USING DIRECTIONAL TRACKING STRATEGY TO IMPROVE THE STUDENTS' READING COMPREHENSION AT SMA AL JAMEAH PATTUKU, KAB.BONE
(*A Pre-Experimental Research*)

A THESIS

Submitted to the Faculty of Teacher Training and Education Universitas Muhammadiyah Makassar In Part Fulfillment of the Requiremenst for the Degree of Education In English Education Department

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2022

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"There Is Nothing In Vain In Learning Because Knowledge Will Be Useful In Time"

DEDICATION

This work is dedicated to:

My loving parents often unburden their love, give guidance to the writer who has finished this study.

My beloved sister, my beloved brother, my family and someone precious for me.

All my High Fliers classmates '16.

ABSTRACT

A MUH SUHAIR, **2022** *"Using Directional Tracking Strategy in Improve Student's Reading Comprehension (A Pre-Experimental Research at the Student of SMA AL-JAMEAH PATTUKU) "*. under the thesis of English Education Department the Faculty of Teacher Training and Education, Universitas Muhammadiyah Makassar, Supervised by **Sujariati** and **Uyunnasirah Hambali.**

This research aimed to find out the Improvement of the student's reading comprehension by Using Directional Tracking Strategy that focused on level reading comprehension which consisted of literal reading comprehension in terms of main idea and supporting idea.

The research applied Pre-experimental Research with one group pre-text and post-text. The researcher used total sampling technique. The sample of the research was class XI IPS SMA AL JAMEAH PATTUKU which consisted of 29 students. The researcher used reading material of reading test as instrument in pre-test and post-test.

The research findings indicated that Directional Tracking Strategy can improve student's reading comprehension. It was proved by the mean score of pre-test was 65.36 it classified as fair, post-test was 79.12 it classified as good and the improvement of pre-test to be post-test was 21.05%. Therefore there was the improvement of the student's reading comprehension in terms of main idea and supporting idea. The result of improvement is literal Comprehension. The researcher found that the value of (20.34%) was greater than (21.77%). this value means that there was improvement difference between the result of the student's pre-test and post-test. It was concluded that the use of Directional Tracking Strategy to improve student's reading comprehension at the Eleventh Grade of SMA Al Jameah Pattuku.

Keywords :Directional Tracking Strategy, Reading Comprehension, Literal Comprehension.

ABSTRAK

A MUH SUHAIR, 2022 "Menggunakan Strategi Directional Tracking Dalam Meningkatkan Pemahaman Membaca Siswa (Penelitian Pra Eksperimental Pada Siswa SMA AL-JAMEAH PATTUKU)". di bawah tesis Jurusan Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar, (Dibimbing oleh Sujariati dan Uyyunasirah Hambali).

Penelitian ini bertujuan untuk mengetahui peningkatan pemahaman membaca siswa dengan menggunakan strategi Directional Tracking yang berfokus pada pemahaman bacaan tingkat yang terdiri dari pemahaman bacaan literal ditinjau dari ide pokok dan ide pendukung.

Penelitian ini menggunakan Pre-experimental Research dengan one group pre-text dan post-text. Peneliti menggunakan teknik total sampling. Sampel penelitian ini adalah siswa kelas XI IPS SMA AL JAMEAH PATTUKU yang berjumlah 29 siswa. Peneliti menggunakan bahan bacaan tes membaca sebagai instrumen dalam pre-test dan post-test.

Hasil penelitian menunjukkan bahwa Directional Tracking Strategy dapat meningkatkan pemahaman membaca siswa. Hal ini dibuktikan dengan nilai rata-rata pretest 65,36 tergolong cukup, posttest 79,12 tergolong baik dan peningkatan pretest menjadi posttest 21,05%. Oleh karena itu ada peningkatan pemahaman membaca siswa dalam hal ide pokok dan ide pendukung. Hasil perbaikan adalah Pemahaman literal. Peneliti menemukan bahwa nilai (20,34%) lebih besar dari (21,77%). nilai ini berarti terdapat perbedaan peningkatan antara hasil pre-test dan post-test siswa. Disimpulkan bahwa penggunaan Directional Tracking Strategy untuk meningkatkan pemahaman membaca siswa di Kelas XI SMA Al Jameah Pattuku.

Kata Kunci: Strategi Pelacakan Arah, Pemahaman Membaca, Pemahaman Literal.

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The researcher definitely realizes that there are so many flaws and weaknesses in this study. Therefore, the researcher hopes that all parties will be able to make constructive criticisms and suggestions in order to make this study more perfect. However, researchers still hope that this thesis would be beneficial to all those who read it.

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Makassar, 28 Agustus 2022

The Researcher

A. MUH. SUHAIR

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CHAPTER 1

INTRODUCTION

A. Background

English is one of some international languages which is used by most people around the world. In a global era, people are expected to mater English so that they can communicate with other people who live in other countries. As a tool of an international communication, it should be learned by people who live in a country which uses English as a foreign language including Indonesia.

Learning language covers some aspects. One of the important aspects is linguistic aspect which covers grammar, vocabulary, pronunciation, structure, and so on. Beside those aspects, the learners also need to master the skills of the language such as listening, writing, reading and speaking.

Reading is one of the English abilities that some pupils dislike and are uninterested in. When pupils are given reading material-related tasks, they struggle. This is due to a deficiency in reading comprehension. The ability to organize the reading material, its elements, and understand the interrelationships between its pieces is a crucial factor that can aid pupils in exploring their reading comprehension. They can expand their vocabulary and, of course, gain knowledge through reading.

Understanding reading material is a skill that must be developed and grown in youngsters, and it requires a lot of effort and focus since they must learn about sentence structure, short stories, and poems.

Leong & Ahmadi, (2017) if the If learners cannot comprehend critical information without consulting a dictionary or receiving additional information from another source, the activity may help them increase their vocabulary and general knowledge. As the Teacher of the teaching and learning process in the classroom, the English teacher has responsibility for improving students' reading comprehension and encouraging them to participate more actively in the learning process.

Shyamlee & Phil (2012) State that he teacher can make the technique one of the aspects or factors that should be considered by the teacher to boost the students' outcome or make them successful in their English by using appropriate method in the teaching process. The English teacher should master many strategies in teaching a language. The teacher who is creative in teaching and learning process will motivate the students to learn a language.

Wirawan et al., (2020), State that there must be a technique that may assist them in reading efficiently and interestingly. The explicit teaching of comprehension skills was seen as a feasible solution to the pupils' concerns. In this case, the author attempted to find an engaging and successful method for students and teachers to complete their reading

assignments. Based on the explanation above, the researcher conducted research in SMA Al-Jameah Pattuku high school. The reason the researcher chose the school because the method used by the teacher feels boring, especially in teaching reading. Therefore the researcher implements directional tracking as a media because help students easily understand the narrative text or explanation of reading. That is, directional tracking student's attention to learn to read.

Therefore, this research used Directional Tracking Strategy to help pupils enhance their reading comprehension The researcher attempts to do study on the basis of the previously provided rationale "Using Directional Tracking To Improve The Students' Readin Comprehension (*A Pre Experimental Research Design at the XI grade Students of SMA AL JAMEAH PATTUKU, KAB. BONE*).

B. Problem Statement

Based on the description above the researcher formulated the research questions: How is the use of Directional Tracking Strategy can improve the Students' Reading Comprehension at SMA AL JAMEAH PATTUKU, Kab. Bone?

C. Objective of the Research

Based on the problem statement above, the objective of this research is to know whether or not using Directional Tracking Strategy Improve the Students' Reading Comprehension at SMA AL JAMEAH PATTUKU, Kab. Bone.

D. Significant of the Research

The research is expected to give both positive theoretical and practical sign ificant as follows:

Theoretically, this research is expected to be beneficial in English teaching and learning process by giving information about Using Directional Tracking to Improve the Students' Reading Comprehension in terms of literal reading of main idea and supporting idea. Practically, this research is expected to be a reference for teaching reading strategy. Thus, the teachers can apply Directional Tracking a strategy to improve the students' reading comprehension.

E. The Scope of the research

The scope of the research is the students' reading comprehension in term of literal reading comprehension of main ideas and supporting idea by using narrative text at the XI grade of SMA AL JAMEAH PATUKU, KAB. BONE.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Related Research Findings

There are some Chadalavada et al., (2020), found that essential for autonomous mobile robots that interact with humans. A key factor in this respect is bi-directional communication of navigation intent, which we focus on in this article with a particular view on industrial logistic applications. In the direction robot-to-human, we study how a robot can communicate its navigation intent using Spatial Augmented Reality (SAR) such that humans can intuitively understand the robot's intention and feel safe in the vicinity of robots. We conducted experiments with an autonomous forklift that projects various patterns on the shared floor space to convey its navigation intentions.

Hadi et al., (2018), State that aims to investigate the influence of prior knowledge on students" listening and reading comprehension at the tenth year of MAN 1 Pekanbaru. This study is a correlational research that involved 75 respondents as a sample from 150 students of the the tenth year of Science classes as the total population. The respondents were selected by using a simple random sampling technique. 20 items of multiple choice of listening test and 20 items of multiple choice of reading test and 15 items of the prior knowledge questionnaire were used to collect the data.

Vafeiadis at el., (2017), Speech Activity Detection (SAD) plays an important role in mobile communications and automatic speech recognition (ASR). Developing efficient SAD systems for real-world applications is a challenging task due to the presence of noise. We propose a new approach to SAD where we treat it as a two dimensional multi label image classification problem. To classify the audio segments, we compute their Short-time Fourier Transform spectrograms and classify them with a Convolutional Recurrent Neural Network (CRNN), traditionally used in image recognition. Our CRNN uses a sigmoid activation function, max-pooling in the frequency domain, and a convolutional operation as a moving average filter to remove misclassified spikes.

B. Some Pertinent Ideas

1. Concept of reading

a) Definition of reading

According to Rumelhart (1985 as cited in Hidayati) states that reading is an interaction which involves the reader, the text, and the interaction between the reader and the text. It can be said that between reader and text was a significant relationship which happens in reading. When readers understand a message in a text, there is an interaction between the reader and the text. However reading activity did not only to involve between eyes and text, but also how the readers can comprehend

the written message in the text. Furthermore, the essential activity in reading is, the readers are able to interpret what happens in a text.

According to (Adams, 1990), for many years, three basic definitions of reading have driven literacy programs in the United States. According to the first definition, learning to read means learning to pronounce word. According to the second definition, learning to read means learning to identify word and get their meaning. According to the third definition, learning to read means learning to bring meaning to a text in order to understand it.

According to Pressley, (2006), although these definitions reflect long-standing views of reading, current literacy research supports a more comprehensive definition of reading. This new definitions include all of authentic reading and writing activities. It recognizes the importance of skill interaction as one piece of the reading process. It also supports balanced reading instruction for all students.

Reading is also defined as an activity in which people examine a text and understand the meaning of the written symbol. Between the text and the reader, there is a connection that started the reading process. Reading can be defined as the reader's attention being drawn to the written symbol in a text. The reader and the text are two elements that must interact in order to extract a message from a text.

b) Kinds of reading

Rustan (2010: 10) identifies there are three reading technique that are come only known. Indicate the types of reading. That reading is classify into two types. They are skimming, scanning.

1) Skimming

According to Norman (1986:74), skimming is the activity of swiftly moving your eyes across a page of print in search of one answer to a single question, which could be as broad as what is the section's main theme? Or it could be as concentrated as the coastal areas' major product? In either situation, you know what you're looking for ahead of time, and you focus your thoughts and eye movement on finding a specific solution.

2) Scanning

According to Nuttal (1987:84), scanning is used to gain an early impression of whether the text is suited for a given goal, such as whether a gardening book deals with the cultivation of a specific vegetable. Scanning, on the other hand, is far more limited because it just involves acquiring information that is relevant to our goal. When reading a text, however, it is common to combine these two actions. For example, we may skim over an item to see if it is

worth reading; then we may read it more thoroughly since we have determined that it is of interest.

2. Concept Of Reading Comprehension

a. Definition of reading comprehension

According to Eilar (1999: 7) Reading comprehension is defines as the level of understanding of a text/message. This understanding comes from the interaction between the words that are written and how trigger knowledge outside the text/message. Reading became more important when the main aim of language instruction to enable students to learn academic subject content through reading text books and similar materials. Reading as the process of combining textual information with the information a reader brings to a text. Comprehension is a strategic and interpretive process of making connections between ideas in a text and ideas in a reader's mind.

According to Tierney (1980) comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. Based on the definition provided above, we can conclude that reading comprehension is a type of communication between an author and a reader in which the written language serves as the channel via which the two people communicate.

Guthrie (2008) also explains the concept of reading comprehension. He explains that in order to understand the text, we must

apply our prior knowledge to the passage's theme. Reading comprehension, according to Guthrie, is the process of connecting the text with the student's prior understanding of the text's topic. As a result, reading comprehension might be considered one of the reading objectives. It can be defined as the readers comprehending what the writing is about, knowing the text's core idea and specifics, and then combining this with their knowledge of the issue being covered. Some people regard reading comprehension as a difficult task.

b. Factors Affecting Reading Comprehension

According to Cziko (2000), reading comprehension is a complex problem. It involves several factors both external, and those factors share the success in reading comprehension. Those factors are:

a) Motivation

Our success in reading well also achieve a certain goal can make difference between success and failure. One's motivation can be influenced by two factors those are, Internal factors such as interest and attitude. External factors, such as the material used and the teacher it goes without saying that when students have high motivation to read, they will work harder to cope with the difficult material.

b) Concentration

The concentration means to focus our attention clearly on a purpose. This is very easy to do when we are interested in what we are doing. It is difficult to do when we are not especially interested.

c) Purpose

The purpose for which the students red has a concede enable influence comprehension. The purpose of reading in any language is to inform ourselves about something. We are interested in or to challenge our knowledge or certain matters.

c. **The Level Of Reading Comprehension**

According to (Heilman 1988:246). The level of reading comprensi on involves more of an active role on the part of the reader.

1) Literal Comprehension.

This level of comprehension represents the minimum of involvement on the part of the reader. It is the simple understanding of the words and ideas of author. The author's massage is received but not examined, evaluated, or utilized in any way. In this researcher, the researcher only focus on literal reading. Where literal reading consist of Main Idea and Supporting Idea.

a) Main Idea

The author's message, idea, point, concept, or meaning he or she wants to portray to the reader is what is known as the main

idea of the passage. It may also be referred to as the controlling idea, central idea. We, as the reader, must understand the importance in grasping the main idea the author portrays.

The main idea is commonly found in the beginning and is followed by supporting sentences. Very often the writer begins with supporting evidence and places the main idea in the last sentence. Sometimes the writer uses a few sentences to introduce the topic, places the main idea in the middle and follows it with supporting sentences. So, the main idea may be stated at the beginning, middle, or end.

The main idea of a passage falls into two types. The two types of main idea are stated main idea and implied idea. A stated main idea is openly expressed in a sentence or two. They are usually, but not necessarily, located in the first or last sentence. Implied main idea cannot be immediately pointed out by skimming the passage. It is derived from various places in the text.

b) Supporting Ideas

The supporting ideas are the more focused arguments that bolster the main ideas. They have a clear and direct connection with the Main ideas. They are backed-up by evidence or illustrated by examples In general, the supporting ideas that bolster the same main idea are grouped into one paragraph. However, if the

paper can gain clarity by dividing a long paragraph into several shorter paragraphs, it is advised to do so (but a paragraph cannot be made of a single sentence).

The question about supporting idea asks the reader to find detail information that is printed explicitly in the text. It is commonly signed by words such as: who, what, when, where, why, how, which.

2) Interpretive Comprehension.

At this level the reader not only knows what the author said but goes beyond that simple knowledge. It involves an effort to grasp relationship, compare facts with personal experiences, understand sequences .see cause and effect relationship, and generally interpret the massage. It requires a more active participation on the part of the reader.

3) Critical Comprehension.

At this level reader analyzing, evaluating, and personally reacting to information presented in a passage. Generally the emphasis at this level of comprehension is on actively bringing the reader's general understanding to bear on the ideas and concepts conta ined in the reading passage. The synthesis is necessary for higher comprehension, especially on difficult material

C. Directional Tracking Strategy

a) Definition Directional Tracking Strategy

According to Azman, (2016), It is anticipated that these significant developments in English language teaching and learning in Malaysia will bring about transformations and improvements in the ways of learning, teaching and assessing language competencies among the multilingual learners situated in their own local contexts.

According to Azman, 2016; Mihat, (2015), While the aforementioned initiatives are meant to bring the quality of teaching and learning English language forward into the 21st century and on par with international standards, fundamental issues of illiteracy, as well as low language proficiency skills in speaking, writing, reading and listening remain as the persistent problem among language learners, particularly Ibn the rural areas.

"We read and write English from left-to-right. This left-to-right horizontal arrangement of print is an essential component of the written English language. Proper directional tracking is looking at and processing all the letters in order from left-to-right. Proper directional tracking is essential for reading success."For accurate reading, the student must process sounds in order from left-to-right. Knowing the individual sounds is not sufficient Correct phonologic processing requires proper directional tracking."

Directional Tracking is a process that experienced readers take for granted. We know that we are supposed to read English from left to right and process letters and words in that order. However, these concepts about print can be a difficult concept to explain to young children just learning to read or English language learners (ELLS) using home languages that do not follow left to right top to bottom ordering in writing. That's why is important to demonstrate directional racking as you read with these young learners. By showing them how to track the letters, words and lines of text, they can see and begin to understand he correct way to read.

Directional tracking is try to exploit this motor behavior to practice strategies and increase students' reading speed. with using this GPS module, the presence of the vehicle can be known based on the latitude and longitude positions, so from the latitude and longitude positions can be visualized in the form of a map. There are 2 types of tracking tools, namely:

1. Passive Tracking

The tool used to store data such as location, speed, direction, and other. When the vehicle returns, the data contained in the device installed can be downloaded to the computer and then an evaluation of the data is carried out the.

2. Active Tracking

The tool used to obtain data such as location, speed, direction, and others. Then the data is sent directly to the computer server in real-time via cellular or satellite network.

b) Directional Reading Strategy

According to Ajoke, (2017) The Targeted Reading Activity Strategy is intended so that students have clear reading goals. That the strategy of Guided Reading Activities has the main assumption, namely understanding can be improved by building background knowledge, setting specific reading goals, discuss, and develop comprehension after reading. Strategy of Guided Reading Activities in learning to read comprehension.

Proper direction tracking is when the child tries to read numbers and words from right to left instead of left to right. Nice also happens when a student will correct the order of the letters in a word or look at them in reverse, such as seeing the "d" instead of the "b" in the word "bed"

According to Tolley et al., (2013) This strategy can be used by students for group study or private study. Activity Strategy Directional reading is divided into three stages.

1) Development of Background Concepts

According to Yusoff et al (2013), This stage is intended so that students are able to connect background knowledge (experience) they have with new concepts (topics) to be discussed This activity is carried out by reviewing previously learned.

2) Interest Generation

According to Rahim, (2013), In this activity the teacher must be able to create something interesting and can create student enthusiasm. Activities that can be done by teacher, namely by presenting reading topics that are in accordance with the interests and background knowledge of students. Teachers should avoid materials reading that is difficult for students to understand so that their interest is this activity is important because it is not only to activate schemata, but also helps direct interest and curiosity.

3) New Vocabulary Introduction

According to Rahim, (2013), Before the reading activity begins, the teacher and students together identify new vocabulary that can hinder the understanding process. This new vocabulary must be connected with a meaning that fits the context reading.

4) Setting Reading Goals

According to Rahim, (2013), A good reading process will occur when students have clear goals. At this stage the teacher gives questions to students to answer as they read silently. Whole question the teacher must consider "what students do activities for" read?"

D. Conceptual Framework

The description of the framework of this research is described in the following chart:
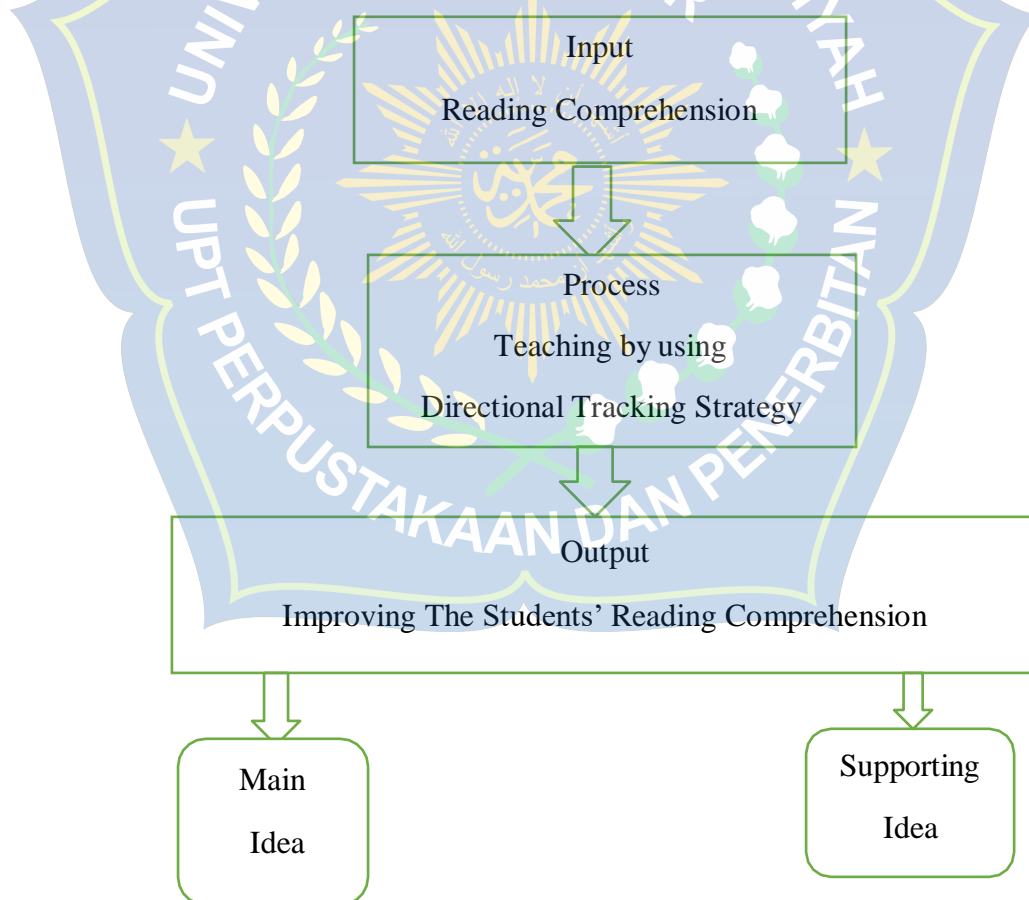
Figure 1. Conceptual framework

This research can be defined using the previously given conceptual framework: first, this research will be conducted in the English teaching and learning process. As a result, there are various reading challenges that students confront, as indicated previously in the context of this study, which the researcher wishes to address.

Using a reading approach, overcomes these difficulties. The researcher in this case is employing Directional Tracking. Prior to the pupils entering the teaching process, the input pertains to their reading comprehension. Furthermore, the procedure entails teaching and learning with Directional Tracking as a remedy for kids' reading abilities. As a result of this study, it is possible to shorten the time it takes to improve students' reading abilities and to determine whether or not the Using Directional Tracking To Improve Students' Reading Skills in Improve students' reading Comprehension.

E. Hypothesis

The hypothesis of this research was formulated as follows:

1. Null Hypothesis (H0): There was no Improve difference on the students' reading comprehension by using Directional Tracking Strategy at SMA Al-Jameah Pattuku.

2. Alternative Hypothesis (H1): There was a Improve difference on the students' reading comprehension by using Directional Tracking Straegy at SMA Al-Jameah Pattuku.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

According to Ary,et.al (1985:22-26) research is carried out systematically and logically to arrive at a solution to a problem or an answer to a specific query. The research method used in this research was experimental design. An experimental study is a scientific analysis in which an investigator manipulates and monitors one or more independent variables while simultaneously observing the dependent variables or variables for variance. This research used pre - experimental design of One-Group Pretest-Posttest. There are three steps of One group design

1. Conducting a pretest to assess the dependent variable

2. Giving the subject the experimental

3. Conducting a posttest to measure the dependent variable once more.

One-Group Pretest-Posttest design:

Pre-test		Treatment		Post-test
$(O1)$	→	(X)	→	$(O2)$

(Gay, 1981: 225)
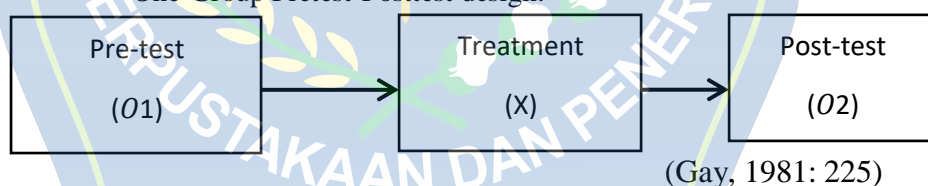
The aim of this research was to see the effectiveness of directional tracking strategy method was in improving students' reading comprehension in twelve students at SMA Al-Jameah Pattuku. The aim of this research is to see if there are any gaps in students' reading comprehension before and after being taught using the Directional Tracking Strategy method.

B. Population and Sample

a. Population

The population of this research were the IX grade students of SMA AL JAMEAH PATTUKU KAB. BONE that consisted of one class, namely class IX that consisted 29 students.

b. Sample

The sample for this study will be the total sampling in which the researcher chose 29 students' are class that met the criteria for this study and was taught by Directional Tracking to Improve the Students' Reading Comprehension. As for the used period, it is applied in odd and even semesters in grade eleven. The researcher taken 29 students in the class will be selected.

The research total sampling is because according to (Sugiyono: 2007), the total population is less than 100, the entire population is used as a research sample.

C. Research Variables and Indicators

There were two variable involved in this research namely, Independent Variable and Dependent Variable:

Independent Variable: Teaching Reading Comprehension by using Directional Tracking Strategy

Dependent Variable: Literal Comprehension in term main idea and supporting idea.

The indicator of the research was conducted to Directional Tracking Strategy to improve reading comprehension covers to main idea and supporting idea.

D. Research Instrument

The researcher used reading test with narrative text to asses and examined the students' reading ability pre-text and pro-text. In general there are one objective text that is multiple choice. In this research, Instrument used was test of multiple choice 10 numbers.

The pre-text was intended to see the students' prior knowledge of reading text before give treatment, while the post-test was intended to know the students, reading comprehension after give treatment through pre-reading text.

Table 3.1 Literal Reading Comprehension dealing main ideas

No	Criteria	Score
1	The answer includes a clear generalization that state or implies	**4**
2	The answer states or implies the main idea	**3**
3	Indicator in a curate or incomplete understanding of main	**2**
4	The answer include minimal or no understanding of main Idea.	**1**

(Dianne McKay in Mahadir, 2014)

Table 3.2 Reading Comprehension dealing Supporting Idea

Point	Criteria
4	Student response includes at least 2 key details from the
3	Student response includes at least 2 details with at least one
2	Student response includes 2 details which does not support the
1	Student response includes one detail that does not support the

(Dianne McKay in Mahadir, 2014)

Table 3.3 Classification of the students' scores

No	Scale	Classification
1	Excellent	96 – 100
2	Very good	86 – 95
3	Good	76 – 85
4	Fairly Good	66 – 75
5	Fair	56 – 65
6	Low	46– 55
7	Very Low	0– 45

(*Suharsimi Arikunto in Jamila,*

2013)

E. Procedure of Data Collection

a. Pre -Test

Pre-test was given before the treatments. Lodico et al (2006: 178) a pretest is a test give before the experimental treatment. So, pre-test was giv to find out the students' reading comprehension before give treatment. In this stage, the researcher used reading test by using topics through the reading text material base on the curriculum 2013 that implement in SMA AL JAMEAHPATTUKU, KAB.BONE, to find out how effective the students' reading before the researcher give the treatment.

b. Treatment

After giving the pre-test, the students, were given a treatment by using Directional Tracking to find out the effectiveness toward reading text. It conducted three times, each meeting took 90 minutes. The procedure of treatment as follows:

1. The researcher separated the students into several groups to make them share each other about the text.

2. The researcher distributed the reading material which have been narrative text.

3. The researcher asked the students to determine the reading material by means of directional tracking strategy.

4. Each group presented the results of the reading that had been done by means of directional tracking strategy.

5. The researcher reads the results of the reading that has been done by means of directional tracking so that students' can correct their mistakes in determining the reading by means of directional tracking strategy.

c. Post-test

Post-test held after all treatment were conducted. A post-test is a measure on some attribute or characteristic that is assessed for participants in an experiment after a treatment (Creswell, 2008: 297). The test items in the post-test are exactly the same as those in pre-test. The post-test is done to see final score and to know the different of the students' score before get the treatment and after they get the treatment. In this stage, the researcher gave the students' a test to find out the Directional Tracking after give the treatment. The researcher used reading test that conducted in the end of the treatment.

F. Technique of Data Analysis

The data will be collected through quantitative analysis. The researcher will use a procedure as follows:

1. Scoring the result of the students' text classified as follows:

   a. To score the students' answer of text, the researcher will use for

   $$scoring = \frac{Correct\ answer\ score}{Maximum\ score} \times 100.$$

   (Depdikbud, 1985)

b. Calculating the mean score by using the following formula:

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

Where:

X = Mean Score

$\sum X$ = Total Score

N = The number of students

(Gay in Wahyuni, 2015:37)

a. To calculate the improvement of percentage of the students' pre-test and post-test by using formula:

$$P = \frac{X2 - X1}{X2} \; x \; 100$$

Where:

P : Rate Percentage

X1 : The mean score of pre-test

X2 : The mean score of post-test

(Gay et al. 2006: 320)

b. To find the significance difference between the pre-test and post-test by calculating the value of the test.

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

Where:

T   : Test of Significance

D   : The Mean Score

$\sum D$: The sum score of difference

$\sum D^2$: The square of sum score of difference

N   : The total number of students

(Gay *et al*. 2006 : 320)

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter particularly presents the findings of the research cover with the description of the result of data collected through pre-test and post-test. It presents the result of the students' reading comprehension especially in Literal Comprehension (main idea and supporting Idea) by Using Directional Tracking Strategy. In discussion part, the research describes the findings in details.

A. Findings

In this section, the researcher described based on the problem statement presented. The result of data findings found that teaching reading comprehension in narrative text through Directional Tracking Strategy can improve the students' achievement Literal Comprehension especially in main idea and also can improve the students' achievement Literal Comprehension especially in supporting idea at the Second grade of SMA AL JAMEAH PATTUKU, it could be seen the result of data analysis was follow:

So there were several treatments that carried out by research or while conducting research at one of the SMA Al Jameh Pattuku high school by increasing student's reading comprehension through Directional Tracking Strategy.

The steps in applied the Directional Tracking Strategy:

1. Observation

The researcher first conducted observations at the school and brought a research letter to the principal.

2. Provides a pre-test

After the researchers had made observations, the researchers distri buted pre-test to students.

3. Provide material about reading, reading comprehension, and directional

tracking strategy.

After the researcher finished distributing the pre-test, the researcher saw the results of the students work and the result was that there were still many students whose scores were poor. So I provide material about Reading, Reading Comprehension, and Directional Tracking Strategy.

4. Provide post-test

After the researcher finished giving the material, the researcher distributed the post-test.

So the research has carried out several treatments and the results are that there are some students who improve after receiving the Directional Tracking Strategy.

The researcher settings are finished using the steps above then the results are below:

1. **Students' Literal Comprehension in Terms of Main Ideas and Supporting Idea.**

The data of reading test of the students' were obtained by literal comprehension in term of main ideas and supporting idea. In order to knew the students' reading comprehension, the score of the literal comprehension observed as follows:

The result of main idea pre-test and post-test

Table 4.1. Rate Percentage and Frequency of the Students' Literal Comprehension in Term of Main Ideas

Classification	Score	Pretest		Posttest	
		F	%	F	%
Excellent	96-100	0	0	0	0
Very good	86-95	0	0	8	27.59%
Good	76-85	2	6.90%	10	34.48%
Fair good	66-75	14	48.28%	9	31.03%
Fair	56-65	6	20.69%	1	3.45%
Poor	46-55	7	24.13%	1	3.45%

Very poor	0-45	0	0	0	0
Total		29	100%	29	100%

So looking at the main idea table that there are some students whose pre-test scores are still poor and post-test student scores have increased.

Based on the rate percentage on Table 4.1, in pretest it was found that there were not students got excellent and very good, 2(6.90%)students got good, 14(48.28%) students got fair good, 6(20.69%) students got fair, 7(24.13%) students got poor, and then there was not students got very poor. Then, in posttest it was found that there was not students got excellent, 8(27.59%) students got very good, 10(34.48%) students got good, 9(31.03%) students got fair good, 1(3.45%) students got fair, 1(3.45%) students got poor, and then there was not students got very poor.

Based on Table 4.1 the researcher concluded that students' reading comprehension in literal comprehension in term of main ideas most of them got good with 2 students (6.90%) in pretest then in posttest got good with 10 students (34.48%)

The result of supporting idea pre-test and post-test

Table 4.2.Rate Percentage and Frequency of the Students' literal

Comprehension in Term of Supporting Idea

Classification	Score	Pretest		Posttest	
		F	%	F	%
Excellent	96-100	0	0	0	0
Very good	86-95	0	0	6	20.69%
Good	76-85	2	6.90%	14	48.28%
Fair good	66-75	13	44.83%	9	31.03%
Fair	56-65	9	31.03%	0	0
Poor	46-55	5	17.24%	0	0
Very poor	0-45	0	0	0	0
Total		29	100%	29	100%

Based on the rate percentage on Table 4.2, in pretest it was found that there were not students got excellent and very good, 2(6.90%) students got good, 13(44.83%) students got fair good, 9(31.03%) students got fair, 5(17.24%) students got poor, and then there was not students got very poor. Then, in posttest it was found that there was not excellent, 6(20.69%) students got very good, 14 (48.28%) students got good, 9(31.03%) students got fair good, 0(0%) students got fair, 0(0%) students got poor, and then there was not students got very poor.

2. The Improvement of Students' Literal Comprehension

The students' literal comprehension in reading could be seen in the following table:

Table 4.3.The Mean Score of Students' Literal Comprehension in Term of Main Ideas.

Indicator	Pretest	Posttest	Improvement%
Main ideas	65.27	78.55	20.34%

Graphic 4.3.The Mean Score of Students' Literal Comprehension in Term of Main Ideas.
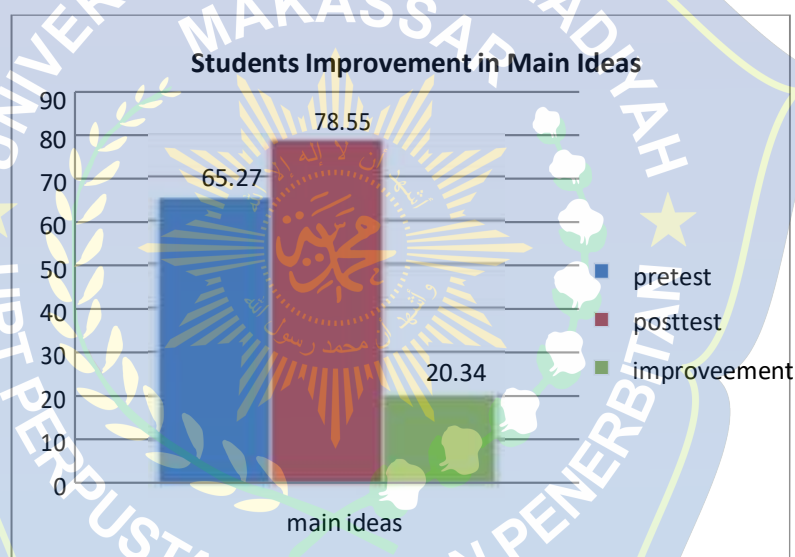
Table 4.3

So looking at the graphic main idea that the results from pre-test to post-test are improvement.

Based on Table 4.3 and graphic 4.3, showed that the score of main ideas improved (20.34%) from the mean score in pretest was 65.27 and posttest was 78.55. It indicated that the score of literal comprehension each indicator in posttest were higher than pretest.

3. The Improvement of Students' Literal Comprehension (Supporting Idea)

The students' literal comprehension in reading could be seen in the following table:

Table 4.4.The Mean Score of Students' Literal Comprehension in Term of Supporting Idea.

Indicator	Pretest	Posttest	Improvement%
Supporting idea	**65.44**	**79.69**	**21.77%**

Graphic 4.4.The Mean Score of Students' Literal Comprehension in Term of Supporting Idea.
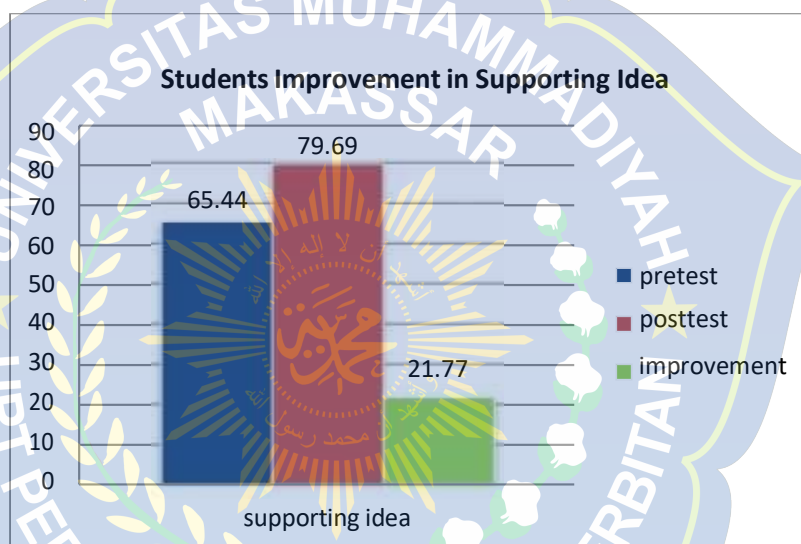
Table 4.4

So looking at the graphic supporting idea that the results from pre-test to post-test are improvement.

Based on Table 4.4 and graphic 4.4, showed that the score of supporting details improved (21.77%) from the mean score in pretest was65.44 and posttest was 79.69. It indicated that the score of literal comprehension (supporting idea) each indicator in posttest were higher than pretest.

Based on these result, it concluded that using Directional Tracking Strategy could improve the students' reading comprehension in terms of literal comprehension (supporting idea).

Table 4.5.The Students' Improvement in Reading Comprehension

Indicator	Pre-Test	Post-Test	Improvement%
Literal Comprehension	65.36	79.12	21.05%

Look at the reading comprehension table above that students literal comprehension is improving from pre-test to post-test.

Based on Table 4.5, showed that the mean score of pretest was 65.36 and post-test was 79.12. The improvement of the pretest and posttest was

21.05%. Based on the result, it concluded that the using Directional Tracking Strategy was able to give greater contribution in teaching and learning reading comprehension.

4. Hypothesis Testing (t-test of Significant).

The result of t-test was higher than t-table' values, the null hypothesis (H0) was rejected, and if the result of t-test was lower than the t-table' value, the null hypothesis (H0) was accepted. The result of the statistical analysis of t-test at the level of significance 0.05 with degree of freedom (df) = n – 1, where n: number of students was 29. It could be seen as follows:

f = n-1,

df = 29-1, df = 28

Based on the level of significance and the degree of freedom (df) =28(p) = 0.05 above, the value of the t-table = 2.048. The result of t-test for

Reading comprehension focused on main ideas and supporting I d e a could be seen below:

Table 4.6. *The value of student's Reading comprehension*

Level Of Literal Reading	Pre-test	Post-test	Mean score	Classification
Main Idea	65.27	78.55	20.34%	**Improvement**
Supporting Idea	65.44	79.69	21.77%	**Improvement**

Look at the reading comprehension table above that students main idea and supporting idea is improving from pre-test to post-test.

Table 4.6, showed that t-test value for reading comprehension focused on literal comprehension main ideas and supporting idea value was 20.34 % > 21.77%.

Based on these result, it concluded that there were improvement of the students' reading comprehension deal with literal comprehension in terms of main idea and supporting idea before and after using Directional Tracking Strategy.

B. Discussion

In this section will discussed about the result of the data collected and analysis through a testing as explained in the previous section that showed about the improvement the students' reading comprehension of a text in terms on literal comprehension (main idea and supporting idea).

After applying Directional Tracking Strategy, the researcher found that such as strategy was very affective. This assumption was stated with evidence. During the application process of treatment, the researcher showed that the students were very interested to the material that researcher presented.

Based on the previous finding the researcher would like to compare of the finding. Azizah (2014) with the title "The Effect of Using Directional Tracking Strategy towards the Students' Reading Achievement" concluded that the findings of the research especially in Literal Comprehension terms of main idea were mean score of pre-test was 5.20 and mean score of post-test was 6.75. Looking of mean score pre-test and post-test so the improvement percentage of the students was 28.80%

and t-test analysis of content was level significance 0.05, it was higher than t-table (5.38>2.0452). Then in Literal Comprehension terms of supporting details were mean score pre-test was 4.84 and post-test was 6.94. Looking of mean score pre-test and post-test so the improvement percentage of the students was It can be concluded that using Random Text Strategy was able to improve the students' reading comprehension in term of literal comprehension (main idea and supporting idea.

Meanwhile, the researcher also conducted a study which consisted of several stages. First, the researcher gave the pre-test in first met to the students by used reading test and total number of multiple choice.

Finally, the researcher did the post-test to know the students' reading comprehension after used Directional Tracking strategy and the result from the students' reading test. It was indicated as follows:

1. The Students' Reading Comprehension in literal Comprehension (Main Ideas).

The research questions in this researcher deal with, how Is the use of directional tracking strategy to improve the students' reading comprehension at SMA Al Jameah Pattuku, Kab. Bone?

So, based on the problem, researcher dins researcher by applying this method. After the researcher finished dins the method in improving the results of students reading comprehension, it showed that directional

tracking strategy and as for the results of main idea improved (20.34%) from the mean score in pre-test was 65.27 an post-test 78.55.

Literal comprehension represent the ability of the students to understand the content of the text. A main idea was more than just guessing what was going too happened next. Main ideas helped students become actively involved in reading and helped to keep their interest level high. Main ideas could also helped the students more fully comprehend what they had read and was retain the information for longer periods of time.

Aguilera 2018 theory of directional tracking strategy can be used to improve students' reading comprehension was supported this result.

Based on the result finding before giving the treatment, the students' literal comprehension was categorized into fair in main ideas on pretest but after treatment, categorized into good in main ideas on posttest. The main ideas improved (20.34%) from the mean score in pretest was 65.27 and posttest was 78.55. It indicated that the score of main ideas (literal comprehension) in post-test was higher than pretest.

2. The Students' Reading Comprehension in Literal Comprehension (Supporting idea).

The research questions in this researcher deal with, how Is the use of directional tracking strategy to improve the students' reading comprehension at SMA Al Jameah Pattuku, Kab. Bone?

So, based on the problem, researcher dins researcher by applying this method. After the researcher finished dins the method in improving the results of students reading comprehension, it showed that directional tracking strategy and as for the results of supporting idea improved (21.77%) from the mean score in pre-test was 65.44 and post-test 79.69.

Supporting idea was more than just guessing what was going too happened next. Supporting details helped students become actively involved in reading and helped to keep their interest in high. Level Supporting details could also help the students to understand difficult sentences or ideas.

Aguilera 2018 theory of directional tracking strategy can be used to improve students' reading comprehension was supported this result.

Based on the result finding before giving the treatment, the students' Literal Comprehension (supporting idea) was categorized into fair in answering question on pretest but after treatment, categorized into good in answering question on posttest. The score of supporting details improved (21.77%) from the mean score in pretest was 65.44 and posttest was 79.69. It indicated that the score of Literal Comprehension in post-test was higher than pretest.

3. The Improvement of the Students' Reading Comprehension

After the calculating the entered of score variable, the data on table 4.5 showed that the students reading comprehension improved (21.05%) from the mean score in pretest was 65.36 and post-test was 79.12. It indicated by the mean score posttest were higher than pretest. Therefore, Directional Tracking Strategy was able to improve the students' reading comprehension at the Second Grade of SMA AL JAMEAH PATTUKU.

4. The Test of the Students' Significant.

Through the result of pre-test and post-test, the result of t-test value of the level of the significant (p) = 0.05 with degree of freedom (df) = 28 indicated t-test value was greater than t-table value was 13.09>2.048 there was significant different. Therefore, it can be concluded that statistically hypothesis of (H0) was rejected and the statistically hypothesis of (H1) was accepted. It means that the use Directional Tracking Strategy could improve the students' reading comprehension in literal comprehension.

Based on discussion above, it concluded that using Directional Tracking Strategy was one of method that could improve the students' reading comprehension especially on literal comprehension at the Second Grade of SMA Al-Jameah Pattuku.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter consists of two parts. The first part was conclusion based on the research findings and conclusion. The second part was suggestion based on the conclusion.

A. Conclusion

Directional Tracking Strategy was effective to improve the students' literal reading comprehension in term of main ideas at the Second Grade of SMA AL JAMEAH PATTUKU. It was improved by the mean score of literal comprehension was (20.34%) from the mean score in pretest was 65.27 and post-test was 78.55. It indicated that the score of literal comprehension each indicator in post-test was higher than pretest. It was improved by the mean score of inferential comprehension was (21.77%) from the mean score in pretest was 65.44 and post-test was 79.69. It indicated that the score of literal comprehension each indicator in post-test was higher than pre-test.

Directional Tracking Strategy can also be used literal comprehension by in creasing students through main ideas and supporting ideas.

B. Suggestion

Directional tracking strategy is good in improving students' reading comprehension, it is very easy to help students understand narrative text, so researchers implement a directional tracking strategy, so that students attention to learning to read is more active.

1. It is suggested that the English teacher using Directional Tracking Strategy method as alternative in presenting the reading comprehension materials, because it was effective to improve the students' achievement.

2. In order to improve the students comprehension by reading material through *Directional Tracking Strategy Method*, the teacher should gave more guidance, motivation, especially in comprehending the text.

3. It is suggested for the next researcher, they can take the other skill to be improved it neither they use this method or other method. But it is better to use this method in order to know the students' reading comprehension improvement.

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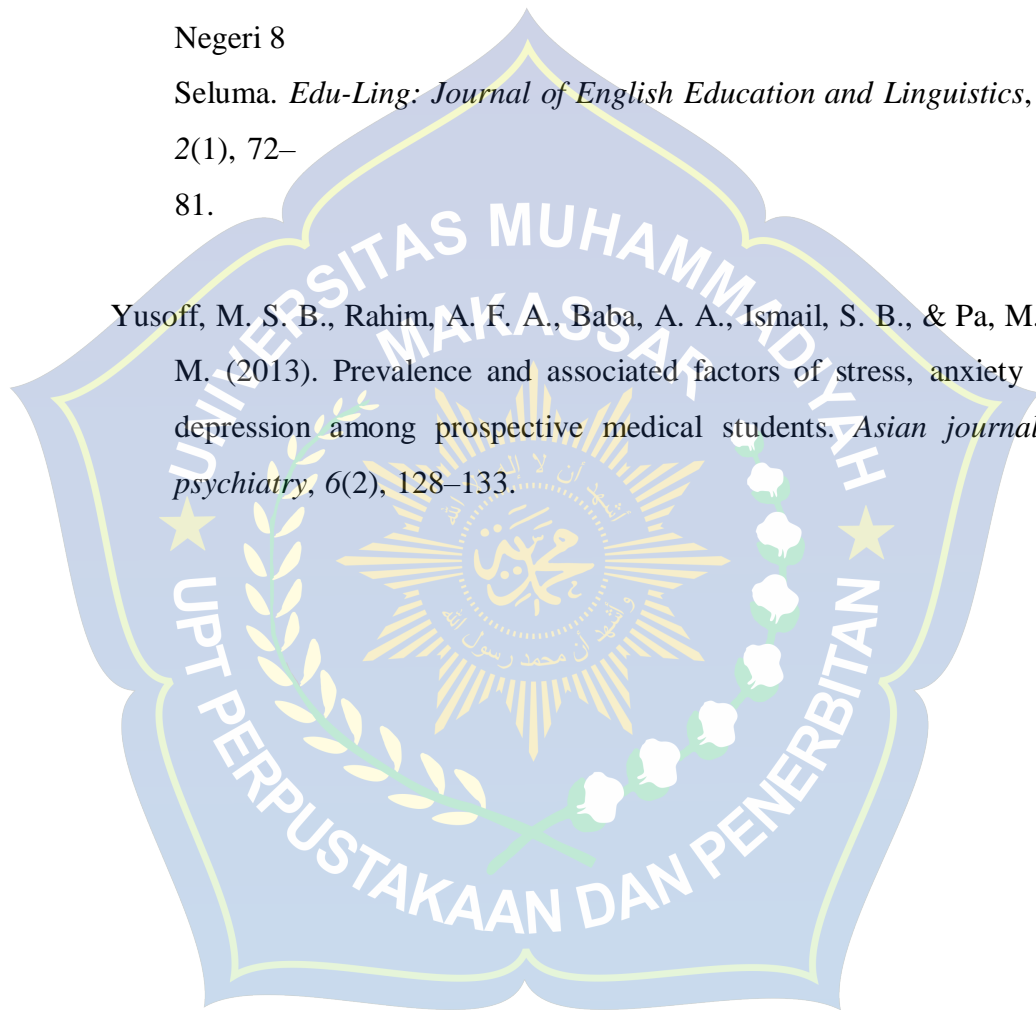
A

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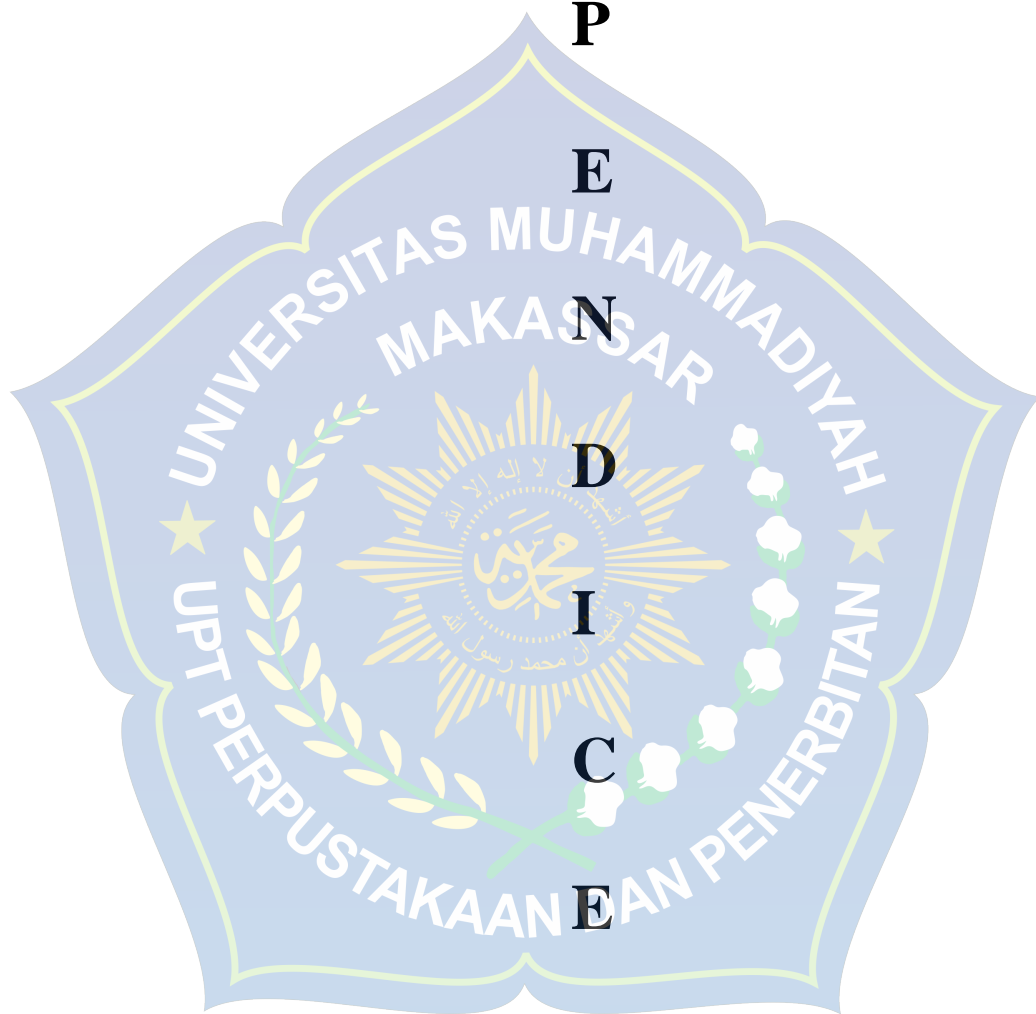
PRE-TEST

Name   :

Class   :

Pre-test   :

Read the text and answer question 1 to 3.

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

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

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

Answer the question below!

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

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

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

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

    d. Singapore Bird Park is the largest bird park in the world

2. What are line the main idea in the fist paragraph?

a. 1

b. 2

c.1-2

d. 3

3. The Supporting Idea in the second paragraph tells us about……

a. It is one of the largest bird park in the world

b. The birds are kept in large cages, and there are hundreds of beautiful birds from many different parts of the world, including penguins, parrots, eagles, and ostriches

c. There is large lake in the park a restaurant beside it

d. There is also a very cage which you can walk in to get a closer look at the birds

Read the text and answer question 4 to 6.

Sragen is one of the regencies in Central Java. The Sragen regency which is usually called "Tlatah Sukowati" is 941,55 km with the topographies as follows: in the middle of the area flows the longest river in Iava, Bengawan Solo; in the southern part of Sragen is a slope of Mount Lawu; in the northern part is the hillside of Kendeng Mountain; and in the western part is a famous region called "the Sangiran Dome"

One of the interesting tourist objects in Sragen is the Sangiran Museum which is built in the Sangiran Dome. The dome itself is situated in the depression of Solo in the north-west slope of mount Lawu. This area is about 56 km² which

consists of three districts in the Sragen Regency (the Gemolong, Kalijambe, Plupuh district) and one in the Karang Anyar Regency (The Gondang Rejo District). Sangiran is the most important site for the development of various fields of knowledge: anthropology, archeology, biology, palaeoanthropology.

4. What does the paragraph one tell us about?

a. Sragen is one of the regencies in Central Java

b. The Sragen regency which is usually called "Tlatah Sukowati".

c. In the southern part of Sragen is a slope of Mount Lawu

d. In the northern part is the hillside of Kendeng Mountain

5. What is the main idea of paragraph two?

a. The Sangiran Museum which is built in the Sangiran Dome

b. One of the interesting tourist objects in Sragen is the Sangiran Museum

c. The dome itself is situated in the depression of Solo in the north-west slope of mount Lawu

d. Sangiran is the most important site for the development of various fields of knowledge: anthropology, archeology, biology, palaeoanthropology.

6. What are line the supporting idea in the second paragraph?

a. 1

b. 2

c. 3

d. 4

Read the following text to answer questions number 7 to 10.

Jennifer Lopes (or J.Lo) is a highly successful actress, singer, and dancer. Her new films and new albums usually go straight to the top.What's a typical working day for her? Making a film is a hard work. She usually gets up at half past five in the morning and she's always on the film set at half past six. She never drinks coffee and she always has a light lunch of just green salad. She doesn't like working up late at nights. She is usually in bed half past ten. If she stays out late, she will be too tired in the next morning.

Adam Shankman, a director of one of her films, says" J. Lo is actually a quiet person. She doesn't like going out all the time. She often stays at home on Saturday nights and watches video. If J. Lo isn't working on a film or making a record, her life style is very different. When she has got time off, she's quite happy to go out. She loves New York restaurants. She loves dancing. She sometimes dances until three o'clock in the morning!

J. Lo's family lives in New York. They were very close family. She sees her parents every weekend and she always phones them if she has a problem. She's got two older sisters and they get on very well together. They are not just her sisters; they are her best friends.

7. What is the main idea of paragraph one?

a. She usually gets up at half past five in the morning

b. She doesn't like working up late at nights

c. Jennifer Lopes (or J. Lo) is a highly successful actress, singer, and dancer

d. If she stays out late, she will be too tired in the next morning

8. The supporting idea in the third paragraph tells us about

a. Jennifer Lopes (or J. Lo) is a highly successful actress, singer, and dancer

b. Her new films and new albums usually go straight to the top

c. She usually gets up at half past five in the morning and she's always on the film set at half past six

d. She doesn't like working up late at nights. She is usually in bed half past ten. If she stays out late, she will be too tired in the next morning

9. The supporting idea in the third paragraph tells us about

a. Adam Shankman, a director of one of her films, says "J. Lo is actually a quiet person

b. She often stays at home on Saturday nights and watches video

c. If J. Lo isn't working on a film or making a record, her life style is very different

d. She loves New York restaurants. She loves dancing. She sometimes dances until three o'clock in the morning

10. The supporting idea in the third paragraph tells us about

a. J. Lo's family lives in New York

b. They were very close family

c. She sees her parents every weekend and she always phones them if she has a problem

d. She's got two older sisters and they get on very well together.

POST TEST

Name   :

 Class   :

Read the following text to answer question number 1 to 3.

My house is located in Pattimura Street 09, kota Baru. My house has a land area of 1500 m2 and building area only 300 m2. There are several rooms in my house. They are living room, a family room, kitchen and bathroom, three bedrooms and a warehouse.

The first room is the living room. Living room is used to approve the guests who come to my house. In which there is some furniture including sofa, desks, and frame photos on the wall and lavender flowers on the pot. My living is colored green and it looks so calm when you see it for many times. I love this loliving room because the decoration is chosen by self.

The second room is a family room. Family room is the most spacious room in my house. We usually use the family room to gather while watching television. In the living room there are television, chairs, tables and an aquarium. That is a big television, so when we sit in front of it, we can see the movie clearly. Futhermore, we usually turn the light on when we want to see a horror movie and it is like watching in the real cinema.

1. The main idea of the paragraph one is...

a. My house is located in Pattimura Street 09, kota Baru

b. My house has a land area of 1500 m2 and building area only 300 m2

c. There are several rooms in my house

d. They are living room, a family room, kitchen and bathroom, three bedrooms and a   warehouse.

2. What is the supporting idea of paragraph two?

a. 1

b. 1-2

c. 3

d. 4

3. What is the supporting idea of paragraph three?

a. The second room is a family room

b. Family room is the most spacious room in my house

c. We usually use the family room to gather while watching television

d. In the living room there are television, chairs, tables and an aquarium

Read the following text to answer questions number 4 to 6.

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

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

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

a. I just got a new toy from my uncle

b. My robot is very nice

c. My uncle is a sailor

d. Its two strong legs are covered with blade boots.

5. What is the supporting idea of paragraph two?

a. A medium sized battery must be put to make the robot strong

b. After inserting the batteries at the back of the robot body, we can make it move when   we push the button behind its neck.

c. The robot will move its left and right foot in turn

d. It will move its two arms in turn too

6. What is the main idea of paragraph two?

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

b. The robot's feet are bendable

c. The robot can't move at all

d. The robot has no arms

Read the following text to answer questions number 7 to 10.

Tabuik Ceremony is a traditional on the west coast of west Sumatra, Indonesia, especially in Pariaman. It is held at the Asura day which falls on the 10th of Muharram of the Islamic calendar. In Bengkulu it was known as Tabot. Tabuik is the made of bamboo, rattan, and paper. During the week of Tabuik, many activities are held including kite race and other traditional activities. Tabuik is also a term used to refer to the high funeral biers carried around during the remembrance procession. On the appointed day, all participants of the ceremony

gather in the centre of the city.All government officials also attended his colossal ceremony in the west Sumatra.

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

7. What is the main idea of paragraph one?

a. Tabuik Ceremony is a traditional on the west coast of west Sumatra, Indonesia

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

c. In Bengkulu it was known as Tabot

d. All government officials also attended his colossal ceremony in the west Sumatra.

8. What is the supporting idea of paragraph one?

a. Tabuik Ceremony is a traditional on the west coast of west Sumatra, Indonesia, especially in Pariaman

b. In Bengkulu it was known as Tabot. Tabuik is the made of bamboo, rattan, and paper

c. During the week of Tabuik, many activities are held including kite race and other traditional activities

d. Tabuik is also a term used to refer to the high funeral biers carried around during the remembrance procession

9. What is the main idea of paragraph two?

a. One Tabuik was carried by 40 people

b. Behind Tabuik, a group of people wearing traditional clothes carry various of percussion stop, dozens of people perform martial arts accompanied by Minang Tetabuhan

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

d. This is conducted as they believe that throwing Tabuik into the sea will dispose of bad luck.

10. What is the supporting idea of paragraph two?

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

b. One Tabuik was carried by 40 people

c. This is conducted as they believe that throwing Tabuik into the sea willdispose of bad luck.

d. Behind Tabuik, a group of people wearing traditional clothes carry variousof percussion stop, dozens of people perform martial arts accompanied by MinangTetabuhan.

Rencana Pelaksanaan Pembelajaran (RPP)

Satuan Pendidikan   : SMA AL-JAMEAH PATTUKU

Mata Pelajaran   : Bahasa Inggris

Kelas/ Semester   : XI IPS / 2

Materi Pokok   : Narrative Text

Text Alokasi Waktu : 4 x 30 menit (2x Pertemuan)

A.   Kompetensi Inti (KI)

KI - 1   : Menghayati dan mengamalkan ajaran agama yang dianutnya

KI - 2 : Menunjukkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerjasama,toleran, damai), santun, responsif, dan pro-aktif dan menunjukkan sikap sebagai bagiandari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta menempatkan diri sebagai cerminan bangsadalampergaulan dunia

KI–3 : Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, proseduralberdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, danhumaniora 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 denganpengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan

B. Kompetensi Dasar (KD), Indikator Pencapaian Kompetensi

NO	KOMPETENSI DASAR	INDIKATOR PENCAPAIAN KOMPETENSI
	3.5 Menerapkan fungsi sosial, Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks narrative sederhana tentang orang sesuai dengan konteks penggunaannya.	**3.5.1** Siswa dapat mengidentifikasi fungsisosial, struktur teks danunsurkebahasaan pada teks narrative sederhana tentang orang, tempatwisata dan bangunan bersejarah terkenal, sesuai dengan konteks penggunaannya.
	4.5. Menangkap makna dalam teks narrative lisan dan tulis sederhana.	**4.5.1** Siswa dapat mendeskripsiakan makna dalam teks natrrative lisan dan tulis sederhana
	4.6. Menyunting teks narrative lisan dan tulis, sederhana,	**4.6.1.** Siswa dapat mengidentifikasi teks narrative lisan dan tulis,

	tentang orang dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	sederhana tentang orang dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks.
	4.7. Menyusun teks narrative lisan dan tulis sederhana tentang orang dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.	**4.7.1.** Siswa dapat melakukan monolog dan dialog teks narrative sederhana tentang orang dengan memperhatikan tujuan, struktur teks dan unsur kebahasaan secara benar dan sesuai konteks **4.7.2.** Siswa dapat menulis monolog dan dialog narrative lisan dan tulis sederhana tentang orang dengan memperhatikan tujuan, struktur teks dan unsur kebahasaan secara benar dan sesuai konteks.

C. Tujuan Pembelajaran

1. Diperlihatkan dan diperdengarkan video/teks, peserta didik dapat mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan pada teks narrative sederhana tentang orang sesuai dengan konteks penggunaannya.

2. Diberikan situasi, peserta didik dapat mendeskripsikan makna dalam teks narrative lisan dan tulis sederhana.

3. Diberikan situasi, peserta didik dapat mengidentifikasi teks narrative lisan dantulis, sederhana tentang orang dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks.

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

5. Diberikan situasi, peserta didik dapat melakukan monolog dan dialog teks narrative sederhana tentang orang dengan memperhatikan tujuan, struktur teks dan unsur kebahasaan secara benar dan sesuai konteks.

6. Diberikan situasi, peserta didik dapat menulis monolog dan dialog teks narrative lisandan tulis sederhana tentang orang dengan memperhatikan tujuan, struktur teks danunsur kebahasaan secara benardan sesuai konteks.

C. Materi Pembelajaran

1. terlampir

D. Model/ MetodePembelajaran

1. Pendekatan pembelajaran   : *Scientific* & TPACK

2. Model/Metode pembelajaran :*Discovery Learning* by Directional Tracking

Strategy

3. Teknik   : Diskusi, tanya Jawab, dan grouping

E.   Media/Sumber Belajar

<u>**Media Belajar**</u>

➢ LCD Proyektor

➢ Laptop

➢ Handphone

➢ Bahan Tayang (foto /video dan Power Point)

➢ Microsoft Word File

➢ PDF File

➢ Google Drive

<u>**Sumber Belajar**</u>

a. googleweblight.com/?lite_url=http://www.englishindo.com/2015/09/na

rrative-text-materi-contoh-

terlengkap.html?m%3D1&ei=pj3KYCh_&lc=en-

ID&s=1&m=920&host=www.google.co.id&ts=1502634584&sig=AL

NZjWlE8UWrp4dJLmnWmIwMvFCwDFcOVg

b. kakakpintar.com/pengertian-narrative-text-tujuan-languange-feature-

generic-structure/#forward

F.   Kegiatan Pembelajaran

Kegiatan Pendahuluan

Kegiatan	Deskripsi Kegiatan	Aloksi Waktu	4C
Kegiatan Pendahuluan: **Orientasi peserta didik pada masalah**	**Guru:** **Orientasi peserta didik pada masalah** • Guru mengecek kerapian siswa. • Melakukan persiapan dengan salam pembuka dan berdoa untuk memulai pembelajaran. • Memeriksa kehadiran peserta didik sebagai sikap disiplin. • Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran dengan mengsintruksikan untuk mengatur nafas (*inhale dan exhale*). **Apersepsi**	10Menit	Relijiusitas Disiplin

	• ☐Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan. *(Pretest)* **Motivasi** • ☐Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari. • Menyampaikan bahwa jika *materi* ini dikerjakan dengan baik dan sungguh-sungguh, maka peserta didik diharapkan dapat menjelaskan tentang: ➤ ☐*Fungsi sosial, struktur teks dan unsur kebahasaan teks Narrative* • ☐Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung. • ☐Mengajukan pertanyaan.		

	Pemberian Acuan		
	• ☐ Menyampaikan kompetensi yang akan dicapai dan manfaatnya dalam kehidupan sehari-hari • ☐ Menyampaikan garis besar cakupan materi. • Menyampaikan metode • pembelajaran dan teknik penilaian yang akan digunakan.		

Kegiatan Inti

Kegiatan	Deskripsi Kegiatan	Aloksi Waktu	4C
Kegiatan Inti: <u>**Mengorganisasi peserta didik untuk belajar**</u>	• Membagi peserta didik menjadi 3 kelompok (dengan setiap anggota	5 menit	

	kelompok berjumlah 10 orang) di ruangan kelas.		
	• Setelah peserta didik berkumpul bersama dengan kelompok masing-masing, mereka diminta untuk memusatkan perhatian pada **fungsi sosial, struktur teks dan unsur kebahasaan teks narrative** yang akan ditayangkan di video.		
	• Menyaksikan tayangan video youtube tentang narrative teks		**Tahap Saintifik Mengamati**
Membimbing penyelidikan	• Setelah selesai menyaksikan tayangan video, guru memberikan deskripsi tugas setiap anggota kelompok melalui kolom topik deskripsi tugas. • Guru memilih satu anggota dari setiap kelompok untuk dijadikan *leader (expert)* untuk berkumpul bersama dalam *expert group*.	5 menit	

	• Keenam *leaders* berkumpul dalam satu *expert group* untuk mendiskusikan dan menganalisis hasil temuan materi di video dan menggali referensi satu sama lain yang nanti akan dibagikan ke kelompok asalnya. (*Collaborative*)		*Collaborative* **Bekerja sama Tahap Saintifik Menanya**
	• Sementara *expert group* berdiskusi, masing-masing anggota kelompok inti juga bekerja sesuai dengan tugas masing-masing dan berdiskusi. (*Collaborative*)		
	• Guru memberikan tanda bahwa waktu diskusi sudah habis dan setiap *expert* kembali ke kelompok masing-masing.		*Collaborative* **Tanggungjawab Tahap Saintifik Mencoba/Mengumpulka**

			n Data
Mengembang **kan** **dan** **menyajikan** **hasil karya**	• Guru membantu peserta didik dalam merencanakan dan menyiapkan serta mempresentasikan hasil temuan materi yang tepat. • *Expert* mempresentasikan semua temuan materi dan infomasi yang didapatkan dari diskusi di *expert group* kepada kelompoknya. *(Communication)* • *Expert* menstimulasi teman-teman satu kelompoknya untuk berdiskusi dan tanya jawab. **(Collaborative)**	15 men it	*Commu nication* Percaya diri *Collabor ative* Bekerja sama Tahap Saintifik

			Mengas osiasi
<u>**Menganalisis dan mengevaluasi proses pemecahan masalah**</u>	• Setiap kelompok melakukan presentasi dari hasil diskusi. (*Creativity*). • Kelompok yang lain memberikan tanggapan. (***Critical Thinking***) • Setiap kelompok merangkum/ membuat kesimpulan sesuai dengan masukan yang diperoleh dari kelompok lain. • Setiap *Expert* menyampaikan hasil rangkuman dan kesimpulan akhir di forum. • Guru menyampaikan kelompok mana yang paling sempurna dan kelompok mana yang masih banyak kekurangan dalam mempresentasikan hasil diskusi,	15 men it	*Creativity* **Percaya diri** **Tahap Saintifik** **Mengko munikas ikan** ***Critical Thinking*** **Bekerja sama** **Percaya diri**

	diikuti dengan pertanyaan ke siswa mengapa dan apa alasan guru menilai kelompok dapat dikatakan paling sempurna dan paling banyak kekurangan . (*reward* dan *punishment*).		**HOTS**
Catatan **Selama pembelajaran berlangsung, guru mengamati sikap siswa dalam pembelajaran yang meliputi sikap disiplin, rasa percaya diri, tanggungjawab, dan bekerja sama.**			

Kegiatan Penutup

Kegiatan	Deskripsi	Alokasi Waktu	4C
Kegiatan penutup	• Guru memberikan *guided questions* tentang apa saja yang sudah dipelajari dan manfaat apa yang bisa diambil dari materi untuk kehidupan sehari-hari. *(Post Test)* *- What value can you apply in your life from the narrative text ?* • Guru menanyakan bagian dari pembelajaran mana yang paling disukai. • Guru menunjuk salah satu siswa untuk memimpin doa untuk mengakhir pembelajran.	10 menit	**Relijiusitas**

G. Penilaian

a. Sikap

➢ **Penilaian Observasi**

Penilaian observasi berdasarkan pengamatan sikap dan perilaku peserta didik sehari-hari, baik terkait dalam proses pembelajaran maupun secara umum. Pengamatan langsung dilakukan oleh guru.

Kriteria	Sangat Baik 4	Baik 3	Cukup 2	Kurang 1
Disiplin	Mampu menjalankan aturan dengan kesadaran diri	Mampu menjalankan aturan pengarahan guru	Kurang mampu menjalankan aturan	Belum mampu menjalankan aturan
Tanggung Jawab	Tertib mengikuti instruksi dan selesai tepat waktu	Tertib mengikuti instruksi dan selesai tidak tepat waktu	Kurang tertib mengikuti instruksi, selesai tidak	Tidak tertib dan tidak menyelesaikan tugas

			tepat waktu	
Percaya Diri	Tidak terlihat ragu-ragu	Terlihat ragu-ragu	Memerlukan bantuan guru	Belum menunujukan kepercayaan diri
Bekerja Sama	Mampu bekerja sama dengan teman kelompok	Bekerja sama dengan teman kelompok, tetapi lebih dominan bekerja sendiri	Bekerja dengan kelompok, tetapi mengambil keputusan sendiri	Bekerja sendiri tanpa diskusi dengan teman kelompok.

Catatan :

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

✓ Nilai Penilaian Observasi Guru = (Nilai Displin + Nilai Tanggung Jawab + Nilai Percaya Diri + Nilai Bekerja Sama)

➢ **Penilaian Diri**

Seiring dengan bergesernya pusat pembelajaran dari guru kepada peserta didik, maka peserta didikdiberikan kesempatan untuk menilai kemampuan dirinya sendiri. Namun agar penilaian tetapbersifat objektif, maka guru hendaknya menjelaskan terlebih dahulu tujuan dari penilaian diri ini,menentukan kompetensi yang akan dinilai, kemudian menentukan kriteria penilaian yang akan digunakan, dan merumuskan format penilaiannya Jadi, singkatnya format penilaiannya disiapkan oleh guru terlebih dahulu.

NO	DESKRIPSI	SANGAT BAIK (4)	BAIK (3)	CUKUP (2)	KURANG (1)
1.	Selama diskusi, saya ikut serta mengusulkan ide/gagasan.				
2.	Ketika kami berdiskusi, setiap anggota mendapatkan kesempatan untuk berbicara				

3.	Saya ikut serta dalam membuat kesimpulan hasil diskusi kelompok.				
4.	Saya ikut serta dalam mengkritik dan memberi masukan pada teman .				
5.	Saya ikut serta dalam menanggapi masukan dan tanggapan teman.				
6.	Saya mengikuti rangkaian diskusi sesuai dengan deskrpsi tugas dan instruksi guru secara sistematis				

Catatan :

Total Nilai Penilaian Diri = Jumlah dari akumulasi nilai Deskripsi

Penilaian Diri 1,2,3,4,5 dan 6.

Catatan :

- ✓ Total Nilai Penilaian Diri = Jumlah dari akumulasi nilai Deskripsi Penilaian Diri 1,2,3,4,5 dan 6.

- ✓ Nilai Penilaian Diri = (Nilai Deskripsi Penilaian Diri 1 + Nilai Deskripsi Penilaian Diri 2 + Nilai Deskripsi Penilaian Diri 3 + Nilai Deskripsi Penilaian Diri 4 + Nilai Deskripsi Penilaian Diri 5 + Nilai Deskripsi Penilaian Diri 6.

> **Penilaian Teman Sebaya**

Penilaian ini dilakukan dengan meminta peserta didik untuk menilai temannya sendiri. Sama halnya dengan penilaian hendaknya guru telah menjelaskan maksud dan tujuan penilaian, membuat kriteria penilaian, dan juga menentukan format penilaiannya.

NO	DESKRIPSI	SANGAT BAIK (4)	BAIK (3)	CUKUP (2)	KURANG (1)

1.	Mau menerima pendapat teman.				
2.	Memberikan solusi terhadap permasalahan.				
3.	Tidak memaksakan pendapat sendiri kepada ang gota kelompok.				
4.	Tidak marah saat diberi kritik.				
5.	Memberikan kesempatan teman untuk menyampaikan pendapat.				
6.	Memberikan kesempatan teman untuk memberi tanggapan dari kelompok lain.				
7.	Memberikan kesempatan teman untuk menyangkal pendapat orang lain.				

Catatan :

✓ Total Nilai Penilaian Teman Sebaya = Jumlah dari akumulasi nilai Deskripsi Penilaian Teman 1,2,3,4,5, dan 7.

✓ Nilai Penilaian Observasi Guru = (Nilai Deskripsi Penilaian Teman 1 + Nilai Deskripsi Penilaian Teman 2 + Nilai Deskripsi Penilaian Teman 3 + Nilai Deskripsi Penilaian Teman 4 + Nilai Deskripsi Penilaian Teman 5 + Nilai Deskripsi Penilaian Teman 6 + Nilai Deskripsi Penilaian Teman 7 .

b. Pengetahuan

NO	DESKRIPSI	1	2	3	4
1.	Menjabarkan fungsi sosial teks narrative	Tidak mampu menjabarkan fungsi sosial teks narrative	Mampu menjabarkan fungsi sosial teks narrative tetapi kurang tepat	Mampu menjabarkan fungsi sosial teks narrative dengan tepat dan sedikit sistematis	Mampu menjabarkan fungsi sosial teks narrative dengan baik dan sistematis.
2.	Menjabarkan	Tidak mampu	Mampu	Mampu	Mampu

	struktur teks, teks narrative	menjabarkan struktur teks teks narrative	menjabarkan struktur teks teks narrative tetapi kurang tepat	menjabarkan struktur teks teks narrative dengan tepat dan sedikit sistematis	menjabarkan struktur teks teks narrative dengan baik dan sistematis.
3.	Menjabarkan unsur kebahasaan teks narrative	Tidak mampu menjabarkan unsur kebahasaan teks narrative	Mampu menjabarkan unsur kebahasaan teks narrative tetapi kurang tepat	Mampu menjabarkan unsur kebahasaan teks narrative dengan tepat dan sedikit sistematis	Mampu menjabarkan unsur kebahasaan teks narrative dengan baik dan sistematis.
4.	Menjabarkan	Tidak mampu	Mampu	Mampu	Mampu

| | topik/ide pokok setiap paragraph teks narrative | menjabarkan topik/ide pokok setiap paragraph teks narrative | menjabarkan topik/ide pokok setiap paragraph teks narrative tetapi kurang tepat | menjabarkan topik/ide pokok setiap paragraph teks narrative dengan tepat dan sedikit sistematis | menjabarkan topik/ide pokok setiap paragraph teks narrative dengan baik dan sistematis. |

Catatan :

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

✓ Nilai Pengetahuan = Nilai Deskripsi Pengetahuan 1 + Nilai Deskripsi Pengetahuan 2 + Nilai Deskripsi Pengetahuan 3 + Nilai Deskripsi Pengetahuan 4

c. Ketrampilan

NO	DESKRIPSI	1	2	3	4
1.	Kelancaran	Berbicara	Berbicara	Berbicara	Berbicara

			terlalu lambat		
	(*smoothness* dan *self confidence*)	dengan banyak jeda		dengan kecepatan normal	dengan lancar
2.	Keakuratan (*grammar* dan *vocabulary*)	Kesalahan berbicara membuat pesan sulit dipahami	Kesalahan berbicara menimbulkan kebingungan	Konten berbicara bisa dimengerti, tidak lebih dari satu kesalahan pengucapan kata.	Sedikit kesalahan dalam berbicara sehingga pesan tersampaikan.
3.	Kemampuan presentasi	Berbicara dengan volume yang hampir tidak terdengar, tanpa ekspresi dan tidak	Berbicara kurang jelas dan sedikit komunikatif.	Berbicara dengan suara lembut tapi masih bisa dimengerti dan cukup komunikatif.	Berbicara dengan jelas dengan ekspresi muka yang bagus dan komunikatif.

		komunikat if.			
4.	Keakuratan (*Pronunciation*)	Berbicara dengan banyak pengucapan yang salah dan tidak bisa dimengerti.	Berbicara dengan pengucapan yang salah tetapi masih bisa dimenegrti	Berbicara dengan sedikit kesalahan pengucapan	Berbicara dengan pengucapan yang benar

Catatan :

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

- ✓ Nilai Ketrampilan = Nilai Deskripsi Ketrampilan 1 + Nilai Deskripsi Ketrampilan 2 + Nilai Deskripsi Ketrampilan 3 + Nilai Deskripsi Ketrampilan 4.

H. PEMBELAJARAN REMEDIAL DAN PENGAYAAN

1. Remedial

Pembelajaran remedial dilakukan bagi siswa yang belum tuntas pencapaian kompetensi dasarnya.

2. **Pengayaan**

Bagi peserta didik yang sudah mencapai nilai ketuntasan diberikan pembelajran pengayaan.

Makassar,   July 2022

Kepala SMA Al- JAMEAH   **Guru Bahasa Inggris**

PATTUKU

Syahrul Anwar, S.Pd   **A. Muh Suhair**

NIM 105351129316

THE LIST NAME OF THE STUDENTS

No	Sample	Code
1	A. MURSI	S-1
2	A. NASARUDDIN	S-2
3	ADHE YAYANG KASMAWATI	S-3
4	ADRIANTO	S-4
5	AGUSTINA	S-5
6	AHMAD THALIB	S-6
7	ALDI	S-7
8	ALDIANSYAH	S-8
9	ALIM BAHRI	S-9
10	ARMANITA	S-10
11	ERAWATI ARISTIANA	S-11
12	HERDI	S-12
13	HERDIANSYAH	S-13
14	HERMAN	S-14
15	NASRAENI	S-15
16	NIRMA SARI	S-16
17	REYNA ATMALIANA	S-17
18	RIANK	S-18
19	TRIALDI	S-19
20	LILIS PRAMESWARI	S-20
21	MERI RAMADHANI	S-21
22	MUH. SYAHRIL	S-22
23	MUH.IKBAL	S-23
24	MUH. TAHLIL	S-24
25	A. NURUL ASISAH ARSAL	S-25
26	WINDA	S-26
27	WIWI RAHAYU	S-27
28	WAIS AL-QADRI	S-28
29	ZULKIFLI	S-29

THE CLASSIFICATION SCORE OF STUDENTS' PRE-TEST AND

POST- TEST IN LITERAL COMPREHENSION

Students	Indicator (Main			
	Pre-test		Post-test	
	Main idea	Classifying	Main idea	Classifying
S-1	70	Fair Good	8	Good
S-2	55	Poor	7	Fair Good
S-3	65	Fair Good	7	Good
S-4	78	Good	8	Good
S-5	55	Poor	6	Fair Good
S-6	75	Fair Good	8	Good
S-7	65	Fair	7	Fair Good
S-8	67	Fair Good	7	Fair Good
S-9	50	Poor	6	Fair
S-10	50	Poor	5	Poor
S-11	70	Fair Good	9	Very Good
S-12	55	Poor	7	Fair Good
S-13	74	Fair Good	8	Very Good
S-14	60	Fair	7	Fair Good
S-15	77	Good	8	Good
S-16	65	Fair	7	Fair Good
S-17	67	Fair Good	8	Very Good
S-18	70	Fair Good	8	Good
S-19	65	Fair	7	Good
S-20	72	Fair Good	9	Very Good
S-21	75	Fair Good	8	Very Good
S-22	70	Fair Good	7	Good
S-23	68	Fair Good	7	Fair Good
S-24	75	Fair Good	8	Very Good
S-25	65	Fair	9	Very Good
S-26	50	Poor	7	Fair Good
S-27	65	Fair	8	Good
S-28	50	Poor	7	Good
S-29	70	Fair Good	8	Very Good

THE CLASSIFICATION SCORE OF STUDENTS' PRE-TEST AND

POST- TEST IN LITERAL COMPREHENSION

Students	Indicators (Supporting Idea)			
	Pretest		Posttes	
	Supportig Details	Classifying	Supporting Details	Classifying
S-1	5	Poor	70	Fair Good
S-2	6	Fair	70	Fair Good
S-3	6	Fair	82	Good
S-4	5	Poor	76	Good
S-5	7	Good	85	Good
S-6	7	Fair Good	90	Very Good
S-7	6	Fair	70	Fair Good
S-8	7	Fair Good	86	Very Good
S-9	6	Fair	75	Fair Good
S-10	6	Fair Good	80	Good
S-11	7	Fair Good	85	Good
S-12	6	Fair Good	72	Fair Good
S-13	7	Fair Good	80	Good
S-14	5	Poor	75	Fair Good
S-15	5	Poor	78	Fair Good
S-16	7	Fair Good	85	Good
S-17	7	Fair Good	92	Very Good
S-18	7	Fair Good	80	Good
S-19	7	Fair Good	87	Very Good
S-20	6	Fair	80	Good
S-21	6	Fair	76	Good
S-22	6	Fair	80	Good
S-23	7	Fair Good	90	Very Good
S-24	6	Fair	70	Fair Good
S-25	6	Fair	70	Fair Good
S-26	5	Poor	86	Very Good
S-27	7	Fair Good	79	Good
S-28	7	Fair Good	80	Good
S-29	7	Good	82	Good

THE SCORE OF PRE TEST IN READING COMPREHENSION

NO	MAIN IDEA	SUPPORTING IDEA	SCORE
1	70	55	62.5
2	55	65	60
3	65	60	62.5
4	78	50	64
5	55	78	66.5
6	75	70	72.5
7	65	60	62.5
8	67	75	71
9	50	60	55
10	50	68	59
11	70	75	72.5
12	55	67	61
13	74	72	73
14	60	50	55
15	77	50	63.5
16	65	70	67.5
17	67	75	71
18	70	75	72.5
19	65	70	67.5
20	72	60	66
21	75	65	70
22	70	60	65
23	68	75	71.5
24	75	60	67.5
25	65	60	62.5
26	50	55	52.5
27	65	70	67.5
28	50	70	60
29	70	78	74
Total	**1.893**	**1.898**	**1.895.5**

THE SCORE OF POST TEST IN READING COMPREHENSION

NO	MAIN IDEAS	SUPPORTING IDEA	SCORE
1	80	70	75
2	75	70	72.5
3	78	82	80
4	80	76	78
5	68	85	76.5
6	80	90	85
7	75	70	72.5
8	75	86	80.5
9	62	75	68.5
10	55	80	67.5
11	95	85	90
12	70	72	71
13	87	80	83.5
14	72	75	73.5
15	82	78	80
16	75	85	80
17	86	92	89
18	80	80	80
19	79	87	83
20	90	80	85
21	87	76	81.5
22	79	80	79.5
23	70	90	80
24	86	70	78
25	90	70	80
26	75	86	80.5
27	80	79	79.5
28	78	80	79
29	89	82	85.5
Total	**2.278**	**2.311**	**2.294.5**

THE GAIN SCORE (D) OF THE STUDENTS' READING

COMPREHESION

Kode	Reading Comprehension			
	Pre-test	Post-test	D	D^2
A-1	62.5	75	12.5	156.25
A-2	60	72.5	12.5	156.25
A-3	62.5	80	17.5	306.25
A-4	64	78	14	196
A-5	66.5	76.5	10	100
A-6	72.5	85	12.5	156.25
A-7	62.5	72.5	10	100
A-8	71	80.5	9.5	90.25
A-9	55	68.5	13.5	182.25
A-10	59	67.5	8.5	72.25
A-11	72.5	90	17.5	306.25
A-12	61	71	10	100
A-13	73	83.5	10.5	110.25
A-14	55	73.5	18.5	342.25
A-15	63.5	80	16.5	272.25
A-16	67.5	80	12.5	156.25
A-17	71	89	18	324
A-18	72.5	80	7.5	56.25
A-19	67.5	83	15.5	240.25
A-20	66	85	19	361
A-21	70	81.5	11.5	132.25
A-22	65	79.5	14.5	210.25
A-23	71.5	80	8.5	72.25
A-24	67.5	78	10.5	110.25
A-25	62.5	80	17.5	306.25
A-26	52.5	80.5	28	784
A-27	67.5	79.5	12	144
A-28	60	79	19	361
A-29	74	85.5	11.5	132.25
Total	**1895.5**	**2294.5**	**399**	**6037**
Mean	**65.36**	**79.12**	**13.75**	**208.17**

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

بِسْمِ اللهِ الرَّحْمٰنِ الرَّحِيْمِ

SURAT KETERANGAN BEBAS PLAGIAT

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

Nama   : A Muh Suhair

NIM   : 105351129316

Program Studi : Pendidikan Bahasa Inggris

Dengan nilai:

No	Bab	Nilai	Ambang Batas
1	Bab 1	6 %	10 %
2	Bab 2	5 %	25 %
3	Bab 3	10 %	10 %
4	Bab 4	7 %	10 %
5	Bab 5	5%	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, 27 Agustus 2022
Mengetahui

Kepala UPT- Perpustakaan dan Penerbitan,

Marsinah, 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

MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH

UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Jalan Sultan Alauddin No. 259 Makassar
Telp : 0411 860877 / 860132 (Fax)
Email : fkip@unismuh.ac.id
Web : https://fkip.unismuh.ac.id

بسم الله الرحمن الرحيم
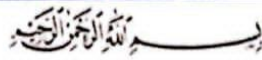
Nomor : 10344/FKIP/A.4-II/VII/1443/2022
Lampiran : 1 (Satu) Lembar
Perihal : Pengantar Penelitian

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 : A. MUH. SUHAIR
Stambuk : 105351129316
Program Studi : Pendidikan Bahasa Inggris
Tempat/ Tanggal Lahir : Pattuku / 11-11-1998
Alamat : Jl Mustafa Dg. Bunga

Adalah yang bersangkutan akan mengadakan penelitian dan menyelesaikan skripsi dengan judul Using Directional Tracking Strategy To Improve The Students' Reading Comprehension At SMA AL JAMEAH PATTUKU KAB. Bone

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

Wassalamu Alaikum Warahmatullahi Wabarakatuh.

Makassar, 3 Dzul Hijjah 1443 H
02 Juli 2022 M

Dekan

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

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 :lp3munismuh@plasa.com

بسم الله الرحمن الرحيم

Nomor : 2313/05/C.4-VIII/VII/40/2022

05 Dzulhijjah 1443 H
04 July 2022 M

Lamp : 1 (satu) Rangkap Proposal
Hal : Permohonan Izin Penelitian

Kepada Yth.
Bapak Gubernur Prov. Sul-Sel
Cq. Kepala UPT P2T BKPMD Prov. Sul-Sel
di –
     Makassar

السلام عليكم ورحمة الله وبركاته

Berdasarkan surat Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar, nomor: 10344/FKIP/A.4-II/VII/1443/2022 tanggal 2 Juli 2022, menerangkan bahwa mahasiswa tersebut di bawah ini :

Nama : **A. MUH. SUHAIR**
No. Stambuk : **10535 1129316**
Fakultas : **Fakultas Keguruan dan Ilmu Pendidikan**
Jurusan : **Pendidikan Bahasa Inggris**
Pekerjaan : **Mahasiswa**

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

"Using Directional Tracking Strategy to Improve The Students' Reading Comprehension at SMA Al Jameah Pattuku Kab. Bone"

Yang akan dilaksanakan dari tanggal 7 Juli 2022 s/d 7 September 2022.

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 katziraa.

السلام عليكم ورحمة الله وبركاته

Ketua LP3M,

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

07-22

PEMERINTAH KABUPATEN BONE
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
Jl. Jenderal Ahmad Yani No. 3 WatamponeTelp. (0481) 25056

IZIN PENELITIAN
Nomor: 070/12.816/VII/IP/DPMPTSP/2022

DASAR HUKUM :
1. Undang-Undang Republik Indonesia Nomor 18 tahun 2002 tentang Sistem Nasional Penelitian, Pengembangan, dan Penerapan Ilmu Pengetahuan Teknologi;
2. Peraturan Menteri Dalam Negeri Nomor 7 Tahun 2014 tentang Perubahan Peraturan Menteri Dalam Negeri Nomor 64 Tahun 2011 tentang Pedoman Penerbitan Rekomendasi Penelitian;

Dengan ini memberikan Izin Penelitian Kepada :

N a m a	:	A. MUH. SUHAIR
NIP/Nim/Nomor Pokok	:	105351129316
Jenis Kelamin	:	Laki-Laki
Alamat	:	Desa Pattuku Kecamatan Bontocani Kab.Bone
Pekerjaan	:	Mahasiswa Universitas Muhammadiyah Makassar

Maksud dan Tujuan mengadakan penelitian dalam rangka Penulisan Skripsi dengan Judul :

"USING DIRECTIONAL TRACKING STRATEGY TO IMPROVE THE STUDENTS' READING COMPREHENSION AT SMA AL JAMEAH PATTUKU, KAB. BONE"

Lamanya Penelitian : 22 Juli 2022   s/d   07 September 2022

Dengan ketentuan sebagai berikut :

1. Sebelum dan sesudah melaksanakan kegiatan penelitian kiranya melapor pada Kepala SMA AL - JAMEAH Pattuku Kabupaten Bone.
2. Mentaati semua peraturan perundang-undangan yang berlaku, serta menghormati Adat Istiadat setempat.
3. Penelitian tidak menyimpang dari maksud izin yang diberikan.
4. Menyerahkan 1 (satu) examplar Foto Copy hasil penelitian kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kabupaten Bone.
5. Surat Izin Penelitian ini dinyatakan tidak berlaku, bilamana pemegang izin ternyata tidak mentaati ketentuan-ketentuan tersebut diatas.

Demikian Izin Penelitian ini diberikan untuk dipergunakan sebagaimana mestinya.

Watampone, 22 Juli 2022
KEPALA,

A. HERMAN SAMPARA, SH, MH
Pangkat   : Pembina Utama Muda
Nip   : 19620724 199003 1 008

Tembusan Kepada Yth.:
1. Bupati Bone di Watampone.
2. Kepala Badan Penelitian dan Pengembangan Kab. Bone di Watampone.
3. Kepala SMA Al - Jameah Pattuku Kab. Bone di Bontocani.
4. Arsip.

ISO 9001 CERTIFIED

MAJELIS DIKTILITBANG PPMUHAMMADIYAH UNIVERSITAS MUHAMMADIYAH MAKASSAR FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PRODI PENDIDIKAN BAHASA INGGRIS

بِسْـــمِ اللّٰـه الرّحمن الرّحيـــم

KARTU KONTROL PENELITIAN

Nama Mahasiswa	: A. MUH. SUHAIR
Nim	: 105351129316
Judul Penelitian	: **Using Directional Tracking Strategy To Improve The Students Reading Comprehension At SMA Al Jameah Pattuku, Kab. Bone**
Tanggal Ujian Proposal	: 16 Juni 2022
Tempat/Lokasi Penelitan	: SMA Al Jameah Pattuku

No	Hari/Tanggal	Kegiatan Penelitan	Nama Guru/terkait	Paraf Guru/terkait
1	Senin, 11/07/2022	Meubawa Surat Izin Penelitian	Syahrul Anwar, S.pd	
2	Rabu, 13/07/2022	Bertemu Kepala Sekolah SMA Al-Jameah Pattuku	Syahrul Anwar, S.pd	
3	Senin, 18/07/2022	Observasi di SMA Al-Jameah Pattuku	Syahrul Anwar, S.pd	
4	Rabu, 20/07/2022	Memberikan teks pre-test	Syahrul Anwar, S.pd	
5	Senin, 25/08/2022	Memberikan Materi Reading Directional Tracking Strategy	Syahrul Anwar, S.pd	
6	Rabu, 27/07/2022	Memberikan teks post-test	Syahrul Anwar, S.pd	
7				
8				
9				
10				

Pattuku, 04 Agustus 2022

Mengetahui,

Ketua Program Studi,
FKIP Unismuh Makassar

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

Pimpinan/Kepala sekolah/Instansi

Syahrul Anwar, S.Pd

PEMERINTAH PROVINSI SULAWESI SELATAN
DINAS PENDIDIKAN
SMA AL-JAMEAH PATTUKU
Alamat : Jl.Permandian Lakojang Desa Pattuku Kec.Bontocani Kab. Bone Pos (92768)

SURAT KETERANGAN PENELITIAN
NOMOR: 53/SMA-AJ/VII/2022

Assalamu'alaikum Warahmatullahi Wabarakatuh

Yang bertanda tangan di bawah ini:

Nama : SYAHRUL ANWAR,S.Pd
Jabatan : Kepala Sekolah
Unit Kerja : SMA Al Jameah Pattuku Bone
Alamat : Jl. Permandian Lakojang

Menerangkan bahwa:

Nama : A. Muh. Suhair
No. Stambuk : 105351129316
Jurusan : Pendidikan Bahasa Inggris

Benar telah melaksankan observasi/pengumpulan data pada tanggal 10 July 2022 s/d , 7 Agustus 2022 dalam rangka penulisan skripsi dengan judul:

"Using Directional Tracking Strategy To Improve The Student's Reading Comprehension At SMA Al Jameah Pattuku, Kab. Bone"

Demikian Surat Keterangan ini kami buat untuk dapat dipergunakan sebagaimana mestinya.

Wassalamu'alaikum Warahmatullahi Wabarakatuh

Pattuku,   2022
Kepala Sekolah,

SYAHRUL ANWAR, S.Pd

MAJELIS DIKTILITBANG PP MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
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بســـــم الله الرحمن الرحيـــم

LETTER OF ACCEPTANCE
0621/BG-FKIP/LOA/B/X/1444/2022

Dear A. MUH SUHAIR
It is our pleasure to inform you that, after reviewing your paper:
USING DIRECTIONAL TRACKING STRATEGY IN IMPROVE STUDENT'S
READING COMPREHENSION
The manuscript ID: 422
Detail checklist:

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

has been ACCEPTED to publish with **English Language Teaching Methodology,**
ISSN (paper) 2828-1586 ISSN (online) 2810-0352. We appreciate your
contribution.

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

Makassar, 7 Oktober 2022 M
11 Rabiul Awal 1444 H

Head of English Education Department
Faculty of Teacher Training and Education

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

DOCUMENTATION

OBSERVATION
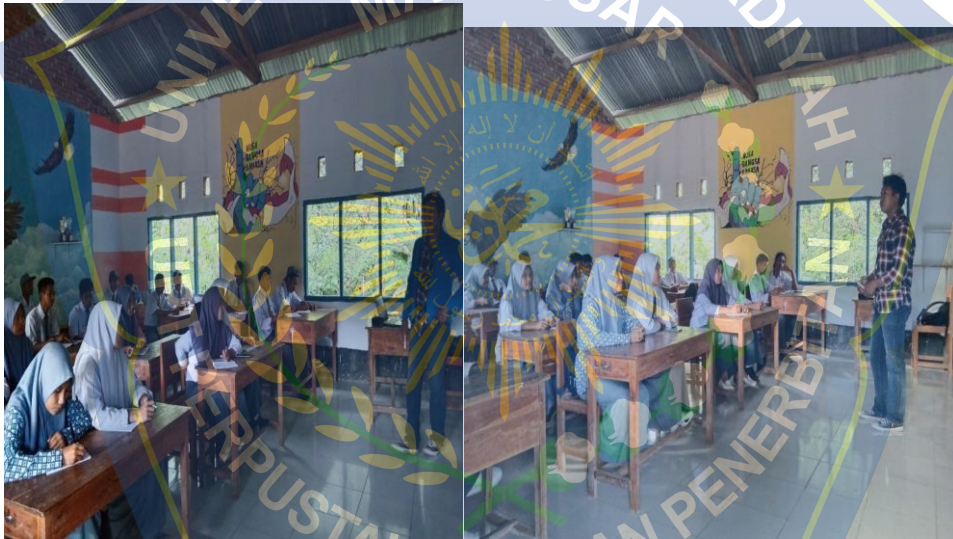

Pre-test Division

Directional Tracking Strategy Material Acceptance

Post-test Division

CURRICULUM VITAE

A. Muh. Suhair, *The Writer, A. Muh. Suhair was born on November 11 1998, Pattuku, South Sulawesi, she is the fourth child of the marrage of A. Seniman and Rosdianah. She has two sisters and one brothers. In 2004, she began her study at SD Negeri 293 Pattuku and graduated in 2010. Then she continued at MTS Pattuku and graduated in 2013. Afterwards, she continued at SMK Negeri 3 Makassar and graduated in 2016. In 2016, she was registered as a student of English Education Department of Teacher Training and Education Faculty at Universitas Muhammadiyah Makassar.*

At the end of her study, she was able to finish her thesis entitled **"Using Directional Tracking Strategy To Improve The Student's Reading Comprehension At SMA Al-Jameah Pattuku, Kab. Bone "**