

**THE USE OF ANTICIPATION GUIDE STRATEGY IN
IMPROVING READING COMPREHENSION**

(A Pre-Experimental Research at the Second Grade of MTs Aisyiyah Sungguminasa)



A THESIS

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

MAYANG KASTONIK

10535577314

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF TEACHERS TRAINING AND EDUCATION
MUHAMMADIYAH UNIVERSITY OF MAKASSAR**

2019



**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS MUHAMMADIYAH MAKASSAR
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS**

LEMBAR PENGESAHAN


Skripsi atas nama **MAYANG KASTONIK**, NIM 10535 5773 14 diterima dan disahkan oleh panitia ujian skripsi berdasarkan surat Keputusan Rektor Universitas Muhammadiyah Makassar Nomor: 0018 Tahun 1440 H/2019 M, tanggal 22 Jumadil Awal 1440 H/28 Januari 2019 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 Jumat tanggal 01 Februari 2019.

Makassar, 26 Jumadil Awal 1440 H
01 Februari 2019 M

Panitia Ujian :

1. Pengawas Umum : Prof. 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. Sulfasyah, M.A., Ph.D. (.....)
2. Farisha Andi Baso, S.Pd., M.Pd. (.....)
3. Dr. Saiful, M.Pd. (.....)
4. Sujariati, S.Pd., M.Pd. (.....)

Disahkan Oleh :
Dekan FKIP Universitas Muhammadiyah Makassar


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



بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

APPROVAL SHEET

Title : *The Use of Anticipation Guide Strategy in Improving Reading Comprehension (A Pre-Experimental Research at the Second of MTs Aisyiyah Sungguminasa)*

Name : MAYANG KASTONIK

Reg. Number : 105350773 14

Programmer : English Education Department, Strata 1 (S1)

Faculty : Teacher Training and Education



Makassar, Februari 2019

Approved by:

Consultant I  Sulfasvah, M.A., Ph.D.

Consultant II  Farisha Andi Baso, S.Pd., M.Pd.

Dean of FKIP
 Makassar Muhammadiyah University


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

Head of English
 Education Department


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



**UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

SURAT PERNYATAAN

Saya yang bertandatangan di bawah ini:

Nama : Mayang Kastonik
NIM : 10535577314
Jurusan : Pendidikan Bahasa Inggris
Fakultas : Keguruan dan Ilmu Pendidikan
Judul Skripsi : **The Use of Anticipation Guide Strategy in Improving Reading Comprehension (A Pre-Experimental Resarch) at Second Grade of MTs Aisyiyah Sungguminasa**

Dengan ini menyatakan bahwa skripsi yang saya ajukan depan tim penguji adalah hasil karya saya sendiri dan bukan hasil ciptaan orang lain atau dibuatkan oleh siapapun.

Demikian pernyataan ini saya buat dan saya bersedia menerima sanksi apabila pernyataan ini tidak benar.

Makassar, Januari 2019
Yang Membuat Perjanjian

Mayang kastonik
10535577314



UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

SURAT PERJANJIAN

Saya yang bertandatangan di bawah ini:

Nama : **Mayang Katonik**

NIM : 10535577314

Jurusan : Pendidikan Bahasa Inggris

Judul Skripsi : **The Use of Anticipation Guide Strategy in Improving Reading Comprehension (A Pre-Experimental Research) at Second Grade of MTs Aisyiyah Sungguminasa**

Dengan ini menyatakan perjanjian sebagai berikut:

1. Mulai dari penyusunan proposal sampai selesai penyusunan skripsi ini, saya akan menyusun sendiri skripsi saya (tidak dibuatkan oleh siapapun).
2. Dalam menyusun skripsi, saya akan selalu melakukan konsultasi dengan pembimbing yang telah ditetapkan oleh pemimpin fakultas..
3. Saya tidak akan melakukan penjiplakan (Plagiat) dalam penyusunan skripsi.
4. Apabila saya melanggar perjanjian seperti pada butir 1, 2 dan 3 saya bersedia menerima sanksi sesuai dengan aturan yang berlaku.

Demikian perjanjian ini saya buat dengan penuh kesadaran.

Makassar, Januari 2019

Yang membuat perjanjian

Mayang Kastonik



UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIK
PRODI PENDIDIKAN BAHASA INGGRIS

Jalan Sultan Alauddin No. 259 Makassar
Telp : 0411-860037/860032 (Fax)
Email : fkip@ummuh.ac.id
Web : www.fkip.ummuh.ac.id

ii

APPROVAL SHEET

Title : The Use of Antisipation Guided Strategy in Improving Reading Comprehension at the Second Grade of MTs Aisyiyah Sungguminasa
Name : MAYANG KASTONIK
Reg.Number : 10535 5773 14
Department : English Education Department
Faculty : Teacher training and Education

After being checked and observed this thesis had fulfilled qualification to be examined

Approved By:

Consultant I

Sulfasyah, M.A., Ph.D.

Consultant II

Farisha Andi Baso, S.Pd., M.Pd.

Dean of FKIP
University Muhammadiyah of Makassar

Head of English
Education Department

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

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



بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

COUNSELLING SHEET

Nama : MAYANG KASTONIK
Stambuk : 10535 5773 14
Jurusan : Pendidikan Bahasa Inggris
Dengan Judul : The Use of Antisipation Guided Strategy in Improving Reading Comprehension at the Second Grade of MTs Aisyiyah Sungguminasa
Consultant I : Sulfasyah, M.A, Ph.D.

Day / Date	Chapter	Note	Sign
		<p>Handwritten notes in Indonesian:</p> <p>Handwritten notes in Indonesian: kegiatan ini penting ini akan penting kegiatan.</p>	

Makassar, 2018
Approved by:
Head of English Education Department

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



بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

COUNSELLING SHEET

Nama : MAYANG KASTONIK
Stambuk : 10535 5773 14
Jurusan : Pendidikan Bahasa Inggris
Dengan Judul : **The Use of Antisipation Guided Strategy in Improving Reading Comprehension at the Second Grade of MTs Aisyiyah Sungguminasa**

Consultant II : Farisha Andi Baso, S.Pd.,M.Pd.

Day / Date	Chapter	Note	Sign
6/12/18	1-5	- Result of students of Pre-Post	
6/12/18	1-5	All	

Makassar, 2018

Approved by:
Head of English Education Department

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



MOTTO AND DECICATION

“ Man jadda wajada”

Barang siapa yang bersungguh-sungguh pasti akan mendapatkannya

“This ordinary creation is dedicated for my extraordinary parents and Brothers who always pray the best for me, sacrifice and give me their sincere endless love and care which lead me to success, and also people who love and pray for me...”

ABSTRACT

MAYANG KASTONIK, 2019. *“The Use of Anticipation Guide Strategy in Improving Reading Comprehension at the Second Grade MTs Aisyiyah Sungguminasa (A Pre-Experimental Research).”* Thesis of English Education at Faculty Teacher Training and Education of Muhammdiyah University of Makassar. Supervised by Sulfasyah and Farisha Andi Baso.

This research aimed to find out the improvement of the students' reading comprehension by using Anticipation Guide Strategy that focused on main ideas and supporting details at the Second Grade of MTs Aisyiyah Sungguminasa.

This research employed pre-experimental research which was conducted in pre-test and post-test. The population of this research was taken at the second grade students of MTs Aisyiyah Sungguminasa which consisted of 115 students from 4 classes. The sample of this research was class VIII.D which consisted of 25 students by using purposive sampling technique. The researcher used test as an instrument. .

The result of this research, the researcher got students' reading comprehension was significance difference between the mean score of pre-test and post-test. The mean score of pre-test was 43.44 and the mean score of post-test was 73.00. Then the improvement of the students' reading comprehension can improve on 68.04%. It means that score of post-test was greater than mean score of pre-test. Then the calculating the t-test value for reading comprehension was 9.23 and t-table for reading comprehension was 2.064. It means that the t-test was greater than t-table. The alternative hypothesis (H_1) was accepted and the null hypothesis (H_0) was rejected.

Based on the research findings, it could be concluded that Anticipation Guide Strategy was effective to increase students' reading comprehension at the second grade of MTs Aisyiyah Sungguminasa.

Keywords: Anticipation Guide Strategy, Reading Comprehension

ABSTRACT

MAYANG KASTONIK. 2019. Penguasaan Strategi Anticipation Guide Untuk Meningkatkan Kemampuan Membaca (Penelitian Pre-Experimental pada siswa kelas 2 di MTs Aisyiyah Sungguminasa. Skripsi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar. Di bimbing oleh Sulfasyah and Farisha Andi Baso.

Penelitian ini bertujuan untuk mengetahui peningkatan kemampuan membaca siswa dengan menggunakan Anticipation Guide Strategy yang berfokus pada main ideas and supporting details pada siswa kelas 2 MTs Aisyiyah Sungguminasa.

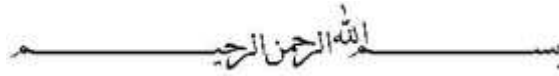
Penelitian ini menggunakan pre-experimental dengan satu kelompok pre-test and post-test. Populasi dalam penelitian ini yaitu siswa kelas 1 MTs Aisyiyah Sungguminasa. Sampel dalam penelitian ini yaitu siswa kelas VIII.D yang terdiri dari 25 siswa dengan menggunakan purposive sampling penulis menggunakan test sebagai instrument.

Hasil penelitian penulis memperoleh perbedaan yang signifikan pada kemampuan membaca siswa antara nilai rata-rata pre-test dan post-test. Nilai rata-rata siswa pada pre-test yaitu 43.44 dan nilai rata-rata siswa pada post-test yaitu 73.00. kemudian peningkatan kemampuan membaca siswa dapat meningkat pada 68.04%. Ini berarti bahwa nilai rata-rata post-test lebih besar daripada nilai rata-rata pre-test. Kemudian perhitungan nilai t-test untuk kemampuan membaca yaitu 9.23 dan t-table untuk kemampuan membacanya yaitu 2.064. Ini berarti bahwa t-test lebih besar daripada t-table. Hipotesis Alternative (H1) diterima dan Hipotesis Nol (H0) ditolak.

Berdasarkan hasil penelitian dapat disimpulkan bahwa Anticipation Guide Strategy efektif untuk meningkatkan kemampuan membaca siswa di kelas 1 MTs Aisyiyah Sungguminasa.

Kata Kunci: Strategi Anticipation Guide, Kemampuan Membaca.

ACKNOWLEDGMENTS



In the name of ALLAH, most gracious, most merciful

Allhamdulillah Rabbil Alamin, the researcher reveals her gratitude to the almighty God, Allah SWT, who has given guidance, mercy and good health, so that she could finish writing this thesis. Shalawat and salam are addressed to the Prophet Muhammad SAW who has changed the human life.

The researcher would like to express my highest appreciation and deepest thankfulness to my beloved parents Yusuf Alim and Nur Kamariah for their prayer, loves, financial, motivation and sacrifice for researcher success and my beloved brother Hogaf Jaelani who always give me support and advices for finished my study

The researcher realizes that in carrying out the research and writing this thesis, many people have contributed their valuable suggestion, guidances, assistances, and advices for the completion of this thesis. Therefor, she would like to express her gratitude and honor to:

1. Dr. H Abd. Rahman Rahim , SE. MM, the Rector of Muhammadiyah University of Makassar .
2. Erwin akib, M.pd., Ph.D, the dean teacher training and education department of FKIP UNISMUH Makassar.

3. Ummi Khaerati Syam, S.PD., M.PD the head of English Education Department of FKIP UNISMUH Makassar
4. Her greatest thanks are due to her first consultant Sulfasya,. M.A, Ph.D and Farisha Andi Baso, S.Pd., M.Pdas her second consultant who has given their valuable time patient, to support assistance and guidance to finish this thesis
5. Her heartfelt thank to all lectures of the FKIP UNISMUH especially to the lectures of English Department and all of staff of Muhammdiyah University of Makassar for their the years of the researcher's study.
6. Dra. Sumiyati. M as the headmaster of MTS Aisyiyah Sungguminasa, thanks for accepted the researcher doing this research.
7. Hasdalena Halik, S.Pd as the English Teacher, thanks for support and suggestions during the research
8. The researcher's beloved family, my brother and all members of family cannot be mentioned here. Thanks for your help and motivations.
9. Many thanks for my beloved Balala Squad especially Irmayani ND, Ikmul Sari, Jurasni, Rasmawati, Ulvah Sari, Dian Febri Indriani, and Indriani for their friendship, togetherness, support, humors, advices, and times.

Makassar, Januari 2019
The Researcher

Mayang Kastonik
NIM: 10535577314

TABLE OF CONTENTS

TITTLE	i
LEMBAR PENGESAHAN	ii
APPROVAL SHEET	iii
COUNSELLING SHEET	iv
SURAT PERNYATAAN	v
SURAT PERJANJIAN	vi
MOTTO	vii
ABSTRACT	viii
ACKNOWLEDGEMENT	ix
TABLE OF CONTENTS	xi
LIST OF TABLES	xiv
LIST OF FIGURE	xv
LIST OF APPENDICES	xvi
CHAPTER I INTRODUCTION	
A. Background.....	1
B. Problem Statement.....	3
C. Objective of the Research	3
D. Significance of the Research	3
E. Scope of the Research	4
CHAPTER II REVIEW OF RELATED LITERATURE	
A. Previous Related Finding.....	5
B. Presenting the Literature Review	6
1. The Concept of Reading	7
a. Definition of Reading	7
b. The Purpose of Reading.....	8
c. The Elements of Reading	9
d. Types of Reading.....	12
e. Kinds of Reading.....	13
f. Reading Comprehension	14

g. Reading Text (Narrative Text).....	17
2. The Concept of Anticipation Guide Strategy	19
a. Definition of Anticipation Guide Strategy	19
b. The Purpose of Anticipation Guide Strategy.....	19
c. The Procedure of Anticipation Guide.....	20
d.The Another Procedure of Anticipation Guide Strategy	22
e. The Implementation of Anticipation Guide In Classroom... .	24
f. The Example of Anticipation Guide	25
C. Conceptual Framework	26
D. RESEARCH HYPOTHESIS	27
CHAPTER III METHODOLOGY	
A. RESEARCH DESIGN	28
B. RESEARCH VARIABLES.....	29
C. POPULATION AND SAMPLE	29
D. RESEARCH INSTRUMENTS.....	29
E. DATA COLLECTION	30
F. DATA ANALYSIS.....	32
CHAPTER IV FINDINGS AND DISCUSSION	
A. FINDINGS	37
1. The Mean Score and Standard Deviation of Pre-test and Post-test	36
2. The improvement.....	38
3. The Frequency and Rate Percentage of the Students'	39
4. Pre-test and Post-test	40
5. Hypothesis Testing	41
B. DISCUSSION	41

CHAPTER V	CONCLUSION AND SUGGESTION	
A.	CONCLUSION.....	45
B.	SUGGESTION	45
BIBLIOGRAPHY		47
APPENDICES		
CURRICULUM VITAE		

LIST OF TABLES

Table 3.1 Pre-test and Post-test.....	28
Table 3.2 Scoring Criteria for Main Ideas.....	32
Table 3.3 Scoring Criteria for Supporting Ideas.....	32
Table 3.4 Scoring Criteria category of the students pre-test and post-test.....	33
Table 3.5 The classifying of testing.....	34
Table 4.1 The means score and standard deviation of the students' pre-test and post-test.....	37
Table 4.2 The improvement of students' reading comprehension.....	38
Table 4.3 Frequency and rate percentage of the students' pre-test score	39
Table 4.4 Frequency and rate percentage of the students' post-test	39
Table 4.5 The t-test and t-table value of pre-test and post-test	40

LISTS OF FIGURE

Figure 2.1 :	26
--------------------	----

LIST OF APPENDICES

- APPENDIX A : Attendance list of the students**
- APPENDIX B : The Raw Score of Student's Pre Test and posttest**
- APPENDIX C : Calculating score of pretest and post test**
- APPENDIX D : The distribution of t-table**
- APPENDIX E : Lesson Plan**
- APPENDIX F : Instrument of Pre-test**
- APPENDIX G : Treatment**
- APPENDIX H : Instrument of Post-test**
- APPENDIX I : Documentation**

CHAPTER I

INTRODUCTION

A. Background

Reading is the activity that intended for getting information from the text read by the reader. According to Tarigan (1990:7) in Jaenal (2010) argues that reading is process that is carried and used by readers who want to get the message delivered by the author through reading words or written language.

For those who read as much as possible, the students would be get more knowledge and experiences. Students are rich of science and knowledge who will be easy to talk or write about science and knowledge which has been owned. The more you read, the more student get.

As we know many students didn't know about the content of the text, all of the students can be read but only a few of students can understand what students have read especially English text. Many students are bored when reading, students can't get ideas or information in paragraph. The teacher was very important in school when the student can't to improve their reading. One of factors the student in class was less of motivation there were still students consider reading is something that is not too important, so the point is reading is one means to improve quality of self.

In the other factors was the teacher always used the same strategy to teach English subject. It is also make the students more bored to study English. The teacher be must use of many strategy that make can't bored. Problem mostly occurs to the students when reading book. Sometimes students were facing a book

but do not read at all. The students just can mention symbol word without getting any idea from the book.

Moreover, the purpose of reading comprehension is to help the readers find ideas of information in a text. Smith (1967:185) state that without comprehension is not reading and it (reading) is the ability to recognize, to pronounce, and to understand the printed symbol on a page. In other words reading is one way too add knowledge or reading can add to our insight. People must read well if want to broad their experience. Through reading the English text, the students also can increase their knowledge.

Besides that, one of the effective ways to solve this problem is by applied anticipation guide. Anticipation guide is an effective way to active prior knowledge about a topic. Students must agree or disagree, know or not know about each statement.

In addition, Richardson, et.al (2011) Anticipation Guide Strategy is a pre-reading strategy that teaches both content with reading skills appropriate for all learners. Students react to statements prepared by the teacher. In doing so students anticipate or predict what the content will be. They has a purpose for thoughtful reading because of curiosity about their prediction.

Therefore, the used of anticipation guide helps the teacher assess the amount of background knowledge possess by the group. If more background knowledge, students should be able to made associations the materials to be read thus increasing understanding. The responses can also help the teacher correct any misconceptions the students may has about a particular topic.

B. Problem Statement

In MTs. Aisyiyah Sungguminasa most of the students usually difficult to answer the teacher questions. Actually, it caused the students has low reading comprehension. In relation with the problem statement mention above, the researcher formulates the research question:

“Does the use of Anticipation Guide Strategy improve students’ reading comprehension the second grade students at MTs. Aisyiyah Sungguminasa?”

C. Objective of the Research

Based on the problems stated above the objective of the study to find out:

“To find out the use of Anticipation Guide Strategy in improve students’ reading comprehension at the second grade students at MTs. Aisyiyah Sungguminasa”

D. Significance of the Research

The result of this research is expected to be an effort of changing the classroom used of anticipation guide strategy to improve their reading ability. Moreover, the finding are also expected of English to provide useful contribution the teachers to activate and organize Students prior knowledge about a text in the process of English learning.

E. Scope of the Research

This research is limited on the teaching of English to the second grade students of MTs. Aisyiyah Sungguminasa in academic 2018/2019 of the students by using Anticipation Guide Strategy to know reading comprehension. It focus on main ideas and supporting details. In this research researcher using Narrative Text. The test is reading test by Essay test.

CHAPTER II

REVIEW OF LITERATURE

A. Previous Related Finding

Samani (2013) the result of this research showed that two groups: Group one (n=20) as the experimental group and group two (n=20) as the control one. The experimental group received treatments but control up did not receive any treatments. First, the participants give a pretest to check their comprehension before the treatments. Then, all participants learned reading sections in their instructional book (summit 1A). Group 1 learned reading sections through application of anticipation guide strategy as a pre reading strategy and group 2 learned reading sections in the traditional way.

Antoni (2017) the result of this research showed that (1) students who were taught by using Anticipation Guide Strategy had better reading comprehension of procedure text than those who were taught by Small Group Discussion. It was proven by the result of the t-test which showed that to served was bigger than t-table, (2) students who had high reading interest taught by Anticipation Guide Strategy had better reading comprehension of procedure text than those who were taught by Small Group Discussion,(3) students who had low reading interest taught by Anticipation Guide Strategy had better reading comprehension of procedure text than those who were taught by Small Group Discussion, and (4) there was no interaction between both strategies and students reading interest toward students' reading comprehension where For served was

0,53 which less than F-table 4,15. As conclusion, Anticipation Guide Strategy had a significant result on students' reading comprehension than Small-Group Discussion and there was no interaction between teaching strategies and reading interest on students' reading comprehension.

Teso (2014) the result of analysis of questionnaires score showed that the comparative percentage figures for each option. Option A was 68.03%, option B was 25.37, option C was 6.6% and option D was 0%. The result of comparative percentage clearly showed the subject's attitude and motivation in improving reading comprehension through Anticipation Guide Strategy.

Based on the previous related finding above the researcher explain about different and similarity of the research. The similarities of theses research above is the same use of Anticipation Guide Strategy to improve the skill and the differences theses research above is that skill the used by the research is different. The researcher use Anticipation Guide Strategy as a strategy to improve the students' reading comprehension. This strategy can help the teacher to activating the students' prior knowledge and can help teacher make good decisions about how to increase student comprehension about reading text. Therefore, they can improve the reading comprehension and cultivate a better reading habit.

B. The Concept of Reading

1. Definition of Reading

According to Mikulecky (2008) reading skill is the cognitive processes that a reader uses in making sense of a text. In this skill the student are expected to comprehend ideational, interpersonal and contextual meaning within the text to identify the main ideas and supporting details factual information, and meaning of the words. Its means that student are expected to be able to understand what passage is about and information that is given by teacher can be understood by the students

Syaveny (2017:1) reading is a skill that must be mastered by students in learning English as a foreign language. Reading not only see or read what is written but also understand the contents of the reading therefore the readers get the knowledge and information from the text. Some reading components are suggested by experts, such as understanding the main idea, supporting ideas, vocabulary, and grammar, it makes the teachers must be careful in applying methods in teaching English, especially reading.

Moreover, Alyousef (2006:5) reading can be seen as an “interactive” process between a reader and a text which leads to automaticity or (reading fluency). In this process, the reader interacts dynamically with the text as she/he tries to elicit the meaning and where various kinds of knowledge are being used: linguistic or systemic knowledge (through bottom-up processing) as well as schematic knowledge (through top-down processing).

In addition, Grabe and Stoller (2002) reading is the ability to draw meaning from the printed page and interpret this information appropriately. It means that reading is a result of the interaction between the perception of graphics symbols that represent language skill, cognitive skill, and knowledge of world.

2. The Purpose of Reading

A person may read for many purposes, and purpose help to understand more what the people read. If she is reading for pleasure or reading for pure recreation and enjoyment, she may read quickly or slowly based on the either way she likes or feels. However, if reads for studying or setting information such news, or same line, which are part of her study or assignment she does it very slowly and carefully.

According to Anderson in Ikah (2006) there are seven purposes of reading

- a. Reading for details and fact is reading to know what is done by the subject of the story
- b. Reading for main ideas is reading to get the problem statement
- c. Reading for sequence of organization is reading to know each part of the story
- d. Reading for inference is reading to know what is the researcher meant by its story
- e. Reading for classifying is reading to find unusual things
- f. Reading for evaluating is reading to know the value of the story

- g. Reading for comparing or contrast is reading to compare the way of life of the story with the way of life of the reader.

3. The Elements of Reading

Jacob, et.al. (1981:31) pointed out five elements of Reading content, organization, vocabulary, language use, and mechanic.

a. Content

The content of writing should be clear for the readers so they can understand the message convey and gain information from it. In order to have a good content of writing, its content should be well unified and completed. This term is usually known as unity and completeness, which become characteristic of good writing.

1). Unity

The writing regards to have good unity, if it has some main ideas and the sentences contained in it develop that idea. The main idea is stated in the topic sentences and each or every supported sentences and related to that idea of the topic sentences. If a researcher wants his writing is unified, he or she should not include the sentences that do not support the main idea of the topic sentences.

2). Completeness

Writing is said to have completeness if the main idea have been explained and developed fully completeness. The controlling idea with develop thoroughly by these of particular information. It is relative to know how complex or general the topic sentences by

having a complete writing. It is expected that the content of writing will be clear and understandable for readers.

b. Organization

In organization of the writing concern with the ways through researcher arranges and organizes the ideas to order the message in the words. There are many ways used by the researcher to organize or arrange the writing. This organization is mainly recognized as order. There are two parts of organization in this case, as follows:

1) Coherence

Coherence means that sticking together and in coherence essay, all the idea sticks together. A coherence paragraph is each idea in supporting sentence related to the topic sentence or the idea. One in which the ideas are put in the right order and never confused. This makes the researchers through essay to follow sentence paragraph.

2) Spatial order

If the purpose of the paragraph is to tell them something looks most effective organization pattern is usually spatial, if the researchers write a description of neighborhood, a room, or a holding that they want to the readers have a mental picture of what they are describing a house of building, they will probably describe the exterior and the interior of the building by moving

systematically rather than haphazardly over the scene, convey the viewer of the overall plan arrangement of the scene.

c. Vocabulary

Vocabulary is one of the language aspects dealing the process of writing. The researchers always think about putting words into the sentences and putting the sentences into the paragraph until they can create a piece of writing.

It is clear now that we cannot write or express if we do not have vocabulary. Therefore, we cannot understand the writing passage without having a lot of vocabulary.

Vocabulary as one of the important components of writing should take in to consideration by the English learner and teacher; because there is no doubt that learning the words of the language.

d. Language Use

stated that language use in writing description and other form of writing involves correct usage and point of grammar can help the learner improve the use of formal language. In order to have good language in writing, researcher should pay attention to the use of grammatical rules concerning tenses, preposition, conjunction, and clause; (adjective or non clause, articles, etc). The lack of good grammar will make the content of writing vague and misunderstanding.

e. Mechanics

There are three parts of mechanic in writing namely capitalization, punctuation and spelling appropriately. Punctuation is important as the way to clarify meaning. In English writing, the use of capitalized correctly, ambiguous meaning and misunderstanding will appear. It also helps us to different one sentence from other spelling. There are three important rules followed in using spelling appropriately, they are suffixes addition, plural formation, and handling i.e. or i.e. within the words.

4.Types of Reading

According to Brown, H. Douglas (2004:189) here some types of reading:

a. Perspective

Perspective reading tasks involve attending to the components of large stretches of discourse: letters, words, punctuation, and other graphemic symbols.

b. Selective

This category is largely an artifact of assessment5 formats. In order to ascertain one's reading cognition of lexical, grammatical or discourses features, of language within a very short stretch of language a within a very short stretch of language, certain typical tasks are used picture-cued tasks, matching, true/false, multiple choice, etc.

c. Interactive

Included among interactive types are stretches of language of several paragraphs to one page or more in which the reader must, in psycholinguistic sense, interact with the text. That is, reading is a process of negotiating meaning; the reader brings to the text a set of schemata for understanding it, and in take is the product of that interaction. Typical genres that lend themselves to active reading are anecdotes, short narrative and description, excerpts from longer texts, questioners, memos, announcements, directions, recipes and the like.

c. Extensive

Applies to the text of more than a page, up to and including professional articles, essay, technical reports, short stories, and books.

5. Kinds of Reading

Patel and Jain (2008) there are four kinds of reading like intensive reading, extensive reading, Aloud Reading, silent reading, It very important to development of reading

a. Intensive Reading

Intensive reading is text reading or passage reading. In this reading the learner read the text to get knowledge or analysis. The goal of this reading is to read shorter text. This reading is done to carry out to get specific information. Learner reads book to acquire knowledge is the kind of intensive reading.

b. Extensive Reading

Material for extensive reading will be selected at a lower level of difficulty than that for intensive reading. The purpose of extensive reading will be to train the student to read directly and fluently in the target language for enjoyment, without the aid of the teacher.

c. Reading Aloud

Reading aloud also play important role in teaching of English. Teacher should know that the training of reading aloud must be given at primary level because it is the base of words pronunciation.

d. Silent Reading

Silent reading is a very important skill in teaching of English. This reading should be employed to increase reading ability among learners. Silent reading is done to acquire a lot of information. Teacher has to make them read silently as and when they are able to read without any difficulties.

6. Reading Comprehension

According to Edmonds (2000) reading comprehension is primarily a matter of developing appropriate efficient comprehension strategies some people had formulate definition of reading comprehension, below are various definitions of reading comprehension.

The essence of reading act is comprehension: it becomes a primary challenge in teaching or learning of reading skill. In order to learn or understand the message of the author, the students are hope to have the ability to comprehend

the written textbook. Comprehension means understanding the meaning or the point of a topic

Webster, et.al. (2013) Reading comprehension difficulties are a common feature of aphasia, affecting the understanding of single words, sentences, paragraphs and extended text. Whilst there have been studies investigating treatment for single word reading, there are a limited number of studies of treatment methods targeting the reading of paragraphs and connected text.

Danille (2007) reading comprehension is consider the real core for reading process; and a big process around which all other process are century. The students also have comprehend what author is talking about in the text. That means coming in about that the students' see, hear, and taste. Reading comprehension means the students'' understand what they have read. Comprehension is a complex process in reading. In reading comprehension, the students' do not only read but also comprehend the text in order to catch some ideals from text.

The main goal reading is reading comprehension, especially functional literacy tasks. Reading comprehension, which is a task that comprises many skill, describe outcome of taking out the meaning from a written text. Curtis (2000) believes that there are number of skill that the reader needs to employ in order to achieve maximum reading comprehension, skill such as: deciding about the main idea of the reading text, making the question reading the content of the

text and being able to answer those question by employing context clues, and summarizing the passage.

Teaching strategy also need media to support the teacher in applying the strategy. For students in senior high school, the media must be relate to the students'' age and level of learning the language, mainly on the reading comprehension. The research knew, some factors base on the observation in the classroom and interview with English teacher, that make the students have difficulty to comprehend reading text. First, it is cause by lack of the 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.

Geng (2015) reading comprehension need some intellectual ability to mastery it. There are four basic factors that influence the students reading in comprehending written materials

- 1). Background experience

Students who have little experience may have some difficulties in comprehending many ideas and activities with which other children are familiar before they learn in school. For an example, a students who never sees or hears about the mountain and in some occasions dealing with it will find the story hard to follow, so she must have experience in his background to tell about her story

2). Language abilities

The aspect is the students language abilities. Including semantic or word meaning and grasp of syntax, so the students have to master syntax which links deep and surface structure

3). Intellectual abilities

Aspect of comprehension is the Students ability to think, it all depends on her intellectual development. Although the teacher give same textbook and same purpose of, the result of reading may different.

4). The purpose of reading

Factors also determines the comprehension ability, students could also have difficulties to understanding the story if she reads it with no particular purpose of mind. Comprehension is always directed and controlled by the needs and purposes of an individual. If that so, they must establish their own purpose before reading and commits the entire story to memory.

7. Reading Text

Ederson M and Erderson K (2003) narrative text in teaching English

a. Narrative text is an imaginative story to entertain people.

b. Generic structure of narrative text

1) Orientation: it is about opening paragraph where the characters of the story are introduced.

2) Complication: where the problems in the story developed

3) Resolution: where the problems in the story is solved

4) Coda/ reorientaion (optional) lesson the story.

c. Language future of narrative text

1) Past tense

2) Adverb of time (once upon a time, one day)

3) Time conjunction (when, then, suddenly)

8. Factors influencing reading comprehension

Kahayanto (2015) there are internal and external factors in reading comprehension all of which share to success in reading comprehension.

1) Motivation

Motivation is very crucial the success in failure in reading depend a one's motivation read when the students have high motivation to read they will work hard to overcome the difficult materials. One's motivations could be influenced by internal and external factors, such as the material use by the teachers and prior knowledge.

2) Concentration

Concentration means to focus our attention clearly on a purpose concentration is very easy to do if we are interested in what we are read. Concentration is much needed in reading comprehension.

3) Teachers guidance

Teachers guidance influence how the students understand particular assignment, because lack of the sufficient guidance may also be major factors in low reading comprehension

4) The length and the difficult of the materials influence readers for reading

5) Vocabulary acquisition and ability to form concept are essential for reading.

C. The Concept of Anticipation Guide Strategy

1. Definition of anticipation Guide Strategy

According to Blacklock (2010) Anticipation Guide Strategy is designed to activate students prior knowledge about a topic before reading and provide a purpose by serving as a guide for subsequent reading. It attempts to enhance students' comprehension by having them react to a series of a topic before they begin to read or to engage and any other form of information acquisition.

The Anticipation Guide Strategy attempts to enhance students reading comprehension by having them react to a series of statements about a topic before begin to read or to engage in any other form of information acquisition. It utilizes prediction by activating Students prior knowledge and it capitalizes on controversy as a motivational device to get students involved in the materials to be read.

2. The purpose of Anticipation Guide Strategy

According Readence (1981) is designed to:

- 1) Activate students knowledge about a topic before reading.
- 2) Provide purpose by serving as a guide for subsequent reading

3. The procedure of Anticipation Guide Strategy

According to Buehl (2009) there are some procedures that the teachers use in applying Anticipation Guide Strategy

1) Identify major concepts

The ideas to be learned by reading the text should be determined by a careful perusal of the material and of the teacher's manual, if one is available.

2) Determine students' knowledge of these concepts

In order to determine how the main concept support or challenge what the students already know, the teacher must consider the students' experiential background.

3) Create statement

The number of statements to be created varies with the amount of the text to be read and particularly the number of the concepts that have been identified. In addition, the ability and maturity levels of the students influence statement making. Three to five statements are usually a good number to aim for. The most effective statements are generally those in which the student has sufficient knowledge to understand what the statement says, but not enough to make any of them a totally known entity.

4) Decide statement order and presentation mode

An appropriate order must be determined to present the Guide.

Usually the order follows the sequence in which the concepts are encountered in the text, but that is subject to each teacher's judgment.

5) Present Guide

Continuing with our anticipation Guide example on nutrition, the following guide is given to the students: Anticipation Guide: food and health.

6) Discuss each statement briefly

A discussion ensues, with the teacher first asking for a show of hands from students to indicate their agreement or disagreement. The teacher tallies the responses. The discussion should include at least one opinion on each side of the issue per statement. As other students listen to the opinions offered, they can evaluate their own view in terms of the others.

7) Direct students to read the text

Students are now told to read the text assignment with the purpose of deciding what the author would say about each statement. As they read, students should keep two things in mind: their own thoughts and opinions as well as those voiced by others and the way in which what they are reading relates to what was discussed.

8) Conduct follow-up discussion

After reading, the students may respond once again to the statement. This time they should react in the light of the actual text.

Thus, the guide now serves as the basis for a post reading discussion in which students can share the new information gained from reading and how their previous thoughts may have been modified by what they understand the reading to say. It should be made clear to the students that agreement with the author is not mandatory.

4. The another procedure of anticipation guide.

1) Choose the text

This strategy works well with most expository text. It works particularly well with the text that present ideas that are somewhat controversial to the readers.

2) Write the several statement that focus on the topic the text. Next to each statement, provide a place for students to indicate whether they agree or disagree with the statement. Write the statement that focus on the information in the text that you want you students to think about. Write the statement for which information can be identified in the text that supports or opposes each statement. Furthermore, write statement that challenge students beliefs and write the statement that are general rather specific.

3) Have the students complete the anticipation guide before reading.

The guide completed by students individually or small groups. Remind students that they should be prepare to discuss their reaction to the statement on the anticipation guide they have complete it.

4) Class discussion before reading

Encourage students who have differing viewpoints to debate and defend their positions

5) Students read the text

Encourage students to write down ideas from the text either support their initial to each statement, or cause them to rethink those reactions.

6) Have a class discussion after reading.

Ask the students if any of them changed their minds about their minds about their positions on each statement. As they explain why. Encourage them to use information from the text to support their positions.

Besides, Anticipation Guide has many beneficial for the students. First of all, it strengthens comprehension skills. According to Kozen, et.al. (2006), "Anticipation guide is a pre-reading strategy that combines literacy instruction and content-area learning". He also says that Anticipation Guide can be effective in promoting decoding skills, enhancing word meaning, and strengthening comprehension. It shows that this strategy do not only activate students prior knowledge, but also other reading comprehension skill.

5. The implementation of Anticipation Guide Strategy in Classroom

According to wood et.al. (2008) there are some implementation of anticipation guide strategy

- a. Teacher groups the students in pair or small group of four or five member.
- b. Teachers gives students a copy of Anticipation Guide statement
- c. Model the process. The text or reading material and share the guide with the students. Model the process or the responding to the statements and making the columns.
- d. Read each the statement, read each the statement and ask the students if they **Agree or Disagree** with it. Provide the opportunity for discussion the emphasize is not on right answer but to the share what they know and to make predictions
- e. Read the text aloud. Read the text aloud or have students read the selection individually. If the reading aloud. Teachers should read slowly and stop the place in the text that correspond to each of the statement.
- f. Bring closure to the reading by revisiting each of statement

6. Example of Anticipation Guide Strategy

An example of anticipation Guide with use a text that present information According to Romas (2008) example of anticipation Guide strategy

Direction: read its statement. If you believe that statement is true, place, a check in the agree column. If you believe the statement is false, place a check in the disagree column. Be ready to explain your choices.		
Agree	Disagree	1. The average worker in the united states spends more than 2 hours a day using computers in the workplace
Agree	Disagree	2. It is OK for companies to monitor its employees' use of the internet
Agree	Disagree	3. Most companies do not expect their new employees to be computer literate until after the company trains them.
Agree	Disagree	4. As a result of computers, more employers are allowing employees to work from home.
Agree	Disagree	5. Health problems that some employees experience as a result of working at a computer all day should not be a concern of the employer

D. Conceptual Framework

The conceptual framework of the researcher was illustration as bellow:

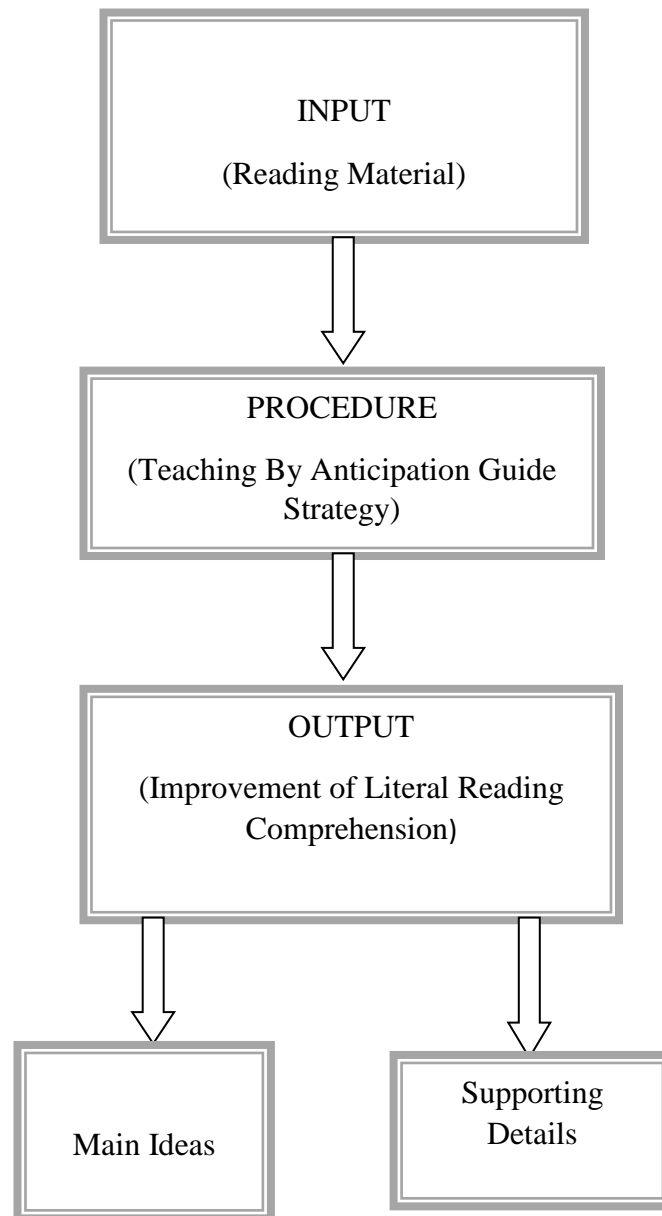


Figure 2.1. (Conceptual framework)

1. INPUT :

Refers to the reading materials is a information to check and information employ by this strategy such as visualizing monitoring, giving the statements of a text, therefore interaction of background knowledge, making prediction about the text are essential for efficient reading

2. PROCESS :

Refers to the teaching and learning of reading material by using anticipation Guide Strategy, receptions, identifying word, and then sentence in order to get the meaning. Then, the other teaching and learning process are intended to help readers understand what they read.

3. OUTPUT:

Refers to the students comprehension in reading through Anticipation Guide Strategy, after the teaching and learning process is influence in improve the students reading comprehension

E. Hypothesis

In this research, the researcher applies the Hypothesis as follow:

1. Null Hypothesis (H_0) was the use of Anticipation Guide Strategy significantly not improve students reading comprehension at the second grade of MTs. Aisyiyah Sungguminasa
2. Alternative Hypothesis (H_1) was the use of Anticipation Guide Strategy significantly improve students reading comprehension at the second grade of MTs. Aisyiyah Sungguminasa.

CHAPTER III

RESEARCH METHODOLOGY

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

A. Research Design

In this research, the researcher used Pre-Experimental Design. Its purpose is to find out the effectiveness of using Anticipation Guide Strategy in improving the students' reading comprehension at second-year students of MTs. Aisyiyah Sungguminasa. In this design, one group pre-test and post-test. Pretest is given before the students were given the treatment and post-test is given after the treatment.

Table 3.1 Pre-test and Post-test

Pretest	Treatment	Posttest
O1	X	O2

(Gay, 2006:251)

O1 : Pretest

Treatment : Anticipation Guide Strategy

O2 : Posttest

B. Research Variable

The research has two kinds of variable, namely independent and dependent variables: The Independent variable of the research use of Anticipation Guide Strategy in teaching reading. The Dependent variable was the student's reading comprehension.

C. Population and Sample

1. Population

The population of the research was the Second Grade Students of MTs. Aisyiyah Sungguminasa academic 2018/2019 which consisted of 4 classes (VII A, VIII B, VIII C and VIII D), each class VIII A consisted of 30, class VIII B of 35 and class VIII C 25 and class VIII D 25 students. Thus the total number of students population were 115 students.

2. Sample

The research took one class as sample by used purposive sampling technique in which chose class VIII D as experiment class and consisted of 25 students. The researcher used purposive sampling technique because the sample's high level of intelligence of all the classes.

D. Research Instrument

1. Reading test to find out students response teaching learning process trough Anticipation Guide Strategy.
2. Paper of anticipation Guide

It consists of same statement about a topic before the students begin to read or to engage in any other form of information acquisition. It provides two

responses. They are yes or no responses. This paper giving to the students in post-test at the meeting when giving the treatment.

E. Data Collection

To collection data. The researcher used of some procedure

1. Pretest

Before giving the treatment the researcher gave a pre-test. It took in 30 minutes. The researcher distributed the material test that consist 4 items. That was relevant with the material based on the curriculum at the second grade students of MTs Aisyiyah Sungguminasa. The pre-test used to know the prior knowledge of the students' reading achievement.

2. Treatment

The researcher gave treatment by using Anticipation Guide Strategy. The treatment of the research conducted in six meeting in which needs 90 minutes.

The procedures of the treatment were as follow:

a. Opening

- 1) Teacher gave apperception
- 2) Teacher gave some question to the student based on the topic to active students' prior knowledge

b. Lesson activities

- 1) The teacher explained the definition of Anticipation Guide Strategy

- 2) The teacher explained how to use definition of Anticipation Guide Strategy
- 3) The teacher asked the students to choose reading material that they want to share in the Anticipation Guide Strategy.
- 4) All of the students should read and give a comment about the mean idea, supporting details

c. Closing

- 1) The teacher summarized the learning material.
- 2) The teacher closed the class.

3. Post-test.

Post-test was carried out in the last meeting. The researcher employed post-test to find out the value of treatment whether the result of post-test better then pretest or not. The content of the post-test was same with the pretest.

F. Analysis Data

Classifying the score of the students answer into the following measurement

3.2 Scoring Criteria for Main Idea

Clearly and accurately identifies the main ideas of the text.	4
Correctly identifies the main ideas of the text	3
Identifies the main ideas of the text	2
Attempt to identify the main ideas, however, it may be stated incorrectly or may be missing	1

(Gay, et.al 2006)

3.3. Scoring Criteria for Supporting Details

Students response includes most of the relevant supporting details.	4
Students response include some supporting details	3
Students response include few supporting details	2
Students response includes incorrect or irrelevant supporting details.	1

(Gay, et.al 2006)

1. Calculating students correct answer of test

$$\text{Score} = \frac{\text{Total Correct Answer} \times 100}{\text{Total Test Item}}$$

(Sudjana, 2005:43)

2. Scoring category of the student's pre-test and post-test by using scoring rubric items for reading comprehension as follows:

3.4 Scoring Criteria Category of the Students Pre-test and Post-test

No.	Score	Classification
1	96– 100	Excellent
2	86 – 95	Very good
3	76 – 85	Good
4	66 – 75	Fairly Good
5	56 – 65	Fair
6	36 – 55	Fairly Poor
7	0 – 35	Poor

(Depdikbud. 2007)

3. Calculating the main score of the students reading test by using the following formula:

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

Where :

X = Mean Score

$\sum X$ = Total Score

N = The number of students

(Arikunto 2006)

4. Calculating the percentage of the students' activity in learning process using formula:

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

Note:

P : Percentage

F : Frequency

N : Total number of Subject

(Gay, et.al 2006)

5. To find out standard deviation of the students' score in pre-test and post-test by applying formula below:

$$SD = \frac{\sqrt{\sum X^2 - \frac{(\sum X)^2}{N}}}{N - 1}$$

Where:

SD : Standard Deviation

$\sum X$: The sum of all score

$\sum X^2$: The sum square of all score

N : Total number of students

(Gay, et.al 2006)

6. The formula will be used in finding out the difference between students' score in Pre-Test and in Post-Test is:

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

Where:

t : test of significant

\bar{D} : the mean score of total deviation

$\sum D$: sum of total score difference

$\sum D^2$: square of the sum of total score difference

N : the number of student

1 : a consonant number

(Gay, et.al 2006)

3.5 The Classifying of Testing

Testing	Null Hypothesis	Alternative Hypothesis
T-test > T-table	Rejected	Accepted
T-test < T-table	Accepted	Rejected

(Gay, et.al 2006)

After calculating the value of t-test, it was compared with the value of t-table. When it was found that the value of t-test is greater than the value of t-table, it means that Null Hypothesis (H_0) is rejected and Alternative Hypothesis (H_1) is

accepted because there is significant difference between pretest and posttest before and after being teaching reading comprehension by Anticipation Guide Strategy. Meanwhile, when the value of the t-test is lower than the value of t-table, it means that Null Hypothesis (H_0) is accepted and Alternative Hypothesis (H_1) is rejected because there is no significance difference between pretest and posttest before and after teaching.

CHAPTER IV

FINDING AND DISCUSSION

This chapter consists of two sections, the finding of the research and discussion of the research. Based on the data analysis, it was found that as follows:

A. Finding

1. The mean score and standard deviation of pretest and posttest

To find out the answer of the research question in the previous chapter, the researcher administered tests which given twice such as pretest and posttest. A pretest is a test that given before the treatment to know the students' prior knowledge. A posttest was administered after the treatment to know the vocabulary of the students after giving treatment. Both the mean scores of pretest and posttest were then compared to see whether or not there is significant difference of the achievement of the students before and after giving the treatment by using Anticipation Guide Strategy. The result of pretest and posttest were presented in the following table.

Table 4.1 The Mean Score and Standard Deviation of Pre-test and Post- test

Test	Mean Score	Standard Deviation
Pretest	43.44	13.29
Posttest	73.00	6.16

The table 4.1 above showed the statistical summary of the students' score and standard deviation both in pre-test and post-test. The mean score of the students' pre-test and post-test was different, where the mean score of the students' post-test was higher than the mean score of the students' pre-test. The mean score of the students' pre-test was 43.44 and the mean score of the students' post-test was 73.00. The standard deviation of the students' pre-test was 13.29 and the standard deviation of the students' post-test was 6.16.

2. The improvement of students' reading comprehension

4.2 Table the Improvement of Students' Reading Comprehension

Component	Pre-test	Post-test	Improvement %
Main Ideas and Supporting Details	43.44	73.00	68.04

The table 4.2 above showed that the students' improve from pre-test to post-test in which post-test was greater than pre-test. Pre-test was 43.44 and post-test was 73.00. From pre-test to post-test can improve on 68.04%

3.The frequency and rate percentage of the students' pretest and posttest score

Table 4.3 Frequency and Rate Percentage of the Students' Pre-test Score

NO	CLASSIFICAT ION	SCORE	FREKUENSI	PERCEN TAGE
1	Excellent	96-100	0	0%
2	Very Good	86-95	0	0%
3	Good	76-85	0	0%
4	Fairly Good	66-75	0	0%
5	Fair	56-65	9	36%
6	Fairly Poor	36-55	8	32%
7	Poor	0-35	8	32%
TOTAL			25	100%

Table 4.3 above showed that, there were 10 (36%) students got fair scores, 8 (32%) students got fairly poor scores, and 8 (32%) students got poor scores. None of 30 students got excellent, very good, good and fairly good scores.

Table 4.4 Frequency and Rate Percentage of the Students' Post-test Score

NO	CLASSIFICA TION	SCORE	FREKUENS I	PERSENTA GE
1	Excellent	96-100	0	0%
2	Very Good	86-95	5	20%
3	Good	76-85	3	12%
4	Fairly Good	66-75	17	68%
5	Fair	56-65	0	0%
6	Fairly Poor	36-55	0	0%
7	Poor	0-35	0	0%
TOTAL			25	100%

Table 4.4 above showed that, there were 4 (20%) students got very good scores, 3 (12%) students got good scores, 17 (68%) students got fairly good scores. None of 30 students got excellent, fair, fairly poor, poor.

In order words, it can be said that, the rate percentage of the students who got excellent, very good, good, fairly good, fair, fairly poor and poor scores in the posttest was greater than the rate percentage in the pretest.

Table 4.5 T-test and T-table Value of Pretest and Post-test

Variable	t-test values	t-table values
X ₂ -X ₁	9.23	2.064

Table 4.5 above showed that, the value of t-test was 9.23 and t-table was 2.064. Thus the value of t-test was greater than t-table value (9.23 > 2.064). Its mean that using Anticipation Guide Strategy could significantly improve students' reading comprehension of the second grade student of MTS Aisyiyah Sungguminasa.

4. Hypothesis Testing.

The result of analysis at the level of the significant (p) 0,05 with the degree of freedom (df) = $n-1$, where n = number of students (25) indicated there this was significantly different between the mean score of pre-test and post-test. The mean score of pre-test was 43.44 while the post-test was 73.00. Furthermore, the t -test value is higher than t -table value ($9.23 > 2.064$). It meant that there was a significant difference between the students' reading comprehension before and after giving treatment.

It could be concluded that the null hypothesis (H_0) was rejected while the alternative hypothesis (H_1) was accepted.

B. Discussion

In this part, the discussion cover the interpretation of the research finding derived from the result of the student's reading comprehension in main ideas and supporting details. The previous research showed that

According to Samani (2013) the result of this research showed that of the research divided into two groups: Group one ($n=20$) as the experimental group and group two ($n=20$) as the control one. The experimental group received treatments but control up did not receive any treatments. First, the participants give a pretest to check their comprehension before the treatments. Then, all participants learned reading sections in their instructional book (summit 1A). Group 1 learned reading sections through application of Anticipation Guide

strategy as a pre reading strategy and group 2 learned reading sections in the traditional way.

Furthermore, according to Antoni (2017) the result of this research showed that (1) students who were taught by using Anticipation Guide Strategy had better reading comprehension of procedure text than those who were taught by Small Group Discussion. It was proven by the result of the t-test which showed that to served was bigger than t-table, (2) students who had high reading interest taught by Anticipation Guide Strategy had better reading comprehension of procedure text than those who were taught by Small Group Discussion,(3) students who had low reading interest taught by Anticipation Guide Strategy had better reading comprehension of procedure text than those who were taught by Small Group Discussion, and (4) there was no interaction between both strategies and students reading interest toward students' reading comprehension where For served was 0,53 which less than F-table 4,15. As conclusion, Anticipation Guide Strategy had a significant result on students' reading comprehension than Small-Group Discussion and there was no interaction between teaching strategies and reading interest on students' reading comprehension.

Teso (2014) the result of analysis of questionnaires score showed that the comparative percentage figures for each option. Option A was 68.03%, option B was 25.37, option C was 6.6% and option D was 0%. The result of comparative percentage clearly showed the subject's attitude and motivation in improving reading comprehension through Anticipation Guide Strategy.

In this research, the description the analysis of the data from reading test as explain in previous section showed that the students' comprehension in main ideas and supporting details. The using Anticipation Guide Strategy can help the students' to improve their ability in reading text actually in reading narrative text. It examines the result of the treatment teaching and learning process toward the effectiveness of Anticipation Guides Strategy to increase of reading skill dealing with main ideas and supporting details at second grade students of MTs Aisyiyah Sungguminasa which is conducted with pre-test, treatment and post-test during 6 meetings.

The researcher discussed the result of the students' reading comprehension. The data that have been analyzed above can be discussed in the scope of this research as follows:

1. The result of the data analysis showed that there was significance different between pre-test and post-test. It was based on the fact that the average scores of the students in the pre-test and post-test were different. Post-test was greater than pre-test. For pre-test acquired mean score 43.44. In the post-test increased to 73.00. Then, t-test was 9.23 while t-table was 2.064 with $df = 25$ and $\alpha = 0.05$. The hypothesis was proved. The treatment that given was successful. It can be conclude that the application of Anticipation Guide Strategy can increase students' reading comprehension.
2. The mean score of the students obtain had high achievement in learning reading comprehension by using Anticipation Guide Strategy. Thus, based the mean score it can be inferred that the hypothesis that is stated

Anticipation Guide Strategy was effective to improvement students' reading comprehension of the second grade at MTs Aisyiyah Sungguminasa. In the matter of improve students' reading comprehension of the second grade at Mts Aisyiyah Sungguminasa by using Anticipation Guide Strategy. It can be inferred that the hypothesis that is stated Anticipation Guide Strategy was effective to improve students' reading comprehension of the second grade at MTs Aisyiyah Sungguminasa. This was proved by Anticipation Guide Strategy was given to the students were interested in learning reading comprehension by using Anticipation Guide Strategy.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter consists of two parts. The first deals with conclusion of the finding and the second part deals with suggestion.

A. Conclusions

based on finding and discussion, the researcher concluded that using Anticipation Guide Strategy as a teaching strategy in teaching reading text effective to improve the student's reading comprehension in main ideas and supporting details of second grade students of MTs Aisyiyah Sungguminasa. It is proved by the t-test of students' test that was 9.23, which is greater than the t-table value that was 2.064. The mean score of students' pre-test was 43.44 and post-test test was 73.00

B. Suggestion

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

- a. As the end the chapter, based on the conclusion above the researcher suggest to use Anticipation Guide Strategy as one of strategy to stimulate the students learning in teaching reading text because it makes the students more active and interest in teaching learning process. It is suggested that the teachers, especially those who teach English of the junior high school the use Anticipation Guide Strategy as one alternative among other teaching strategy that can be used in teaching reading comprehension.

- b. It is suggested that the teachers should be apply this strategy as a way to improve student reading comprehension, because it is effective to improve the students achievement.
- c. The English teacher should give more help the students in teaching reading through Anticipation Guide Strategy.

BIBLIOGRAPHY

- Alyouslf, Suleiman, Hesham. 2006. Teaching Reading Comprehension to ESL/EFL Learners. *Journal of Language and Learning* ISSN 1475 – 8989: Volume 5 Number 1 2006. AlBaya Intermediate School: Saudi Arabia
- Arikunto, S. 2006. *Procedure Penelitian*: Jakarta: Bina Rupa Aksa
- Antoni, Darvius. 2017. The Effect of “Anticipation Guide Strategy” and Students’ Reading Interest on Students’ Reading Comprehension at Grade XII of SMKN 1 Pariaman. *Journal* ISSN 2614-1108: Volume I, No.1 September 2017. SMK Negeri 1 Pariaman: Pariaman
- Brown, H. Douglas. 2004. *Language Assessment Principle and Classroom Practice*. San Francisco State University: Longman.
- Buehl, Dough. 2009. *Classroom Strategies for Interactive Learning*. The International Reading Association.
- Blacklock, Karen. 2010. *Idaho Comprehensive Literacy Assessment*. Study Guide: Idaho Literacy Consortium
- Curtis, M. 2000. *National Institute of Child Health and Human Development*. Retrieved From. www.216.26.160.105. August 28th, 2015.
- Danille, S. 2007. Audio Visual Aids. Wplps.org/jholbei/files2012/03/visual-Aids.pdf. Accessed on April 17, 2017.
- Depdikbud. 2007. *Petunjuk Pelaksanaan Proses Belajar Mengajaran Petunjuk Pelaksanaan Sistem Penilaian*. Jakarta.
- Edmonds, Meghan. 2002. *Reading Comprehension for Older Readers*. Longmont, Sopris West.
- Ederson M, Erderson K. 2003 *Narrative Text in Teaching English*. . <https://teachingenglish4all-wordpress-com.cdn.ampproject.org/v/s/teachingenglish4alul.wordpress.com/2010/07/02>.
- Grabe, W and F.L. Stoller. 2002. *Teaching and Researching Reading*. England: Pearson Education
- Gay, L.R, G.E, Mills. 2006. *Educational Research (Competencies for Analysis and Applications)*. U.S.A: Pearson
- Geng, Rongqian. 2015. *The Underlying Components That Influence Reading Comprehension for English as a Second Language Learners*. St. Cloud State University.

- Ikah. 2006. *The Correlation between Students Achievement in Vocabulary and Reading Ability*. State Islamic University Syarif Hidayatullah, Jakarta
- Jacob, Holly L, Zinggat A Stephen, Wourth R Deanno, Hartif F Faye, Hunghey B Jane. 1981. *Testing ESL Composition. A Practical Approach* Masshachu Setts Newburg House.
- Jaenal. 2010. *Definition of Reading*. Ronymbonster.blogspot. co/2017/05/Reading-is-Process-of-Looking-at-Series.html?m=1. on May 25 2017.
- Kozen, Alice. A, Murray, Rosemary K., and Windell, Idajeen. 2006. "Increasing All Students' Chance to Achieve: Using and Adapting Anticipation Guides with Middle School Learner". *Intervention in School and Clinic*. 4 (41):195200.
- Kahayanto. 2015 *Some Factors That Influence Students' Reading Comprehension Achievement*. <https://Tulisanterkini.com>.
- Mikulecky, Beatrice. 2008. *Teaching Reading in a Second Language*. Pearson Education: Boston University.
- Patel M.R., Jain Pravin M. 2008. *Kinds of Reading*. Retrieved From <https://www.englishindo.com/2011/06/types-of-reading.html>. on Juni 03 2011.
- Readence. 1990. *Teaching Reading, Reading Comprehension*. 3rd Edition
- Romas, Martinez, Aurora. 2008. *Reading Writing, and learning in ESL. Fith Edition* a Resource Book for Teaching k-12English Learners
- Richardson, Judy S, Morgan. Rraymond F. Fleener, Charlene E. 2011. *Reading to Learn in the Contest Areas*. Bermont: Warsworth Cengage Learning.
- Smith, J. A. 1967. *Creative Teaching of Reading and Literature in the Elementary School*. Baston: Allyn Bacon inc.
- Sudjana. 2005. *Metode Stastika*. Bandung. PT Gramedia.
- Samani, Rahmani, Elham. 2013. The Effect of Using Anticipation Guide Strategy on Iranian EFL Learners' Comprehension of Culturally Unfamiliar Texts. *Journal of Social Sciences*: Vol 4 No 6.
- Syaveny, Niza. 2017. Teaching Reading Comprehension By Using Directed Activities Related to Text (DRTA) for the Ttudents. *Journal Kata*: Vol 1 No. 2 Oktober 2017.
- Teso, Margareta, Urlyani. 2014. *Improving Reading Comprehension through Anticipation Guide Strategy of The Eighth Grade Students of SMPK Santo Yoseph*. Denpasar: Mahasara Wati Denpasar University.

Wood, K. D., D. Lapp, J. Flood, and D. B. Taylor. 2008. *Guiding Readers Through Text: Strategy Guides for New Times*. 2nd ed. Newark, DE: International Reading Association.
http://www.readingrockets.org/strategies/anticipation_guide.

Webster, Janet, Morris, Julie Connor, Carli, Rachel Horner, Ciara McCormac, Amy Potts. 2013. Text Level Reading Comprehension in Aphasia: What Do We Know About Therapy and What Do We Need To Know?. *Journal Aphasiology*, 27(11), 1362-1380. Newcastle University

A
P
P
E
D
I
C
E
S

Appendix A

Attendances List of Students Class VIII.B Mts. Aisyiyah Sungguminasa

No	Name	Meetings					
1	Andi Amelia Pratiwi	✓	✓	✓	✓	✓	✓
2	Abdul Kadir	✓	✓	✓	✓	✓	✓
3	Afridah	✓	✓	✓	✓	✓	✓
4	Harik Muzakki	✓	✓	✓	✓	✓	✓
5	Habib Wahyudi	✓	S	✓	✓	✓	✓
6	Hanna Hamid	✓	✓	✓	✓	✓	✓
7	Ismi	✓	✓	A	✓	✓	✓
8	Muh. Audhy Hidayatullah	✓	✓	✓	✓	✓	✓
9	Muhammad Akil	✓	✓	✓	✓	✓	✓
10	Muh. Aidil Aksan	✓	✓	✓	A	✓	✓
11	Muh. Fachri Ramadhan	✓	✓	✓	✓	✓	✓
12	Muh. Iksan Taslim	✓	✓	✓	✓	✓	✓
13	Muh. Andika	✓	✓	✓	✓	✓	✓
14	Muh. Fajar Ramadhan	✓	✓	✓	✓	✓	✓
15	Muh. Shadiq	✓	✓	✓	✓	✓	✓
16	Nur Hikmah	✓	✓	✓	S	✓	✓
17	Nasyawa Anum Insyara	✓	✓	✓	✓	✓	✓
18	Nur Zhafira Zahra	✓	✓	✓	✓	✓	✓
19	Putri Aribi Dahlani	✓	✓	✓	✓	✓	✓
20	Rian Maulana	✓	A	✓	✓	✓	✓
21	Septiani Anastasya N.	✓	✓	✓	✓	✓	✓
22	Salwah Humaerah	✓	✓	✓	✓	✓	✓
23	Try Azmawar Dhana	✓	✓	✓	✓	✓	✓
24	Tariq Abdillah	✓	✓	✓	✓	✓	✓
25	Utami Nur Maysela	✓	✓	✓	✓	✓	✓

APPENDIX B

The Row Score of Student's Pre Test and posttest

NO	Respondents	Pre-test		Post-test		D (X ₂ - X ₁)	D2 (X ₂ - X ₁)
		Score (X ₁)	X ₁ ²	Score (X ₂)	X ₂ ²		
1	Andi Amelia Pratiwi	56	3136	75	5625	19	361
2	Abdul Kadir	43	1849	68	4624	25	625
3	Afridah	25	625	75	5625	50	2500
4	Harik Muzakki	43	1849	81	6561	38	1444
5	Habib Wahyudi	31	961	68	4624	37	1369
6	Hanna Hamid	50	2500	68	4624	18	324
7	Ismi	24	576	80	6400	56	3136
8	Muh. Audhy Hidayatullah	43	1849	62	3844	19	361
9	Muhammad Akil	43	1849	75	5625	32	1024
10	Muh. Aidil Aksan	56	3136	75	5625	19	361
11	Muh. Fachri Ramadhan	25	625	68	4624	43	1849
12	Muh. Iksan Taslim	56	3136	68	4624	12	144
13	Muh. Andika	26	676	81	6561	55	3025
14	Muh. Fajar Ramadhan	25	625	75	5625	50	2500
15	Muh. Sidiq	31	961	68	4624	37	1369
16	Nur Hikmah	25	625	81	6561	56	3136
17	Nasyawa Anum Insyara	62	3844	68	4624	6	36
18	Nur Zhafira Zahra	56	3136	68	4624	12	144
19	Putri Aribi Dahlani	56	3136	68	4624	12	144
20	Rian Maulana	50	2500	80	6400	30	900
21	Septiani Anastasya Nabila	56	3136	68	4624	12	144
22	Salwah Humaerah	62	3844	75	5625	13	169
23	Try Azmawar Dhana	43	1849	87	7569	44	1936
24	Tariq Abdillah	56	3136	75	5625	19	361
25	Utami Nur Maysela	43	1849	68	4624	25	625
	Total	1086	51408	1825	134135	739	27987

Appendix C

a. Calculating the mean score and standard deviation in pre-test

1. The mean score of students' pre-test

$$\begin{aligned}\bar{X} &= \frac{\sum X}{N} \\ &= \frac{1086}{25} \\ &= 43,44\end{aligned}$$

2. Standard deviation of pre-test

$$\begin{aligned}SD &= \sqrt{\frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N-1}} \\ &= \sqrt{\frac{51.408 - \frac{(1.086)^2}{25}}{25-1}} \\ &= \sqrt{\frac{51.408 - \frac{1.179.396}{25}}{24}} \\ &= \sqrt{\frac{51.408 - 47.175}{24}} \\ &= \sqrt{\frac{4.232}{24}} \\ &= \sqrt{176.33} \\ &= 13.28\end{aligned}$$

b. The improvement students' reading comprehension

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

$$\% = \frac{73.00 - 43.44}{43.44} \times 100$$

$$\% = \frac{29.56}{43.44} \times 100$$

$$\% = 0.6804 \times 100$$

$$\% = 68.04$$

c. Calculating the mean score and standard deviation in post-test

1. The mean score of students' post-test

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

$$= \frac{1.825}{25}$$

$$= \mathbf{73,00}$$

2. Standard deviation of post-test

$$\begin{aligned} SD &= \sqrt{\frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N-1}} \\ &= \sqrt{\frac{134.135 - \frac{(1.825)^2}{25}}{25-1}} \\ &= \sqrt{\frac{134.135 - \frac{3.330.625}{25}}{24}} \end{aligned}$$

$$= \sqrt{\frac{134.135 - 133.225}{24}}$$

$$= \sqrt{\frac{910}{24}}$$

$$= \sqrt{37.92}$$

$$= \mathbf{6.16}$$

d. Finding out the mean of difference score between pre-test and post-test

To find out the mean of difference score between pre-test and post-test of the students, the following formulas is presented as follow:

$$\mathbf{D} = \frac{\Sigma D}{N}$$

Where:

$$\begin{aligned}\Sigma D &= X_2 - X_1 \\ &= 1.825 - 1.086 \\ &= \mathbf{739}\end{aligned}$$

Found:

$$\begin{aligned}D &= \frac{\Sigma D}{N} \\ &= \frac{739}{25} \\ &= \mathbf{29.5}\end{aligned}$$

$$\begin{aligned}
t &= \frac{D}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}} \\
&= \frac{29.56}{\sqrt{\frac{27.987 - \frac{(739)^2}{25}}{25(25-1)}}} \\
&= \frac{29.56}{\sqrt{\frac{27.987 - \frac{546.121}{25}}{25(24)}}} \\
&= \frac{29.56}{\sqrt{\frac{27.987 - 21.845}{600}}} \\
&= \frac{29.56}{\sqrt{\frac{6.142}{600}}} \\
&= \frac{29.56}{\sqrt{10.24}} \\
&= \frac{29.56}{3.2} \\
&= \mathbf{9.23}
\end{aligned}$$

Appendix D

Distribution of T-table

Df	Level of Significance for Two-Tailed test					
	.20	.10	.05	.02	.01	.001
1	3.078	6.314	12.706	31.821	63.657	636.619
2	1.886	2.920	4.303	6.965	9.923	31.598
3	1.638	2.353	3.182	4.541	5.841	12.941
4	1.533	2.132	2.776	3.747	4.604	8.610
5	1.476	2.015	2.571	3.365	4.032	6.859
6	1.440	1.943	2.447	3.143	3.707	5.959
7	1.415	1.895	2.365	2.998	3.499	5.405
8	1.397	1.860	2.306	2.896	3.355	5.041
9	1.383	1.833	2.262	2.821	3.250	4.781
10	1.372	1.812	2.228	2.764	3.169	4.587
11	1.363	1.796	2.201	2.718	3.106	4.437
12	1.356	1.782	2.179	2.681	3.055	4.318
13	1.350	1.771	2.160	2.650	3.012	4.221
14	1.345	1.761	2.145	2.624	2.977	4.140
15	1.341	1.753	2.131	2.602	2.947	4.073
16	1.337	1.746	2.120	2.583	2.921	4.015
17	1.333	1.740	2.110	2.567	2.898	3.965
18	1.330	1.734	2.101	2.552	2.878	3.922
19	1.328	1.729	2.093	2.539	2.861	3.883
20	1.325	1.725	2.086	2.528	2.845	3.850
21	1.323	1.721	2.080	2.518	2.831	3.819
22	1.321	1.717	2.074	2.508	2.819	3.792
23	1.319	1.714	2.069	2.500	2.807	3.767
24	1.318	1.711	2.064	2.492	2.797	3.745
25	1.316	1.708	2.060	2.485	2.787	3.725
26	1.315	1.706	2.056	2.479	2.779	3.707
27	1.314	1.703	2.052	2.473	2.771	3.690
28	1.313	1.701	2.048	2.467	2.763	3.674

29	1.311	1.699	2.045	2.462	2.756	3.659
30	1.310	1.697	2.042	2.457	2.750	3.646
40	1.303	1.684	2.021	2.423	2.704	3.551
60	1.296	1.671	2.000	2.390	2.660	3.460
120	1.289	1.685	1.980	2.358	2.617	3.373

For level significance (D)

Degree of Freedom (df) =N-1= 25-1=24

T-test (9.23) >t-Table (2.064)

Lesson Plan 1

1. Identity

Subject : ENGLISH

SKILL : READING

CLASS : X (Experiment class)/ Treatment.

Duration :-

2. Kompetensi Inti

- K I.
1. Menghargai dan menghayati ajaran agama yang dianutnya
 2. Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
 3. Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
 4. Mengolah, menyaji, dan menalar 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.

3. Kompetensi Dasar

KD. 3.10 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/ tindakan/

kegiatan/ kejadian yang dilakukan/terjadi, rutin maupun tidak rutin, atau menjadi kebenaran umum di waktu lampau, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan *simple past tense*)

- 4.10. Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/ tindakan/kegiatan/ kejadian yang dilakukan/terjadi, rutin maupun tidak rutin, atau menjadi kebenaran umum di waktu lampau, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks

4. General Interaction Object

The students will be able to understand of recount text based on the materials which has been learn.

5. Special instructional object

Through the activity, the students are expected to be to

1. Activate their knowledge about the topic before reading
2. Connect new information to prior knowledge and build curiosity about a new topic.

6. Teaching materials

Fox and A Cat

ANTICIPATION GUIDE STRATEGY

Directions:

Before reading the chapter, check the items you think are true in the “before” column. Then as you read, circle those that are correct. Check any others you find are true in the “during reading” column.

Before Reading

After Reading

Agree Disagree

Agree Disagree

- | | | | | |
|-----|-----|--|-----|-----|
| ___ | ___ | 1. One day a cat and a fox were having a conversation | ___ | ___ |
| ___ | ___ | 2. 'Why, I know at least to get away from our mutual enemies, the dogs,' she said | ___ | ___ |
| ___ | ___ | 3. 'Well, maybe someday, when I have the time, I may teach you a few of the simpler ones,' replied the fox airily. | ___ | ___ |
| ___ | ___ | 4. 'This is the strategy I told you about, the only one I know,' said the cat. | ___ | ___ |
| ___ | ___ | 5. Before she could make up her mind, the dogs arrived. They fell upon the fox and tore her to pieces. | ___ | ___ |

Fox and A Cat

One day a cat and a fox were having a conversation. The fox, who was a conceited creature, boasted how clever she was. 'Why, I know at least a hundred tricks to get away from our mutual enemies, the dogs,' she said.

'I know only one trick to get away from dogs,' said the cat. 'You should teach me some of yours!' 'Well, maybe someday, when I have the time, I may teach you a few of the simpler ones,' replied the fox airily.

Just then they heard the barking of a pack of dogs in the distance. The barking grew louder and louder - the dogs were coming in their direction! At once the cat ran to the nearest tree and climbed into its branches, well out of reach of any dog. 'This is the trick I told you about, the only one I know,' said the cat. 'Which one of your hundred tricks are you going to use?' The fox sat silently under the tree, wondering which trick she should use. Before she could make up her mind, the dogs arrived. They fell upon the fox and tore her to pieces.
Moral : A single plan that works is better than a hundred doubtful plans.

1. Narrative text is a text or story of a series of connected events, presented in a sequence of written / spoken words, and/or in a sequence of (moving) pictures
2. Generic Structure of Narrative Text
 - a) Orientation tells who was involved, what happened, where the events took place, and when it happened.
 - b) Series of Events: Describing series of event that happened in the past
 - c) Reorientation consists of optional-closure of events/ending.

3. The kinds of Recount Text

- a) Using simple past tense
- b) Using chronological conjunctions, such as; upon, first, second, then, etc.
- c) Direct sentence.
- d) Focus one object

7. Teaching procedure:

a. First activity

- 1) Greeting/recognizing.
- 2) The teacher/writer take attendance list and read the students name.
- 3) The teacher/writer give motivations
- 4) Recognizing about the materials.

b. Initial Activity

- 1) The teacher/ writer explain about anticipation Guide and how to use it
- 2) The teacher/ writer gives the paper of anticipation guide and then ask the students to respond individually to the questions
- 3) The students come together as a large group to discuss the question
- 4) The teacher/writer gives the opportunity to the students to present the reasons they felt their answer were correct and to predict the subject matter of the reading.
- 5) The teacher/writer asks the students to correct any misconceptions or wrong answers on their anticipation guides

c. Final activity

The teacher/writer

8. Instrument and instructional resource

- a. Instrument : reading text (Fox and a Cat)
- b. Resource instructional : English on sky for junnior high school

9. Evaluation

- a. Procedure:
The teacher/writer did evaluation based on the students activity in the classroom
- b. Evaluation instrument:
Writing test: giving pre-test and post-test.

Lesson Plan 2

1. Identity

Subject : ENGLISH

SKILL : READING

CLASS : X (Experiment class)/ Treatment

Duration :-

2. Kompetensi Inti

- KI. 1. Menghargai dan menghayati ajaran agama yang dianutnya
2. Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
3. Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
4. Mengolah, menyaji, dan menalar 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.

3. Kompetensi Dasar

- KD. 3.10 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/ tindakan/ kegiatan/ kejadian yang dilakukan/terjadi, rutin maupun tidak

rutin, atau menjadi kebenaran umum di waktu lampau, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan *simple past tense*)

4.10. Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/ tindakan/kegiatan/ kejadian yang dilakukan/terjadi, rutin maupun tidak rutin, atau menjadi kebenaran umum di waktu lampau, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

4. General Interaction Object

The students will be able to understand narrative text based on the materials which has been learn.

5. Special instructional object

Through the activity, the students are expected to be to

1. Activate their knowledge about the topic before reading
2. Connect new information to prior knowledge and build curiosity about a new topic.

6. Teaching Materials

True Friends

Anticipation Guide

Directions :

Before reading the chapter, check the items you think are true in the “before” column. Then as you read, circle those that are correct. Check any others you find are true in the “during reading” column.

Before Reading

After Reading

Agree Disagree

Agree Disagree

- ___ ___ 1. Once upon a time, there were two close friends who were running through the forest together _____
- ___ ___ 2. So they promised each other that they would always be together in any case of danger. _____
- ___ ___ 3. Suddenly, they saw a large bear getting closer toward them. _____
- ___ ___ 4. Smelt in his ears, and slowly left the place because the bears do not want to touch the dead creatures. _____
- ___ ___ 5. The other friend replied, "Just now the bear advised me not to believe a false friend." _____

True Friends

Once upon a time, there were two close friends who were walking through the forest together. They knew that anything dangerous can happen any time in the forest. So they promised each other that they would always be together in any case of danger.

Suddenly, they saw a large bear getting closer toward them. One of them climbed a nearby tree at once. But unfortunately the other one did not know how to climb up the tree. So being led by his common sense, he lay down on the ground breathless and pretended to be a dead man.

The bear came near the one who was lying on the ground. It smelt in his ears, and slowly left the place because the bears do not want to touch the dead creatures. After that, the friend on the tree came down and asked his friend that

was on the ground, "Friend, what did the bear whisper into your ears?" The other friend replied, "Just now the bear advised me not to believe a false friend."

Moral of the Story- A true friend in need is a friend indeed.

1. Narrative text is a text or story of a series of connected events, presented in a sequence of written / spoken words, and/or in a sequence of (moving) pictures

2. Generic Structure of Narrative Text

- a) Orientation tells who was involved, what happened, where the events took place, and when it happened.
- b) **Series of Events:** Describing series of event that happened in the past
- c) Reorientation consists of optional-closure of events/ending.

3. The kinds of **Recount Text**

- a) Using simple past tense
- b) Using chronological conjunctions, such as; upon, first, second, then, etc.
- c) Direct sentence.
- d) Focus one object

7. Teaching procedure:

a. First activity

- 1) Greeting/recognizing.
- 2) The teacher/writer take attendance list and read the students name.
- 3) The teacher/writer give motivations
- 4) Recognizing about the materials.

b. Initial Activity

- 1) The teacher/ writer explain about anticipation Guide and how to use it
- 2) The teacher/ writer gives the paper of anticipation guide and then ask the students to respond individually to the questions
- 3) The students come together as a large group to discuss the question
- 4) The teacher/writer gives the opportunity to the students to present the reasons they felt their answer were correct and to predict the subject matter of the reading.
- 5) The teacher/writer asks the students to correct any misconceptions or wrong answers on their anticipation guides

c. Final activity

The teacher/writer

8. Instrument and instructional resource

- a. Instrument : reading text (True Friends)
- b. Resource instructional : English on sky for junior high school

9. Evaluation

a. Procedure:

The teacher/writer did evaluation based on the students activity in the classroom

b. Evaluation instrument:

Writing test: giving pre-test and post-test

Lesson Plan 3

1. Identity

Subject : ENGLISH

SKILL : READING

CLASS : X (Experiment class)

Duration :-

2 Kompetensi Inti

KI. 1. Menghargai dan menghayati ajaran agama yang dianutnya

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

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

4. Mengolah, menyaji, dan menalar 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.

3. Kompetensi Dasar

KD. 3.10 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/ tindakan/ kegiatan/ kejadian yang dilakukan/terjadi, rutin maupun tidak

rutin, atau menjadi kebenaran umum di waktu lampau, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan *simple past tense*)

4.10. Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/ tindakan/kegiatan/ kejadian yang dilakukan/terjadi, rutin maupun tidak rutin, atau menjadi kebenaran umum di waktu lampau, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

4. General Interaction Object

The students will be able to understand of recount text based on the materials which has been learn.

5. Special instructional object

Through the activity, the students are expected to be to

1. Activate their knowledge about the topic before reading
2. Connect new information to prior knowledge and build curiosity about a new topic.

6. Teaching Material

CINDRELLA

ANTICIPATION GUIDE

Directions :

Before reading the chapter, check the items you think are true in the “before” column. Then as you read, circle those that are correct. Check any others you find are true in the “during reading” column.

Before Reading

After Reading

Agree Disagree

Agree Disagree

- _____ 1. Once upon a time there was a girl name Cindrella. She lived with
her bad step-mother and step-sister. _____
- _____ 2. One day the king invited all the ladies in kingdom to go to a ball
(pesta dansa) in the palace. _____
- _____ 3. Cindrella was left alone. She sad because she actually wanted to
go to the ball, too just then a fairy godmother came _____
- _____ 4. She also gave Cindrella a lovely clothes to wear the ball and a pair
of glass slipper. _____
- _____ 5. The prince fell in love with her. _____
- _____ 6. The prince was happy as he could not find Cindrella again that
night _____
- _____ 7. The next month, the prince and his men brought along the glass
slipper _____
- _____ 8. After searching for along time, finally, they came to Cindrella's
house _____
- _____ 9. The got married and lived ever after. _____

CINDERELLA

Once upon a time there was a girl name Cindrella. She lived with her bad step-mother and step-sister. She had to do all the house hold chores. One day the king invited all the ladies in kingdom to go to a ball (pesta dansa) in the palace. He wanted to find the crown prince a wife. The step sisters went to the ball that night with their mother. Cindrella was left alone. She cried because she actually wanted to go to the ball, too just then a fairy godmother came. With her magic wand, she gave Cindrella a coach (kereta), two horses and footmen. She

also gave Cinderella a lovely dress to wear to the ball and a pair of glass slippers. She told Cinderella to come home before midnight.

At the ball, Cinderella danced all night with the prince. The prince fell in love with her. At midnight, Cinderella ran home. Unfortunately, one of her slippers slipped off at the door. She did not have time to put it back on. The prince was sad as he could not find Cinderella again that night. The next day, the prince and his men brought along the glass slipper. They went all over the Kingdom to search for the owner.

After searching for a long time, finally, they came to Cinderella's house. The slipper fit her. The prince was very happy to find Cinderella again. They got married and lived ever after.

1. Narrative text is a text or story of a series of connected events, presented in a sequence of written / spoken words, and/or in a sequence of (moving) pictures

2. **Generic Structure of Narrative Text**

- a) Orientation tells who was involved, what happened, where the events took place, and when it happened.
- b) **Series of Events:** Describing series of event that happened in the past
- c) Reorientation consists of optional-closure of events/ending.

3. The kinds of **Recount Text**

- a) Using simple past tense
- b) Using chronological conjunctions, such as; upon, first, second, then, etc.
- c) Direct sentence.
- d) Focus one object

7. Teaching procedure:

a. First activity

- 1) Greeting/recognizing.
- 2) The teacher/writer take attendance list and read the students name.
- 3) The teacher/writer give motivations
- 4) Recognizing about the materials.

b. Initial Activity

- 1) The teacher/ writer explain about anticipation Guide and how to use it
- 2) The teacher/ writer gives the paper of anticipation guide and then ask the students to respond individually to the questions
- 3) The students come together as a large group to discuss the question
- 4) The teacher/writer gives the opportunity to the students to present the reasons they felt their answer were correct and to predict the subject matter of the reading.
- 5) The teacher/writer asks the students to correct any misconceptions or wrong answers on their anticipation guides

c. Final activity

The teacher/writer

8. Instrument and instructional resource

- | | |
|---------------------------|---|
| a. Instrument | : reading text (Cindrella) |
| b. Resource instructional | : English on sky for senior high school |

9. Evaluation

a. Procedure:

The teacher/writer did evaluation based on the students activity in the classroom

b. Evaluation instrument:

Writing test: giving pre-test and post-test

Lesson Plan 4

1. Identity

Subject : ENGLISH

SKILL : READING

CLASS : X (Experiment class)/ Treatment.

Duration :-

2. Kompetensi Inti

- K I. 1. Menghargai dan menghayati ajaran agama yang dianutnya
2. Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
3. Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
4. Mengolah, menyaji, dan menalar 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.

3. Kompetensi Dasar

- KD. 3.10 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/ tindakan/ kegiatan/ kejadian yang dilakukan/terjadi, rutin maupun tidak

rutin, atau menjadi kebenaran umum di waktu lampau, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan *simple past tense*)

4.10. Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/ tindakan/kegiatan/ kejadian yang dilakukan/terjadi, rutin maupun tidak rutin, atau menjadi kebenaran umum di waktu lampau, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks

4. General Interaction Object

The students will be able to understand of recount text based on the materials which has been learn.

5. Special instructional object

Through the activity, the students are expected to be to

1. Activate their knowledge about the topic before reading
2. Connect new information to prior knowledge and build curiosity about a new topic.

6. Teaching materials

Ali Baba and the Forty Thieves

ANTICIPATION GUIDE STRATEGY

Directions:

Before reading the chapter, check the items you think are true in the “before” column. Then as you read, circle those that are correct. Check any others you find are true in the “during reading” column.

Before Reading**After Reading****Agree Disagree****Agree Disagree**

- | | | | | |
|-----|-----|---|-----|-----|
| ___ | ___ | 1. Ali Baba was such a poor man that he had only one shoe for his two feet | ___ | ___ |
| ___ | ___ | 2. He saw for leaves for about ten minutes and then he climbed a tree to sleep | ___ | ___ |
| ___ | ___ | 3. Open Sesame!” shouted the leader | ___ | ___ |
| ___ | ___ | 4. As soon as the thieves had disappeared Ali Baba jumped down from the tree, said, “Close Sesame” and went into the cave | ___ | ___ |
| ___ | ___ | 5.. When the forty thieves arrived they had their knives between their teeth, they couldn’t find either Ali or the gold | ___ | ___ |

Ali Baba and the Forty Thieves

Ali Baba was such a poor man that he had only one shoe for his two feet. Even the mice in his house were hungry. One day, his wife said, “We have no food in the house. No rice. No potatoes. Go and collect leaves in the forest so that I can make a soup.” Ali was a lazy man. He looked for leaves for about ten minutes and then he climbed a tree to sleep. He was afraid of wolves. When he woke up, he was surprised to see forty thives on forty horses. They stopped in front of a big rock.

“Open Sesame!” shouted the leader. A door on the rock opened. The thieves carried sacks full of gold into the cave. When they had finished, the leader shouted. “Close Sesame!” and the door closed. As soon as the thieves had disappeared Ali Baba jumped down from the tree, said, “Open Sesame” and went into the cave.

There were shelves all around the walls. The shelves were full of sacks. And the sacks were full of gold. Ali took a sack home with him.

Unfortunately, one of the thieves saw Ali's footprints on the sand. He followed them to Ali's home. He took out his knife and made a cross on the door. "Now I shall know which house it is," he said. He rode off to get the other thieves. But Ali had seen the thief.

He and his wife took brooms and swept away the footprints. Then he made crosses on every door at the street. When the forty thieves arrived they had their knives between their teeth, they couldn't find either Ali or the gold. Ali and his wife lived happily ever after.

1. Narrative text is a text or story of a series of connected events, presented in a sequence of written / spoken words, and/or in a sequence of (moving) pictures

2. **Generic Structure of Narrative Text**

- a) Orientation tells who was involved, what happened, where the events took place, and when it happened.
- b) **Series of Events:** Describing series of event that happened in the past
- c) Reorientation consists of optional-closure of events/ending.

3. The kinds of **Recount Text**

- a) Using simple past tense
- b) Using chronological conjunctions, such as; upon, first, second, then, etc.
- c) Direct sentence.
- d) Focus one object

7. Teaching procedure:

a. First activity

- 1) Greeting/recognizing.
- 2) The teacher/writer take attendance list and read the students name.
- 3) The teacher/writer give motivations
- 4) Recognizing about the materials.

b. Initial Activity

- 1) The teacher/ writer explain about anticipation Guide and how to use it
- 2) The teacher/ writer gives the paper of anticipation guide and then ask the students to respond individually to the questions
- 3) The students come together as a large group to discuss the question
- 4) The teacher/writer gives the opportunity to the students to present the reasons they felt their answer were correct and to predict the subject matter of the reading.
- 5) The teacher/writer asks the students to correct any misconceptions or wrong answers on their anticipation guides

c. Final activity

The teacher/writer

8. Instrument and instructional resource

- a. Instrument : reading text (Ali Baba and the Forty Thieves)
- b. Resource instructional : English on sky for senior high school

9. Evaluation

a. Procedure:

The teacher/writer did evaluation based on the students activity in the classroom

- b. Evaluation instrument: Writing test: giving pre-test and post-test

Pre-test

Name: MUJI AIDIC AKSAY

Class: VII⁰

Score:

56

The Fox and the Vineyard

A hungry fox went out, for looking for the food. He walked along the country roads and came to a vineyard. Of course he wanted to get inside, but he could not do so, because there was a high wall all round the place. He tried to climb over the wall, but it was too high. He walked around the wall and at part one, he saw a hole. Ah, he thought "now I can get inside".

He began to push himself through the hole but he could not get through because his body was too fat. "There is only one thing to do" he said at last "I must become thinner". For whole day he did not eat anything and then he tried to get through the hole, but he was still too fat. He ate nothing for another day and still he did not become thin enough. At the end of the third day, he found that, he could get through the hole. At last he was inside the vineyard and could eat the fruit.

Then he went back into the hole and tried to get through. But Alas! He could not do so, he was now too fat. Poor fox! There was only one thing for him to do now. He had to stay in the vineyard with the fine fruit all around him, and be hungry three whole days. At the end of the time he become thin enough to get through the hole.

When finally he was walking away from the vineyard he looked back and said: "Oh vineyard! Vineyard! How fine you are and how sweet is your fruit! But of what use are you?" I went in hungry and I came out in hungry, too".

*** Read the text above and answer the questions below!**

1. What is the main idea of the first paragraph?
2. What is the supporting idea of the first paragraph?
3. What is the main idea of the second paragraph?
4. Make a conclusion about the story above!

Jawab

- 1) A hungry fox went out for looking for the food. He walked along the country roads and came to a vineyard of course he wanted to get inside. 4
- 2) There is only one thing to do. get through the hole. 1
- 3) Then he went back into the hole and tried to get through. 1
- 4) when finally he was walking from the vineyard he looked back and said: "Oh vineyard! Vineyard! How fine you are and how sweet your fruit! But of use you?" I went in hungry and I came out in hungry. too" 3

Afudah

Viii D

Treatment 1

Fox and a Cat Anticipation Guide Strategy

Directions:

Before reading the chapter, check the items you think are true in the "before" column. Then as you read, circle those that are correct. Check any others you find are true in the "during reading" column.

Before Reading

Agree Disagree

After Reading

Agree Disagree

- | | | |
|-----------------|--|-----------------|
| <u>agree</u> | 1. One day a cat and a fox were having a conversation | <u>agree</u> |
| <u>Disagree</u> | 2. 'Why, I know at least to get away from our mutual enemies, the dogs,' she said | <u>Disagree</u> |
| <u>agree</u> | 3. 'Well, maybe someday, when I have the time, I may teach you a few of the simpler ones,' replied the fox airily. | <u>Disagree</u> |
| <u>agree</u> | 4. 'This is the strategy I told you about, the only one I know,' said the cat. | <u>agree</u> |
| <u>Disagree</u> | 5. Before she could make up her mind, the dogs arrived. They fell upon the fox and tore her to pieces. | <u>Disagree</u> |

One day a cat and a fox were having a conversation. The fox, who was a conceited creature, boasted how clever she was. 'Why, I know at least a hundred tricks to get away from our mutual enemies, the dogs,' she said.

One day a cat and a fox were having a conversation. The fox, who was a conceited creature, boasted how clever she was. 'Why, I know at least a hundred tricks to get away from our mutual enemies, the dogs,' she said.

'I know only one trick to get away from dogs,' said the cat. 'You should teach me some of yours!' 'Well, maybe someday, when I have the time, I may teach you a few of the simpler ones,' replied the fox airily.

Just then they heard the barking of a pack of dogs in the distance. The barking grew louder and louder - the dogs were coming in their direction! At once the cat ran to the nearest tree and climbed into its branches, well out of reach of any dog. 'This is the trick I told you about, the only one I know,' said the cat. 'Which one of your hundred tricks are you going to use?' The fox sat silently under the tree, wondering which trick she should use. Before she could make up her mind, the dogs arrived. They fell upon the fox and tore her to pieces.

Afridah

Viii 0

Treatment 2

True Friends

Anticipation Guide Strategy

Directions:

Before reading the chapter, check the items you think are true in the "before" column. Then as you read, circle those that are correct. Check any others you find are true in the "during reading" column.

Before Reading

Agree Disagree

After Reading

Agree Disagree

- | | | |
|-----------------|--|-----------------|
| <u>agree</u> | 1. Once upon a time, there were two close friends who were running through the forest together | <u>agree</u> |
| <u>agree</u> | 2. So they promised each other that they would always be together in any case of danger. | <u>agree</u> |
| <u>Disagree</u> | 3. Suddenly, they saw a large bear getting closer toward them. | <u>Disagree</u> |
| <u>Disagree</u> | 4. Smelt in his ears, and slowly left the place because the bears do not want to touch the dead creatures. | <u>Disagree</u> |
| <u>agree</u> | 5. The other friend replied, "Just now the bear advised me not to believe a false friend." | <u>Disagree</u> |

True Friends

Once upon a time, there were two close friends who were walking through the forest together. They knew that anything dangerous can happen any time in the forest. So they promised each other that they would always be together in any case of danger.

Suddenly, they saw a large bear getting closer toward them. One of them climbed a nearby tree at once. But unfortunately the other one did not know how to climb up the tree. So being led by his common sense, he lay down on the ground breathless and pretended to be a dead man.

The bear came near the one who was lying on the ground. It smelt in his ears, and slowly left the place because the bears do not want to touch the dead creatures. After that, the friend on the tree came down and asked his friend that was on the ground, "Friend, what did the bear whisper into your ears?" The other friend replied, "Just now the bear advised me not to believe a false friend."

Post-test

Name : MUH AIDIL ARSAN

Class : Viii D

Score : 75

CINDERELLA

Once upon a time there was a girl name Cinderella. She lived with her bad step-mother and step-sister. She had to do all the house hold chores. One day the king invited all the ladies in kingdom to go to a ball (pesta dansa) in the palace. He wanted to find the crown prince a wife. The step sisters went to the ball that night with their mother. Cinderella was left alone. She cried because she actually wanted to go to the ball, too just then a fairy godmother came. With her magic wand, she gave Cinderella a coach (kereta), two horses and footmen. She also gave Cinderella a lovely dress to wear the ball and a pair of glass slipper. She told Cinderella to come home before midnight.

At the ball, Cinderella danced all night with the prince. The prince fell in love with her. At midnight. Cindrel

la ran home. Unfortunately, one of her slippers slipped off at the door. She did not have time to put it back on. The prince was sad as he could not find Cinderella again that night. The next day, the prince and his men brought along the glass slipper. They went all over the Kingdom to search for the owner

After searching for along time, finally, they came to Cinderella's house. The slipper fit her. The prince was very happy to find Cinderella again. The got married and lived ever after.

***Read the text above and answer the questions below!**

1. Write down the main idea of the first paragraph!
2. What is the supporting idea of the first paragraph!
3. Write down the main idea of the last paragraph in your own words!
4. make a conclusion about the story above!

Jawaban

- 1) Cinderella a lovely dress to wear the ball and pair of glass slipper. 4
- 2) She chid because she actually wanted to go to the ball too just then a fairy godmother came 3
- 3) The prince was very happy to find Cinderella again 2
~~The got married and lived ever after.~~
- 4) The got married and lived ever after. 3

DOCUMENTATION





CURRICULUM VITAE



Mayang Kastonik was born on February 16th, 1996 in Rehak she has siblings, 2 brothers. She is the second child from 3 childrens. Her father is Yusuf Alim and her mother is Nur Kamariah.

She stated her education first, in elementary school at SDK Tado and she graduated in 2008. Second, she continued at SMPN 1 Komodo and graduated in 2011 and she continued at MAN Labuan Bajo and graduated in 2014. In the same years she was accepted as the students in English Educations Department, Faculty of Teacher Training and Education, Muhammadiyah University of Makassar

At the end of her study, she could finish with her thesis under the title “ The Use of Anticipation Guide Strategy in Improving Reading Comprehension (A Pre-Experimental Research at the Second Grade of MT.s Aisyiyah Sungguminasa)