

**USING BASAL READERS APPROACH TO IMPROVE THE STUDENTS' READING
COMPREHENSION AT THE SECOND YEAR STUDENTS OF SMPN 32 BULUKUMBA**



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NUR INDASARI

105 355 514 13

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
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LEMBAR PENGESAHAN


Skripsi atas nama **NUR INDASARI**, NIM **10535 5514 13** diterima dan disahkan oleh panitia ujian skripsi berdasarkan surat Keputusan Rektor Universitas Muhammadiyah Makassar Nomor: **212 Tahun 1440 H/2018 M**, tanggal **11 Rabiul Awal 1440 H/19 November 2018 M**, sebagai salah satu syarat guna memperoleh gelar **Sarjana Pendidikan** pada Jurusan Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar pada hari Kamis tanggal **22 November 2018**.

14 Rabiul Awal 1440 H
Makassar, 22 November 2018 M

Panitia Ujian :

1. Pengawas Umum : **Dr. H. Abdul Rahman Rahim, S.E., M.M.** 
2. Ketua : **Erwin Akib, M.Pd., Ph.D.** 
3. Sekretaris : **Dr. Baharullah, M.Pd.** 
4. Dosen Penguji :
 1. **Dr. H. M. Arif Paturusi, M.Pd.** 
 2. **Nunung Anugrawati, S.Pd., M.Pd.** 
 3. **Herlina Daddi, S.Pd., M.Pd.** 
 4. **Hj. Hmiah, S.Pd., M.Pd.** 

Disahkan Oleh :
Dekan FKIP Universitas Muhammadiyah Makassar


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



Terakreditasi Institusi



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APPROVAL SHEET

Title : Using Basal Readers Approach to Improve the Students'
Reading Comprehension at the Second Years Students of
SMPN 32 Bulukumba

Name : NUR INDASARI

Reg. Number : 105350514 13

Programmer : English Education Department Strata I (S1)

Faculty : Teacher Training and Education

Makassar, November 2018

Approved by:

Consultant I

Consultant II


Nurdevi Bte. Abdul, S.Pd., M.Pd.


Wuldhan Burhanuddin, S.Pd., M.Hum.

Dean of FKIP
Makassar Muhammadiyah University

Head of English
Education Department


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


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

SURAT PERNYATAAN

Saya yang bertanda tangan di bawah ini:

Nama : **NUR INDASARI**

NIM : **10535 5514 13**

Jurusan : **Pendidikan Bahasa Inggris**

Judul Skripsi : ***Using Basal Readers Approach to Improve The Students Reading Comprehension at The Second Years Students Of SMPN 32 Bulukumba***

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Makassar, November 2018

Yang Membuat Pernyataan

NUR INDASARI

SURAT PERJANJIAN

Saya yang bertanda tangan di bawah ini:

Nama : **NUR INDASARI**

NIM : **10535 5514 13**

Jurusan : **Pendidikan Bahasa Inggris**

Judul Skripsi : ***Using Basal Readers Approach to Improve The Students Reading Comprehension at The Second Years Students Of SMPN 32 Bulukumba***

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Yang Membuat Pernyataan

NUR INDASARI

MOTTO

Our Parents Are The Greatest Gift in A Life

I dedicated this thesis to My beloved parents (DRS.Dermawan and Andi Kati)And my beloved brothers (Nur Rahmat Hidayat and Nur Haryadi) and my sister (Nur Yanti Amelia Sari)

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The Researcher

Nur Indasari

ABSTRACT

NUR INDASARI, 2018. *“Using Basal Readers Approach to Improve The Students Reading Comprehension at The Second Year Student of SMPN 32 Bulukumba)”*, under the thesis of English Education Department the Faculty of Teachers Training and Education, Makassar Muhammadiyah University (supervised by Nurdevi Bte. Abdul and Wildhan Burhanuddin)

This research aimed to find out the improvement of the students' reading comprehension by using Basal Readers Approach that focused on level of reading comprehension which consisted of literal comprehension in term of main idea and interpretative comprehension in term of conclusion.

The research applied pre-experimental research with one group pre-test and post-test. The researcher used purposive sampling technique. The sample of the research was class VIII.7 SMPN 32 Bulukumba which consisted of 24 students. The researcher used reading material of reading test as instrument in pre-test and post-test.

The research findings indicated that Basal Readers Approach can improve students' reading comprehension. It was proved by the mean score of pre-test was 30.20 it classified as fair, posttest was 38.75 it classified as good and the improvement of pretest to be posttest was 28.27%. Therefore, there was the improvement of the students' reading comprehension in terms of main idea and conclusion.

The result of improvement was also proved with t-test value. The researcher found that the value of t-test (6.18) was greater than t-table (2.690). This value means that there was significantly difference between the result of the students' pre-test and post test. It was concluded that the use of Basal Readers Approach can improve students' reading comprehension at the second years students of SMPN 32 Bulukumba.

Keywords : *Basal Readers Approach, Reading Comprehension, Students' Improvement*

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CHAPTER I

INTRODUCTION

A. Background

Teaching English as foreign language in Indonesia covers four basic skills. Those four skills are listening, speaking, reading, and writing. Speaking and writing involve language production and therefore often refers to as productive skill. While listening and reading involve receiving message and therefore often refers to as receptive skill. This research will focus on reading comprehension.

Reading is one of the English skills which have to be learned by students. According to Harmer (2008) reading is an exercise dominated by eye and brain, eye look at the message in the printed pages then send it to the brain, and then the brain processes the significance of the message. We can know any information that we need through reading. Besides that, reading can improve our vocabulary, knowledge, information and any others to increase our knowledge with reading.

Reading for comprehension is not of course an easy task, especially for senior high school students. Hence, students must possess interpretation ability to the meaning of the words, expression, sentences. Sentences are a letter consisting of an address and messages. Comprehension is much needed to catch the meaning of the text or written information.

Teaching Strategy also needs media to support the teacher in applying the Strategy. For students in senior ¹ school, the media should be related to the students' age and level of learning the language, mainly on the reading comprehension. The research

knew, some factors that make students have difficulty to comprehend reading text. First, it is caused by lack of students' background knowledge about the topic of a text given. As a result, when the reading process is occurring, it is difficult for them to catch the main point of the text. The students should have existing knowledge and activate it before reading done. It is an important role.

The second one is the lack of attitude to reading. Uninteresting topic can be one of the factors that made the not interest in reading a text. For example, the topic is too unfamiliar from their knowledge or environment. Thus, the students do not want to read text. Furthermore, the next factor caused by students' limited vocabulary related to the real messages of the text. Having many vocabularies to the topic of the text is really helpful for students when students are reading a text. If students have enough vocabularies, students can find the meaning of the text easily. Students also easy in predicting what the words mean because one word has more than one meaning.

Teaching reading to English learners is exciting for teachers who have the ability to perform it. They have skills and competence to apply the appropriate teaching strategies and teaching method which can motivate the students to enjoy the printing materials they distribute. Teacher should attempt to find any approaches. Many that have been applied in many schools or colleges just to make the students understand what they have learned, and of course each approach has good values for students. An approach to teaching reading may be described as the way or ways teachers organize techniques and materials in some logical manner to facilitate the act of processing print.

Based on the results of researcher that studied in Magang 2 that was done at the second years students of SMPN 32 Bulukumba, the researcher find some problems in

teaching learning English especially for reading skill. The crucial problems are the students' problems in reading is the students' comprehension. The problems are students are bored to read a text because it is not interesting, the students have limited vocabulary so they are difficult to understand the reading text and the students do not know the structure of sentence, it makes the students to work hard to translate the word in sentence of the text.

Based on the problem above, the researcher will apply one of teaching approach to improve student reading comprehension. This is an interesting strategy and it can increase the student's reading ability, namely Basal Readers Approach. This approach is designed to create the students and it can facilitate a teacher in teaching and learning process.

Some previous researcher related to find out, the one of the easiest strategies to improve students' reading comprehension is by using Basal Readers Approach. Jones (2009) explain recently examined the instruction of reading comprehension strategies and skills in the top best-selling core basal reading programs focusing on Grades 3, 4, and 5. The results indicated that the five core basal reading programs contained a mix of comprehension skills and strategies when the five programs' teacher's manuals presented a comprehension skill or strategy, the teacher's manual tended to give some explanation of its value or procedure. Based on the research findings, it can be conclude that teaching reading by using Basal Readers Approach is effective. By using Basal Reader Approach, the teacher can provide insight to construct a visual representation of the student in determining the details of which are used to draw conclusion and observation.

Based on the explanation above, the researcher is intended to conduct a research under the title **“Using Basal Readers Approach to Improve the Students’ Reading Comprehension at The Second Years Students of SMPN 32 Bulukumba”**.

B. Problem Statement

Based on the previous background, the researcher formulates the research as follows:

1. Does the use of Basal Readers Approach improve the students’ literal comprehension at the Second Year Students of SMPN 32 Bulukumba?
2. Does the use of Basal Readers Approach improve the students’ interpretative comprehension at the Second Year Students of SMPN 32 Bulukumba

C. The Objective of the Research

Based on the problem statements above, the objectives of the research are to find out:

1. To find out the used of Basal Readers Approach to improved the students’ literal comprehension at the second Year Students of SMPN 32 Bulukumba.
2. To find out the used of Basal Readers Approach to improved the students’ interpretative comprehension at the second Year Students of SMPN 32 Bulukumba.

D. Significance of the Research

The outcomes of the research are expected to be useful information for the teachers in teaching reading comprehension, and especially for the teachers of English in SMPN 32 Bulukumba and to be useful and helpful reference or motivation for the students in increasing their knowledge and their reading comprehension by using basal readers approach, and helpful other researcher for reference forward research.

E. The Scope of the Research

To do this research, the researcher limit the research to the used Basal Readers Approach in students' reading comprehension focused on literal comprehension in term main idea and interpretative comprehension in term conclusion. The type of text will be used as a teaching materials in the classroom is narrative text.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter deals with some previous related research findings, some pertinent ideas, and theoretical framework.

1. Previous Related Research Findings

Some of previous related research findings about Basal Readers was present as follow:

Jones (2009) explain recently examined the instruction of reading comprehension strategies and skills in the top best-selling core basal reading programs focusing on Grades 3, 4, and 5. The results indicated that the five core basal reading programs contained a mix of comprehension skills and strategies when the five programs' teacher's manuals presented a comprehension skill or strategy, the teacher's manual tended to give some explanation of its value or procedure.

According to Renn (2013) more recent research showed that Basal readers were being used daily in 92% - 98% of classrooms in the United States. It is believed that because basal readers have played such an integral role in the reading instruction in the United States for centuries, the basal readers will continue to play such a role well into the future. Basal readers, then, play an integral role in the shaping of the reading instruction in our classrooms.

Irma (2012) stated that Basal Readers Approach is affective to improve the reading interest of the second year students of SLTP Negeri 3 Sungguminasa. Although fair classification but the result of the t-test 10.3 which is greater than t-table 2.03.

Alam (2010) reported from his Thesis found that improving reading comprehension ability of the second year students of SMA Syech Yusuf Sungguminasa through directed reading activity DRA is very effective. It is proved by the t-test value (3.5) which is higher than the t-test value (1-70). Based on the fact; the writer concluded that using directed reading activity effective to improve the reading comprehension.

Based on previous finding above, the researcher found there were similarities and difference from each research. The similarities of their research are they focused on teacher effectiveness, method which they use were effective and also increases students' learning interest as a limit of their research. In addition, the differences from each researcher are the implementation and procedure of each method, technique, and strategy they use. In this study, the researcher conducted a different study of previous finding. The researcher focused to improve students' reading comprehension on literal and interpretative comprehension in term main idea and conclusion by using Basal Readers Approach.

Based on explanation above, the researcher can said that many ways to help the students to improved their reading comprehension. Therefore, in this research the researcher would to introduce the Basal Readers Approach that can help students in improving their reading comprehension ability.

2. Concept of reading

1. Definition of Reading

Logan in Kasim (2012) state that reading is very sophisticate structure and includes many skills that require simultaneous coordination to successfully complete many reading tasks. As identify, skill reading is the ability to extend meaning from text

accurately and effectively. Becoming good reader requires both the ability to recognize words and the ability to comprehend text. Although instruction for word recognition is critical process for students', some students' continue to struggle with. Drive meaning or acquiring knowledge from text in spite of possessing sufficient word recognition.

Djoni (2015) state that reading is an active process which consists of recognition and comprehension skill. Reading is an important activity in life with which one can update his/her knowledge. Reading skill is an important tool for academic success. Reading is not only a source of information and a pleasurable activity but also as a means of consolidating and extending one's knowledge of the language Reading is very necessary to widen the mind and gain and understanding of the foreign culture.

Douglas (2000) explain that reading ability will be develop best in association with writing, listening, and speaking activities. Even in those c.ourses that may be label "Reading", your goals will be best achieve by capitalizing on the interrelationship of skills, especially the Reading-Writing connection.

Hedge in Sulaeman (2006) states that any reading component of an English language course may include a set of learning goals for :

1. The ability to read a wide range of texts in English
2. Building a knowledge of language which will facilitate Reading ability
3. Building schematic knowledge
4. The ability to adapt the reading style according to reading purpose
5. Developing an awareness of the structure of written text in English
6. Taking a critical stance to the contents of the texts

1. Reading Comprehension

Snow (2004) state that reading comprehension is the process of simultaneously extracting and constructing meaning trough interaction and involvement with written language we use the words extracting and constructing to emphasize both the importance and the text that is to be comprehend , the activity in which comprehension is a part.

To comprehend a reader must have a wide range of capacities and abilities. These include cognitive capacities (e.g, attention, memory, critical, analytic ability, inferencing, visualization ability), motivation (a purpose for reading, an interest in the content being read, self-efficacy as a reader), and various types of knowledge (vocabulary, domain and topic knowledge, linguistic and discourse knowledge, knowledge of specific comprehension strategies). Of course, the specific cognitive, motivational, and linguistic capacities and the knowledge base called on in any act of reading comprehension depend on the texts in use and the specific activity in which one is engage.

The enjoyment of reading comes from comprehension however and not decoding words. Skill readers “interact” with a text, thinking about what will happen next, creating questions about the main characters and so on. Students’’ who love to read have good comprehension skills.

According to Harvey (2013) there are elements of Reading Comprehension :

1. Identifying and summarizing the main idea
2. Comparing and contrasting

3. Identifying supporting facts and details
4. Making inferences and drawing conclusions
5. Predicting outcomes
6. Recognizing fact and opinion
7. Recognizing realism versus fantasy
8. Identifying cause and effect
9. Recognizing sequence of events
10. Identifying story elements such as main characters, settings, plot, conflict, and resolution
11. Identifying the author's purpose and point of view
12. Interpreting literary devices such as imagery, symbolism, and metaphors.

Duke & Pearson (2002) states reading comprehension is the research has a long and rich history. There is much that we can say about both the nature of reading comprehension as a process and about effective reading comprehension instruction. We believe that part of the reason behind this steep learning curve has been the lack of controversy about teaching comprehension. Unlike decoding, oral reading, and reading readiness, those who study reading comprehension instruction have avoided much of the acrimony characteristic of work in other Aspects of reading as it should be, much work on the process of reading comprehension has been ground in studies of good readers.

The great deal about what good readers do when they read.

1. Good readers are *active* readers.
2. From the outset they have clear goals in mind for their reading

3. They constantly evaluate whether the text, and their reading of it, is meeting their goals.
4. Good readers typically look over the text before they read, noting such things as the structure of the text and text sections that might be the most relevant to their reading goals.
5. As they read, good readers frequently make predictions about what is to come.
6. They read selectively, continually making decisions about their reading: what to read carefully, what to read quickly, what not to read, what to reread, and so on.
7. Good readers construct, revise, and question the meanings they make as they read.

1. **Levels of Reading Comprehension**

Comprehension is understanding what is being said or read. When it comes to reading, it is an active process that must be developed if a learner is to become a proficient reader. Effective reading skill development is further accomplished when the learner becomes proficient in literal, interpretative and critical comprehensive reading.

Burns in Satriana (2014) states there are four levels of reading comprehension. They are literal reading, interpretive reading, and critical reading. Each of these skills could be explained as follows:

2. **Literal Reading**

Literal reading refers to the acquisition of meaning of ideas or information that is explicitly stated in the text. Literal comprehension is getting the primary, direct, literal meaning of an idea in context. The readers are only able to use the

information which is stated explicitly in the text. The readers are able to answer such a question that simply, demand them to recall from memory what the exact words given in the book.

Although it only needs little or no thinking on the part of the readers, it gives them opportunity to practice in recalling and reproducing statements of facts and have a place in detailed factual reading. The parts of literal comprehension:

1. Main idea

The author's message, idea, point, concept, or meaning he or she wants to portray to the reader is what is known as the main idea of the passage. It may also be referred to as the controlling idea, central idea. We, as the reader, must understand the importance in grasping the main idea the author portrays.

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

The main idea of a passage falls into two types. The two types of main idea are stated main idea and implied idea. A stated main idea is openly expressed in a sentence or two. They are usually, but not necessarily, located

in the first or last sentence. Implied main idea cannot be immediately pointed out by skimming the passage. It is derived from various places in the text.

1. Interpretative Reading

Interpretative comprehension involves reading between the lines or making inferences, it is the process of deriving ideas that are implied rather than directly. Reader makes inferences based on their schemata. It is important to realize that children have less prior knowledge than adults and do not make inferences spontaneously; even they possess the necessary schemata or background knowledge.

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 be able to see relationships among ideas, for example how ideas go together and also see the implied meanings of these ideas. It is also obvious that before our students can do this, they have to first understand the ideas that are stated (literal comprehension). The parts of Interpretive or referential comprehension includes thinking processes such as:

1. Conclusions

As a general rule, any type of conclusion is better than no conclusion at all, so it is important to write a concluding statement even if it is short. The characteristics of a good conclusion are the following:

1. It restates the thesis sentence but does not use the exact words.

2. It restates the topic sentences from the developmental paragraphs but does not use the exact words.
3. If appropriate, it states an opinion, makes a prediction, or gives a solution.
4. It concludes with a statement that sums up the essay.
5. It uses a transition word(s) of summary (i.e., in other words, in short, in summary, in conclusion, to sum up, that is, and therefore) in order to cue the reader that the ideas are coming to an end.

2. Critical Reading

Critical reading is evaluating written material comparing the ideas discovery in the material with known standard and drawing conclusion about their accuracy, appropriateness, and timeliness. The reader must be an active reader, questioning, searching for fact, and suspending judgment until her or she has consider all the material.

To conclude, literal, interpretative and critical comprehensive reading is what makes a skilled, strong reader. This skill must be learned and developed. It does not just happen. With that thought in mind, it has also been shown that strong readers make good writers. Sustained exposure to the English language does allow for an expanded vocabulary and knowledge of correct grammar usage. When this is combined with literal, interpretative and critical reading experiences, it enables writers to better express themselves.

2. Basal Readers Approach

1. Definition of Basal Readers Approach

Using the Basal Readers Approach is a simple strategy but can improve students' reading comprehension. Basal readers are short stories, including individual books for learners, a teacher's edition, workbooks, assessments and activities for a specific reading level.

According to Alexander in Irma (2012) Basal reader is a method or technique utilizes books, workbooks, assessments, and activities to teach children to read. Basal readers have a sequential order and build upon what has already been taught.

Jones (2012) states a basal reader is a complex collection of reading selections, support materials, and assessments held together by a hefty teacher's edition. Seventy-four percent of schools and teachers use a basal reader, either following it closely or sampling from its many components. In addition to the long-standing student anthology, basal include small leveled readers, big books, workbooks, and assessments.

Basal Readers is synonymous with the directed reading activity (DRA) according to Zimmerman; a basal reading program is a core reading program that is used to teach children to read. The term "Basal" comes from the word "Based" as the program acts as the basis for the lessons that teach children reading skills. Basal reading programs are mainly used by school districts, as they are generally too expensive for most homeschoolers and tutoring centers.

Betty S. Heathington in Jones (2009) explain that the vast majority of reading teachers will begin their careers in schools that use basal readers. The popularity of basals can be seen in a statement made by Sheldon in 1969, in which he indicated that at that time eight basal programs accounted for about ninety percent of the reading material market in

United States schools. Because of this widespread use, it is imperative that classroom teachers and those preparing to teach be knowledgeable concerning basal reading materials, a basal reading program includes a series of books.

Based on the above definition, the researcher concludes that Basal Reader can be said as strategy, method, teaching approach, or learning technique used in teaching reading as an effective learning medium for teacher to use in the classroom.

2. The Purpose of Basal Readers Approach

The purpose of Basal reader is to teach children multiple skills to progress in reading, as well as teach them to read at their own grade level or above.

3. Advantages and Disadvantages of Basal Readers Approach

According to Morin (2013) explanations, she explains that there are many advantages and disadvantages of Basal Readers Approach:

1. The advantages of Basal Readers Approach
 1. Systematic and follows logical sequence.
 2. The levels progress from emergent reader to advanced reader with smooth transitions and consistency.
 3. Teachers are provided with the tools they need to evaluate students' knowledge and progress, as well as guidance as to how to teach and extend each lesson.
 4. Teacher can adjust or supplement the materials to meet the individual needs of students with reading problems.

5. Convenient package of materials, techniques, and assessment devices.
 6. Sequenced from grade to grade, providing continuous reading instruction
1. The disadvantages of Basal Readers Approach

It's designed for groups of readers, which makes it difficult to teach the gifted or self-taught reader and just as difficult to modify for the student who has learning disabilities in reading.

2. The Procedure of Basal Readers Approach

According Irma (2012) Basal Readers lesson usually follows several patterns as follow:

1. Preparation for reading story: it is designed to motivate the students to read the story, questions are provided in the teacher manual to stimulate discussion about some aspect of the story. The teacher strives to create an interest in the story in this initial activity because presumably she accepts the underlying assumption that the students read only if they are properly motivated.
2. Guided reading: the next step is the developmental phase of the lesson. The teacher's manual contains suggestions for the guided reading and ideas for developing discussion.
3. Skill development and practice: during this part of the lesson the teacher gives instruction and activities in such areas as vocabulary development, comprehension, and study skill.

4. Follow up activities: students perform follow up activity independently at their desk or various centers in the room.

5. Basal Reader Pattern

Each lesson in a basal reading program usually follow the pattern of *Preparation for reading the story*. This introductory phase is designed to motivate the students to read the story, to create a purpose for reading, to provide background information, and to develop concepts the students may need to understand the story fully. Questions are provided in the teacher's manual to stimulate discussion about some aspect of the story. Of primary importance is an understanding of:

1. The Use of Basals in the Classroom.

Although basals and the ways teachers use them have been criticize, several authorities in the field of reading have stressed many positive points. The following values are often presented in advocating the use of basal materials: Irma (2012)

1. The material considerable amount of a teacher's time. If a classroom teacher had to produce or essemble all the materials that are part of a basal series, the time requirement would be exorbitant. A teacher can better spend her time in analyzing children's progress in reading achievement, or assessing attitudes, or personally guiding children in their reading activities. Further, the extensive time spent by reading experts in preparing basal materials ensures a quality a teacher may be unable to attain owing to time commitments.
2. The structure and guidance of basals are said to be beneficial to the beginning teacher. The exact questions to ask, the workbook pages to be done with each story, and the recommended follow up activities may provide a stuctural framework necessary for the

novice. However, as the new teacher gains confidence and experience, it seems reasonable that he will adjust and manipulate the lesson plans to meet the specific needs of students in his class.

3. The workbooks and tests which accompany basal readers can serve as effective diagnostic tools. Presently, with the emphasis on the diagnostic/prescriptive approach to reading, adequate instruments to measure students' skills are always in demand.
4. The systematic review used in basals is noted as a positive contribution. The repetition of a word gives students opportunity to deal with the word on more than one occasion, making it a part of their reading repertory. The review of concepts provides enlargement of ideas previously encountered.
5. The extensive array of supplementary material provides variety and breadth to a reading program. Basal publishers continue to add more materials to their offering of supplemental resources.
6. Basals aim at the interests of the students for whom they are designed. Authorities have spent time and effort in preparing inventories of interests children by grade level. Publishers and writers use such lists as they prepare stories for use in the textbook.
7. The systematic and sequential presentation of skills helps overcome the possibility that instruction in a certain skill will be overlooked in a reading program. For example, all elementary teachers might ignore instruction in prefixes if each assumed the skill had been mentioned at another grade level.

8. Individual Meeting

Teachers recognize that the children in their classrooms have many diversities: different ability levels, family background, motives, and interests. There are gifted and talented children, slow learners, and linguistically and culturally different students. Meeting the unique needs of such diverse individuals is a challenging task for any teacher.

Basal publishers recommend a variety of strategies to provide the flexibility needed to serve these special children. These are some suggestions they make:

1. The use of a nongraded approach promotes the idea that each child should operate at his own instructional level.
2. Basals present skills systematically, allowing many opportunities for practice and review and providing different tools such as textbook, duplicated skill sheets, reading skill workbooks, etc.
3. Many basal series present activities that provide practice in a variety of modes. The students may get to use a visual, auditory, or kinesthetic mode to complete an activity. If learning does not occur using activities involving one mode, the teacher can try another. The teacher must be aware of the learning modes that are most successful with various children and vary the mode as appropriate.
4. In the teacher's manual, most publishers have a special section, usually entitled either "enrichment" or "extension." In this section there are suggestions for the student who can go beyond the basic lesson. It contains extending experiences in reading, writing, research, listening and language-related activities. The teacher's task is one of carefully planning these activities for children who need them.

5. Some programs now have three sets of materials available for each level: (1) basic materials used by all pupils at the level; (2) prebasic material used by those children whose abilities are limited by personal, cultural, or classroom experiences; and (3) expansion materials used by those who need a more in-depth level and expansion of critical and creative reading skills. These three sets of materials may be used in a variety of ways: only basic, or basic plus prebasic, or basic plus expansion. The decision must be made by individual teachers.

6. Theoretical Framework

Based on the theory of research, the theoretical framework is described in following.

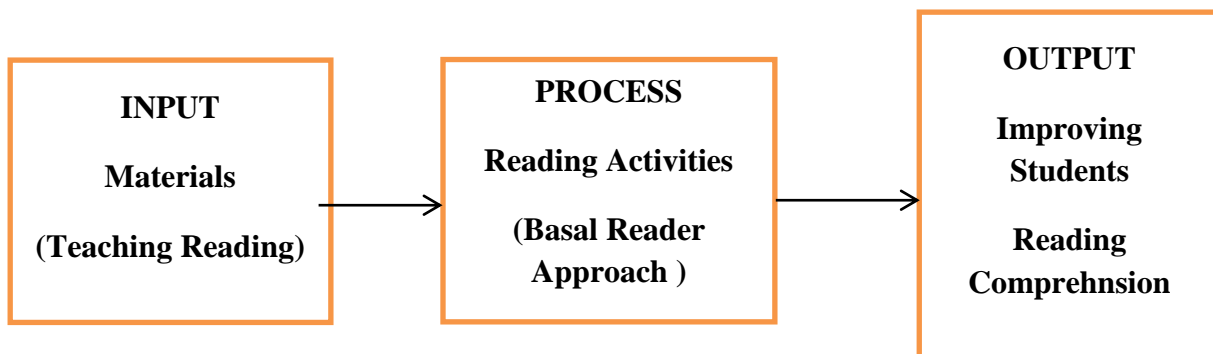


Diagram (Basal Reader Approach Framework)

Figure 2.1: Theoretical Framework

The following is the explanation of Theoretical Framework of the research:

Input : It refers to reading material before giving treatment

Process : It refers to use Basal Reader Approach in teaching reading comprehension

Output : The output is the students' achievement in learning reading.

CHAPTER III

RESEARCH METHOD

1. Research Design

The research employed a pre-experimental method with one group pre-test and post-test design. This research was conducted through three steps of process: pre-test, treatment, and post-test was used to investigate the improvement of the students. A pre-test was conducted to all students before the treatment to assess their knowledge. A post test was conducted to measure the students' progress in reading comprehension after giving the treatment. The design is present in the following table:

Pre-test	Treatment	Post-test
X ₁	O	X ₂

Where:

X₁ = Pre-test

O = Treatment

X₂ = Post-test

(Gay et al, 2006)

2. Variable of the Research

There were two variables in this research; they were independent variable and dependent variable.

1. Independent variable was Basal Readers Approach
2. Dependent variable consisted of students' reading comprehension.

The important process to improve the student's reading comprehension consisted of:

1. Literal comprehension process in reading with the indicators: The students' understanding of main idea.
2. Interpretative comprehension process in reading with the indicators: the students' understanding of take conclusion.

1. Population and Sample

1. Population

The population of this research were the second year students of SMPN 32 Bulukumba. The total number of the second year students were 204 students which consisted of seven classes they are VIII.1 until VIII.7.

2. Sample

The researcher used the purposive sampling technique, where the researcher used one class as the sample. That was the VIII.7 class which consists 24 students with 14 females and 10 males. The researcher chose this class because it was usually the reading comprehension ability of the VIII.7 class was lower than the other classes, so

that the researcher gave motivation that they also have the same ability with the others classes.

2. Instrument of the Research

The instrument of this research was reading test, which took from English text books. The researcher used essay tests as instrument of the research. It consisted of 6 items of narrative text.

3. Procedure of Collecting Data

The procedures of collecting data of this research were as follows:

1. Distributing the pre-test to the samples.

In this section, the researcher gave pre-test to know students' prioritization achievement in reading. The researcher gave the students a score of questions

2. Treatment.

After giving pre-test, the students were given treatment by using Basal Readers Approach. The treatments in the research was presented as follows:

1. Preparation for reading story. In this step, the teacher prepared and allot the reading material for students, beside that the teacher choose the authentic material. And then the teacher asked the students about the title of the reading material or to connected the title of the reading material with the students' prior knowledge.
2. Guided reading. In this step, the teacher read the text and the student follow what the teacher read. After that the teacher connect the material to the students' prior knowledge.

3. Skill development and practice. In this step, the teacher asked the student to write the familiar word and then the teacher gave a time for students to re-read the material to comprehend the reading material.
4. Follow up activities. In this step, the teacher asked the student to make sentences based on the familiar word that have found from the text. And then the teacher gave the question to the students about the reading material.

To know any significant influence by using Basal Readers Approach to teach reading comprehension of the second year students of SMPN 32 Bulukumba, the researcher were treatment for 6 times meeting.

3. Distributing the post-test to the samples.

After conducted the treatment, the researcher gave the post-test to the students in order to know is weather any improvement in students' reading comprehension or not.

4. Comparing the results of pre-test and post-test.

5. Technique of Data Analysis

To analyze the data, the researcher employed the formula as follows:

1. Scoring the students' correct answer pre-test and post-test

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

(Depdikbud, 1990)

2. To score the students' answer of main idea and conclusion the researcher used the formula and classified the score of the students' into the following criteria:

Table 3.2. Classify and Score of Main Idea and Conclusion

Score	Classifications
41 - 50	Excellent
31 - 40	Good
21 - 30	Fair
11 - 20	Poor
0 - 10	Very Poor

Based on the table, student got excellent if the student got score 41-50 with criteria that student answer a clear generalization that state or implies the main idea and could make conclusion reflects resource reading in development of idea. The student got good if the student got score 31-40 with criteria that the student answer states or implies the main idea from the story and the student make conclusion reflects reading in development of idea. The student got fair if the student got score 21-30 with criteria that the student answer indicator inaccurate or incomplete understanding of main idea and student make conclusion reflect only reading in development of idea. The student got poor if the student got score 11-20 with criteria that the student answer indicator minimal or no understanding of main idea and student make conclusion do not reflect any reading of resource in development idea. The student got very poor if the student got score 0-10 with criteria that the student no answer question of main idea and conclusion.

3. Calculating the mean score of the students

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

\bar{X} = the mean score

$\sum X$ = the students total score.

N = the number of the students

(Gay et al, 2006)

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

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

Where: P = Percentage

F = Frequency

N = the total number of students

(Gay et al, 2006)

5. Finding the improvement's percentage of students' reading comprehension after using Basal Readers Approach. The formula as follow :

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

Where : X1 = Mean score of pre-test

X2 = Mean score of post-test

P = Improvement

(Gay et al, 2006)

6. Finding out the significant different between the pre-test and post-test by calculating the value of the t-test. It was measured by using formula as follow:

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

Where : t : Test of significant

D : The mean score from the different score of pre-test and post-test

\bar{D} : The mean of D square

$\sum D^2$: The sum of D (the difference between two pair score) square

$(\sum D)^2$: The Square of $\sum D$

N : The number of subject

(Gay et al, 2006)

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter particularly presents the findings of the research cover with the description of the result of data collected through pre-test and post-test. It presents the result of the students' reading comprehension especially in Literal Comprehension interm main idea and interpretative comprehension interm conclusion by using Basal Readers Aproach. In discussion part, the research describes the findings in details.

1. Findings

In this section, the researcher described based on the problem statement presented. The result of data findings found that teaching reading comprehension in narrative text through Basal Readers Approach can improve the students' achievement Literal Comprehension especially in main idea and also can improve the students' achievement Interpretative Comprehension especially in conclusion at the second years of SMPN 32 Bulukumba, it could be seen the result of data analysis was follow:

1. Students' Literal Comprehension in Terms of Main Idea.

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

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

Classification	Score	Pre-test		Post-tes	
		F	%	F	%
Excellent	41 - 50	8	33.33%	14	58.33%
Good	31 - 40	7	29.17%	5	20.83%
Fair	21 - 30	6	25%	4	16.67%
Poor	11 - 20	3	12.5%	1	4.17%
Very Poor	0 - 10	0	0%	0	0%
Total		24	100%	24	100%

Based on the rate percentage on table 4.1, in pretest it was found that there were 8 (33.33%) students got Excellent, 7 (29.17%) students got good, 6(25%) students got fair, 3(12.5%) students got poor, and then there were not student got very poor. Then, in posttest it was found that there were 14 (58.33%) students got excellent, 5 (20.83%) students got good, 4 (16.67%) students got fair, 1(4.17%) students got poor. 1(4.17%) students got poor, and then there was not students got very poor.

Based on table 4.1 the researcher concluded that students' reading comprehension in literal comprehension in term of main idea most of them got excellent with 8 students (33.33%) in pretest then in posttest got good with 14 students (58.33%).

2. Students' Interpretative Comprehension in Terms of Conclusion.

The data of reading test of the students' were obtained by interpretative comprehension in term of conclusion. In order to know the students' reading comprehension, the score of the interpretative comprehension observed as follows:

Table 4.2. Rate Percentage and Frequency of the Students' Interpretative Comprehension in Term of Conclusion

Clasification	Score	Pre-test		Post-tes	
		F	%	F	%
Excellent	41 - 50	3	12.5%	9	37.5%
Good	29 - 40	2	8.33%	1	4.17%
Fair	21 - 30	4	16.67%	5	20.83%
Poor	11 - 20	9	37.5%	9	37.5%
Very Poor	0 - 10	6	25%	0	0
Total		24	100%	24	100%

Based on the rate percentage on table 4.2, in pretest it was found that there were 3 (12.5%) students got excellent, 2 (8.33%) students got good, 4 (16.67%) students got fair, 9(37.5%) students got poor, and 6 (25%) students got very poor. Then, in posttest it was found that there were 9 (37.5%) students got excellent, 1 (4.17%) students got good, 5

(20.83%) students got fair, 9 (37.5%) students got poor, and then there was not students got very poor.

Based on table 4.2, the researcher concluded that students' reading comprehension in interpretative comprehension interm conclusion most of them got excellent with 3 (12.5%) students in pretest, and then in posttest got excellent with 9 (37.5%) students.

3. The Improvement of Students' Literal Comprehension (main idea)

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

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

Indicator	Pretest	Posttest	Improvement%
Main idea	38.33	43.33	13.04%

Based on the mean score on table 4.3, showed that the score of main ideas improved (13.04%) from the mean score in pretest was 38.33 and posttest was 43.33. It indicated that the score of literal comprehension (main idea) in posttest were higher than pretest.

showed that the score of main ideas improved (13.04%) from the mean score in pretest was 38.33 and posttest was 43.33. It indicated that the score of literal comprehension (main idea) in posttest were higher than pretest.

Based on these result, it concluded that using Basal Readers Approach could improved the students' reading comprehension in terms of literal comprehension.

4. The Improvement of Students' Interpretative Comprehension (Conclusion)

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

Table 4.4. The Mean Score of Students' Interpretative Comprehension in Term of Conclusion.

Indicator	Pretest	Posttest	Improvement%
Conclusion	22.08	34.16	54.71%

Based on table 4.4, showed that the score of conclusion improved (54.71%) from the mean score in pretest was 22.08 and posttest was 34.16. It indicated that the score of interpretative comprehension (conclusion) in posttest were higher than pretest.

Graphic 4.4. The Mean Score of Students' Interpretative Comprehension in Term of Conclusio 4.4, showed that the score of conclusion details improved (54.71%) from the mean score in pretest was 22.08 and posttest was 34.16. It indicated that the score of interpretative comprehension (conclusion) in posttest were higher than pretest.

Based on these result, it concluded that using Basal Readers Approach could improved the students' reading comprehension in terms of interpretative comprehension (conclusion).

Table 4.5. The Students' Improvement in Reading Comprehension

Variable	Pretest	Posttest	Improvement%
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Reading Comprehension	30.20	38.75	28.27%
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Based on Table 4.5, showed that the mean score of pretest was 30.20 and post-test was 38.75. The improvement of the pretest and posttest was 28.27%. Based on the result, it concluded that the using Basal Readers Approach was able to give greater contribution in teaching and learning reading comprehension.

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

The result of t-test was higher than t-table' values, the null hypothesis (H0) was rejected, and if the result of t-test was lower than the t-table' value, the null hypothesis (H0) was accepted. The result of the statistical analysis of t-test at the level of significance 0.05 with degree of freedom (df) = n – 1, where n: number of students was 24. It could be seen as follows:

$$df = n - 1,$$

$$df = 24 - 1, df = 23$$

Based on the level of significance and the degree of freedom (df) = 23 (p) = 0.025 above, the value of the t-table = 2.690. The result of t-test for reading comprehension focused on literal comprehension interm main ideas and interpretative comprehension interm conclusion could be seen below:

Table 4.6. The T-test value of Students' Reading Comprehension

Variable	Mean score of Pre-test	Mean score of Post-test	t-test	t-table	Comparison	Classification
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$\bar{X}_2 - \bar{X}_1$	30.20	38.75	6.18	2.690	t-test > t-table	Significantly Different
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Table 4.6, showed that t-test value for reading comprehension focused on literal comprehension interm main ideas and interpretative comprehension interm conclusion with the t-test value was $6.18 > 2.048$. It indicated that the result of t-test value in all of variable and indicator was higher than t-table value. It means that there were a significant different between the result of pretest and posttest in reading comprehension.

Based on these result, it concluded that there were improvement of the students' reading comprehension deal with literal comprehension in terms of main idea and interpretative comprehension interm conclusion by Using Basal Readers Approach.

4. Discussion

In this section discussed about the result of the data collected and analysis to depict the students' reading comprehension in teaching and learning process by Using Basal Readers Approach. The description of data collected from reading comprehension on and understanding the main idea and conclusion of the text as explanation in previous section showed that the students reading comprehension was improved. It was supported by mean score and percentage of the students pre-test and post-test result. Based on the finding above, the use of Basal Readers Approach made students had mean score was higher in comprehension.

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

Literal comprehension represents the ability of the students to understand the content of the text. A main idea was more than just guessing what was going too

happened next. Main ideas helped students become actively involved in reading and helped to keep their interest level high. Main ideas could also help the students more fully comprehend what they had read and retain the information for longer periods of time. And also main idea was a very important aspect in reading comprehension because it can help the reader comprehend about the topic and the author's message.

In the first meeting when the researcher gave a pre-test, the researcher found that most of the students did not know the meaning of main idea and its placement.

Based on the results of the findings that before giving the treatment, the students' literal comprehension was categorized as fair in main ideas on the pre-test but after treatment, it was categorized as good in main ideas on the post-test. The main ideas improved (13.04%) from the mean score in the pre-test was 38.33 and the post-test was 43.33. It indicated that the score of literal comprehension in terms of main ideas in the post-test was higher than the pre-test. Therefore, the Basal Readers Approach had improved students' reading comprehension in understanding the main idea.

2. The Students' Reading Comprehension in Interpretative Comprehension (Conclusion).

Conclusion was one of the important aspects in reading comprehension besides main idea because a good comprehension in reading should be able to conclude what has been understood from the text. Besides that, students also got other knowledge that they could apply to making conclusions, not only in reading a text but in speaking

also when someone is talking so it was make them easier to understand something in the future.

Based on the result of finding that before giving the treatment, the students' Interpretative Comprehension (conclusion) was categorized into fair in answering question on pretest but after treatment, categorized into good in answering question on posttest. The score of conclusion improved (54.71%) from the mean score in pretest was 22.08 and posttest was 34.16. It indicated that the score of Interpretative Comprehension in posttest was higher than pretest.

Therefore, Basal Readers Approach make a better understanding of the meaning from the text so the students can make conclusion of the text easily. It mean that used of Basal Readers Approach in treatment of the second years students' of SMPN 32 Bulukumba was success to make students understandable and knew about reading comprehension on making conclusion of the text.

3. The Improvement of the Students' Reading Comprehension

After the calculating the entered of score variable, the data on table 4.5 showed that the students reading comprehension improved (28.27%) from the mean score in pretest was 30.20 and post test was 38.75. It indicated by the mean score posttest were higher than pretest. Therefore, Basal Readers Approach was able to improve the students' reading comprehension at the Second year students of SMPN 32 Bulukumba.

4. The Test of the Students' Significant.

Through the result of pre-test and post-test, the result of t-test value of the level of the significant (p) = 0.05 with degree of freedom (df) = 23 indicated t-test value was greater than t-table value was $9.48 > 2.690$ there was significant different. Therefore, it can be concluded that statistically hypothesis of (H_0) was rejected and the statistically hypothesis of (H_1) was accepted. It means that Basal Readers Approach could improved the students' reading comprehension in literal comprehension and Interpretative comprehension.

Based on discussion above, it concluded that Basal Readers Approach was one of teaching approach that could improved the students' reading comprehension at the Second year students of SMPN 32 Bulukumba.

CHAPTER V

CONCLUSION AND SUGGESTION

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

1. Conclusion

Based on discussion proposed in previous chapter, the following conclusions were presented:

1. Basal Readers Approach was effective to improve the students' literal comprehension in term of main ideas at the second year of SMPN 32 Bulukumba. It was improved by the mean score of literal comprehension (main idea) was (13.4%) from the mean score in pretest was 38.33 and posttest was 43.33. It indicated that the score of literal comprehension each indicator in posttest was higher than pretest.
2. Basal Readers Approach was effective to improve the students' interpretative comprehension in term of conclusion at the second year of SMPN 32 Bulukumba. It was improved by the mean score of interpretative comprehension (conclusion) was (54.71%) from the mean score in pretest was 22.08 and posttest was 34.16. It indicated that the score of interpretative comprehension each indicator in posttest was higher than pretest.

3. Suggestion

Based on the conclusion above, the researcher would like to give some suggestions the students (learners), the English teacher and the next researchers as follows:

1. For students

1. The students should try to read individually or in group because it can simulate to read more and to get natural communication.
2. The students also should not forget to memorize many English daily expressions in order to make them speak easily in their activities.

1. For the English Teacher

1. It is suggested that the English teacher apply the Basal Readers Approach as one of alternative in teaching method and learning process.
2. The teacher should be creative in teaching English especially reading because to master English, it needs more method in improving it.

1. For the next researchers

1. The result of this research can also be used as an addition reference or further research with different discussion for the next researchers.
2. The researches hopes to other researches use Basal Readers Approach to improving students' reading comprehension.

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APPENDICES



APPENDIX 1

Pre-Test

Read the text carefully and answer the question!

The beauty of Tanjung Bira beach

Tanjung Bira is located in the area of South Sulawesi. The location in particular is Bulukumba Regency which is very far, about 200 km from the center of the capital city of Makassar. So that Tanjung Bira beach can be said to be located on the southern tip of the mainland of South Sulawesi.

Tanjung Bira can indeed be said to be a weapon by the society of Bira to attract outside communities and tourists both local and foreign to come there. Of course, Tanjung Bira offers things like white beaches, underwater nature and also the sight of the sunset that is second to none and the view of the sky that is not obstructed anything and spread wide.

Tanjung Bira Beach also offers sunrises and sunsets that are immediately seen and sunk into the ocean. The beautiful view will not be obtained elsewhere, especially in other parts of Indonesia.

In addition, the main feature of the Tanjung Bira has beautiful sand and very soft, even so small that it feels like flour and has 3 layers of ocean color that look beautiful and so it is very beautiful to see.

(Instruction : answer the question below!)

1. What is the main idea of paragraph above?
2. Where is the location of Tanjung Bira Beach ?
3. What is the offered of Tanjung Bira Beach ?
4. Why Tanjung Bira beach can be said a weapon by society of Bira ?
5. What is the main feature of Tanjung Bira beach ?
6. Make the conclusion of the text base on your own words !

Post-Test

THE OLD MAN AND HIS SONS

An old man had three sons. They did not love one another. So they were not at peace. This made the old man very unhappy.

One day the old man called his sons. He brought a bundle of sticks. He asked his sons to break the bundle one by one. Each of the sons tried to break the bundle, but none succeeded.

Then the old man asked his eldest son to untie the bundle. This was done. He then gave one stick to each of his sons and said, 'Try to break your sticks.' Now they broke their sticks very easily.

The old man said, "My boys, you have seen that you cannot break the sticks when they are tied together. But you can break them when they are separated. This is the strength of unity. If you are united, nobody will be able to do any harm. So do not quarrel among yourselves and try to live in peace. Then you will all be happy."

Answer the question below!

1. What is the main idea of the text above?
2. Why wasn't the old man happy?
3. How did he wish to see his sons?
4. Why did he call his sons?/
5. What grandfather said after his son broke the bundle ?
6. Make the conclusion of the text base on your own words!

APPENDIX 2

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Nama Sekolah : SMPN 32 Bulukumba
Mata Pelajaran : Bahasa Inggris
Kelas/semester : VIII/1
Aspek/Skill : Reading
Alokasi Waktu : 6 x 45 menit (pertemuan 1-3)

1. KOMPETENSI INTI

1. Kompetensi sikap spiritual

Menghargai dan menghayati ajaran agama yang dianutnya

2. Kompetensi sikap sosial

Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya

3. Kompetensi pengetahuan

Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata

4. Kompetensi keterampilan

Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

5. KOMPETENSI DAN INDIKATOR PENCAPAIAN KOMPETENSI INTI

No.	Kompetensi Dasar	Indikator Pencapaian Kompetensi
1	1. Memahami makna teks tulis fungsional dan esai pendek sederhana berbentuk narrative text untuk berinteraksi dalam konteks kehidupan sehari-hari.	1. Mengidentifikasi fungsi sosial dan unsure kebahasaan dari teks tulis fungsional dan essai pendek berbentuk narrative text
2.	2. Merespon makna dalm teks tulis fungsional pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar, dan berterima untuk berinteraksi dalam konteks kehidupan sehari-hari dalam teks berbentuk narrative.	2. Mengidentifikasi main idea dan kesimpulan dari teks tulis fungsional dan essai pendek berbentuk narrative text. Menuliskan fungsi sosial dan unsure kebahasaan dari teks tulis fungsional dan essai pendek berbentuk narrative text Menuliskan main idea dan kesimpulan dari teks tulis fungsional dan essai pendek berbentuk narrative text.

3. TUJUAN PEMBELAJARAN

1. Peserta didik dapat mengidentifikasi fungsi sosial dan unsure kebahasaan dari teks tulis fungsional dan essai pendek berbentuk narrative text.

2. Peserta didik dapat mengidentifikasi main idea dan kesimpulan dari teks tulis fungsional dan esai pendek berbentuk narrative text.
3. Peserta didik dapat menuliskan fungsi sosial dan unsure kebahasaan dari teks tulis fungsional dan esai pendek berbentuk narrative text
4. Peserta didik dapat menuliskan main idea dan kesimpulan dari teks tulis fungsional dan esai pendek berbentuk narrative text.

5. MATERI PEMBELAJARAN

1. Narrative teks

Narrative teks is a story with complication or problematic events and it tries to find the resolution to solve the problem.

2. Generic Structure

1. Orientation; where and when the story happened and introduce the participants of the story.
2. Complication; tells the beginning of the problem which leads to the crisis (climax) of the main participants.
3. Resolution; the problem (the crisis) is resolved, either in a happy ending or in a sad ending.
4. Re-orientation; this is a closing remark to the story and it is optional.

5. METODE PEMBELAJARAN

6. Basal Readers Approach

7. MEDIA PEMBELAJARAN

1. Kertas, papan tulis, spidol

2. SUMBER

3. Koran / Majalah berbahasa inggris
4. Buku paket bahasa inggris

5. LANGKAH – LANGKAH KEGIATAN PEMBELAJARAN

1. Pertemuan 1

Pendahuluan (10 menit)

1. Guru memberi salam (*greeting*);
2. Guru mengajak peserta didik berdoa
3. Guru mengecek kehadiran peserta didik;
4. Guru memberi motivasi belajar peserta didik secara kontekstual sesuai manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari, dengan memberikan contoh dan perbandingan lokal, nasional dan internasional;
5. Guru mengajukan tentang kaitan antara pengetahuan sebelumnya dengan materi yang akan dipelajari;
6. Guru menjelaskan tentang indikator kompetensi dasar yang akan dicapai;
7. Guru menyampaikan cakupan materi dan uraian kegiatan sesuai silabus.

Kegiatan inti (70 menit)

Mengamati

1. Peserta didik mengamati dan memperhatikan teks bacaan terkait yang akan dibahas
2. Dengan arahan dari guru peserta didik diminta memberikan komentar tentang teks bacaan yang telah diperlihatkan
3. Peserta didik diberi kesempatan untuk menemukan kosakata baru dari teks bacaan yang telah diperhatikan.

4. Peserta didik diberikan kesempatan untuk menuliskan di papantulis kosakata baru yang diperoleh dari teks bacaan.

Menanya

1. Guru memberikan kesempatan kepada peserta didik untuk bertanya tentang fungsi sosial yang terdapat pada teks bacaan.
2. Guru meminta peserta didik menemukan main idea dan kesimpulan yang terdapat pada teks bacaan.
3. Peserta didik diberi kesempatan bertanya tentang hal – hal yang kurang dimengerti yang terdapat pada teks bacaan.

Penutup (10 menit)

1. Peserta didik dan guru menyimpulkan hasil pembelajaran
 2. Peserta didik dan guru menyampaikan pendapat atau perasaan atas pembelajaran yang dilakukan.
 3. Peserta didik menerima tugas mandiri terstruktur dengan membaca pelajaran berikutnya.
 4. Peserta didik memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya
 5. Peserta didik dan guru mengucapkan salam penutup.
6. Pertemuan 2

Pendahuluan (10 menit)

1. Guru memberi salam (*greeting*);
2. Guru mengajak peserta didik berdoa
3. Guru mengecek kehadiran peserta didik;
4. Guru melakukan Tanya jawab sederhana mengenai materi pertemuan sebelumnya

Kegiatan inti (70 menit)

Mengeksplorasi

1. Peserta didik diberi kesempatan mencari beberapa narrative teks dan meminta mereka menuliskan topic dari setiap teks.
2. Peserta didik mencari kosakata baru dan gagasan utama dalam teks tersebut.
3. Peserta didik mempelajari cara menulis kesimpulan dalam setiap narrative teks.
4. Peserta didik secara berpasangan mencoba menjawab pertanyaan – pertanyaan tentang teks tersebut

Mengasosiasi

1. Meminta peserta didik untuk membandingkan beraneka teks narrative

Penutup (10 menit)

1. Peserta didik beserta guru menyimpulkan hasil pembelajaran yang telah diterima.
 2. Peserta didik menyampaikan pendapat atau perasaan atas pembelajaran yang telah dilakukan
 3. Guru memberikan penugasan terstruktur individu dengan membaca pelajaran berikutnya yang masih terkait tentang teks narrative
 4. Peserta didik dan guru merencanakan tindak lanjut pembelajaran untuk pertemuan selanjutnya
 5. Peserta didik dan guru mengucapkan salam penutup.
6. Pertemuan 3

Pendahuluan (10 menit)

1. Guru memberi salam (*greeting*);
2. Guru mengajak peserta didik berdoa
3. Guru mengecek kehadiran peserta didik;
4. Guru melakukan Tanya jawab sederhana mengenai materi pertemuan sebelumnya

Kegiatan inti (70 menit)

Mengumpulkan informasi

1. Guru memberi peserta didik pertanyaan berupa essay test terkait narrative text
2. Guru meminta peserta didik menjawab pertanyaan berdasarkan kalimatnya sendiri.

Menalar

1. Peserta didik menyusun kalimat sederhana berdasarkan dari essay test terkait narrative text.

Mengomunikasikan

1. Guru memfasilitasi peserta didik menyusun kalimat berdasarkan narrative text
2. Guru memfasilitasi peserta didik menyimpulkan hasil kalimat.
3. Guru memberikan penguatan terhadap hasil kalimat yang dibuat oleh siswa.

Penutup (10 menit)

1. Peserta didik beserta guru menyimpulkan hasil pembelajaran yang telah diterima.
2. Peserta didik menyampaikan pendapat atau perasaan atas pembelajaran yang telah dilakukan
3. Peserta didik dan guru mengucapkan salam penutup.

4. PENILAIAN

1. Teknik : membaca
2. Bentuk : menjawab sesuai dengan teks bacaan

Sunday The Terrible

Last week was a terrible day for me. My cousin and I were playing football in front of the house to spend time with us.

First, it was really fun until I kicked the ball too strong, so the ball led me to the window and broke the window. When we want to escape, all of a sudden we all heard a loud voice. After that, the owner of the house came out of the fence, he yelled at us. We are very afraid of her, but we do not know what to do. Then, one of my cousins told us to run, we all ran, and suddenly we heard the sound of skin. Then we know that homeowners allow dogs to chase us. And we were struggling to run as fast as her as we can.

But, I fell down so the dog managed to capture me and bit my leg. It really hurts me. Then the dog ran back into the house. My cousin took me to the doctor and told my parents. In the end, the doctor said that I was exposed to rabies. Then I was hospitalized for one week more.

That's a terrible day of the week for me, may not happen to me again in his next week Sunday.

Answer the questions below!

1. What is the main idea of the story above ?
2. Why last week was a terrible day for the author ?
3. What happens when a dog chasing a homeowner ?
4. What the doctor said at author ?
5. How long author hospitalized ?
6. Make the conclusion of the text base on your own words?

(Tri indaryati.2011.English Alive)

Aspek penilaian

1. Pedoman penilaian
1. Tiap jawaban yang benar diberi skor sesuai dengan rubric penilaian
2. Jumlah nilai maksimal 100
3. Nilai siswa $\frac{\text{skor perolehan}}{\text{skor maksimal}} \times 100$

4. Rubrik Penilaian

No	Uraian	Skor tiap soal
1.	Isi benar, tata bahasa benar	4
2.	Isi benar, tata bahasa kurang tepat	3
3.	Isi dan tata bahasa kurang tepat	2
4.	Isi dan tata bahasa salah	1
5.	Tidak menjawab	0

Makassar, 2018

Mahasiswa

NUR INDASARI

NIM. 10535551413

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Nama Sekolah : SMPN 32 Bulukumba
Mata Pelajaran : Bahasa Inggris
Kelas/semester : VIII/1
Aspek/Skill : Reading
Alokasi Waktu : 6 x 45 menit (pertemuan 4-6)

1. KOMPETENSI INTI

1. Kompetensi sikap spiritual

Menghargai dan menghayati ajaran agama yang dianutnya

2. Kompetensi sikap sosial

Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya

3. Kompetensi pengetahuan

Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata

4. Kompetensi keterampilan

Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

5. KOMPETENSI DAN INDIKATOR PENCAPAIAN KOMPETENSI INTI

No.	Kompetensi Dasar	Indikator Pencapaian Kompetensi
1	Memahami makna teks tulis fungsional dan esai pendek sederhana berbentuk narrative text untuk berinteraksi dalam konteks kehidupan sehari-hari.	Mengidentifikasi fungsi sosial dan unsure kebahasaan dari teks tulis fungsional dan esai pendek berbentuk narrative text Mengidentifikasi main idea dan kesimpulan dari teks tulis fungsional dan esai pendek berbentuk narrative text.
2.	Merespon makna dalam teks tulis fungsional pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar, dan berterima untuk berinteraksi dalam konteks kehidupan sehari-hari dalam teks berbentuk narrative.	Menuliskan fungsi sosial dan unsure kebahasaan dari teks tulis fungsional dan esai pendek berbentuk narrative text Menuliskan main idea dan kesimpulan dari teks tulis fungsional dan esai pendek berbentuk narrative text.

3. TUJUAN PEMBELAJARAN

4. Peserta didik dapat mengidentifikasi fungsi sosial dan unsure kebahasaan dari teks tulis fungsional dan esai pendek berbentuk narrative text.
5. Peserta didik dapat mengidentifikasi main idea dan kesimpulan dari teks tulis fungsional dan esai pendek berbentuk narrative text.
6. Peserta didik dapat menuliskan fungsi sosial dan unsure kebahasaan dari teks tulis fungsional dan esai pendek berbentuk narrative text

7. Peserta didik dapat menuliskan main idea dan kesimpulan dari teks tulis fungsional dan essai pendek berbentuk narrative text.

8. MATERI PEMBELAJARAN

9. Narrative teks

Narrative teks is a story with complication or problematic events and it tries to find the resolution to solve the problem.

10. Generic Structure

11. Orientation; where and when the story happened and introduce the participants of the story.

12. Complication; tells the beginning of the problem which leads to the crisis (climax) of the main participants.

13. Resolution; the problem (the crisis) is resolved, either in a happy ending or in a sad ending.

14. Re-orientation; this is a closing remark to the story and it is optional.

15. METODE PEMBELAJARAN

16. Basal Readers Approach

17. MEDIA PEMBELAJARAN

18. Kertas, papan tulis, spidol

19. SUMBER

20. Koran / Majalah berbahasa Inggris

21. Buku paket bahasa inggris

22. LANGKAH – LANGKAH KEGIATAN PEMBELAJARAN

23. Pertemuan 4

Pendahuluan (10 menit)

1. Guru memberi salam (*greeting*);
2. Guru mengajak peserta didik berdoa
3. Guru mengecek kehadiran peserta didik;
4. Guru memberi motivasi belajar peserta didik secara kontekstual sesuai manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari, dengan memberikan contoh dan perbandingan lokal, nasional dan internasional;
5. Guru mengajukan tentang kaitan antara pengetahuan sebelumnya dengan materi yang akan dipelajari;
6. Guru menjelaskan tentang indikator kompetensi dasar yang akan dicapai;
7. Guru menyampaikan cakupan materi dan uraian kegiatan sesuai silabus.

Kegiatan inti (70 menit)

Mengamati

1. Peserta didik mengamati dan memperhatikan teks bacaan terkait yang akan dibahas
2. Dengan arahan dari guru peserta didik diminta memberikan komentar tentang teks bacaan yang telah diperlihatkan
3. Peserta didik diberi kesempatan untuk menemukan kosakata baru dari teks bacaan yang telah diperhatikan.
4. Peserta didik diberikan kesempatan untuk menuliskan di papantulis kosakata baru yang diperoleh dari teks bacaan.

Menanya

1. Guru memberikan kesempatan kepada peserta didik untuk bertanya tentang fungsi sosial yang terdapat pada teks bacaan.
2. Guru meminta peserta didik menemukan main idea dan kesimpulan yang terdapat pada teks bacaan.
3. Peserta didik diberi kesempatan bertanya tentang hal – hal yang kurang dimengerti yang terdapat pada teks bacaan.

Penutup (10 menit)

1. Peserta didik dan guru menyimpulkan hasil pembelajaran
2. Peserta didik dan guru menyampaikan pendapat atau perasaan atas pembelajaran yang dilakukan.
3. Peserta didik menerima tugas mandiri terstruktur dengan membaca pelajaran berikutnya.
4. Peserta didik memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya
5. Peserta didik dan guru mengucapkan salam penutup.

6. Pertemuan 5

Pendahuluan (10 menit)

1. Guru memberi salam (*greeting*);
2. Guru mengajak peserta didik berdoa
3. Guru mengecek kehadiran peserta didik;
4. Guru melakukan Tanya jawab sederhana mengenai materi pertemuan sebelumnya

Kegiatan inti (70 menit)

Mengeksplorasi

1. Peserta didik diberi kesempatan mencari beberapa narrative teks dan meminta mereka menuliskan topic dari setiap teks.

2. Peserta didik mencari kosakata baru dan gagasan utama dalam teks tersebut.
3. Peserta didik mempelajari cara menulis kesimpulan dalam setiap narrative teks.
4. Peserta didik secara berpasangan mencoba menjawab pertanyaan – pertanyaan tentang teks tersebut

Mengasosiasi

1. Meminta peserta didik untuk membandingkan beraneka teks narrative

Penutup (10 menit)

1. Peserta didik beserta guru menyimpulkan hasil pembelajaran yang telah diterima.
2. Peserta didik menyampaikan pendapat atau perasaan atas pembelajaran yang telah dilakukan
3. Guru memberikan penugasan terstruktur individu dengan membaca pelajaran berikutnya yang masih terkait tentang teks narrative
4. Peserta didik dan guru merencanakan tindak lanjut pembelajaran untuk pertemuan selanjutnya
5. Peserta didik dan guru mengucapkan salam penutup.

6. Pertemuan 6

Pendahuluan (10 menit)

1. Guru memberi salam (*greeting*);
2. Guru mengajak peserta didik berdoa
3. Guru mengecek kehadiran peserta didik;
4. Guru melakukan Tanya jawab sederhana mengenai materi pertemuan sebelumnya

Kegiatan inti (70 menit)

Mengumpulkan informasi

1. Guru memberi peserta didik pertanyaan berupa essay test terkait narrative test

2. Guru meminta peserta didik menjawab pertanyaan berdasarkan kalimatnya sendiri.

Menalar

1. Peserta didik menyusun kalimat sederhana berdasarkan dari essay test terkait narrative text.

Mengomunikasikan

1. Guru memfasilitasi peserta didik menyusun kalimat berdasarkan narrative text
2. Guru memfasilitasi peserta didik menyimpulkan hasil kalimat.
3. Guru memberikan penguatan terhadap hasil kalimat yang dibuat oleh siswa.

Penutup (10 menit)

1. Peserta didik beserta guru menyimpulkan hasil pembelajaran yang telah diterima.
2. Peserta didik menyampaikan pendapat atau perasaan atas pembelajaran yang telah dilakukan
3. Peserta didik dan guru mengucapkan salam penutup.

4. PENILAIAN

5. Teknik : membaca
6. Bentuk : menjawab sesuai dengan teks bacaan

Read the text carefully and answer the question!

On regard with Basal Readers provided as follows:

Reading material.

THE BEAUTY OF MANDALA RIA BEACH

Mandala Ria Beach is one of the many beaches in Bulukumba Regency, South Sulawesi. The beach in Ara Village, Bontobahari Subdistrict has good white sand and beautiful ocean.

Mandala Ria Beach has historical value because it was on this beach that the Commander of Mandala ordered dozens of ships to liberate West Irian from the Dutch colonial. Therefore, this beach is called Mandala Ria Beach.

To go the beach, is very easy because there are many directions. If we are from Makassar, first, we must go to Bulukumba Regency with a travel time of approximately 4 hours. The road that is passed is still slightly damaged and rocky with a sharply decreasing road so it is very important to pay attention to the condition of the vehicle that we carry because when we go home we have to go through steep inclines and winding with rocky contours.

Besides the beautiful beaches, on this beach we can also see the phinisi ship builders. This beach is indeed famous for ship building centers. Now there are a some of ships on the process of being lined up.

The more approaching the more visible white sand and some boats that are being made by the workers. Mandala Ria Beach, really displays amazing scenery. From a distance the beauty of the sea has been seen. It's a beautiful sight.

(Instruction : answer the question below!)

1. What is the main idea of paragraph above?
2. Where is the location of Mandala Ria Beach ?
3. What is the origin/history name of Mandala Ria ?
4. How the way to go to Mandala Ria Beach ?
5. What is the important to see in Mandala Ria beach?
6. Make the conclusion of the text base on your own words !

Aspek penilaian

7. Pedoman penilaian

1. Tiap jawaban yang benar diberi skor sesuai dengan rubric penilaian

2. Jumlah nilai maksimal 100

3. Nilai siswa $\frac{\text{skor perolehan}}{\text{skor maksimal}} \times 100$

4. Rubrik Penilaian

No	Uraian	Skor tiap soal
1.	Isi benar, tata bahasa benar	4
2.	Isi benar, tata bahasa kurang tepat	3
3.	Isi dan tata bahasa kurang tepat	2
4.	Isi dan tata bahasa salah	1
5.	Tidak menjawab	0

Makassar, 2018

Mahasiswa

NUR INDASARI

NIM. 10535551413

APPENDIX 3

APPENDIX A

THE LIST NAME OF THE STUDENTS

No	Sample	Code
1	BENING LARASATI	S-1
2	ANDI FADIAH FEBRIANTI	S-2
3	REGINA MEILANI	S-3
4	JULIANA	S-4
5	ANDI LESTARI	S-5
6	KASRI AMANDA	S-6
7	NUR SAFIKA	S-7
8	RESTY VISKA ARIANY	S-8
9	NURUL SAHIRA	S-9
10	ANDI MILDA WATI	S-10
11	RESTI APRILIANI	S-11
12	MUSDALIFA	S-12
13	RESKI AMELIA	S-13
14	ANDI AWAL KODRAT	S-14
15	WAWAN SATRIAWAN ARNAR	S-15
16	FAUZI SUHRI	S-16
17	ANDI DEMDI R.S	S-17
18	ULIL AMRI	S-18

14	ANDI AWAL KODRAT	√	√	√	√	√	√	√	√
15	WAWAN SATRIAWAN ARNAR	√	√	√	√	√	√	A	√
16	FAUZI SUHRI	√	√	√	√	√	√	√	√
17	ANDI DEMDI R.S	√	√	√	√	√	√	√	√
18	ULIL AMRI	√	√	√	√	√	√	√	√
19	TASWAN	√	√	√	√	√	√	√	√
20	EGI ASRIANTO	√	√	√	√	√	√	√	√
21	NUR FADLI RAMADHAN	√	√	√	√	√	√	√	√
22	RIAN	√	√	√	√	√	√	√	√
23	ISRAFIL	√	√	√	√	√	√	√	√
24	ARAS	√	√	√	√	√	√	√	√

APPENDIX C

THE CLASSIFICATION SCORE OF STUDENTS' PRE-TEST AND POST-TEST IN LITERAL COMPREHENSION

Students	Indicator (Main Idea)			
	Pre-test		Post-test	
	Main idea	Classifying	Main idea	Classifying
S-1	40	Good	50	Excellent
S-2	40	Good	50	Excellent
S-3	50	Excellent	50	Excellent
S-4	50	Excellent	50	Excellent
S-5	50	Excellent	50	Excellent
S-6	50	Excellent	30	Fair
S-7	50	Excellent	30	Fair
S-8	40	Good	50	Excellent
S-9	50	Excellent	50	Excellent
S-10	40	Good	50	Excellent
S-11	30	Fair	30	Fair
S-12	20	Poor	40	Good
S-13	40	Good	50	Excellent
S-14	20	Poor	40	Good
S-15	20	Poor	40	Good
S-16	30	Fair	40	Good
S-17	30	Fair	50	Excellent
S-18	40	Good	50	Excellent
S-19	50	Excellent	50	Excellent
S-20	40	Good	50	Excellent
S-21	30	Fair	20	Poor
S-22	50	Excellent	30	Fair
S-23	30	Fair	50	Excellent
S-24	30	Fair	40	Good

APPENDIX D

THE CLASSIFICATION SCORE OF STUDENTS' PRE-TEST AND POST-TEST IN INTERPRETATIVE COMPREHENSION

Students	Indicator (Conclusion)			
	Pre-test		Post-test	
	Conclusion	Classifying	Conclusion	Classifying
S-1	50	Excellent	50	Excellent
S-2	20	Poor	50	Excellent
S-3	20	Poor	20	Poor
S-4	30	Fair	40	Good
S-5	50	Excellent	50	Excellent
S-6	0	Very Poor	30	Fair
S-7	0	Very Poor	30	Fair
S-8	20	Poor	20	Poor
S-9	0	Very Poor	50	Excellent
S-10	20	Poor	20	Poor
S-11	30	Fair	30	Fair
S-12	20	Poor	20	Poor
S-13	20	Poor	50	Excellent
S-14	40	Good	50	Excellent
S-15	30	Fair	20	Poor
S-16	30	Fair	30	Fair
S-17	40	Good	50	Excellent
S-18	50	Excellent	50	Excellent
S-19	20	Poor	20	Poor
S-20	0	Very Poor	50	Excellent
S-21	0	Very Poor	20	Poor
S-22	0	Very Poor	30	Fair
S-23	20	Poor	20	Poor
S-24	20	Poor	20	Poor

APPENDIX E

THE SCORE OF PRE TEST IN READING COMPREHENSION

NO	MAIN IDEA	CONCLUSION	SCORE
1	40	50	45
2	40	20	30
3	50	20	35
4	50	30	40
5	50	50	50
6	50	0	25
7	50	0	25
8	40	20	30
9	50	0	25
10	40	20	30
11	30	30	30
12	20	20	20
13	40	20	30
14	20	40	30
15	20	30	25
16	30	30	30
17	30	40	35
18	40	50	45
19	50	20	35
20	40	0	20
21	30	0	15
22	50	0	25
23	30	20	25
24	30	20	25
Total	920	530	725

APPENDIX F

THE SCORE OF POST TEST IN READING COMPREHENSION

NO	MAIN IDEA	CONCLUSION	SCORE
1	50	50	50
2	50	50	50
3	50	20	35
4	50	40	45
5	50	50	50
6	30	30	30
7	30	30	30
8	50	20	35
9	50	50	50
10	50	20	35
11	30	30	30
12	40	20	30
13	50	50	50
14	40	50	45
15	40	20	30
16	40	30	35
17	50	50	50
18	50	50	50
19	50	20	35
20	50	50	50
21	20	20	20
22	30	30	30
23	50	20	35
24	40	20	30
Total	1040	820	930

APPENDIX G

THE GAIN SCORE (D) OF THE STUDENTS' READING COMPREHENSION

Kode Siswa	Reading Comprehension			
	Pre-test	Post-test	D	D ²
A-1	45	50	5	25
A-2	30	50	20	400
A-3	35	35	0	0
A-4	40	45	5	25
A-5	50	50	0	0
A-6	25	30	5	25
A-7	25	30	5	25
A-8	30	35	5	25
A-9	25	50	25	625
A-10	30	35	5	25
A-11	30	30	0	0
A-12	20	30	10	100
A-13	30	50	20	400
A-14	30	45	15	225
A-15	25	30	5	25
A-16	30	35	5	25
A-17	35	50	15	225
A-18	45	50	5	25
A-19	35	35	0	0
A-20	20	50	30	900
A-21	15	20	5	25
A-22	25	30	5	25
A-23	25	35	10	100
A-24	25	30	5	25
Total	725	930	205	3275
Mean	30.20	38.75	8.54	136.45

APPENDIX H

THE STUDENTS' MEAN SCORE OF THE STUDENTS' TEST

1. Mean of pretest in literal comprehension (main ideas)

$$\begin{aligned}\bar{X} &= \frac{920}{24} \\ &= \mathbf{38.33}\end{aligned}$$

2. Mean of posttest in literal comprehension (main idea)

$$\begin{aligned}\bar{X} &= \frac{1040}{24} \\ &= \mathbf{43.33}\end{aligned}$$

3. Mean of pretest in interpretative comprehension (conclusion)

$$\begin{aligned}\bar{X} &= \frac{530}{24} \\ &= \mathbf{22.08}\end{aligned}$$

4. Mean of posttest in interpretative comprehension (conclusion)

$$\begin{aligned}\bar{X} &= \frac{820}{24} \\ &= \mathbf{34.16}\end{aligned}$$

APPENDIX I

THE IMPROVEMENT OF STUDENTS IN READING COMPREHENSION

1. Improvement students in literal comprehension (main ideas)

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

$$P = \frac{1040 - 920}{920} \times 100$$

$$P = \frac{120}{920} \times 100$$

$$P = \frac{12000}{920}$$

$$= 13.04$$

The students' improvement = 13.04%

2. Improvement students in interpretative comprehension (conclusion)

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

$$P = \frac{820 - 530}{530} \times 100$$

$$P = \frac{290}{530} \times 100$$

$$P = \frac{29000}{530}$$

$$= 54.71$$

The students' improvement= 54.71 %

3. Improvement students Reading Comprehension

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

$$P = \frac{930 - 725}{725} \times 100$$

$$P = \frac{205}{725} \times 100$$

$$P = \frac{20500}{725}$$

$$= 28.27$$

The students' improvement= 28.27%

APPENDIX J

CALCULATING THE T-TEST ANALYSIS

Calculating the t-test analysis of reading comprehension.

NOTES : $\sum D = 8.54$
 $\sum D^2 = 136.45$
 $N = 24$

$$\bar{D} = \frac{(\sum D)}{N} = \frac{(8.54)}{24} = \frac{72.93}{24}$$

$$\bar{D} = 3.038$$

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

$$t = \frac{3.038}{\sqrt{\frac{136.45 - \frac{(8.54)^2}{24}}{24(24-1)}}$$

$$t = \frac{3.038}{\sqrt{\frac{136.45 - \frac{(72.93)}{24}}{24(23)}}$$

$$t = \frac{3.038}{\sqrt{\frac{136.45 - 3.038}{552}}}$$

$$t = \frac{3.038}{\sqrt{\frac{133.412}{552}}}$$

$$t = \frac{3.038}{\sqrt{0.2416}}$$

$$t = \frac{3.038}{0.491}$$

$$t = 6.18$$

APPENDIX K

Df	Level of Significance for one-tailed test					
	0,25	0,10	0,5	0,025	0,01	0,005
	Level of Significance for two-tailed test					
	0,5	0,2	0,1	0,05	0,02	0.01
1	1.000	3.078	6.314	12.706	31,821	63.657
2	0.816	1.886	2.920	4.303	6.965	9.926
3	0.765	1.638	2.353	3.183	4.541	5.841
4	0.741	1.533	2.132	2.776	3.747	4.604
5	0.727	1.476	2.015	2.571	3.365	4.032
6	0.718	1.440	1.943	2.447	2.143	3.707
7	0.711	1.451	1.895	2.365	2.998	3.499
8	0.706	1.397	1.860	2.306	2.896	3.355
9	0.703	1.383	1.833	2.262	2.821	3.250
10	0.700	1.372	1.812	2.226	2.764	3.169
11	0.697	1.363	1.769	2.201	2.718	3.106
12	0.695	1.356	1.782	2.179	2.681	3.055
13	0.694	1.350	1.771	2.160	2.650	3.120
14	0.692	1.345	1.761	2.143	2.624	2.977
15	0.691	1.341	1.753	2.331	2.604	2.947
16	0.690	1.337	1.746	2.120	2.583	2.921
17	0.689	1.333	1.740	2.110	2.567	2.898
18	0.688	1.330	1.734	2.101	2.552	2.878
19	0.688	1.328	1.729	2.093	2.539	2.861
20	0.687	1.325	1.725	2.086	2.528	2.845
21	0.686	1.323	1.721	2.080	2.518	2.831
22	0.686	1.321	1.717	2.074	2.505	2.819
23	0.685	1.319	1.714	2.690	2.500	2.807
24	0.685	1.318	1.711	2.640	2.492	2.797
25	0.684	1.316	1.708	2.060	2.485	2.787
26	0.684	1.315	1.706	2.056	2.479	2.779
27	0.684	1.314	1.703	2.052	2.473	2.771
28	0.683	1.313	1.701	2.048	2.467	2.763
29	0.683	1.311	1.699	2.045	2.462	2.756
30	0.683	1.310	1.697	2.042	2.457	2.750
40	0.681	1.303	1.684	2.021	2.423	2.704
60	0.679	1.296	1.671	2.000	2.390	2.660
120	0.677	1.289	1.658	2.890	2.358	2.617
	0.674	1.282	1.645	1.960	2.326	2.576

DOKUMENTATION







CURRICULUM VITAE



NUR INDASARI was born on January 24th, 1996 in Bira, Kab. Bulukumba. She is the second child from four siblings of the couple Drs.Dermawan and Andi Kati. In 2001 She studied as a students in elementary School at SD Negeri 165 Bira and graduated in 2006. Then she continued her study at SMP Negeri 34 Bulukumba and graduated in 2010.

study in junior high school, she continued her study at SMA Negeri 3 Bulukumba and graduated in 2013. She registered as a student of English Education Department of Makassar Muhammadiyah University on strata one program.