IMPROVING STUDENTS READING COMPREHENSION
BY USING LITERARY WORK
(A Pre-Experiment Research at the eleventh of SMA Negeri 1 Gowa)

THESIS

*Submitted to the Faculty of Teacher Training and Education
Muhammadiyah University of Makassar in Partial Fulfillment of the
Requirement for the Degree of Sarjana Pendidikan*

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2020

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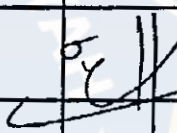| Date	Chapter	Consultant's Note	Sign
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Day / Date	Chapter	Note	Sign
Wednesday 03/09/2020	III	grammar	
	IV	Discussion → described how the students' litera comprehen can improve !! Little bit revise on Lesson plan (virtual Teach learning)	
Monday 07/09/2020		More explore on Discussion	

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Dengan ini menyatakan perjanjian sebagai berikut:

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2. Dalam penyusunan skripsi, saya akan selalu melakukan konsultasi dengan pembimbing
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4. Apabila saya melanggar perjanjian saya seperti yang tertera pada butir 1, 2, 3 maka saya bersedia menerima sanksi sesuai aturan yang berlaku.

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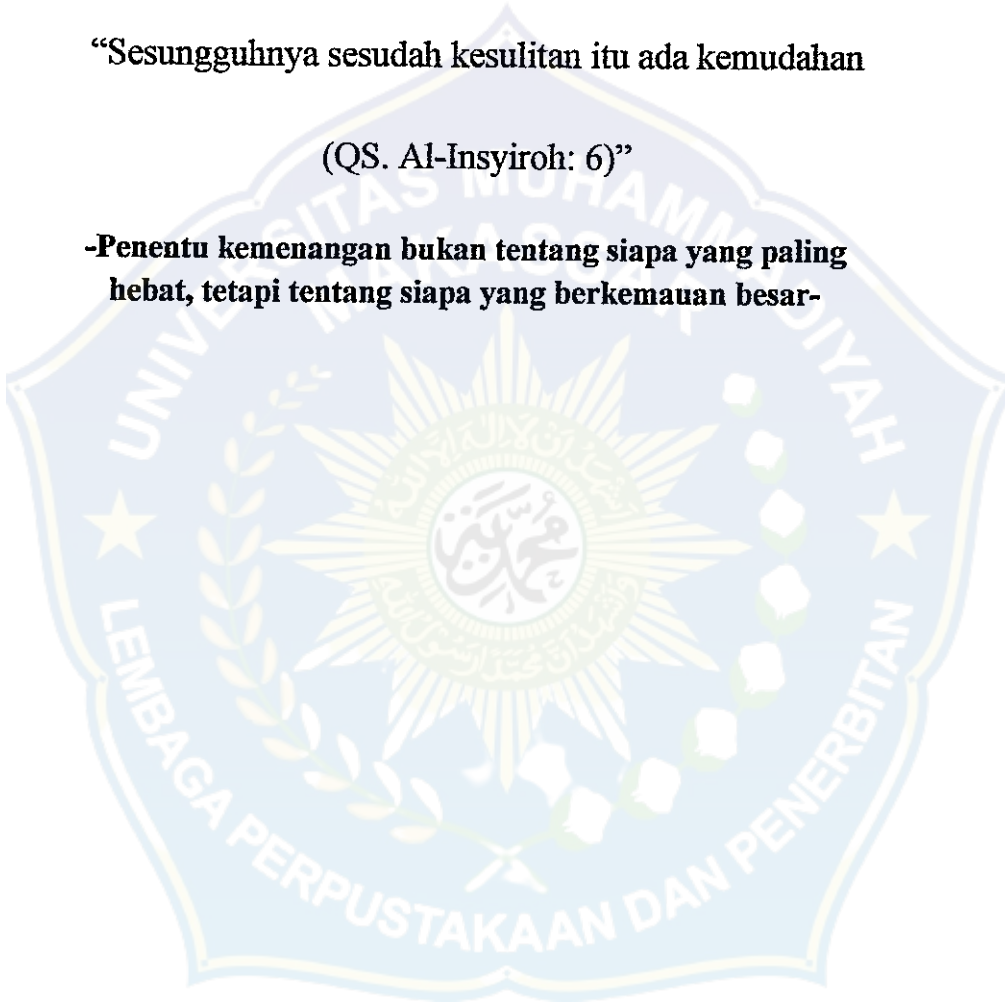Yang Membuat Perjanjian

AIDIL FITRAH RUSTAN

MOTTO

إِنَّ مَعَ ٱلْعُسْرِ يُسْرًا

"Sesungguhnya sesudah kesulitan itu ada kemudahan

(QS. Al-Insyiroh: 6)"

-Penentu kemenangan bukan tentang siapa yang paling
hebat, tetapi tentang siapa yang berkemauan besar-

ABSTRACT

Fitrah, Aidil. 2020. *Improving Students Reading Comprehension by Using Literary work (A Pre-Experiment Research at the eleventh of SMA Negeri 1 Gowa).* *A thesis,* English Education Department, Faculty of Teachers Training and Education Universitas Muhammadiyah Makassar. Supervised by Ummi Khaerati Syam and Herlina Daddi.

This research aimed at finding out students' literal reading comprehension by using literary work as a Media. The researcher employed a pre-experimental design, in which pre-test and post-test comparison was used to find out whether the used literary work Media enhance the students' reading skill, the population of the research was all students of the eleventh grade students of SMA Negeri 1 Gowa which consisted of three classes. The sample was class XI Bahasa which consisted of 28 students' by using cluster sampling technique. The instruments of this research was reading test. To analyze the score of the students' achievement in pre-test and post-test the researcher used t-test analyzes.

The result of the data showed that there was a significant difference between pre-test and post-test. The value of t-test in terms of main idea was 12.1 and fsupporting detail was 12.5. There figure was greater than the t-table (1.729) at the level of significant $(p) = 0.05$ degree of freedom $(df) = 18$. Therefore, it can be said that the null hypothesis (H0) was rejected and the alternative hypothesis (H1) was accepted. It means that there was a significant difference between the students' reading skill before and after using literary work as a media or it can be stated that the use of literari work as a media was effective in improving students' reading skill at eleventh grade students of SMA Negeri 1 Gowa.

Keywords: Literary Work, Teaching Media, Reading Skill

ABSTRACT

Fitrah, **Aidil**. 2020. *Improving Students Reading Comprehension by Using Literary work (A Pre-Experiment Research at the eleventh of SMA Negeri 1 Gowa). Skripsi*, Jurusan Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Makassar. Di bawah bimbingan Ummi Khaerati Syam and Herlina Daddi.

Penelitian ini bertujuan untuk mengetahui pemahaman bacaan literal siswa dengan menggunakan media karya sastra. Peneliti menggunakan desain pra-eksperimental, dimana pre-test dan post-test perbandingan digunakan untuk mengetahui apakah media karya sastra yang digunakan meningkatkan keterampilan membaca siswa, populasi penelitian adalah seluruh siswa kelas XI. SMA Negeri 1 Gowa yang terdiri dari tiga kelas. Sampelnya adalah siswa kelas XI Bahasa yang berjumlah 28 siswa dengan menggunakan teknik cluster sampling. Instrumen penelitian ini adalah tes membaca. Untuk menganalisis skor prestasi siswa dalam pre-test dan post-test peneliti menggunakan analisis t-test.

Hasil data menunjukkan bahwa ada perbedaan yang signifikan antara pre-test dan post-test. Nilai t-test ditinjau dari gagasan utama adalah 12,1 dan detail pendukung adalah 12,5. Angka tersebut lebih besar dari t-tabel (1,729) pada tingkat signifikan (p) = 0,05 derajat kebebasan (df) = 18. Dengan demikian dapat dikatakan bahwa hipotesis nol (H0) ditolak dan hipotesis alternatif. (H1) diterima. Artinya ada perbedaan yang signifikan antara kemampuan membaca siswa sebelum dan sesudah menggunakan media karya sastra atau dapat dikatakan bahwa penggunaan karya sastra sebagai media efektif dalam meningkatkan keterampilan membaca siswa kelas XI. SMA Negeri 1 Gowa.

Kata Kunci: Karya Sastra, Media Pengajaran, Keterampilan Membaca

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Makassar,   November 2020

Aidil Fitrah Rustan

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CHAPTER I

INTRODUCTION

A. Background

Language learning is a process to understanding vocabulary and meaning. In the process of teaching and English learning, there are four skills which are then defined as basic skills that are very important namely listening, speaking, writing and reading.

Reading is one of the skills in English learning that is important for students so they can get more information they need. Reading is one of receptive skills, to expand students' knowledge about the meaning of language, culture, and the world. That is the basis so it is very important for students to know reading comprehension.

Understanding is an effective and efficient ability. John Kruidenier elaborated that "comprehension is an active process and the reader must interact and be engaged with the text for it to work well". Definition of reading comprehension in detailed definition, Peter Westwood stated that "reading comprehension is often conceptualized as functioning at different levels of sophistication and referred to, for example, as literal, inferential and critical." This means that reading comprehension is an active process, capable of reading many materials different and can understand it.

1

Reading comprehension texts is needed to learn more about English, especially English texts and culture. It takes a process that is not fast and not easy. They must have a good understanding of all aspects of reading such as main ideas, conclusions, details, and vocabulary comprehension to reach the graduation level for reading comprehension. So to improve the ability to understand reading, students must be able to identify the writer's ideas.

There are many methods and approaches available for teaching and learning to develop students' reading skills. Teachers need to consider methods, strategies and teaching materials that are appropriate for teaching reading comprehension for the reasons mentioned above. Reading comprehension can be improved with various materials, one of which is a literary work.

Literary works are works of art in the form of written works. A write work full of beauty and meaning in life. The ability of literary works to convey messages (ideas) puts literature as a means in many ways. As said by many experts, "if done correctly, literary teaching functions to help education in its entirety, namely helping with language skills (listening, speaking, reading, writing), increasing cultural knowledge, developing creativity and taste, and support the formation of character and personality. This means that literary teaching (education) does not only carry out cultural and ideological functions, but also practical functions. "(Candra Magazine [disdikpora DIY], edition 3, 2017).

The use of literary work materials helps bridge the gap between class knowledge and student capacity to participate in the real world. In other words, combining literary teaching materials helps students obtain effective communicative competence in reading comprehension.

Referring to the English competency requirements, students are expected to develop their ability to understand short functional texts and essays such as narration, explanation and discussion in the context of daily life to access knowledge. Researchers use literary works as active teaching material to improve students' reading comprehension, improve communication between students, and give individual students an active role in the learning process of reading comprehension. Literary work is expected as a text to learn new knowledge, ideas and concepts so that it can become teaching material to improve students' reading comprehension.

From the above considerations, the researcher decides to investigate improving students reading comprehension by using literary works.

B. Research Problem

Based on the background that the researcher explain, the researcher formulated the problem statement as follow *"Does the implementation of literary work improve reading comprehension of student?"*

C. Research Objectives

Based on the research problem, the research objective of this study is: To find out whether the implementation of literary work improves reading comprehension of student.

D. Significance of the Study

The significances of the study is:

1. For the readers

The readers are available to use this research as information as about the literary work can improve reading comprehension.

2. For the researcher

The researcher are able to inform who literary work improve the reading comprehension of students. Also to know the effective of literary work improve the reading comprehension of students.

3. For students

The study can be a source for students that would give value impact to the students.

E. Scope of the study

Seeing the problems associated with the very broad title and limitations possessed by researchers in terms of time, thought and energy, it is difficult to solve all the complexities and solve them. Therefore, it is necessary to limit the problem and focus of the problem so that research is clearer and there are no misunderstandings. The limitation of this research is to find out the implementation of literary work improves literal reading comprehension of students.
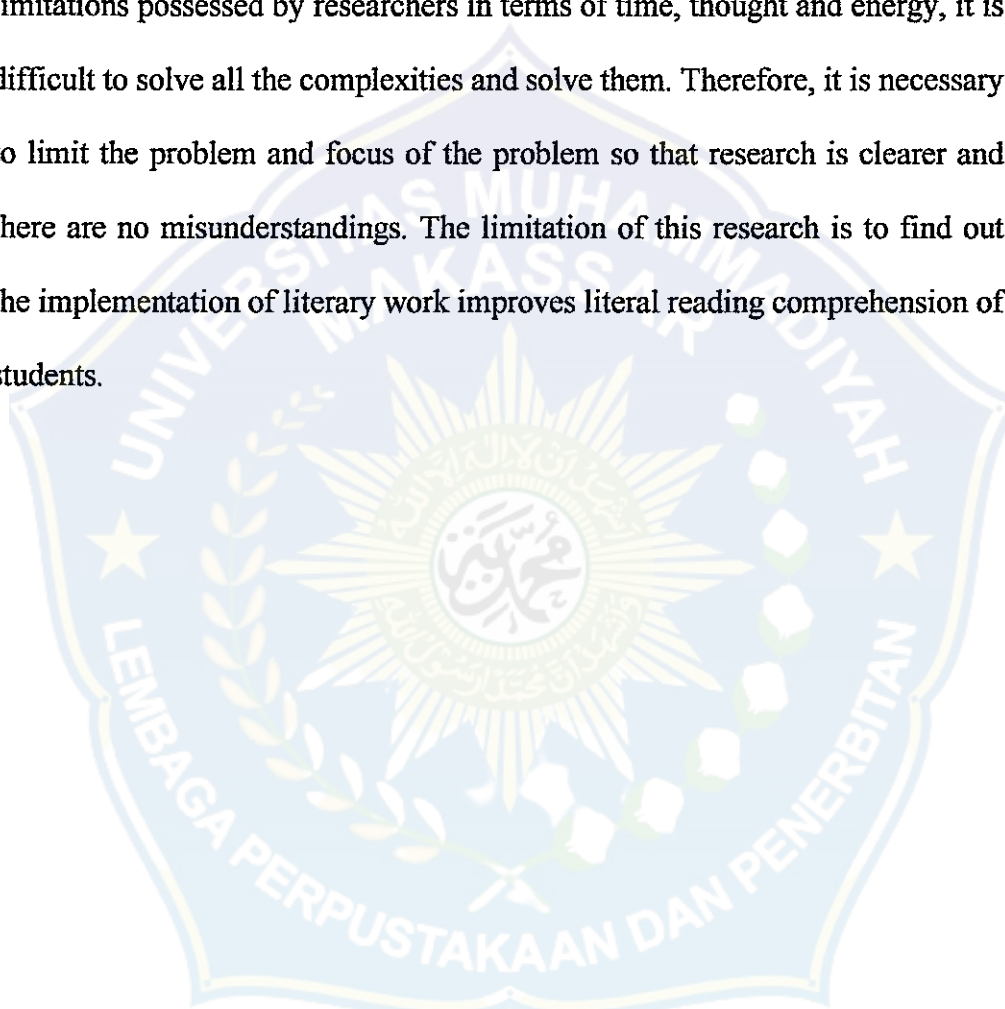
CHAPTER II

LITERATURE REVIEW

A. The Previous of Research Finding

Research by previous researchers as follows:

1. Improving Students' Reading Comprehension on Narrative Texts by Using Story Grammar Strategy at Grade *VIIId* of *SMPN 1 Pondok Kelapa Bengkulu Tengah* (Yemima Alberty Language and Arts Department Teachers' Training and Education Faculty Bengkulu University)

   In this research, the researcher used quantitative and qualitative data. The instruments of this research were reading comprehension test, observation checklists and field notes, and interview. From the results of the study concluded the students who passed the standard score improved from 30% in the preliminary data to 73,33% at the end of the research. It means that Story Grammar strategy improves students' reading comprehension that was influenced by student's.

2. Improving Reading Comprehension Through Literature Circles (Detty Varita, Syiah Kuala University, Banda Aceh)

   The objective of this study was to find out if the use of Literature Circles could improve the students' reading comprehension. The research findings showed that the mean of the post test of the EG was 58, while that of the CG was 41. The result from the t-test was 4.69 while the t-table at a level of significance with $\alpha = 0.05$ was 1.697, which means that the

students who were taught using Literature Circles did significantly better in reading comprehension.

3. Use Circles Strategy the Tenth Grade Students of *SMAN 1 Lempung Jaya* (Nofitarina, UIN Raden Fatah Palembang)

The result of the test was analyzed by using independent sample t-test, paired sample t-test and percentage analysis, it was found that there was significant different between students post-test experimental and control group.

From the three previous studies described in the author it was found: (1)research 1 used the Classroom Action Research (CAR) design, quantitative and qualitative methods, (2)study 2 used an experimental design, reading aloud technique and quantitative methods, (3)Research 3 uses purposive sampling design techniques and quantitative methods. The researcher concluded that literary work as instructional media can improve students' reading comprehension.

Based on the previous researchers, they found that the significant of students' reading comprehension in reading with their each different method. It is similar with the researcher will conduction, the difference is researcher will be using imaginative works media.

B. Some Pertinent Ideas

1. Concept of Reading

a. Definition of Reading

Basically symbols and reader are elements of reading. Reading is a form of the potential of people to see the text and be able to understand the meaning from written symbols and then get information. The reader must be able to make a relation between what they have seen and the text itself. In addition, to establish a good relationship between data and readers, it is important for readers to have the ability to understand symbols in the text.

Interaction activities between the reader and the text are activities about the text problem. In addition, an important activity in reading is to understand what is happening in the reading. Furthermore, Rumelhart (1985 published quoted in Khusnul Hidayati) "states that reading is a conversation that involves the reader, the text, and the interaction between the reader and the text". It also supports the teaching of balanced reading for all students (Pressley, 2006).

b. Types of reading

According to El-koumy (2004), there are many different types of reading, each requiring different approaches, technique, and level of concentration. Some of the types of reading we may use are listed bellows:

1) Reading for enjoyment or light reading, for example read a magazine and novel.

2) Reading for an overview or exploratory reading. It is skimming or pre-reading a book or journal to get a general idea of the topic.

3) Revision reading that is re-reading material with which we are already familiar. Revision reading is used mainly to test information recall.

4) Search reading that is reading to locate special information or an answer to a particular question.

5) Reading for mastery is reading to obtain detail information and an understanding of it; usually slow, careful and repeated reading requiring intense concentration.

6) Critical reading is reading to assess or review ideas. This is also requires intense concentration.

7) Proof reading is reading to correct grammar, spelling, punctuation, requiring meticulous attention to detail. This is the final step in preparing any written work and should not be forgotten.

c. Purpose of Reading

Purpose of reading is various they are depending on the aim of reading which the readers want to achieve. As stated by the National Council of Teachers of English (NCTE) Commission on Reading, "A reader's competence continues to grow through engagement with various types of texts and wide reading for various purposes over a life time. It could be concluded that people read many texts in order to get the actual information which can support them to be advanced and informed people.

The need of reading for one reader and others is different according to their purpose of reading. Rivers show several points of common purpose of readings follows:

1) To obtain information for some purpose or because we are curious about some topic.

2) To obtain instructions on how to perform some task for our work or daily life.

3) To keep in touch with friends by correspondence or to understand business letters.

4) To know when or where something will take place or what is available.

5) To know what is happening or has happened (as reported in newspaper, magazine, reports).

6) For enjoyment or excitement.

2. Concept of reading comprehension

a. Definition of reading comprehension

According to Zimmermann and Hutchins (2003) in Moreillon (2007:10), "reading comprehension is a tool that good readers use to solve the comprehension problems they encounter in texts. They also identify seven reading comprehension strategies: activating or building background knowledge, using sensory images, questioning, making predictions and inferences, determining main ideas, using fix-up options, and synthesizing. It seems quite complex for the students in order to solve such

comprehension problems." Having got the strategies is still insufficient when we cannot grasp the process.

Brown (2001) offers more specific strategies in reading and explains them in sequence so the process can be clearly seen. Some of them are: (1) Identify the purpose in reading, (2) Use graphemic rules and patterns to aid in bottom-up decoding (especially for beginning level learners), (3) Use efficient silent reading techniques for relatively rapid comprehension (for intermediate to advanced level), (4) Skim the text for main ideas, (5) Scan the text for specific information, (6) Use semantic mapping or clustering, (7) Guess when you are not certain, (8) Analyze vocabulary, (9) Distinguish between literal and implied meanings, and (10) Capitalize on discourse markers to process relationship.

b. Level of Reading Comprehension

This level of understanding is a tool that helps in the analysis of literature. One path to literary analysis uses a system called the Understanding Level. (Source: Adapted from Vacca and Vacca, 1986. Content Area Reading, 2nd Ed. Little, Brown and Co), Experts agree that understanding listening or reading texts generally includes three main levels of comprehension:

1. Literal: which involves understanding the specific information in the text (e.g., comprehending the main ideas, factual details, stated points of view).

2. Interpretive: which involves integrating information and making inferences. At the interpretive level, readers/listeners make connections between ideas found at the literal level (e.g., to their own lives, to the outside world, etc.). They also make inferences (e.g., about the relationship between speakers, the meanings of unfamiliar words from the context, etc.).

3. Applied: which involves using information from the text to construct knowledge (e.g., to express opinions and form new ideas based on information in text).

The different types of reading comprehension were distinguished according to reader's purpose and the type of reading that they use. Burn in Kamran (2011:13) divided reading comprehension as below:

a. Literal comprehension

Literal reading comprehension was the lowest level of comprehension. The term literal comprehension refers to the ability to understand and to recall information that has been explicitly stated in a text. The text may be written or spoken. The literal comprehension is the most fundamental in reading comprehension kinds because the readers must first understand what author expresses before drawing an inference, making an evaluating or gaining an appreciation.

According to Smith and Robinson in Karman (2011:13) that literal reading comprehension is getting the meaning of a text only on its surface. They stated that there is no depth in this kind of reading. Some specific

reading skill at the literal level of comprehension are identifying specific information or nothing details, sequencing event when explicitly signal are given, finding the main idea and the content of the reading text. The reader is also locating information, using context clues to supply meaning, following specific directions, following a sequence, identifying state conclusion, and identifying explicitly state relationships and organizational patterns.

b. Interpretive comprehension

The second level was interpretive comprehension. At this level, students go beyond what is said and read for deeper meanings. They must be able to read critically and analyze carefully what they have read. Students need to able to see relationships among ideas. For example, how ideas go together and also see the imply meaning of this ideas. To make a complete inference readers must read the passage carefully, put ideas and fact, together to draw a conclusion then inference it by using their experience and intuition.

c. Critical or evaluate reading comprehension

Critical or evaluate comprehension included both literal comprehension and interpretation comprehension, but accurse after those two levels of comprehension, when reads critically; she or he evaluates what she or he has read. In this level, reading in order to compare information in a passage with readers owns knowledge and evaluating whether or not information expresses by the author.

d. Creative reading comprehension.

Creative reading accurse when a readers applies ideas to new situation and recombines the author's ideas with the other ideas to the new ideas through the creative reading, the reader creates something new, for instance; an idea, the solution to the problem, a new of looking at something from the idea get from the text.

c. Identifying the Main Ideas and Supporting Details

There were many definitions of the main ideas and supporting details as follows:

a. Main Idea

According to Barnes and Burgdorf in Agus Rahmat (2014:12) that the purpose of identifying the main idea is to help the students find the thesis or core idea of the paragraph. The main idea is the most important element presented in a paragraph. It is the foundation upon which all the other sentences are built. It is not long different with Hennings in Alfiah (2013:15) stated sometimes the writers state their main idea somewhere in the beginning, in the middle, or at the end of a paragraph. At others time, they included a sentence in which they almost state the main idea but they still gave a clear clue about it.

Burn in Kamran (2011:13) stated that the main idea is the most important piece of information the authors wants you to know about the concept of the paragraph. Main idea is a central thought around which the whole paragraph is organize. It is usually express in topic sentence,

identifies the subject matter. Facts about topic sentence, they were: they often stated the main idea of the paragraph. Often the first sentences in the paragraph, sometimes at the end or middle and not all sentences have topic sentences. Main idea is support by details and a well-written paragraph. When the main idea is not directly stated readers can determine it by discovering the topic to which all the state details are relate. Main idea of whole selection may determine by examining the main ideas of the individual paragraph and deciding what topic they are relate.

According to Baiz in Sahriana (2010:12) to canting the main idea is one of the basic skills that a reader has to develop is he is going to understand and enjoy reading essay. The main idea is very commonly found at the beginning and is followed by supporting sentences. Very often the writer begins with supporting evidence and places the main idea in the last sentences. So, the main idea may be stated at the beginning, in the middle, or at the end of the paragraph.

Example 1:

"The physical complaints of neurotics – people who are overly anxious, pessimistic, hostile, or tense – were once largely ignored by physician. Many doctors believed that the frequent complaint of neurotic were exaggerations. However, new research shows that neurotics are, fact, more likely to have physical problems. Specifically, researchers found neurotics stand a greater chance of having five particular ailments: arthritis, asthma, ulcers, headaches, and heart disease. In addition, there is evidence that people who are pessimistic in their teens and twenties are more likely to become ill or die in their forties".

Main idea: Third sentences. The two sentences before the topic sentence introduce the question of the physical health of neurotics. The topic sentence gives the writer's main ideas on the topic. The last two sentences develop the main idea by giving specific details of the relevant research.

b. Supporting Details

Nurmi (2012:28) defined that the supporting details are a paragraph contains facts, examples-specifics, statements which guide us to a full understanding of the main idea. Supporting details support the main idea by telling how, what, when, or where. Supporting details give more information about the topic. They are not as general as the main idea. Instead, they help the reader understand more about the main idea. Supporting details also provide the information that supports the topic sentence. You can create supporting details with descriptions, examples, reasons, explanations and comparisons.

According to Anderson in Alfiah (2013:14) stated that every paragraph has a main idea or topic that tells us what the paragraph will be about. Often, you will find the main idea talked about in the first sentence or second sentence of a paragraph. Supporting ideas usually follow the main idea. Sentences containing supporting details explain or give us more information about the main idea.

Astriani in Nurmi (2012:29) explained that sequence is requiring knowledge of events in order of occurrence. Sequence refers to the identification of the components of a story, such as at the beginning, in the middle, and at the end, and also to the ability to retell the events within a given

text in the order in which they occurred. The ability to sequence events in a text is a key comprehension strategy, especially for narrative texts.

Example 2:

"Homeless people have many problems. In winter, it's hard to stay warm and it gets too hot in summer. It's also hard to keep things safe without a home. Worst is the lack of privacy".

Supporting details: The supporting details are in underline. There are three points to support the topic sentence/ main idea.

d. Factors Affecting Reading Comprehension

Knowledge and vocabulary are the tools readers use to comprehend: as the schema theory of comprehension predicts, we need to know a little bit about the topic we can learn something new about it. Readers who read a lot are going to know a little bit about a lot more topics and will be better readers because of it.

Also Crawley and Merritt (2000) propose a reason of the lack of comprehension. They stated, "The lack of comprehension maybe the result of many factors. They are the reading material maybe too difficult, the reading material may be dull or uninteresting, and students not having necessary background or schema for reading a selection."

The vocabulary owned by people will also affect the comprehension. It could be inappropriate and interesting of reading material. John T Guthrie (2008) proposes the knowledge of the material is really important. He

stated, "Reading comprehension improves when depth of understanding is facilitated, students need to deeply grasp one historical event or one scientific principle through multiple readings, applications, discussions, and connections to other areas. Therefore, organizing facts into principles, concepts into main ideas, and ideas into major themes within the content domains is vitally important."

Moreover, De Boer and Dallmann (1964) also stated that "some of the conditions needed by people to make maximum progress in reading are physical health, mental health, sight and hearing, intelligence, background of experience, knowledge of language, desire to read, purposes for reading, interest in reading, and reading skills. So, many factors involve in reading process."

3. Concept of Literary work

a. The Understanding of Literary Work

Literary work is the art of creating written works with beautiful language, essays in the form literary works, knowledge of everything related to literary art. Defining literature or certain limits as something referred to as literature are very dependent on certain perspectives. "Literary work is a unique phenomenon. In it is full of a series of meanings and functions and conditions with imagination" (Endraswara, 2013: 7). However, it does not mean that as a study of literature it has no specificity to be a differentiating marker with other studies.

Wallek and Austin Warren (1989) provides several limitations on literature, namely first, literature as everything written or printed. Second, leave on masterpieces (great books), which are books that are considered prominent because of their literary form and expression (aesthetic judgments on language style, composition, and delivery power). Third, literary art is an imaginative work. Fourth, identify by detailing the use of language that is typical of literature. The division of imaginative literary genres can be summarized in the form of poetry, prose fiction, drama, and along with the development of literary times there are also films.

1. Poetry

According to Aminuddin (2009: 134) "the word poetry comes from the Greek pocima 'make' or poeisis 'making'". Poetry is defined as "making" and "making" because through poetry basically a person has created a world of its own, which may contain messages or descriptions of certain atmosphere, both physical and inward. In line with that Hudson (in Aminuddin, 2009: 134) reveals that "Poetry is one branch of literature that uses words as delivery media to produce illusions and imagination, as well as paintings that use lines and colors in describing the artist's ideas".

2. Prose Fiction

"Fiction Prose Is A Story Or A Story That Is Carried By Certain Actors By Acting, Background, And Stages And Series Of Specific Stories That Depart From The Results Of The Author's Imagination, So Establish A Story" (Aminuddin 2002: 66).

3. Drama

Drama is art to performances that feature the role of actors or actors and actresses, theater and drama, of course there are differences, while the drama is a story narrated and told through a performance and acting on the stage. Whereas theater is interpreted as a life story and human life which is told on stage with the media namely conversation, motion and behavior based on written texts supported by decor, music, songs, dances and so on. Sapardi Djoko Damono in Modern Indonesian Literature argues that drama has 3 very important elements, namely elements of drama text, elements staging, and elements of the audience.

The failure of a drama performance does not always mean drama failure as a literary text. Drama according to Budianta (2002: 95) "is a work of literary genre whose physical appearance verbally shows dialogue or conversations among existing figures". "Dramas is grouped as works literature because the media is used to convey ideas or the author's mind is language" (Budianta, 2002: 112). "In the drama there are five popular drama studies, namely the drama of tragedy, comedy, tragedy comedy (drama of grief), melodrama, and farce (slapstick)" (Budianta, 2002: 114).

4. Film

Film is an audio visual communication medium for deliver a message to a group of people who gather in a certain place. The message of the film in mass communication can be anything depending on the mission of the film. However, generally a film can include a variety of messages, be they messages of education, entertainment and information. The message in the film is to use the mechanism of symbols in the human mind in the form of message content, sound, speech, and conversation.

"The film is also considered as a powerful communication medium for the masses who are targeted, because of its audio-visual nature, namely images and lively sound. With pictures and sound, films can tell a lot in a short time. When watching a film, the audience seems to be able to penetrate the space and time that can tell the life and can even influence the audience" (Sumarno, 1996: 10).

4. Literary Work as a Media in Teaching Learning Process

The literary work that was born as a portrait of social reality captured by the author through the senses of his appreciation of life around him which was then processed in the space of imagination became creative work. Theater scripts as literary works are divided into two elements, namely intrinsic elements and extrinsic elements. Intrinsic elements are directly in a literary work which is a unified internal structure. These elements are themes, lines, characters, and backgrounds that are interrelated

in expressing ideas or ideas. Extrinsic elements are elements that influence the creation of literary works that originate outside the work.

Literature and education are two things that are interrelated because literary works get sources of ideas and are produced from various realities in society. The reality that exists in literature is an author's point of view to deny or straighten out the reality that occurs in society The relationship of literary work with education, both as a negation and innovation, as well as affirmation, is clearly an essential relationship.

Literary work has an important task, both its efforts to be a pioneer of renewal, and to give recognition to a student phenomenon. According to (Oemarjati, 1992), "Literary teaching basically carries an effective mission, which is to enrich students' experiences and make them more responsive to the events around them. The ultimate goal is to plant, grow, and develop sensitivity to human problems, recognition and taste respect for values, both in individual and social contexts. "

Thus, the capacity of the literary work is not just present. This literary work is the result of the creative work of its appearance involving many things. Specifically, the researcher will try to improve student reading comprehension by using film as a literary work.

C. Conceptual Framework

The conceptual framework underlying in this research will give below:

```
┌─────────────────────────────┐
│          INPUT              │
│                             │
│    Teaching Literary Work   │
└─────────────────────────────┘
              ↓
┌─────────────────────────────┐
│         PROCESS             │
│                             │
│   Use Literary Work (Film) in│
│    Learning Reading Process │
└─────────────────────────────┘
              ↓
┌─────────────────────────────┐
│         OUTPUT              │
│                             │
│   Improving Students Literal│
│    Reading Comprehension    │
└─────────────────────────────┘
```
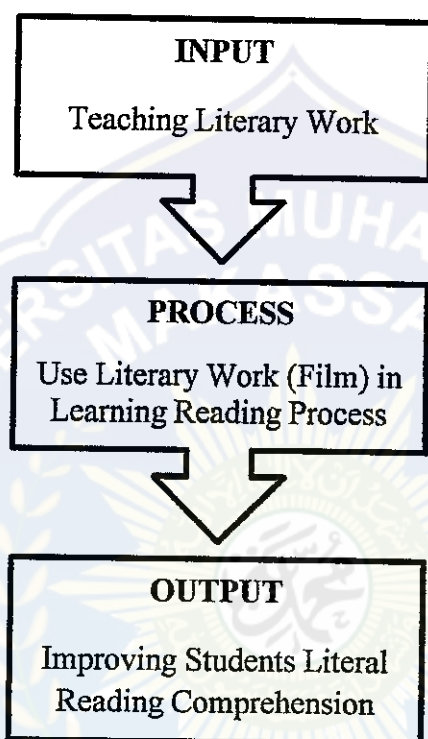
Figure 2.1 Conceptual Framework

In the diagram above input, process and output classified briefly in the following. Input is explanation about teaching literary work, in this case teaching narrative text and film while process refers to the students' activity in teaching and learning process by literary work. Output it refers to the students reading comprehension as their result in learning English Reading by literary work.

D. Hypothesis

The hypothesis of this research is formulated as follows:

1. (H0): There is no significant students' reading comprehension through literary work.

2. (H1): There is significant students' reading comprehension through literary work.

CHAPTER III

RESEARCH METHODOLOGY

This chapter consists of research design, population and sample, research variable instrument of the research, procedures of collecting data and technique of data analysis.

A. Research Design

The research design in this research used pre-experimental design, with pre-test and post-test design. In this research, t-test was used to test the significant of students' reading achievement before and after conducting treatment.

The design was presented as follows:

$$X_1 \rightarrow T \rightarrow X_2$$

Where:

X_1: Pre-test

T: Treatments (4x meetings)

X_2: Post-test

(Hatch, 1991).

1. **Pre-test**

   Pre-test is the initial data collection before doing the treatment, the student given the pre-test to find out where their prior knowledge and to know the score of the students who would eventually find out the results of whether there is an increase or not in the post-test. In this case, the researcher gave the test to determine the literal element after reading a narrative text.

2. **Treatment**

   Treatment was used in teaching and learning process. The treatment was carried out two meetings and each meeting the researcher was used a film by as a teaching material. The procedures during the treatments was explained:

   a. The teacher checked students' attendance.

   b. Before teaching, the teacher gave motivation to students.

   c. Purpose of learning.

   d. The teacher explained the learned literary work by used a film.

   e. The teacher explained to students about a film.

   f. Gave the text to the students related to the topic.

   g. Before the students watched the film, researcher used the text and the student should identify the reading literal comprehension from the film.

   h. The students watched the film given by the teacher and the students do the exercise.

3. Post-test

Post-test is a test that gived after the treatment had been done to know the achievement and students' development after learned process in students reading comprehension by used literary work through a film which the results was compare from the difference between the pre-test and post-test.

B. Population and Sample

1. Population

The population of this research is the grade students of SMA *Negeri* 1 Gowa, where all of the eleventh grade students had population.

Table: 3.1. Population

NO	CLASS	NUMBER OF STUDENT'S
1	XI MIA	28 Students'
2	XI IPA	282 Students'
3	XI IPS	100 Students'

(Source: Data of Students in SMA Negeri 1 Gowa)

The overall number of class eleventh grade is consisted of 410 and they were the population in this research

2. Sample

The researcher applied cluster sampling technique in choosing the sample of the research. The researcher was take one class as the sample and respondent of this research. The sampling technique is choose by compared some aspects so, they are; the first the researcher know well students conditions and second is based on observation steps.

C. Research Variables

The variables of the research was independent variable and dependent variable:

a. The independent variable of this research of literary work in teaching reading comprehension. It is very important process to which allow the students to shared and develop ideas/opinion to improve their reading skill.

b. The dependent variable of this research is the students' reading comprehension.

D. Instrument of the Research

The researcher used reading test for pre-test and post-test to assess students' reading comprehension. The pre-test gave before the treatment to find out where their prior knowledge and to know the score of the students who was eventually find out the results of whether there is an increase or not in the post-test. And the post-test is conduct after applied literary work as a media which the results compared from the difference between the pre-test and post-test. The reading test consist of questions related to the text gave covered the main ideas and supporting.

E. The Procedure of Collection Data

In collecting data, the researcher gave a test before and after doing a treatment. The test in this research is namely essay test that conclude of literal comprehension restrict on main idea and supporting details. The test gave to the

students at the pre-test and post-test. The researcher used the following procedure as follows:

1. **Giving Pre-test**

    The students gave a pre-test consist of essay test to measure the students' reading comprehension before the learned process or treatment is done. First, the explained what they had going to do. Then, the researcher gave a narrative text to the students and the students given some minutes to read it. After that, the students had given some minutes again to answer the questions. When finish, the students' answer sheets are collected by the researcher.

2. **Giving Treatments**

    After the pre-test, the researcher treated the students for four meetings. Generally, the teached and learned process is same as in the first meeting until the last meeting.

    The teacher's explained background information, share learning video, the importance of the lesson, and the students expressed their knowledge about the material discussed and then the teacher's tell the purpose of learned to the learners what be achieved. The students were got a material sample of learned. Then, students were form into groups to understand and discuss. Then, the teacher evaluation their work and explained the purpose of learned.

3. **Giving Post-test**

    After the treatment end, the researcher does the same thing as in the pre-test to measure the reading comprehension of the students. Then, the researcher gave direction of the test to the students. Next, the researcher gave a text and short

movie to the students. After that, the students gived some minutes again to answer the questions. When finish, the students' answer sheets were collected by the researcher.

F. Technique of Data Analysis

1. Criteria of Score Analysis

To score of the students' answer the researcher used the followed formula as follow as:

a. The rubric of literal reading comprehension dealed with main ideas and sequence details.

Table 3.2 The Rubric of Literal Reading Comprehension dealing Main Ideas

No.	Criteria	Score
1.	The answer includes a clear generalization that states or implies the main idea.	4
2.	The answer states or implies the main idea from the story.	3
3.	Indicator inaccurate or incomplete understanding main idea.	2
4.	The answer include minimal or no understanding of main idea.	1

Table 3.3 The Rubric of Literal Reading Comprehension dealing Sequence of Details

No.	Criteria of Supporting Details	Score
1.	Relevant, telling, quality details give reader important information that goes beyond the obvious or predictable.	4
2.	Supporting details and information are relevant, but one key issue maybe unsupported or more predictable than others.	3
3.	Supporting details and information are relevant, but one key issue maybe unsupported or fairly predictable.	2
4.	Supporting details and information are somewhat relevant, but some key issues are unsupported or are fairly predictable.	1

(Harmer in Agus Rahmat, 2014:34)

b. Scored the students correct answer of pre-test and post-test, used the formula:

$$Score = \frac{Students' \ Correct \ Answer}{Maximum \ Score} \times 100$$

(Mason and Bramble in Nirmawati, 2005:22)

2. Calculating the Mean Score and the Value of the Test

a. Calculated the mean score of the students' answer in both pre-test and post-test by applied formula below:

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

Notes: X   = Mean score

$\sum X$ = Sum of all score

N   = Number of students/ sample

(Gay, 1981:298)

b. To know the improvement of the students' reading comprehension, the researcher used percentage technique below:

$$P = \frac{X2 - X1}{X1} \times 100\%$$

Notes: P   = Percentage of the students

X1   = Mean score of pre-test

X2   = Mean score of post-test

(Gay, 1981:298)

After the t-test is founded, the result of t-test is compared with the t-table. If the t-test is higher than t-table, it means that this research is effective and inversely, if the t-test is lower than t-table, it means that this research is not effective.

G. Hypothesis

The hypothesis was the provisional answer to the problems of the research that theoretically consider possibly or highest the level of hers truth. In this research the hypothesis can be state as follows:

1. The Null Hypothesis (H0)

The implementation of literary work is not effective in improving the students' literal reading comprehension.

2. The Alternative Hypothesis (H1)

The implementation of literary work is effective in improving the students' literal reading comprehension.
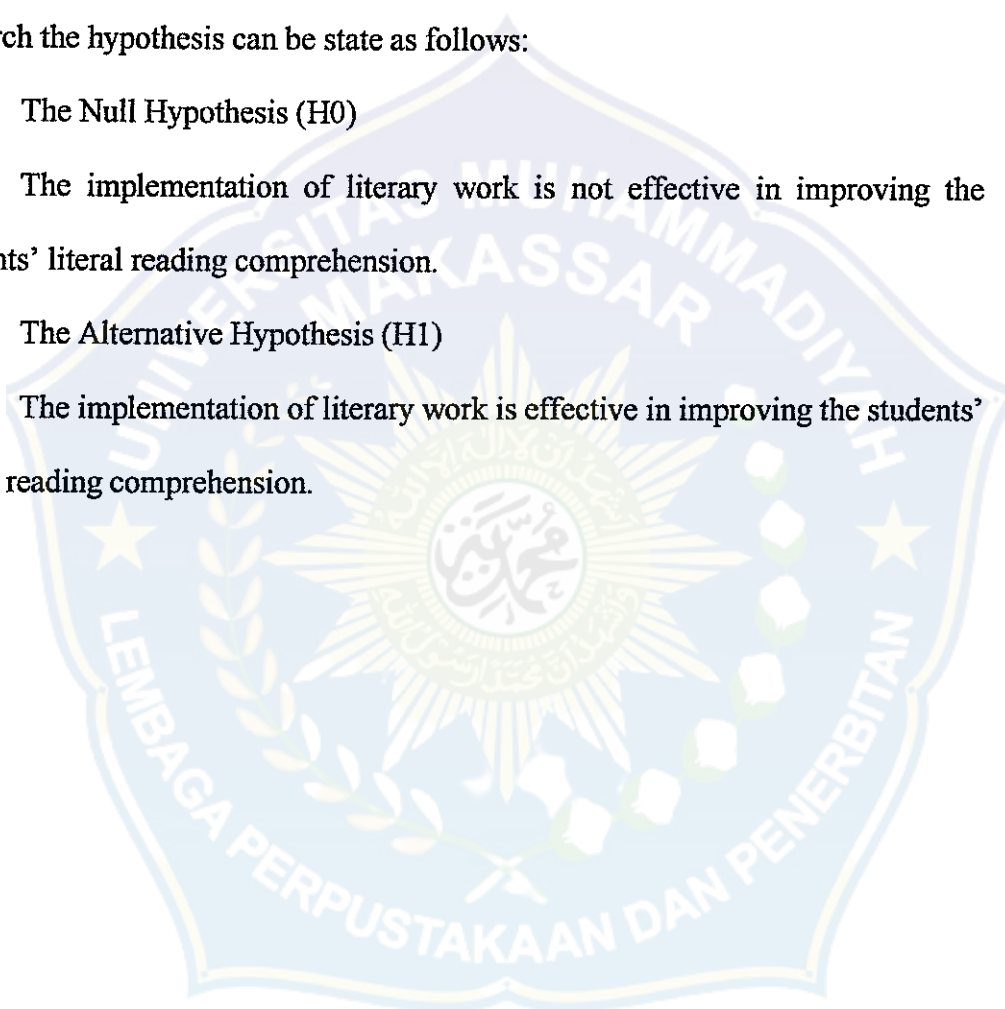
CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

The findings of this studied related to the effectiveness of improving students' reading comprehension by using literary works (A Pre-Experiment Research at the eleventh of SMA Negeri 1 Gowa)

1. The Improvement Reading Comprehension Students use literary works in terms of determining the main idea and supporting details

The researcher provided treatment by providing literary work as a medium in the classroom to see the increase of students' literal reading comprehension in terms of main ideas and supporting details in the narrative teks and short movie viewing process, there is an increasing in the pre-test to post-test. Increasing students' literal reading comprehension can be seen in the following table:

Table 4.1 The Mean Score of the Students' Literal Reading Comprehension

No	Indicator	Mean Score		Improvement
		Pre-Test	Post-Test	
1.	Main Idea	3.55	6.84	92%
2.	Supporting Details	4.18	7.23	72%

Based on the table above, it showed that there was increased in the students score post-test in literal reading comprehension. The data analysis shows that the students mean score improved from pre-test to post-test. Before applying the treatment in pre-test, the students 'mean score in reading narrative text in term

of main idea was 3.55, and the students' mean score in reading narrative text in terms of supporting details was 4.18. It was caused that they did not know understand how to manage every part of the text. After that, the researcher gave treatment by using narrative text equipped with literary works of short movie type. Learning Approach and the score of the students' had improved. It showed in post-test which the students 'mean score find out the literal form in term of main idea was 6.84, and the students' mean score in reading narrative text in term of supporting details was 7.23.

The Percentage of the Students' Improvement in Experimental Class
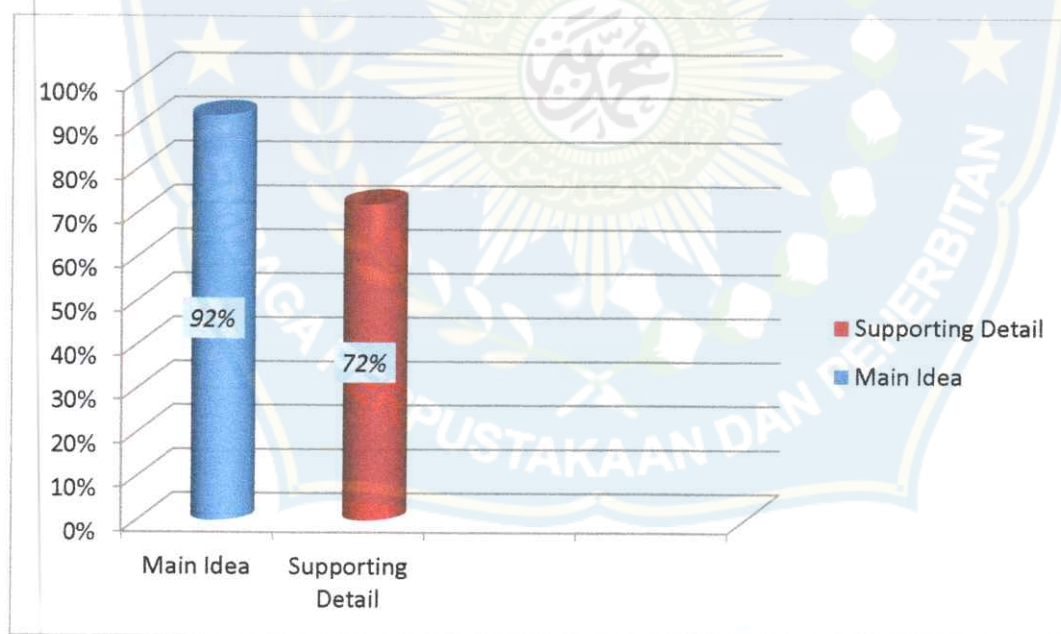
Graphic 4.1 The Percentage of the Students' Improvement in Experimental Class

The graphic above showed that there was improvement of the students' achievement in literal comprehension in term of main idea was 92% and 72% in term of supporting details. It meant that the use of literary works was good to improve the students' reading comprehension in terms of main idea and supporting details.

Based on this result, it concluded that the use of literary work to improve the students' reading comprehension at the eleventh grade students of SMA Negeri 1 Gowa could improve the students' reading comprehension in terms of main idea and supporting details.

5. **Hypothesis Testing (T-Test of Significant)**

The hypothesis was tested by using t-test in order to verify whether students' ability using literary works narrative text and short movie was improved. Hypothesis was a temporary answer to the problem that must be formulated as stated in Chapter II. (H0): There is no significant students' reading comprehension through literary work and (H1): There is significant students' reading comprehension through literary work. In this research the researcher uses t-test analysis on the level of significance $(p) = 0.05$ with the degree of freedom $(df) = N-1$ (19-1=18) and the t-table was 1.729. The table shows the result of the t test calculation.

Based on the level of significance 0.05 and the degree of freedom (df) = 18 above, the value of the t-table = 1.729. The result of t-test can be seen in the following table:

Table 4.2 The Significant of Students' Reading Comprehension

Components of literal reading	t-test value	t-table value
Main Idea	12.1	1.729
Supporting Details	12.5	1.729
Reading Comprehension	**12.3**	1.729

Table 4.6 showed that t-test value was greater than t-table value and in the t-table for α = 0.05 and degree of freedom (df) = t ratio was 1.729. Based on the calculation, the value of t-test was greater than the ratio on t-table 12.3>1.729. According to this result, it could be concluded that the null hypothesis (H$_0$) was rejected and the alternative hypothesis (H$_1$) was accepted.

B. Discussion

This research concerned to the implementation literary work as a media to improving students' reading comprehension, focused on the students' literal reading comprehension in terms of main idea and supporting details at the eleventh grade students of SMA Negeri 1 Gowa.

Literary work is the art of creating written works with beautiful language, essays in the form literary works, knowledge of everything related to literary art. Defining literature or certain limits as something referred to as literature are very dependent on certain perspectives. "Literary work is a unique phenomenon. In it is full of a series of meanings and functions and conditions with imagination"

(Endraswara, 2013: 7). However, it does not mean that as a study of literature it has no specificity to be a differentiating marker with other studies.

Wallek and Austin Warren (1989) provides several limitations on literature, namely first, literature as everything written or printed. Second, leave on masterpieces (great books), which are books that are considered prominent because of their literary form and expression (aesthetic judgments on language style, composition, and delivery power). Third, literary art is an imaginative work. Fourth, identify by detailing the use of language that is typical of literature. The division of imaginative literary genres can be summarized in the form of poetry, prose fiction, drama, and along with the development of literary times there are also films.

The researcher found that applying literary work as a media in learning was an creative and effective approach to improve the students' achievement in teaching and learning process.(Yemima Alberty Language and Arts Department Teachers' Training and Education Faculty Bengkulu University 2006; Detty Varita, Syiah Kuala University, Banda Aceh 2017; Nofitarina, UIN Raden Fatah Palembang 2017). Confirmed that literary work is learning that creative workings of the learning. The focus likes and loves the learning process rather than focusing on the regularity. The results of the some studies above showed that using literary work as a media in learning are always success when conducted in the learning process. Such as the increased result of academic achievements, the retention and the students motivations.

Based on the explanation above, the researcher conducted the study which consisted of several stages with used cluster sampling with the one group classes to find out whether or not the use of literary work improved the students' literal reading comprehension in identified main idea and supporting details.

This research findings that the students' reading comprehension by using literary work showed the improvement of the students' reading comprehension in teaching and learning process especially on the students' literal reading comprehension in terms of main idea and supporting details. From the improvement was supported by mean score and percentage of the students' pre-test and post-test result. It was indicated as follows:

a. The Improvement of the Students' Reading Comprehension by using literary work as a learning media in Terms of Main Idea and Supporting Details.

b. The researcher gave a treatment used literary work to sample class and so that the students could show an improvement in the post-test. The students were given a pre-test consisted of essay test to measured the students' reading comprehension before the learning teaching process or before treatment is done.

At the beginning, the result of the students pre-test were low, especially in founded the main idea and supporting details. Almost of the students when their readed a reading text, they spent much time to think about the meaning of the word in the reading text and they tended to know or focused on the other words rather than the meaning of the reading text itself. Their only read the reading text,

but they did not understand about how to found out the main idea and supporting details of the text. It showed that the students could not express their ideas and their understandable.

After the pre-test, the researcher gave the treatment for four meetings. In each of the meetings in researcher gave the literary work (short movie) to make a spirit in learning process. As the result stated that a new approach helps to maintain good worked relationship with teachers and the students, make learned meaningful and a joyful experience, and it helped the students to reduce their depression level.

In the first meeting when the researcher gave pre-test, researcher looked the most of students did not know literal reading comprehension. It could be seen on the table 4.1 that the mean score of the students' literal reading comprehension on understanding the main idea in pre-test was very poor, it was 3.55 and the students' literal reading comprehension in term of supporting details is 4.18

After the pre-test, the researcher gave the treatment for two meetings. In the online learning process, the researcher provided several learned videos on how to determined the main idea and supporting details, this was done because their saw the enthusiasm of students were very enthusiastic about learning contextually, even though it was limited to the teaching and learning process directly in the classroom.

Then, the researcher also provided treatment for literary media in the form of short movie that tell local stories that was closely related to the students' environment. The students were very enthusiastic in responded to the films their watched.

In the treatment, the researcher used a short movie "sama dengan"(https://www.youtube.com/watch?v=yXJUojj7e4o) with Indonesian language and English subtitles. This short movie has a comedy tragedy with an interested storyline so that students become very enthusiastic in the learned.

The mean score of the students in post-test had improved was higher than the mean score of the pre-test from 3.55 increased to 6.84. There was improvement of the students' achievement in literal comprehension in term of main idea was 92% and the score of supporting details improved from 4.18 in pre-test's mean score to 7.23 in post-test's mean score. After calculating of the mean score between pre-test and post-test, the researcher found that the improvement of the students' achievement in literal reading comprehension in term of supporting details to became 72%.

By this media, the researcher gave the materials in a fun way. Therefore, short movie could help students organized information of the text, making it easier for them to pull information together or a better understanding of the main idea and supporting details of the reading text. Seeing the result above, the use of literary work at the twelfth grade students of SMA Negeri 1 Gowa had improved student's literal reading comprehension.

a. The Significant Different of T-Test and T-Table

To verify whether students' ability improved by used literary work as a media in learning was can be known by used t-test. After calculating the t-test value analysis, the researcher was compare with the value of the t-table and found that the value of t-test was greater that the t-table value. It was 12.3>1.729 where the level of significance = 0.05 with degree of freedom (df) = 18. It meant that the statistically hypothesis of the null hypothesis (H0) was rejected and the statistically hypothesis of the alternative hypothesis (H1) was accepted because there was difference significant mean score of the test that had given by the researcher before and after the researcher applying literary work as a media in learned reading comprehension.

From the discussion above, it was relatively fair to state that the application of literary work as a media in teaching reading comprehension at the eleventh grade students of SMA Negeri 1 Gowa could improve the students' reading comprehension in literal reading comprehension.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research findings and discussion in the previous chapter, the researcher has the following conclusions:

The use of literary work is one of the creative media in teaching and learning process to improve the students' reading comprehension in literal reading comprehension at the eleventh grade students of SMA Negeri 1 Gowa

Based on the result of data analysis and the result of the discussion in the previous chapter, the researcher concluded that the improvement of the eleventh grade students of SMA Negeri 1 Gowa in reading comprehension used literary work was good, it is proved by t-test value that is 12.3 greater than the value of t-table 1.729. In the other words, literary work as a media was effective the students' reading comprehension in terms of main idea and supporting details, and the students usually enjoy teaching and learning creative process by applying literary works.

B. Suggestion

Based on the conclusions above, there are some suggestions that the researcher puts forward as follows:

1. For the English teachers

   a. The English teachers are suggested to apply literary work as a media in teaching and learning process especially in teaching reading comprehension, like a local short movie that tell local stories that was closely related to the students' conditions and environment. it will make up the students were very enthusiastic in responded to the films their watched.

   b. The English teachers are suggested to be more creative and to enrich their materials. They can use the interesting materials to stimulate the students' attention and motivate them in learning English.

   c. The English teachers have to use appropriate teaching media to facilitate and stimulate the students.

2. For the students

   The students should give more attention to the teacher explanation, so if the teacher gives question, they can do perfectly and should not be afraid to give opinion or asking question in the discussion.

3. To the other researchers

   Based on the research findings, researcher would like to suggest the other researchers; the result of this research can be applied as an additional reference or further researches with different discussions, sample and skill for the next research.

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APPENDICES

A. The Instrument and The Result Analysis of Pre-Test and Post-Test

RESEARCH INSTRUMENTSTEST (PRE-TEST)

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

A Story From The Farm Yard Two roosters were fighting fiercely to be the king of the farm yard. One finally gained advantage and the other surrendered. The loosing rooster slunk away and hid itself in a quiet corner. The winner flew up to a high wall, flapped its wings and crowed its victory, as loud as it could. Suddenly, an eagle came sailing through the air and carried it off, with its talons. The loosing rooster immediately came out of its corner and ruled the farm yard from then on.

1. From the text we know that ....
2. What is the main idea of paragraph 3?
3. What can we learn from the story?

Read the following text to answer questions number 4 to 7.

One day, a mouse deer was walking by the river. He was very starving because he hadn't eaten since morning. It was midday. But he found nothing in the land but dying trees. "Huh... I hate this branches, I don't like it!"

Across the river, there was green grassland, with young leaves. 'Hmm.. it seems delicious' imagined the mouse deer, 'but how can I get there? I can't swim, the current is very rapid?'

The mouse deer was figuring out the way how to reach there. Suddenly, he jumped to the air, 'aha.: he then walked to the edge of the river. He didn't see the reflection because the water flowed very fast. He dipped one of his fore legs into the water. A few moment later, appeared Mr. Crocodile showing his sharp teeth. He then laughed, "Ha... ha... ha, you can't run away from me, You'll be my tasty lunch!" said the crocodile.

"Of course I can't. You are very strong, Mr. Croco," replied the mouse deer fright enedly. Then, the other crocodiles approached moving slowly. They approached the edge of the river.

"But, before you all have a party, I wonder how many your members are there in the river. If I know your number exactly, I can distribute my meat evenly," said the mouse deer.

"Oh...o, great, good idea! But we are a large group, I can't count it precisely," Mr. Croco moaned. "Leave it to me, and I can make it for you!" Now, can you ask the others to line up, from one edge to the other edge of the river? The mouse deer requested. Then the crocodiles arranged themselves in line from one edge to the other edge of the river. The mouse deer jumped to the body of one crocodile to the others while he was counting, 'one, two, three; and so forth up to ten. Then at last he arrived at grassland, and he thanked to the dumb crocodiles.

4. Why did mouse deer want to go across the river?
5. How many crocodiles were there in the story above?
6. " .... But we are a large group, I can't count it <u>precisely</u>," The underlined word has closest meaning with ....
7. After reading the text, we may conclude that the mouse deer was

Read the following text to answer questions number 8 to 10.

Once, two friends were walking through the forest. They knew that anything dangerous can happen to them at any time in the forest. So they promised each other that they would remain united in case of danger.

Suddenly, they saw a large bear approaching tern. One of the friends at once climbed a nearby tree. But the other one did not know how to climb. So being led by his common sense, he lay down on the ground breathless, pretending to be a dead man.

The bear came near the man lying on the ground. It smelt his ears and slowly left the place. Because the bear did not touch him, the friend on the tree came down and asked his friend on the ground, "Friend, what did the bear tell you into your ears? "The other friend replied, "He advised me not to believe a false friend.

8. What can we get from the story?

9. "He advised me not to believe a false friend." (Paragraph 3) The underlined word refers to ....

10. Where do you think the story happened?

(Source : https://azbahasainggris.com/contoh-soal-un-bahasa-inggris-tentang-narrative-text

Answer key :

1. The eagle had watched them all day

2. The eagle took the winning rooster as its prey

3. Don't be cocky when we have achieved our goal

4. Because he was very hungry

5. Ten crocodiles

6. Accurately

7. Cunning animal

8. True friend always stand by us in ups and downs

9. The bear

10. In the woods

RESEARCH INSTRUMENTS TEST (TREATMENT)
Treatment

"SAMA DENGAN"

Seen a corridor from the inside out. Looks quiet. Mirah just got home from school on foot. His hands seemed to be holding a dull pencil. He stopped in front of the gate and leaned against the wall immediately while sighing. (sounds of chaos along the hallway) Mirah looked down then lifted her face and walked in confusion.

Mirah walked slowly down the hall to her house. While he was walking, there were chaotic social conditions on both sides of the hall. Family quarrels, squabbling cheating lovers, jealous neighbors debate, small children suctioning Fox glue, teenagers watching porn videos, thieves being ganged up, there are ordinary people and thugs who laze every day.

A fight between the ladies and gentlemen was very great. The father was very emotional when he did not find food available on the table. The mother who while stir-frying food in the kitchen also continued to be angry due to the father who was not clear at work.

Mirah came up the steps of her house, she walked with a sneak. Then listen to the fight from behind the wooden walls of his house. Not long ago he immediately opened the door of his house and the glass fell due to a blow from his father. Mira went into her room and went to sleep. Mirah woke up in the morning due to listening to a fight from parents. Mirah hurried to school, then asked for allowance to prepare for the independence day.

In the classroom, art subject. Mirah has just finished her drawing and submitted it to the teacher. The homeroom teacher said that some good picture results will be selected to take part in the competition. Mirah as one of the names mentioned.

At home Mirah is practicing drawing in her room where there are only makeshift lights as lighting. Outside his room, the father and mother again bicker to split up immediately because each of them could not stand living together.

During the check-up, it was hard to hold the sad behind the door of his room to see his mother's father fight. Shortly before the father wanted to hit his mother, mirah out of the room, sobbing wiped his tears asking to stop. His mother and father turned to mirah.

Mirah walked on the terrace of the school accompanied by a teacher who was also the homeroom teacher. Gave a number of recommendations that represented the school. But, mirah was devastated because it did not have supporting facilities, finally it was her teacher who provided assistance with drawing tools, as well as invitations to parents to witness her announcement. When the winners' names were mentioned one by one, the audience applauded, but on the other hand it started to get dizzy and his chest tightened until he finally fainted.

(Source: https://www.youtube.com/watch?v=yXJUojj7e4o)

o Watch the movie than answer the question !

1. What is the main idea of the story ?
2. Who is the name of the main character in the story ?
3. Where and how did she spend her adolescence ?
4. When, where and how she first feel sadness?
5. What career did she undergo?
6. How did she achieve her success?
7. What important events happened to her?
8. What changes of life did she experience?
9. What did she contribute to the school?
10. What lesson can you learn from her events?

Answer key :

1. Mirah, who always finds her parents fighting fiercely every month from school.
2. Mirah
3. At the School, eventhough she always finds her fighting all the time
4. When she came to home, and see the commotion of her parents
5. Mirah is practicing drawing in her bedroom
6. The teacher Given a number of recommendations that will represent the school
7. During the bed room, it was hard to hold the sad behind the door of his room to see his mother's father fight
8. His always patience, and finaly she get happy with her parents
9. Given a number of recommendations that will represent the school to drawing competition
10. (the answer can vary widely according to student responses)
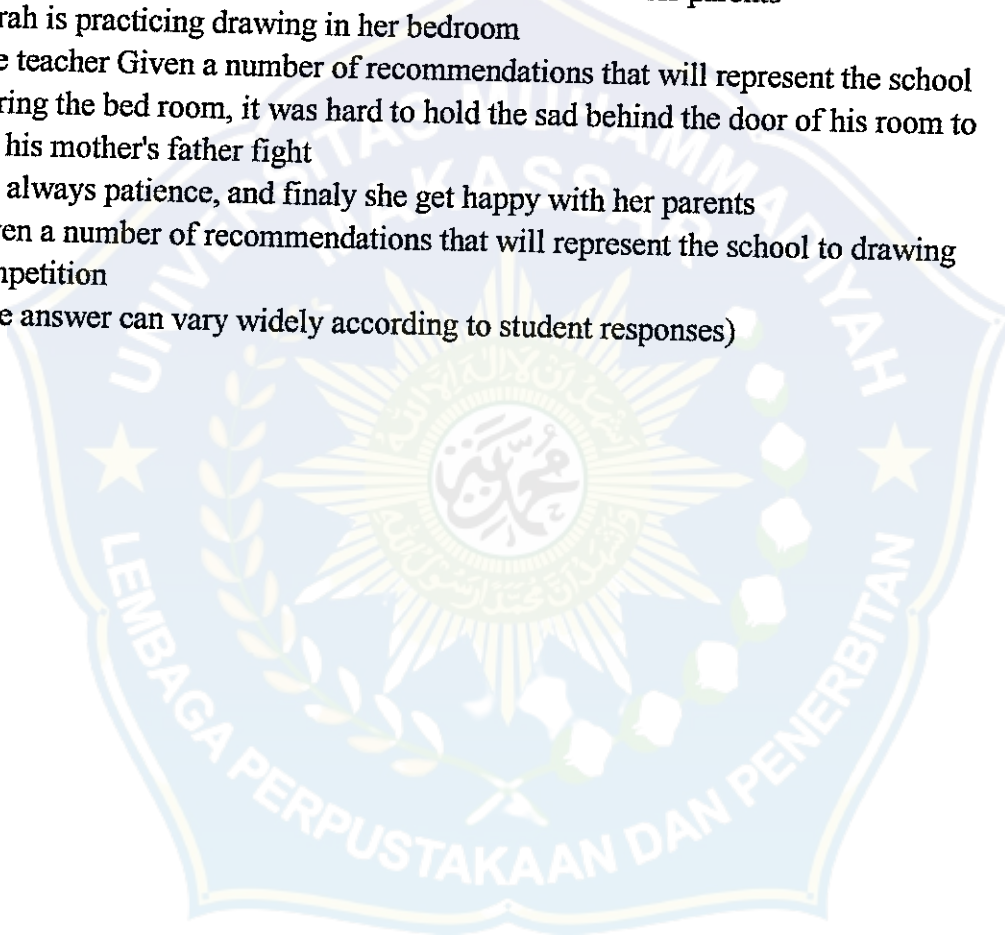
RESEARCH INSTRUMENTS TEST (POST-TEST)

Post test

Read the following text to answer questions !
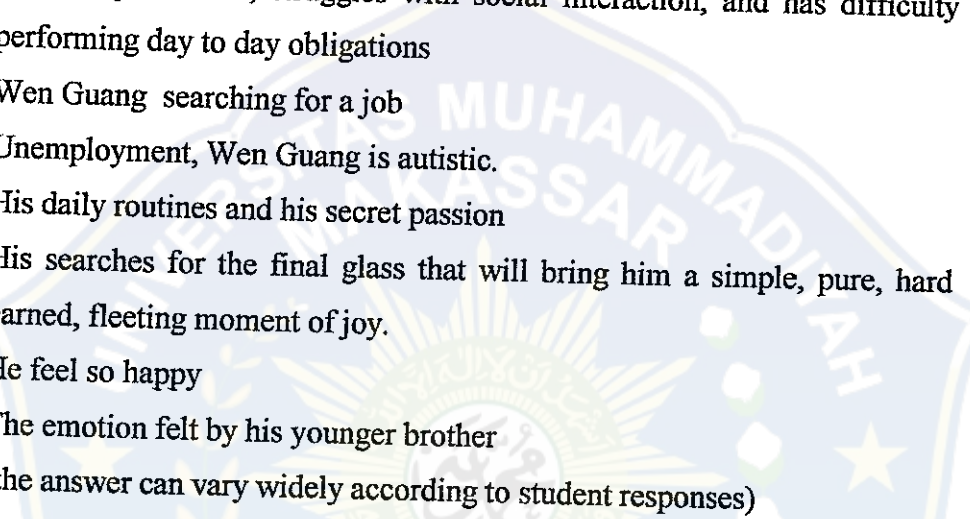
GUANG

Guang is a story about two brother. The elder brother , Wen Guang is autistic. Wen Guang is often misunderstood. Above all, he suffers from attention deficiency disorder, struggles with social interaction, and has difficulty performing day to day obligations. He also has a secret passion. To make ends meet, Wen Guang is coerced by his younger brother into looking for a job to share his burden on meeting their monthly expenses. Throughtout the film, we see Wen Guang searching for a job, his daily routines and his secret passion as he searches for the final glass that will bring him a simple, pure, hard earned, fleeting moment of joy.

(Source : https://www.viddsee.com/video/guang/nmo7y)

o Watch the movie than answer the question !

1. What is the main idea of the story ?
2. Who is the name of the main character in the story ?
3. Where and how did he spend him adolescence ?
4. When, where and how he first feel sadness?
5. What career did he undergo?
6. How did he achieve his success?
7. What important events happened to his?
8. What changes of life did he experience?
9. What did he contribute to the family?
10. What lesson can you learn from his events?

Answer key :

1. Guang is a story about two brother
2. Wen Guang
3. Wen Guang is often misunderstood. Above all, he suffers from attention deficiency disorder, struggles with social interaction, and has difficulty performing day to day obligations
4. Wen Guang searching for a job
5. Unemployment, Wen Guang is autistic.
6. His daily routines and his secret passion
7. His searches for the final glass that will bring him a simple, pure, hard earned, fleeting moment of joy.
8. He feel so happy
9. The emotion felt by his younger brother
10. (the answer can vary widely according to student responses)

APPENDIX A.1

Table Classify Pre-test and Post-test Students' Reading Skill on Main Idea

NO	NAMA	MAIN IDEA		CLASSIFY		$\begin{array}{c}D\\x^1-x^2\end{array}$	D^2
		PRE (x^1)	POST (x^2)	PRE (x^1)	POST (x^2)		
1	Meuthia Nurul A.	1	2	2.5	5.0	2.5	6.3
2	A Nabila Cahya Annisa A	1	2	2.5	5.0	2.5	6.3
3	Achmad Amril	1	2	2.5	5.0	2.5	6.3
4	Muh. Rahmatullah Yasim	2	3	5.0	7.5	2.5	6.3
5	Nurchanyani Fitriana Wijaya	2	3	5.0	7.5	2.5	6.3
6	Nur ikhsan	2	3	5.0	7.5	2.5	6.3
7	Rikha Aulia M	2	4	5.0	10.0	5.0	25.0
8	Feodranoza Frangcline Urath	1	2	2.5	5.0	2.5	6.3
9	Zendy Tania Dewi	1	2	2.5	5.0	2.5	6.3
10	M. Rivan Gunawan	1	3	2.5	7.5	5.0	25.0
11	Nita Ardianti	1	3	2.5	7.5	5.0	25.0
12	Titi Purnama	2	4	5.0	10.0	5.0	25.0
13	Sri Wahyuni Malik	1	2	2.5	5.0	2.5	6.3
14	Nadia Afiyanti	1	2	2.5	5.0	2.5	6.3
15	Surya Febrian	1	3	2.5	7.5	5.0	25.0
16	Annisa Putri Asri	2	3	5.0	7.5	2.5	6.3
17	Alisa Nur Fatiha	1	2	2.5	5.0	2.5	6.3
18	Icha Sahwa Fitriyani	2	4	5.0	10.0	5.0	25.0
19	Nurindah Sari	2	3	5.0	7.5	2.5	6.3
	Jumlah	27	52	67.5	130.0	62.5	231.9
	X mean	1.42	2.74	3.55	6.84	3.29	
	D		2.07		5.19		

Table Classify Pre-test and Post-test Students' Speaking Skill on Supporting Detail

NO	NAMA	SUPPORTING DETAIL		CLASSIFY		D x^1-x^2	D^2
		PRE (x^1)	POST (x^2)	PRE (x^1)	POST (x^2)		
1	A Nabila Cahya Annisa A	1	2	2.5	5.0	2.5	6.3
2	Titi Purnama	2	4	5.0	10.0	5.0	25.0
3	Muh. Rahmatullah Yasim	2	3	5.0	7.5	2.5	6.3
4	Rikha Aulia M	2	4	5.0	10.0	5.0	25.0
5	Nurchanyani Fitriana Wijaya	2	3	5.0	7.5	2.5	6.3
6	Icha Sahwa Fitriyani	2	4	5.0	10.0	5.0	25.0
7	Meuthia Nurul A.	1	2	2.5	5.0	2.5	6.3
8	Feodranoza Frangcline Urath	1	2	2.5	5.0	2.5	6.3
9	Surya Febrian	2	3	5.0	7.5	2.5	6.3
10	Achmad Amril	3	4	7.5	10.0	2.5	6.3
11	Zendy Tania Dewi C	1	2	2.5	5.0	2.5	6.3
12	Nita Ardianti	2	3	5.0	7.5	2.5	6.3
13	Nur Ikhsan	2	3	5.0	7.5	2.5	6.3
14	Sri Wahyuni Malik	1	2	2.5	5.0	2.5	6.3
15	Nadia Afiyanti	1	2	2.5	5.0	2.5	6.3
16	Nurindah Sari	3	4	7.5	10.0	2.5	6.3
17	Annisa Putri Asri	1	2	2.5	5.0	2.5	6.3
18	M. Rivan Gunawan	2	3	5.0	7.5	2.5	6.3
19	Alisa Nur Fatiha	1	3	2.0	7.5	5.0	25.0
	Jumlah	**32**	**55**	**79.5**	**137.5**	**57.5**	**194.5**
	X mean	**1.68**	**2.89**	**4.18**	**7.24**	**3.03**	
	D		**2.28**		**5.70**		

APPENDIX A.2

a. Calculating the t-test analysis of reading skill in terms of main idea

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

$$= \frac{62.5}{19}$$

$$= 3.28$$

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

$$t = \frac{3.28}{\sqrt{\dfrac{231.9 - \dfrac{3906.25}{19}}{19(19-1)}}}$$

$$t = \frac{3.28}{\sqrt{\dfrac{231.9 - 205.59}{19(18)}}}$$

$$t = \frac{3.28}{\sqrt{\dfrac{26.31}{342}}}$$

$$t = \frac{3.28}{\sqrt{0.076}}$$

$$t = \frac{3.28}{0.27}$$

$$t = 12.1$$

b. Calculating the t-test analysis of reading skill in terms of supporting details

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

$$= \frac{57.5}{19}$$

$$= 3.02$$

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

$$t = \frac{3.02}{\sqrt{\dfrac{194.5 - \dfrac{3306.25}{19}}{19(19-1)}}}$$

$$t = \frac{3.02}{\sqrt{\dfrac{194.5 - 174.01}{19(18)}}}$$

$$t = \frac{3.02}{\sqrt{\dfrac{20.49}{342}}}$$

$$t = \frac{3.02}{\sqrt{0.059}}$$

$$t = \frac{3.02}{0.24}$$

$$t = 12.5$$

APPENDIX A.3

a. The students' mean score of the pre-test and post-test in reading skill in terms of main idea.

Pre-test: $\overline{X1} = \frac{\sum X}{N}$

$= \frac{67.5}{19}$

$= 3.55$

Post-test: $\overline{X2} = \frac{\sum X}{N}$

$= \frac{130}{19}$

$= 6.84$

b. The students' mean score of the pre-test and post-test in reading skill in terms of supporting details.

Pre-test: $\overline{X1} = \frac{\sum X}{N}$

$= \frac{79.5}{19}$

$= 4.18$

Post-test: $\overline{X2} = \frac{\sum X}{N}$

$= \frac{137.5}{19}$

$= 7.23$

APPENDIX A.4

The percentage of the students' development in reading ability

a. Main Idea

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

$$P = \frac{6.84 - 3.55}{3.55} X\ 100\%$$

$$P = \frac{3.29}{3.55} X\ 100\%$$

$$P = 92\%$$

b. Supporting Details

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

$$P = \frac{7.23 - 4.18}{4.18} X\ 100\%$$

$$P = \frac{3.05}{4.18} X\ 100\%$$

$$P = 72\%$$

APPENDIX A.5

Classification of students' scores in reading skill.

1. Classification of students' scores in reading skill in terms of main idea.

Students	Pre-test	classification	Post-test	classification
S-1	1	2.5	2	5.0
S-2	1	2.5	2	5.0
S-3	1	2.5	2	5.0
S-4	2	5.0	3	7.5
S-5	2	5.0	3	7.5
S-6	2	5.0	3	7.5
S-7	2	5.0	4	10.0
S-8	1	2.5	2	5.0
S-9	1	2.5	2	5.0
S-10	1	2.5	3	7.5
S-11	1	2.5	3	7.5
S-12	2	5.0	4	10.0
S-13	1	2.5	2	5.0
S-14	1	2.5	2	5.0
S-15	1	2.5	3	7.5
S-16	2	5.0	3	7.5
S-17	1	2.5	2	5.0
S-18	2	5.0	4	10.0
S-19	2	5.0	3	7.5

2. Classification of students' scores in reading skill terms of supporting details.

students	Pre-test	classification	post	post
S-1	1	2.5	2	5.0
S-2	2	5.0	4	10.0
S-3	2	5.0	3	7.5
S-4	2	5.0	4	10.0
S-5	2	5.0	3	7.5
S-6	2	5.0	4	10.0
S-7	1	2.5	2	5.0
S-8	1	2.5	2	5.0
S-9	2	5.0	3	7.5
S-10	3	7.5	4	10.0
S-11	1	2.5	2	5.0
S-12	2	5.0	3	7.5
S-13	2	5.0	3	7.5
S-14	1	2.5	2	5.0
S-15	1	2.5	2	5.0
S-16	3	7.5	4	10.0
S-17	1	2.5	2	5.0
S-18	2	5.0	3	7.5
S-19	1	2.5	3	7.5

APPENDIX A.6

Table Distribution of T-Value

DF	A = 0.1	0.05	0.025	0.01	0.005	0.001	0.0005
∞	ta = 1.282	1.645	1.96	2.326	2.576	3.091	3.291
1	3.078	6.314	12.706	31.821	63.656	318.289	636.578
2	1.886	2.92	4.303	6.965	9.925	22.328	31.6
3	1.638	2.353	3.182	4.541	5.841	10.214	12.924
4	1.533	2.132	2.776	3.747	4.604	7.173	8.61
5	1.476	2.015	2.571	3.365	4.032	5.894	6.869
6	1.44	1.943	2.447	3.143	3.707	5.208	5.959
7	1.415	1.895	2.365	2.998	3.499	4.785	5.408
8	1.397	1.86	2.306	2.896	3.355	4.501	5.041
9	1.383	1.833	2.262	2.821	3.25	4.297	4.781
10	1.372	1.812	2.228	2.764	3.169	4.144	4.587
11	1.363	1.796	2.201	2.718	3.106	4.025	4.437
12	1.356	1.782	2.179	2.681	3.055	3.93	4.318
13	1.35	1.771	2.16	2.65	3.012	3.852	4.221
14	1.345	1.761	2.145	2.624	2.977	3.787	4.14
15	1.341	1.753	2.131	2.602	2.947	3.733	4.073
16	1.337	1.746	2.12	2.583	2.921	3.686	4.015
17	1.333	1.74	2.11	2.567	2.898	3.646	3.965
18	1.33	1.734	2.101	2.552	2.878	3.61	3.922
19	1.328	**1.729**	2.093	2.539	2.861	3.579	3.883
20	1.325	1.725	2.086	2.528	2.845	3.552	3.85
21	1.323	1.721	2.08	2.518	2.831	3.527	3.819
22	1.321	1.717	2.074	2.508	2.819	3.505	3.792
23	1.319	1.714	2.069	2.5	2.807	3.485	3.768

24	1.318	1.711	2.064	2.492	2.797	3.467	3.745
25	1.316	1.708	2.06	2.485	2.787	3.45	3.725
26	1.315	1.706	2.056	2.479	2.779	3.435	3.707
27	1.314	1.703	2.052	2.473	2.771	3.421	3.689
28	1.313	1.701	2.048	2.467	2.763	3.408	3.674
29	1.311	1.699	2.045	2.462	2.756	3.396	3.66
30	1.31	1.697	2.042	2.457	2.75	3.385	3.646
60	1.296	1.671	2	2.39	2.66	3.232	3.46
120	1.289	1.658	1.98	2.358	2.617	3.16	3.373
1000	1.282	1.646	1.962	2.33	2.581	3.098	3.3

B. Lesson Plan

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Satuan Pendidikan	: SMA
Mata Pelajaran	: Bahasa Inggris
Kelas/Pelajaran	: X / 1 (satu)
Materi Pokok	: Teks naratif
Alokasi Waktu	: 1 pertemuan (2 JP)

A. Kompetensi Inti

KI1 : Menghayati dan mengamalkan ajaran agama yang dianutnya

KI2 : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.

KI3 :Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI4 :Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

No.	Kompetensi Dasar	Indikator Pencapaian Kompetensi
1.	1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi international yang diwujudkan dalam semangat belajar.	1.1.1 Menulis learning log yang mengungkapkan rasa syukur atas kesempatan dapat belajar bahasa Inggris
2.	2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai,	2.3.1 Bertanggung jawab atas tindakan anggotanya

	dalam melaksanakan komunikasi fungsional.	saat menjadi pemimpin kelompok. 2.3.2 Mengakui ketika membuat kesalahan. 2.3.3 Tidak menyalahkan orang lain atas tindakannya sendiri. 2.3.4 Melakukan hal-hal yang dikatakan akan dikerjakan tanpa diingatkan orang lain.
3.	3.10 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks naratif sederhana berbentuk legenda rakyat, sesuai dengan konteks penggunaannya.	3.10.1 Mengidentifikasi fungsi sosial, struktur text, unsur kebahasaan dalam teks narative sederhana berbentuk legenda. 3.10.2 Mengidentifikasi gambaran umum dalam teks narrative berbentuk legenda.
4.	4.15 Menangkap makna teks naratif lisan dan tulis berbentuk cerita pendek sederhana.	4.15.1 Menemukan informasi tersurat dari text narrative tulis berbentuk cerita pendek/legenda . 4.15.2 Menemukan informasi tersirat dari text narrative tulis berbentuk cerita pendek/legenda . 4.15.3 Menemukan arti kata dari text narrative tulis berbentuk cerita pendek/legenda .

C. Tujuan Pembelajaran

- Mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan yang digunakan dalam teks tersebut.
- Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan teks

D. Materi Pembelajaran

1. Menentukan Ide Pokok dan Detail Pendukung Narrative text and Film

E. Metode Pembelajaran

1. Pendekatan : Scientific Approach
2. Strategi : Menyimak

F. Media, Alat, dan Sumber Pembelajaran

1. Media
   - Film
   - Lembar Kerja
2. Alat / Bahan
   - Komputer/PC/Smartphone
3. Sumber Belajar
   - Buku pegangan peserta didik
   - Internet
   - Media cetak (koran, majalah, dll)

G. Langkah – Langkah Kegiatan Pembelajaran

- Pendahuluan

Kegiatan	Alokasi Waktu
1. Mengondisikan kelas (mempersiapkan siswa untuk mengikuti pembelajaran yang akan dilakukan dengan meminta siswa untuk duduk dengan rapi (teratur), berdoa bersama dan melakukan pengecekan daftar hadir siswa 2. Siswa menyimak tujuan pembelajaran yang disampaikan guru. 3. Guru menjelaskan pentingnya materi yang akan dipelari dengan menyampaikan kompetensi yang harus dikuasi siswa.	±15 menit

- Kegiatan inti

Kegiatan	Alokasi waktu
Pertemuan 1 : 1. Siswa memerhatikan penjelasan guru tentang definisi, kegunaan dan ciri dari narrative text. 2. Guru menanyakan siswa tentang pendapat ataupun pengalaman yang berkaitan dengan narrative text. 3. Siswa mengamati contoh sebuah narrative text penggunaan alat yang tersaji dalam sebuah teks narasi yang digambarkan guru.	

Pertemuan 2 : 1. Guru menjelaskan bagaimana menentukan unsur literal dalam teks narasi. 2. Guru menunjukkan kepada siswa contoh teks narasi. 3. Setelah siswa membaca, guru membantu menemukan unsur literal dalam teks narasi. Pertemuan 3 : 1. Guru membentuk siswa ke dalam 5 kelompok. 2. Guru menunjukkan film dan kemudian didiskusikan tiap kelompok. 3. Setiap kelompok menentukan unsur literal dalam video yang diberikan. 4. Guru memberikan beberapa soal dan evaluasi kepada siswa. Pertemuan 4 : 1. Guru kembali menunjukkan film kepada siswa. 2. Setiap siswa dihimbau untuk menemukan unsur literal dalam film tersebut sacara individu. 3. Guru memberikan evaluasi kepada siswa.	±60 menit

- Penutup

Kegiatan	Alokasi Waktu
1. Guru membimbing siswa untuk merangkum materi pelajaran hari ini dengan mengemukakan materi yang telah dipelajari. 2. Memberikan kesempatan kepada siswa untuk bertanya sebelum KBM berakhir.	±15 menit

H. Penilaian

Untuk menilai jawaban siswa, peneliti menggunakan rumus sebagai berikut:

a. Rubrik pemahaman bacaan literal berhubungan dengan ide-ide utama dan detail pendukung.

Rubrik Pemahaman Membaca Literal yang membahas Gagasan Utama

No.	Kriteria	Skor
1.	Jawabannya mencakup generalisasi yang jelas yang menyatakan atau menyiratkan gagasan utama.	4
2.	Jawabannya menyatakan atau menyiratkan ide utama dari cerita.	3
3.	Indikator pemahaman ide utama yang tidak akurat atau tidak lengkap.	2
4.	Jawabannya termasuk minimal atau tidak sama sekali memahami ide utama.	1
5.	Tidak ada Jawaban	0

Rubrik Pemahaman Membaca yang membahas Urutan Rincian

No.	Kriteria Detail Pendukung	Skor
1.	Perincian yang relevan, memberi tahu, kualitas memberi pembaca informasi penting yang melampaui yang jelas atau dapat diprediksi.	4
2.	Detail dan informasi pendukung adalah relevan, tetapi satu masalah utama mungkin tidak didukung atau lebih dapat diprediksi daripada yang lain.	3
3.	Detail dan informasi pendukung adalah relevan, tetapi satu masalah utama mungkin tidak didukung atau diprediksi secara wajar.	2
4.	Rincian dan informasi pendukung agak relevan, tetapi beberapa masalah utama tidak didukung atau dapat diprediksi secara wajar.	1
5.	Tidak ada jawaban	0

(Harmer in Agus Rahmat, 2014:34)

b. Memberi skor kepada siswa jawaban yang benar untuk pre-test dan post-test, dengan menggunakan rumus:

$$Score = \frac{Students' \ Correct \ Answer}{Maximum \ Score} \times 100$$

(Mason and Bramble in Nirmawati, 2005:22)

Menghitung skor rata-rata nilai tes

c. Menghitung skor rata-rata jawaban siswa di pre-test dan post-test dengan menerapkan rumus di bawah ini:

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

Notes: X   = Mean score

                 $\sum X$ = Sum of all score

                 N   = Number of students/ sample

(Gay, 1981:298)

d. Untuk mengetahui peningkatan pemahaman membaca siswa, peneliti menggunakan teknik persentase di bawah ini:

$$P = \frac{X2 - X1}{X1} \times 100\%$$

Notes: P   = Percentage of the students

                X1   = Mean score of pre-test

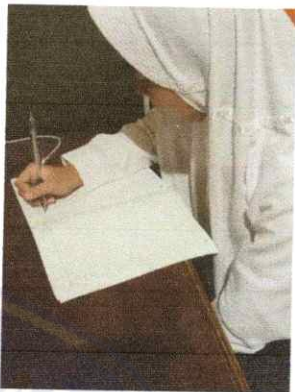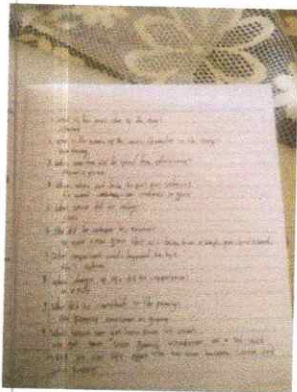   X2   = Mean score of post-test

(Gay, 1981:298)

Setelah t-test ditemukan, hasil t-test dibandingkan dengan t-tabel. Jika t-test lebih tinggi dari t-tabel, itu berarti bahwa penelitian ini efektif dan berbanding terbalik, jika t-test lebih rendah dari t-tabel, itu berarti bahwa penelitian ini tidak efektif.

C. Documentation
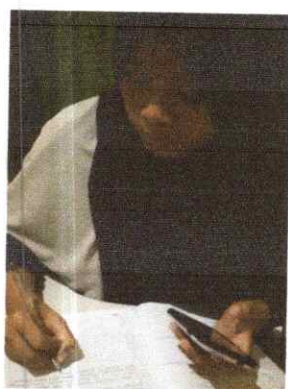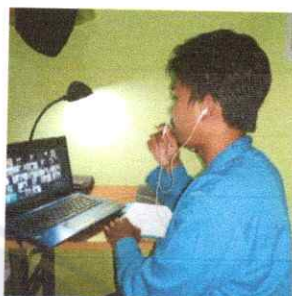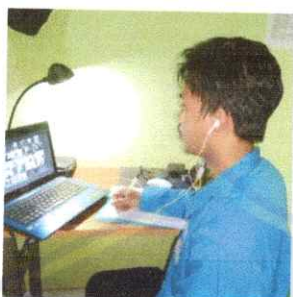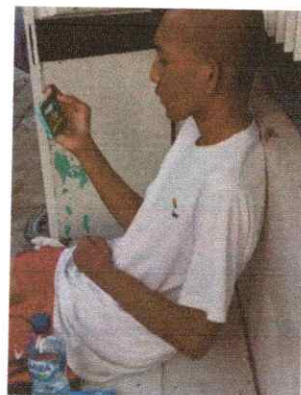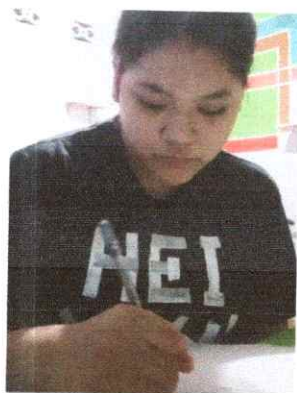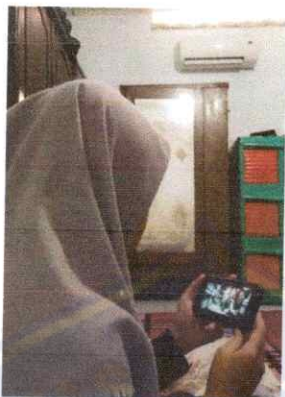
Name : Zendy Tania Dewi C

Class : XI Bahasa

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

Pre-test

A Story From The Farm Yard Two roosters were fighting fiercely to be the king of the farm yard. One finally gained advantage and the other surrendered. The loosing rooster slunk away and hid itself in a quiet corner. The winner flew up to a high wall, flapped its wings and crowed its victory, as loud as it could. Suddenly, an eagle came sailing through the air and carried it off, with its talons. The loosing rooster immediately came out of its corner and ruled the farm yard from then on.

1. From the text we know that ....
2. What is the main idea of paragraph 3?
3. What can we learn from the story?

Read the following text to answer questions number 4 to 7.

One day, a mouse deer was walking by the river. He was very starving because he hadn't eaten since morning. It was midday. But he found nothing in the land but dying trees. "Huh... I hate this branches, I don't like it!"

Across the river, there was green grassland, with young leaves. 'Hmm.. it seems delicious' imagined the mouse deer, 'but how can I get there? I can't swim, the current is very rapid?'

The mouse deer was figuring out the way how to reach there. Suddenly, he jumped to the air,'aha.: he then walked to the edge of the river. He didn't see the reflection because the water flowed very fast. He dipped one of his fore legs into the water. A few moment later, appeared Mr. Crocodile showing his sharp teeth. He then laughed, "Ha... ha... ha, you can't run away from me, You'll be my tasty lunch!" said the crocodile.

"Of course I can't. You are very strong, Mr. Croco," replied the mouse deer frightenedly. Then, the other crocodiles approached moving slowly. They approached the edge of the river.

"But, before you all have a party, I wonder how many your members are there in the river. If I know your number exactly, I can distribute my meat evenly," said the mouse deer.

"Oh...o, great, good idea! But we are a large group, I can't count it precisely," Mr. Croco moaned. "Leave it to me, and I can make it for you!" Now, can you ask the others to line up, from one edge to the other edge of the river? The mouse deer requested. Then the crocodiles arranged themselves in line from one edge to the other edge of the river. The mouse deer jumped to the body of one crocodile to the others while he was counting, 'one, two, three; and so forth up to ten. Then at last he arrived at grassland, and he thanked to the dumb crocodiles.

4. Why did mouse deer want to go across the river?
5. How many crocodiles were there in the story above?
6. " .... But we are a large group, I can't count it precisely," The underlined word has closest meaning with ....
7. After reading the text, we may conclude that the mouse deer was

Read the following text to answer questions number 8 to 10.

Once, two friends were walking through the forest. They knew that anything dangerous can happen to them at any time in the forest. So they promised each other that they would remain united in case of danger.

Suddenly, they saw a large bear approaching tern. One of the friends at once climbed a nearby tree. But the other one did not know how to climb. So being led by his common sense, he lay down on the ground breathless, pretending to be a dead man.

The bear came near the man lying on the ground. It smelt his ears and slowly left the place. Because the bear did not touch him, the friend on the tree came down and asked his friend on the ground, "Friend, what did the bear tell you into your ears?"The other friend replied, "He advised me not to believe a false friend.

8. What can we get from the story?
9. "He advised me not to believe a false friend." (Paragraph 3) The underlined word refers to ....
10. Where do you think the story happened?

(Source : https://azbahasainggris.com/contoh-soal-un-bahasa-inggris-tentang-narrative-text)

Jawab :

1. The loosing rooster
2. Crowed is victory
3. Feel good
4. Something annoying
5. An alligator
6. Is a game of clarity
7. Because of sad treatment
8. The animals
9. Which is the animal
10. In a forest

Name : Nurindah Sari

Class : XI Bahasa

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

Pre-test

A Story From The Farm Yard Two roosters were fighting fiercely to be the king of the farm yard. One finally gained advantage and the other surrendered. The loosing rooster slunk away and hid itself in a quiet corner. The winner flew up to a high wall, flapped its wings and crowed its victory, as loud as it could. Suddenly, an eagle came sailing through the air and carried it off, with its talons. The loosing rooster immediately came out of its corner and ruled the farm yard from then on.

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10. Where do you think the story happened?

(Source : https://azbahasainggris.com/contoh-soal-un-bahasa-inggris-tentang-narrative-text)

Jawaban :

1. One finally gained advantage and the other surrendered
2. The bird takes the chicken
3. Boasting is not good
4. He's hungry
5. Ten crocodiles
6. Precisely
7. The beast is not good
8. A true friend will always be in a bad state
9. A bear
10. The background is forest

Treatment

"SAMA DENGAN"

Seen a corridor from the inside out. Looks quiet. Mirah just got home from school on foot. His hands seemed to be holding a dull pencil. He stopped in front of the gate and leaned against the wall immediately while sighing. (sounds of chaos along the hallway) Mirah looked down then lifted her face and walked in confusion.

Mirah walked slowly down the hall to her house. While he was walking, there were chaotic social conditions on both sides of the hall. Family quarrels, squabbling cheating lovers, jealous neighbors debate, small children suctioning Fox glue, teenagers watching porn videos, thieves being ganged up, there are ordinary people and thugs who laze every day.

A fight between the ladies and gentlemen was very great. The father was very emotional when he did not find food available on the table. The mother who while stir-frying food in the kitchen also continued to be angry due to the father who was not clear at work.

Mirah came up the steps of her house, she walked with a sneak. Then listen to the fight from behind the wooden walls of his house. Not long ago he immediately opened the door of his house and the glass fell due to a blow from his father. Mira went into her room and went to sleep. Mirah woke up in the morning due to listening to a fight from parents. Mirah hurried to school, then asked for allowance to prepare for the independence day.

In the classroom, art subjects. Mirah has just finished her drawing and submitted it to the teacher. The homeroom teacher said that some good picture results will be selected to take part in the competition. Mirah as one of the names mentioned.

At home Mirah is practicing drawing in her room where there are only makeshift lights as lighting. Outside his room, the father and mother again bicker to split up immediately because each of them could not stand living together.

During the check-up, it was hard to hold the sad behind the door of his room to see his mother's father fight. Shortly before the father wanted to hit his mother, mirah out of the room, sobbing wiped his tears asking to stop. His mother and father turned to mirah.

Mirah walked on the terrace of the school accompanied by a teacher who was also the homeroom teacher. Given a number of recommendations that will represent the school. But mirah was devastated because it did not have supporting facilities, finally it was her teacher who provided assistance with drawing tools, as well as invitations to parents to witness her announcement. When the winners' names were mentioned one by one, the audience applauded, but on the other hand it started to get dizzy and his chest tightened until he finally fainted.

(Source :https://www.youtube.com/watch?v=yXJUojj7e4o)

Name :Rikha Aulia Mahmudin

Class :XI Bahasa

o *Watch the movie than answer the question !*

1. What is the main idea of the story ?

2. Who is the name of the main character in the story ?

3. Where and how did she spend her adolescence ?

4. When, where and how she first feel sadness?

5. What career did she undergo?

6. How did she achieve her success?

7. What important events happened to her?

8. What changes of life did she experience?

9. What did she contribute to the school?

10. What lesson can you learn from her events?

Answer

1. the main idea is her parents fighting fiercely every month from school. that everyone deserves to be reached and grasped, But without a healthy family the SAME is nothing
2. Mira
3. Mira continues to be passionate about making her parents proud, even though she sometimes has to watch her parents fight all the time
4. at his house when he saw his parents arguing
5. his talent in developing art, namely drawing
6. she keeps on fighting, continues to be passionate about achieving everything she wants
7. his parents got along again and cared for him
8. In the past, her parents didn't really care about her, until finally she fell ill and her parents cared for her again
9. became a representative for the drawing competition at the district level, and Mira won 1st place.
10. We must remain enthusiastic about achieving our dreams despite many trials and family is very important to be able to achieve our success.

Read the following text to answer questions !

Post-test

GUANG

Guang is a story about two brother. The elder brother , Wen Guang is autistic. Wen Guang is often misunderstood. Above all, he suffers from attention deficiency disorder, struggles with social interaction, and has difficulty performing day to day obligations. He also has a secret passion. To make ends meet, Wen Guang is coerced by his younger brother into looking for a job to share his burden on meeting their monthly expenses. Throught out the film, we see Wen Guang searching for a job, his daily routines and his secret passion as he searches for the final glass that will bring him a simple, pure, hard earned, fleeting moment of joy.

(Source : https://www.viddsee.com/video/guang/nmo7y)

Name : Nadia Afiyanti

Class : Xl BHS

○ Watch the movie than answer the question !

1. What is the main idea of the story ?
   = guang
2. Who is the name of the main character in the story ?
   = guang
3. Where and how did he spend him adolescence ?
   = At home, market and its surroundings he is looking for a glass or cup
4. When, where and how he first feel sadness?
   = After coming home from the interview, at his house and when his brother scolded him

5. What career did he undergo?

= Finding and collecting glasses of various shapes

6. How did he achieve his success?

= When he got the small glass he had been looking for

7. What important events happened to his?

= When he found the glass he had been looking for and played with the glass filled with water

8. What changes of life did he experience?

= Life that used to be sad becomes happy and joyful

9. What lesson can you learn from his events?

= Be patient and keep passionate to achieve what we dream

10. What does he donate to the family?

= Song

Read the following text to answer questions !

Post-test

GUANG

Guang is a story about two brother. The elder brother , Wen Guang is autistic. Wen Guang is often misunderstood. Above all, he suffers from attention deficiency disorder, struggles with social interaction, and has difficulty performing day to day obligations. He also has a secret passion. To make ends meet, Wen Guang is coerced by his younger brother into looking for a job to share his burden on meeting their monthly expenses. Throughtout the film, we see Wen Guang searching for a job, his daily routines and his secret passion as he searches for the final glass that will bring him a simple, pure, hard earned, fleeting moment of joy.

Name : Rikha Aulia Mahmudin

Class : XI Bahasa

○ Watch the movie than answer the question !

1. What is the main idea of the story ?
= The main idea is Guang is a story about two brother "the privilege of a person who has autism".

2. Who is the name of the main character in the story ?
= The main character name is Wen Guang

3. Where and how did he spend him adolescence ?
= He lived his life with privileges and a state of being far from "normal" but still trying to be like normal people.

4. When, where and how he first feel sadness?
= The first he felt sadness when he felt guilty to his brother for forgetting his job interview and when his brother yelled at his at home.

5. What career did he undergo?
= He undergo a career as a musician.

6. How did he achieve his success?
= He achieved success by virtue of himself

7. What important events happened to his?
= When he found the glass he had been looking for

8. What changes of life did he experience?
= He complement the melody of the glass

9. What did he contribute to the family?
= The pride of an older brother to him

10. What lesson can you learn from his events?
= What I learned from the story of Wen Guang is that being born with a different mentality from other people is not a deficiency but it is a privilege that God gives to special people.

PEMERINTAH PROVINSI SULAWESI SELATAN

DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
BIDANG PENYELENGGARAAN PELAYANAN PERIZINAN

Nomor : 4193/S.01/PTSP/2020
Lampiran : -
Perihal : Izin Penelitian

KepadaYth.
Kepala Dinas Pendidikan Prov. Sulsel

di-
Tempat

Berdasarkan surat Ketua LP3M UNISMUH Makassar Nomor : 957/05/C.4-VIII/VII/41/2020 tanggal 27 Juli 2020 perihal tersebut diatas, mahasiswa/peneliti dibawah ini:

N a m a : **AIDIL FITRAH RUSTAN**
Nomor Pokok : 10535 6200
Program Studi : Pendidikan Bahasa Inggris
Pekerjaan/Lembaga : Mahasiswa
Alamat : Jl. Sultan Alauddin No. 259 Makassar

Bermaksud untuk melakukan penelitian di daerah/kantor saudara dalam rangka penyusunan Skripsi, dengan judul :

" IMPROVING STUDENTS READING COMPREHENSION BY USING LITERARY WORK (A PRE-EXPERIMENT RESEARCH AT THE ELEVENTH OF SMA NEGERI 11 GOWA) "

Yang akan dilaksanakan dari bulan Agustus s/d Oktober 2020

Sehubungan dengan hal tersebut diatas, pada prinsipnya kami menyetujui kegiatan dimaksud dengan ketentuan yang tertera di belakang surat izin penelitian.

Demikian Surat Keterangan ini diberikan agar dipergunakan sebagaimana mestinya.

Diterbitkan di Makassar
Pada tanggal 27 Juli 2020

A.n. GUBERNUR SULAWESI SELATAN
KEPALA DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU PROVINSI SULAWESI SELATAN
Selaku Administrator Pelayanan Perizinan Terpadu

Dr. JAYADI NAS, S.Sos., M.Si
Pangkat : Pembina Tk.I
Nip : 19710501 199803 1 004

Tembusan Yth
1. Ketua LP3M UNISMUH Makassar di Makassar;
2. Pertinggal.

SIMAP PTSP 28-07-2020

SURAT KETERANGAN
Nomor : 800/336 -SMAN.1/GOWA/2020

Yang bertanda tangan di bawah ini, Kepala UPT SMA Negeri 1 Gowa Menerangkan bahwa :

Nama   : AIDIL FITRAH RUSTAN

Nomor Pokok   : 10535 620015

Program Studi   : Pendidikan Bahasa Inggris

Alamat   : Jl.Sultan Alauddin No 259, Makassar

Judul Penelitian   :" IMPROVING STUDENTS READING COMPREHENSION BY USING LITERARY WORK (A PRE-EXPERIMENT RESEARCH AT THE ELEVENTH OF SMA NEGERI 1 GOWA)"

Berdasarkan Surat Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Sulawesi Selatan Nomor : 4193/S.01/PTSP/2020 tanggal 27 Juli 2020 Perihal Izin Penelitian.
Benar yang bersangkutan namanya di atas telah mengadakan penelitian (mengambil Data) di SMA Negeri 1 Gowa mulai tanggal, 05 Agustus s.d. 25 Agustus 2020.

Demikian Surat Keterangan ini dibuat dengan sebenarnya dan diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Gowa, 2 September 2020

Kepala UPT SMA Negeri 1 Gowa,
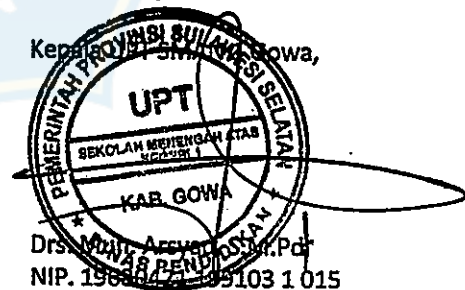
Drs. Muh. Arsyad, S.M.Pd
NIP. 19680425 199103 1 015

بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيْمِ

KONTROL PELAKSANAAN PENELITIAN

Nama Mahasiswa : **AIDIL FITRAH RUSTAN**

NIM : **10535620015**

Judul Penelitian : *"IMPROVING STUDENTS READING COMPREHENSION BY USING LITERARY WORK (A PRE-EXPERIMENT RESEARCH AT THE ELEVENTH OF SMA NEGERI 1 GOWA)"*

Tanggal Ujian Proposal : **11 March 2020**
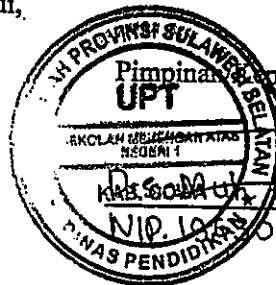
Tempat/Lokasi
Penelitian : **SMA NEGERI 1 GOWA**

No	Hari/tanggal	Kegiatan Penelitian	Nama Guru	Paraf Guru
1	RABU 19-08-2020	PRE-TEST	Hj. Suhemi, M.Pd	
2	SABTU 22-08-2020	TREATMENT	Hj. Suhemi, M.Pd	
3	SENIN 24-08-2020	TREATMENT	Hj. Suhemi, M.Pd	
4	SELASA 25-08-2020	POST-TEST	Hj. Suhemi, M.Pd	
5				
6				
7				
8				
9				
10				

......................, ...2020

Mengetahui,

Ketua Jurusan,

Pimpinan/Kepala sekolah,

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

Drs. Muh. Arsyad, S.M.Pd
NIP. 19640421 1991 03 1 015

CURRICULUM VITAE

Aidil Fitrah Rustan was born on January 18th, 1996 in Belopa, Luwu Regency. He is the second son from the marriage of Mr. Rustan and Mrs. Nuraini. He began his study at SDN 22 Belopa and graduated in 2008. Then he continued his study at MTSN 1 Belopa and graduated in 2011. Afterwards, he continued his study at SMK 1 Belopa and graduated in 2014. After being an alumna, he was registered as a student of English Education Department of Teacher Training and Education Faculty of Universitas Muhammadiyah Makassar in 2015. At the end of his study, he could finish his thesis under the title Improving Students' Reading Comprehension By Using Literary Work at The Eleventh Grade of SMAN 1 Gowa.