-TEST LITERAL READING COMPREHENSION IN TERMS OF MAIN IDEA AND SUPPORTING DETAIL

Respondent	Pre-test			
	Main Idea	Classification	Supporting Detail	Classification
S-1	60	Fair	54	Poor
S-2	73	Fairly Good	66	Fairly Good
S-3	60	Fair	63	Fair
S-4	80	Good	80	Good
S-5	40	Poor	54	Poor
S-6	73	Fairly Good	80	Good
S-7	53	Poor	54	Poor
S-8	46	Poor	26	Very Poor
S-9	80	Good	66	Fairly Good
S-10	26	Very Poor	54	Poor
S-11	86	Very Good	88	Very Good
S-12	40	Poor	63	Fair
S-13	33	Very Poor	26	Very Poor
S-14	66	Fairly Good	66	Fairly Good
S-15	86	Very Good	88	Very Good
S-16	86	Very Good	88	Very Good
S-17	60	Fair	80	Good
S-18	66	Fairly Good	66	Fairly Good
S-19	60	Fair	63	Fair
S-20	80	Good	63	Fair
S-21	60	Fair	63	Fair

**THE CLASSIFICATION SCORE OF POST-TEST LITERAL READING
COMPREHENSION IN TERMS OF MAIN IDEA AND SUPPORTING
DETAIL**

Respondent	Post-test			
	Main Idea	Classification	Supporting Detail	Classification
S1	73	Fairly Good	66	Fairly Good
S2	80	Good	80	Good
S3	73	Fairly Good	66	Fairly Good
S4	86	Very Good	86	Very Good
S5	60	Fair	57	Fair
S6	80	Good	88	Very Good
S7	60	Fair	63	Fair
S8	53	Poor	54	Poor
S9	86	Very Good	88	Very Good
S10	73	Fairly Good	66	Fairly Good
S11	100	Excellent	97	Excellent
S12	80	Good	88	Very Good
S13	40	Poor	54	Poor
S14	80	Good	80	Good
S15	100	Excellent	97	Excellent
S16	100	Excellent	97	Excellent
S17	80	Good	88	Very Good
S18	86	Very Good	88	Very Good
S19	80	Good	80	Good
S20	86	Very Good	88	Very Good
S21	80	Good	80	Good

APPENDIX G

**THE RAW SCORE OF STUDENTS' LITERAL READING
COMPREHENSION IN (MAIN IDEA)**

Respondent	Test		D (X2-X1)	X1 ²	X2 ²	D ²
	Pre-test (X1)	Post-test (X2)				
S-1	60	73	13	3.600	5.329	169
S-2	73	80	7	5.329	6.400	49
S-3	60	73	13	3.600	5.329	169
S-4	80	86	6	6.400	7.396	36
S-5	40	60	20	1.600	3.600	400
S-6	73	80	7	5.329	6.400	49
S-7	53	60	7	2.809	3.600	49
S-8	46	53	7	2.116	2.809	49
S-9	80	86	6	6.400	7.396	36
S-10	26	73	47	676	5.329	2209
S-11	86	100	14	7.396	10.000	196
S-12	40	80	40	1.600	6.400	1600
S-13	33	40	7	1.089	1.600	49
S-14	66	80	14	4.356	6.400	196
S-15	86	100	14	7.396	10.000	196
S-16	86	100	14	7.396	10.000	196
S-17	60	80	20	3.600	6.400	400
S-18	66	86	20	4.356	7.396	400
S-19	60	80	20	3.600	6.400	400
S-20	80	86	6	6.400	7.396	36
S-21	60	80	20	3.600	6.400	400
Total	1.314	1.636	322	88.648	131.980	7.284
Mean	62,57	77.90	15.33	4.221.33	6.284.76	346.85

**THE RAW SCORE OF STUDENTS' LITERAL READING
COMPREHENSION IN (SUPPORTING DETAIL)**

Respondent	Test		D (X2-X1)	X1 ²	X2 ²	D ²
	Pre-test (X1)	Post-test (X2)				
S-1	54	66	12	2.916	4.356	144
S-2	66	80	14	4.356	6.400	196
S-3	63	66	3	3.969	4.356	9
S-4	80	86	6	6.400	7.396	36
S-5	54	57	3	2.916	3.249	9
S-6	80	88	8	6.400	7.744	64
S-7	54	63	9	2.916	3.969	81
S-8	26	54	28	676	2.916	784
S-9	66	88	22	4.356	7.744	484
S-10	54	66	12	2.916	4.356	144
S-11	88	97	9	7.744	9.409	81
S-12	63	88	25	3.969	7.744	625
S-13	26	54	28	676	2.916	784
S-14	66	80	14	4.356	6.400	196
S-15	88	97	9	7.744	9.409	81
S-16	88	97	9	7.744	9.409	81
S-17	80	88	8	6.400	7.744	64
S-18	66	88	22	4.356	7.744	484
S-19	63	80	17	3.969	6.400	289
S-20	63	88	25	3.969	7.744	625
S-21	63	80	17	3.969	6.400	289
Total	1.351	1.651	300	92.717	133.805	5.550
Mean	64.33	78.61	14.28	4.415.09	6.371.66	264.28

APPENDIX H

THE STUDENTS' MEAN SCORE OF THE STUDENTS' TETS

a. The students' means score in pre-test and post-test in terms main idea

Pre-test

Post-test

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

$$= \frac{1.314}{21}$$

$$= 62.57$$

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

$$= \frac{1.636}{21}$$

$$= 77.90$$

b. The students' means score in pre-test and post-test in term supporting detail

Pre-test

Post-test

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

$$= \frac{1.351}{21}$$

$$= 64.33$$

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

$$= \frac{1.651}{21}$$

$$= 78.61$$

APPENDIX I**THE IMPROVEMENT OF STUDENTS' IN READING
COMPREHENSION****a) Improvement students' in literal reading comprehension (main idea)**

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

$$\% = \frac{77.90 - 62.57}{62.57} \times 100$$

$$= 24.50\%$$

**b) Improvement students' in literal reading comprehension (supporting
detail)**

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

$$\% = \frac{78.61 - 64.33}{64.33} \times 100$$

$$= 22.19\%$$

APPENDIX J

**CLASSIFICATION OF PERCENTAGE LITERAL READING
COMPREHENSION IN PRE-TEST AND POST-TEST (MAIN IDEA)**

No.	Score	Classification	Pre-test		Post-test	
			F	%	F	%
1	96-100	Excellent	0	0	3	14%
2	86-95	Very Good	3	14%	4	19%
3	76-85	Good	3	14%	7	33%
4	66-75	Fairly Good	4	19%	3	14%
5	56-65	Fair	5	24%	2	10%
6	36-55	Poor	4	19%	2	10%
7	0-35	Very Poor	2	10%	0	0
Total			21	100%	21	100%

Calculate the frequency and percentage used this formula:

Pre-test

- a. For **“Very Good”**

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

$$P = \frac{3}{21} \times 100\%$$

$$= 0.142 \times 100\%$$

$$= 14\%$$

- b. For **“Good”**

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

$$P = \frac{3}{21} \times 100\%$$

$$= 0.142 \times 100\%$$

$$= 14\%$$

- c. For **“Fairly Good”**

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

$$P = \frac{4}{21} \times 100\%$$

$$= 0.190 \times 100\%$$

$$= 19\%$$

d. For **“Fair”**

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

$$\begin{aligned} P &= \frac{5}{21} \times 100\% \\ &= 0.238 \times 100\% \\ &= 24\% \end{aligned}$$

e. For **“Poor”**

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

$$\begin{aligned} P &= \frac{4}{21} \times 100\% \\ &= 0.190 \times 100\% \\ &= 19\% \end{aligned}$$

f. For **“Very Poor”**

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

$$\begin{aligned} P &= \frac{2}{21} \times 100\% \\ &= 0.095 \times 100\% \\ &= 10\% \end{aligned}$$

Post-test

a. For **“Excellent”**

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

$$\begin{aligned} P &= \frac{3}{21} \times 100\% \\ &= 0.142 \times 100\% \\ &= 14\% \end{aligned}$$

b. For **“Very Good”**

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

$$\begin{aligned} P &= \frac{4}{21} \times 100\% \\ &= 0.190 \times 100\% \\ &= 19\% \end{aligned}$$

c. For **“Good”**

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

$$\begin{aligned} P &= \frac{7}{21} \times 100\% \\ &= 0.33 \times 100\% \\ &= 33\% \end{aligned}$$

d. For **“Fairly Good”**

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

$$\begin{aligned} P &= \frac{3}{21} \times 100\% \\ &= 0.142 \times 100\% \\ &= 14\% \end{aligned}$$

e. For **“Fair”**

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

$$\begin{aligned} P &= \frac{2}{21} \times 100\% \\ &= 0.095 \times 100\% \\ &= 10\% \end{aligned}$$

f. For **“Poor”**

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

$$\begin{aligned} P &= \frac{2}{21} \times 100\% \\ &= 0.095 \times 100\% \\ &= 10\% \end{aligned}$$



**CLASSIFICATION OF PERCENTAGE LITERAL READING
COMPREHENSION IN PRE-TEST AND POST-TEST (SUPPORTING
DETAIL)**

No.	Score	Classification	Pre-test		Post-test	
			F	%	F	%
1	96-100	Excellent	0	0	3	14%
2	86-95	Very Good	3	14%	7	33%
3	76-85	Good	3	14%	4	19%
4	66-75	Fairly Good	4	19%	3	14%
5	56-65	Fair	5	24%	2	10%
6	36-55	Poor	4	19%	2	10%
7	0-35	Very Poor	2	10%	0	0
Total			21	100%	21	100%

Pre-test

- a. For “**Very Good**”

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

$$P = \frac{3}{21} \times 100\%$$

$$= 0.142 \times 100\%$$

$$= 14\%$$

- b. For “**Good**”

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

$$P = \frac{3}{21} \times 100\%$$

$$= 0.142 \times 100\%$$

$$= 14\%$$

- c. For “**Fairly Good**”

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

$$P = \frac{4}{21} \times 100\%$$

$$= 0.190 \times 100\%$$

$$= 19\%$$

d. For **“Fair”**

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

$$\begin{aligned} P &= \frac{5}{21} \times 100\% \\ &= 0.238 \times 100\% \\ &= 24\% \end{aligned}$$

e. For **“Poor”**

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

$$\begin{aligned} P &= \frac{4}{21} \times 100\% \\ &= 0.190 \times 100\% \\ &= 19\% \end{aligned}$$

f. For **“Very Poor”**

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

$$\begin{aligned} P &= \frac{2}{21} \times 100\% \\ &= 0.095 \times 100\% \\ &= 10\% \end{aligned}$$

Post-test

a. For **“Excellent”**

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

$$\begin{aligned} P &= \frac{3}{21} \times 100\% \\ &= 0.142 \times 100\% \\ &= 14\% \end{aligned}$$

b. For **“Very Good”**

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

$$\begin{aligned} P &= \frac{7}{21} \times 100\% \\ &= 0.33 \times 100\% \\ &= 33\% \end{aligned}$$

c. For **“Good”**

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

$$\begin{aligned} P &= \frac{4}{21} \times 100\% \\ &= 0.190 \times 100\% \\ &= 19\% \end{aligned}$$

d. For **“Fairly Good”**

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

$$\begin{aligned} P &= \frac{3}{21} \times 100\% \\ &= 0.142 \times 100\% \\ &= 14\% \end{aligned}$$

e. For **“Fair”**

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

$$\begin{aligned} P &= \frac{2}{21} \times 100\% \\ &= 0.095 \times 100\% \\ &= 10\% \end{aligned}$$

f. For **“Poor”**

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

$$\begin{aligned} P &= \frac{2}{21} \times 100\% \\ &= 0.095 \times 100\% \\ &= 10\% \end{aligned}$$



APPENDIX K

CALCULATING THE T-TEST ANALYSIS

- a. Calculating the T-test value of students' in reading comprehension (main idea)

$$\sum D = 322$$

$$(\sum D)^2 = 7.284$$

$$N = 21$$

$$\bar{D} = \frac{\sum D}{N} = \frac{322}{21} = 15.33$$

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

$$t = \frac{15.33}{\sqrt{\frac{7.284 - \frac{(322)^2}{21}}{21(21-1)}}}$$

$$t = \frac{15.33}{\sqrt{\frac{7.284 - 103.684}{21(20)}}}$$

$$t = \frac{15.33}{\sqrt{\frac{7.284 - 4.937.33}{420}}}$$

$$t = \frac{15.33}{\sqrt{\frac{7.284 - 4.937.33}{420}}}$$

$$t = \frac{15.33}{\sqrt{\frac{7.284 - 4.937.33}{420}}}$$

$$t = \frac{15.33}{\sqrt{\frac{7.284 - 4.937.33}{420}}}$$

$$t = \frac{15.33}{\sqrt{\frac{7.284 - 4.937.33}{420}}}$$

$$t = \frac{15.33}{\frac{\sqrt{2.346.67}}{420}}$$

$$t = \frac{15.33}{\sqrt{5.5873}}$$

$$t = \frac{15.33}{2.3637}$$

$$t = 6.48$$

- b. Calculating the T-test value of students' in reading comprehension (supporting details)

$$\sum D = 300$$

$$(\sum D)^2 = 5.550$$

$$N = 21$$

$$\bar{D} = \frac{\sum D}{N} = \frac{300}{21} = 14.28$$

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

$$t = \frac{14.28}{\sqrt{\frac{5.550 - \frac{(300)^2}{21}}{21(21-1)}}$$

$$t = \frac{14.28}{\sqrt{\frac{5.550 - \frac{90.000}{21}}{21(20)}}$$

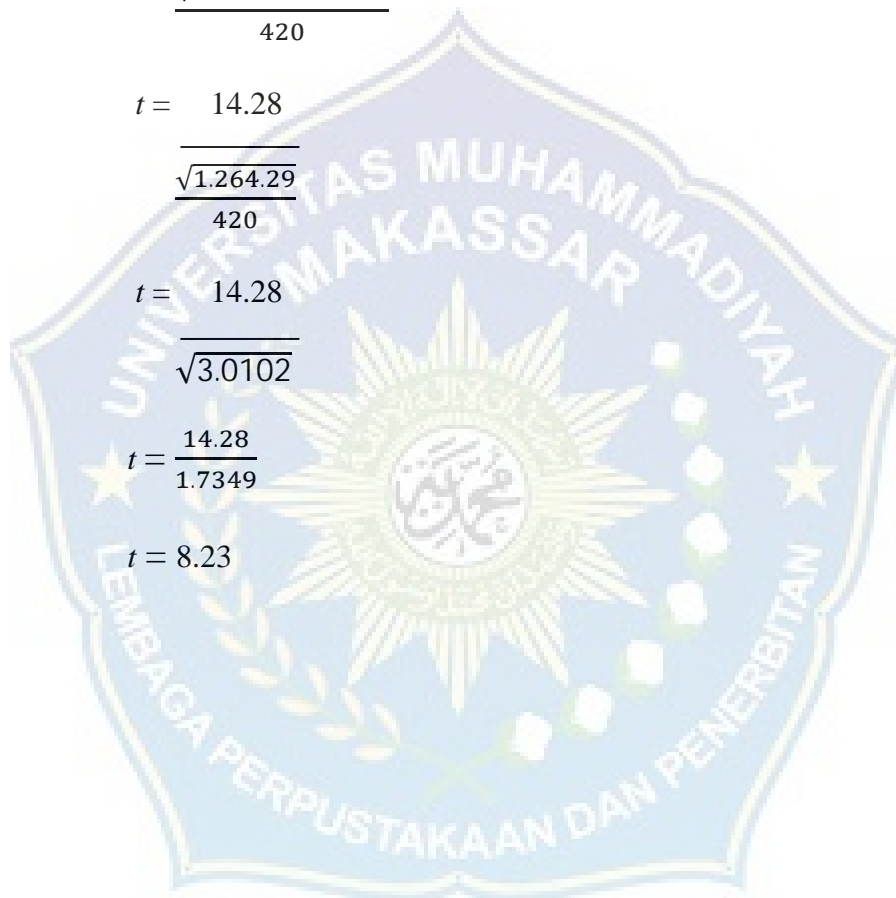
$$t = \frac{14.28}{\frac{\sqrt{5.550 - 4.285.71}}{420}}$$

$$t = \frac{14.28}{\frac{\sqrt{1.264.29}}{420}}$$

$$t = \frac{14.28}{\sqrt{3.0102}}$$

$$t = \frac{14.28}{1.7349}$$

$$t = 8.23$$



APPENDIX L

Distribution of T-Table

<i>Df</i>	<i>(level of significance) (one-tailed test)</i>					
	<i>0.25</i>	<i>0.10</i>	<i>0.05</i>	<i>0.025</i>	<i>0.01</i>	<i>0.005</i>
1	1.000	3.078	6.314	12.706	31.821	63.67
2	0.816	1.886	2.920	4.303	6.965	9.925
3	0.765	1.638	2.353	3.182	4.541	5.841
4	0.741	1.533	2.132	2.776	3.747	4.604
5	0.727	1.476	2.015	2.571	3.365	4.032
6	0.718	1.440	1.943	2.447	3.143	3.707
7	0.711	1.415	1.895	2.365	2.998	3.499
8	0.706	1.397	1.860	2.306	2.896	3.355
9	0.703	1.383	1.833	2.262	2.821	3.250
10	0.700	1.372	1.812	2.228	2.764	3.169
11	0.697	1.363	1.796	2.201	2.718	3.106
12	0.695	1.356	1.782	2.179	2.681	3.055
13	0.692	1.350	1.771	2.160	2.650	3.012
14	0.691	1.345	1.761	2.145	2.624	2.977
15	0.690	1.341	1.753	2.131	2.602	2.547
16	0.689	1.337	1.746	2.120	2.583	2.921
17	0.688	1.333	1.740	2.110	2.567	2.989
18	0.688	1.330	1.734	2.101	2.552	2.878
19	0.687	1.328	1.729	2.093	2.539	2.861
20	0.687	1.325	1.725	2.086	2.528	2.845
21	0.686	1.325	1.721	2.080	2.518	2.831
22	0.686	1.321	1.717	2.074	2.508	2.829
23	0.685	1.319	1.714	2.069	2.500	2.807
24	0.685	1.318	1.711	2.064	2.492	2.797
25	0.684	1.316	1.708	2.060	2.485	2.787
26	0.684	1.315	1.706	2.056	2.479	2.779
27	0.684	1.314	1.703	2.052	2.473	2.771
28	0.683	1.313	1.701	2.048	2.467	2.763
29	0.683	1.311	1.699	2.045	2.462	2.756
30	0.683	1.310	1.697	2.042	2.457	2.750

APPENDIX M

DOCUMENTATION



Pre-test



Treatment



Post-test



Foto bersama siswa kelas VIII.2

APPENDIX N

Surat Keterangan Bebas Plagiat


**MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
UPT PERPUSTAKAAN DAN PENERBITAN**
Alamat Kantor: Jl. Sultan Alauddin NO.259 Makassar 90221 Tlp.(0411) 866972,881593, Fax.(0411) 865588


SURAT KETERANGAN BEBAS PLAGIAT

UPT Perpustakaan dan Penerbitan Universitas Muhammadiyah Makassar,
Menerangkan bahwa mahasiswa yang tersebut namanya di bawah ini:

Nama : Irma
Nim : 105351105819
Program Studi : Pendidikan Bahasa Inggris
Dengan nilai:

No	Bab	Nilai	Ambang Batas
1	Bab 1	8 %	10 %
2	Bab 2	17 %	25 %
3	Bab 3	10 %	10 %
4	Bab 4	10 %	10 %
5	Bab 5	4 %	5 %

Dinyatakan telah lulus cek plagiat yang diadakan oleh UPT- Perpustakaan dan Penerbitan Universitas Muhammadiyah Makassar Menggunakan Aplikasi Turnitin.

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

Makassar, 22 September 2023
Mengetahui,
Kepala UPT Perpustakaan dan Penerbitan,


 Nursyah S. Hum, M.I.P
 NBM.964 591

Jl. Sultan Alauddin no 259 makassar 90222
 Telepon (0411)866972,881 593,fax (0411)865 588
 Website: www.library.unismuh.ac.id
 E-mail: perpustakaan@unismuh.ac.id

APPENDIX O

Pngantar Penelitian Fakultas


MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Jalan Sultan Alauddin No. 29 Makassar
 Telp : 0411-444077, 444052 (pusat)
 Email : keguru@umh.ac.id
 Web : www.umh.ac.id

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Nomor : 14257/FKIP/A 4-II/VII/1445/2023
 Lampiran : 1 (Satu) Lembar
 Perihal : Pengantar Penelitian

Kepada Yang Terhormat
Ketua LP3M Unismuh Makassar
 Di :
 Makassar

Assalamu Alaikum Warahmatullahi Wabarakatuh

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

Nama	Iрма
Stambuk	10533105819
Program Studi	Pendidikan Bahasa Inggris
Tempat/ Tanggal Lahir	Singar / 03.04.2001
Alamat	Criya Bukit Antang Sejahtera

Adalah yang bersangkutan akan mengadakan penelitian dan menyelesaikan skripsi dengan judul: *Improving Reading Comprehension Through the Double Loop Problem Solving Method at the Eighth Grade Students of SMPN 28 Bulukumba*

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

Wassalamu Alaikum
Warahmatullahi Wabarakatuh.

Makassar, 6 Jumadal Ula 1441 H
21 Juli 2023 M

Dekan




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

APPENDIX P

Surat Izin Penelitian

	MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH UNIVERSITAS MUHAMMADIYAH MAKASSAR LEMBAGA PENELITIAN PENGEMBANGAN DAN PENGABDIAN KEPADA MASYARAKAT Jl. Sultan Alauddin No. 259 Telp. 866972 Fax (0411)865588 Makassar 90221 e-mail :lp3m@unismuh.ac.id
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Nomor : 2019/05/C.4-VIII/VII/1444/2023	03 Muharram 1445 H
Lamp : 1 (satu) Rangkap Proposal	21 July 2023 M
Hal : Permohonan Izin Penelitian	

Kepada Yth,
Bapak Gubernur Prov. Sul-Sel
Cq. Kepala Dinas Penanaman Modal & PTSP Provinsi Sulawesi Selatan
di -
Makassar

اَللّٰهُمَّ صَلِّ وَسَلِّمْ وَرَحْمَةً وَبَرَكَاتٍ

Berdasarkan surat Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar, nomor: 14257/FKIP/A.4-II/VII/1445/2023 tanggal 21 Juli 2023, menerangkan bahwa mahasiswa tersebut di bawah ini :

Nama : IRMA
No. Stambuk : 10535 1105819
Fakultas : Fakultas Keguruan dan Ilmu Pendidikan
Jurusan : Pendidikan Bahasa Inggris
Pekerjaan : Mahasiswa

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

"IMPROVING READING COMPREHENSION THROUGH THE DOUBLE LOOP PROBLEM SOLVING METHOD AT THE EIGHTH GRADE STUDENTS OF SMPN 28 BULUKUMBA"

Yang akan dilaksanakan dari tanggal 26 Juli 2023 s/d 26 September 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

اَللّٰهُمَّ صَلِّ وَسَلِّمْ وَرَحْمَةً وَبَرَكَاتٍ

Ketua LP3M,


Dr. Ir. Abubakar Idhan, MP.
NBM 401 7716

07-23

APPENDIX Q

Surat Selesai Penelitian

PEMERINTAH KABUPATEN BULUKUMBA
DINAS PENDIDIKAN DAN KEBUDAYAAN
UPT SPF SMP NEGERI 28 BULUKUMBA

Jl. Bantaramene No. 07 Tampane, Kecamatan Uluwatu Kabupaten Bulukumba, Provinsi Sulawesi Selatan
 Telepon: 085255043147 – Kode POS: 92373 – E-mail: prerang28bulukumba@gmail.com
 Website: SMPN28Bulukumba – IG: [SMPN28B](https://www.instagram.com/SMPN28B) – Twitter: [SMPN28B](https://twitter.com/SMPN28B)

SURAT KETERANGAN
 Nomor : 091/4213/UPT.SPF.SMPN28-BLK/TU-VIII/2023

Yang bertandatangan dibawah ini :

Nama	: Sudirman, S.Pd
NIP	: 196912241999031006
Pangkat/Gol	: Pembina TK 1 IV/B
Jabatan	: Kepala UPT. SPF
Unit Kerja	: UPT. SPF. SMPN 28 Bulukumba

Menerangkan kepada :

Nama	: Irma
TTL	: Sinjai, 03 April 2001
Nomor Pokok	: 105351105819
Program Studi	: Pendidikan Bahasa Inggris
Pekerjaan	: Mahasiswa Universitas Muhammadiyah Makassar (UNISMUH)
Alamat	: Erabaru, Kec. Tellulimpo, Kab. Sinjai

Benar mahasiswa tersebut di atas telah selesai melaksanakan penelitian pada sekolah UPT. SPF. SMPN 28 Bulukumba dalam rangka penyusunan skripsi dengan Judul *"Improving Reading Comprehension Through the Double Loop Problem Solving Method at the Eighth Grade Students of SMPN 28 Bulukumba"*, yang dilaksanakan mulai tanggal 26 Juli dan berakhir pada tanggal 26 September 2023.

Demikian surat keterangan penelitian ini diberikan kepada yang bersangkutan untuk dapat dipergunakan sebagaimana mestinya.

Tanuntung, 12 Agustus 2023
 Kepala UPT


SUDIRMAN, S.Pd.
 NIP. 196912241999031006

APPENDIX R

Control Pelaksanaan Penelitian



MAJELIS DIKILITBANG PP MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PRODI PENDIDIKAN BAHASA INGGRIS

Jalan Sultan Alauddin No. 259 Makassar
Telp : 0411-860837/08121319547
Email : ppslig@unismuh.ac.id
Research Service :
research@bg.unismuhmakassar.ac.id
Website : bg.fkip.unismuh.ac.id

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

KONTROL PELAKSANAAN PENELITIAN

Nama Mahasiswa : Irma
NIM : 105351105819
Judul Penelitian : *Improving Reading Comprehension Through the Double Loop Problem Solving Method at the Eighth Grade Students of SMPN 28 Bulukumba*
Tanggal Ujian Proposal : 08 Juni 2023
Tempat/Lokasi Penelitian : SMPN 28 Bulukumba

No	Hari/tanggal	Kegiatan Penelitian	Nama Guru/terkait	Paraf Guru/terkait
1	kamis,27 Juli 2023	Pre-test	Tuti Irawati, S.Pd	
2	Sabtu, 29 Juli 2023	Treatment	Tuti Irawati, S.Pd	
3	Kamis, 3 Agustus 2023	Treatment	Tuti Irawati, S.Pd	
4	Sabtu, 5 Agustus 2023	Treatment	Tuti Irawati, S.Pd	



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Email : ppslig@unismuh.ac.id
Research Service :
research@bg.unismuhmakassar.ac.id
Website : bg.fkip.unismuh.ac.id

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

5	Kamis, 10 Agustus 2023	Treatment	Tuti Irawati, S.Pd	
6	Sabtu, 12 Agustus 2023	Post-test	Tuti Irawati, S.Pd	

...Tamung, . .12...Agustus...2023

Mengetahui,

Ketua Program Studi,
FKIP Unismuh Makassar

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

Pimpinan/ Kepala sekolah/Instansi

Sudirman, S.Pd
NIP. 19691224199031006



PROGRAM STUDI
PENDIDIKAN BAHASA INGGRIS
TERAKREDITASI LINGGUS
LEMBAGA AKREDITASI MANDIRI



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GROUP



RESEARCH
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APPENDIX S

Letter Of Acceptance



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FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PRODI PENDIDIKAN BAHASA INGGRIS

Jalan Sultan Alauddin No. 259 Makassar
Telp : 0811 1782101 (Secretary)
Email : prodibg@urismuh.ac.id
Web : bg.fkip.unismuh.ac.id

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

LETTER OF ACCEPTANCE

0850/BG-FKIP/LOA/B/XI/1445/2023

Dear IRMA

It is our pleasure to inform you that, after reviewing your paper:
IMPROVING READING COMPREHENSION THROUGH THE DOUBLE
LOOP PROBLEM SOLVING METHOD AT THE EIGHTH GRADE
STUDENTS OF SMPN 28 BULUKUMBA

The manuscript ID: 1107

Detail checklist:

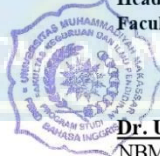
Checkpoint	Yes	No
The author has sent the manuscript by using the institutional email	√	
the author has submitted the manuscript through the open journal system (OJS)	√	
The manuscript according to the limitations or description of the journal	√	
LoCT has been submitted by the author	√	
The manuscript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

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

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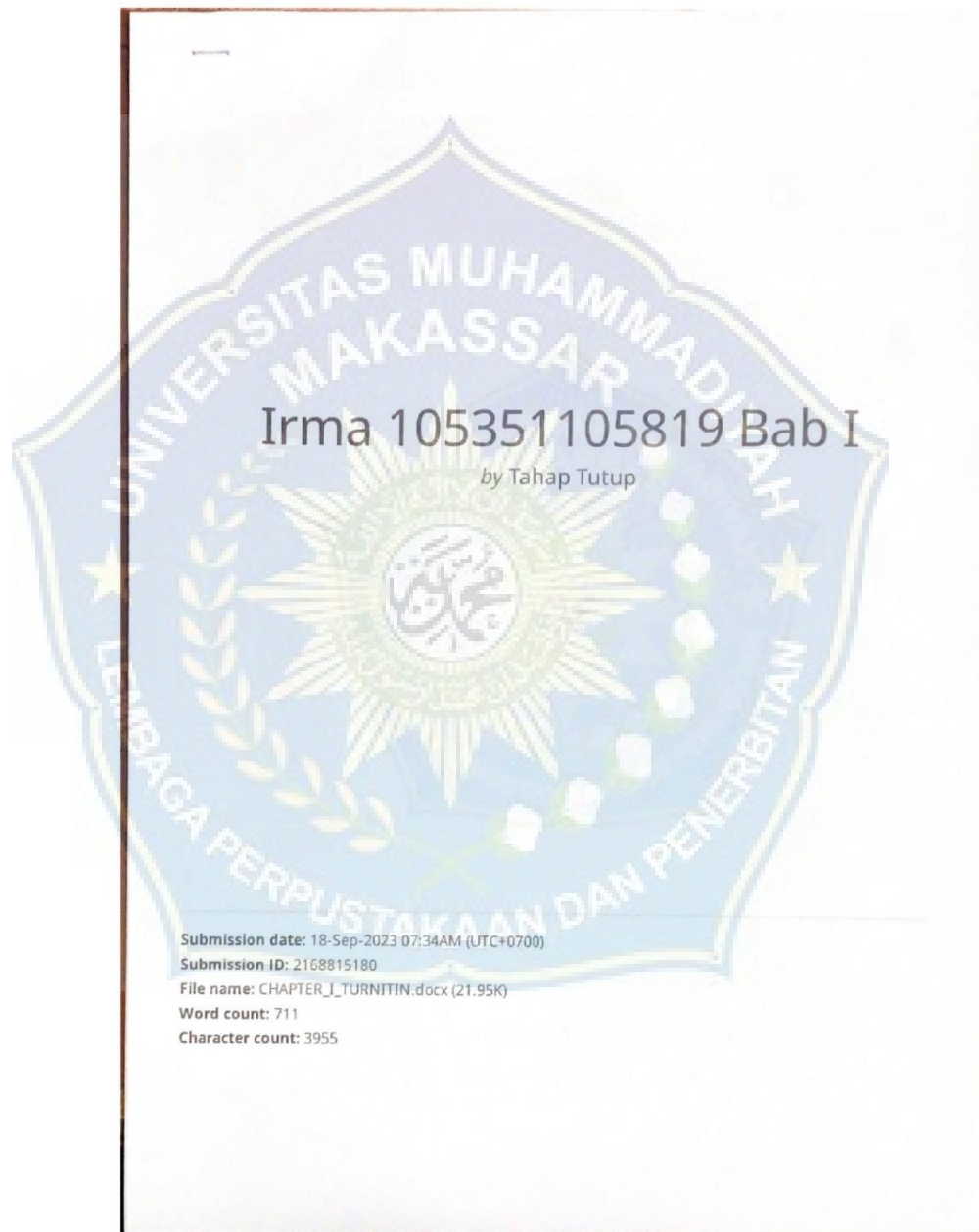
Head of English Education Department
Faculty of Teacher Training and Education



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

APPENDIX T

Plagiarism Test



Irma 105351105819 Bab I

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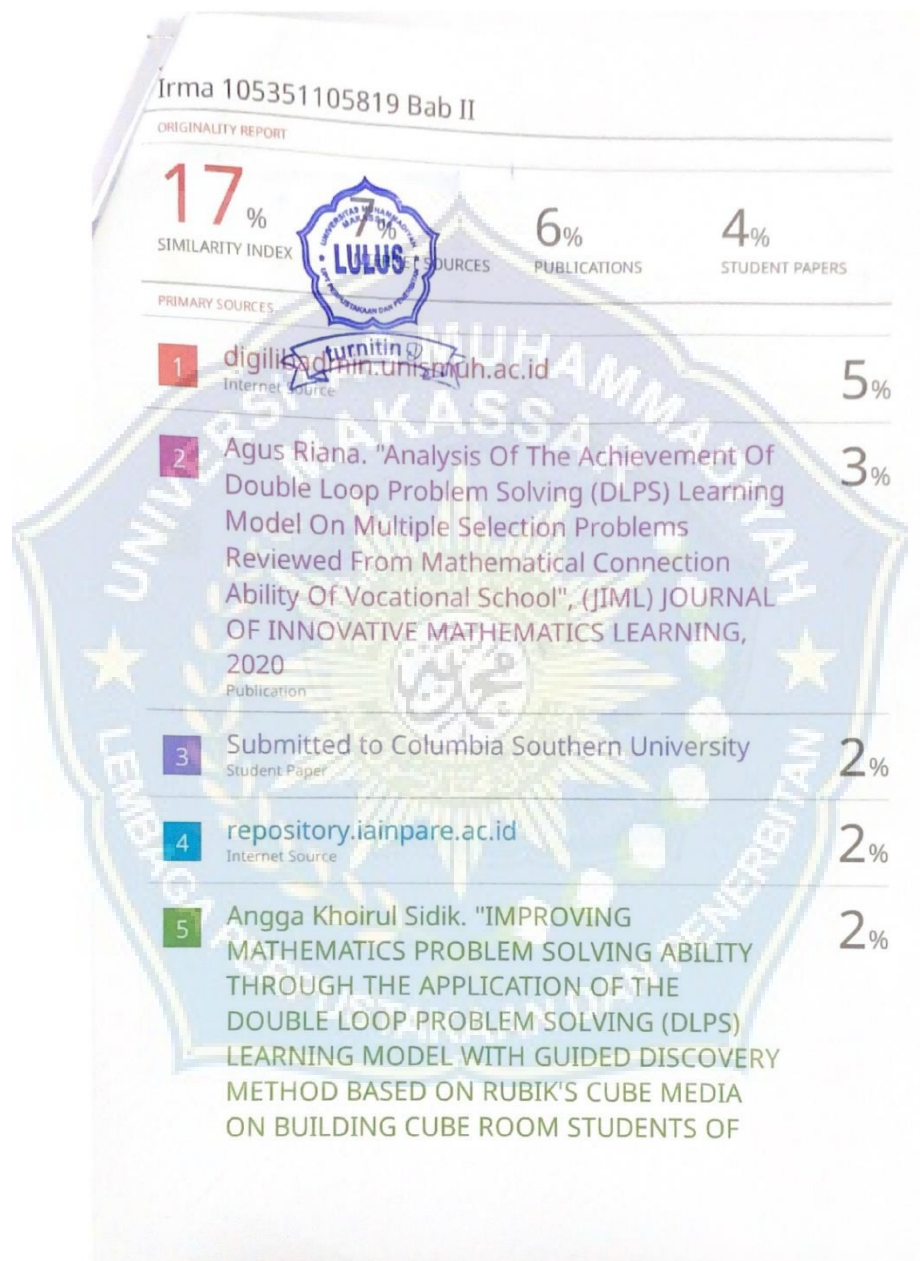
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1	Angga Khoirul Sidik. "IMPROVING MATHEMATICS PROBLEM SOLVING ABILITY THROUGH THE APPLICATION OF THE DOUBLE LOOP PROBLEM SOLVING (DLPS) LEARNING MODEL WITH GUIDED DISCOVERY METHOD BASED ON RUBIK'S CUBE MEDIA ON BUILDING CUBE ROOM STUDENTS OF UNGARAN 4 STATE SCHOOL", Annual International Conference on Islamic Education for Students, 2022 Publication	8%
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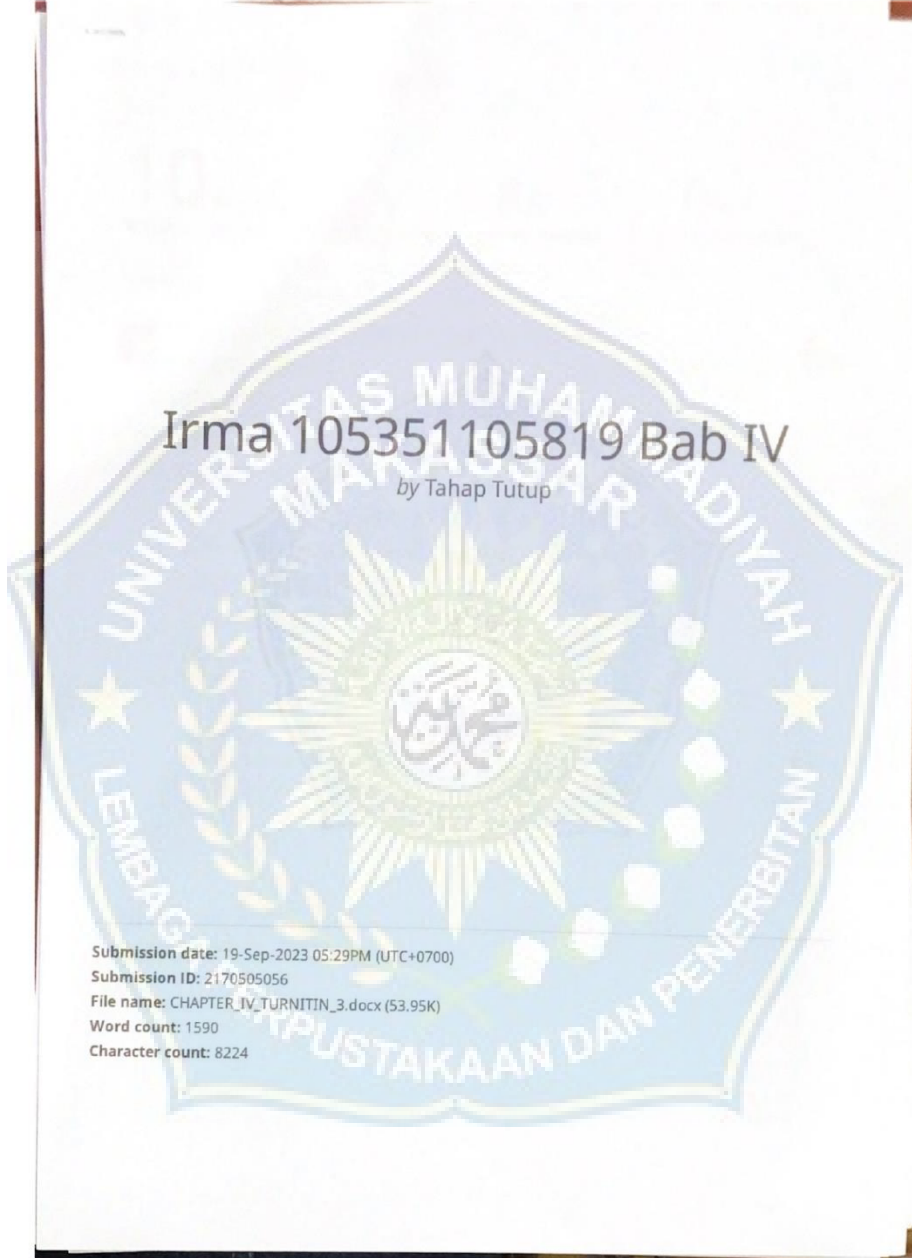
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UNIVERSITAS MUHAMMADIYAH
MAKASSAR
LEMBAGA PERPUSTAKAAN DAN PENERBITAN

CURRICULUM VITAE



IRMA was born on April 3rd 2001 in Sinjai. She is the second child of H. Aso and Aji. Sutra. She started her education at SDN 128 Bontokunyi and graduated in 2013. Then she continued her study at SMPN 20 Sinjai and graduated in 2016.

After that, she continued her study at SMAN 9 Sinjai and graduated in 2019. At the same time, she registered herself at Universitas Muhammadiyah Makassar, and took English Education major. At the end of her study, she could finished her thesis in 2023 entitle **“Improving Reading Comprehension Through the Double Loop Problem Solving Method at the Eighth Grade Students of SMPN 28 Bulukumba”**

