**THEINFLUENCE OF USING GUIDED READING METHOD TO
IMPROVE THE STUDENTS' READING COMPREHENSION
AT SMP MUHAMMADIYAH 12 MAKASSAR**

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*

**NURFADILAH KHAIDIR
105355367 12**

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
MUHAMMADIYAH UNIVERSITY OF MAKASSAR
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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. Dr. Hj. Andi Tenri Ampa, M.Hum. (...........)

   2. Nurdevi Bte. Abdul, S.Pd., M.Pd. (...........)

   3. Muh. Arief Muhsin, S.Pd., M.Pd. (...........)

   4. Firman, S.Pd., M.Pd. (...........)

Disahkan Oleh :
Dekan FKIP Universitas Muhammadiyah Makassar

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

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APPROVAL SHEET

Title	:	The Influence of Using Guided Method to Improve the Students Reading Comprehension at SMP Muhammadiyah 12 Makassar
Name	:	NURFADILAH KHAIDIR
Reg. Number	:	10535 5367 12
Programmer	:	English Education Department Strata 1 (S1)
Faculty	:	Teacher Training and Education

Makassar, Februari 2019

Approved by

Consultant I

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

Consultant II

Ratu Yulianti Natsir, 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

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10535 5367 12

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NIM	:	10535 5367 12

Jurusan	:	Pendidikan Bahasa Inggris
Fakultas	:	Keguruan dan Ilmu Pendidikan
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10535 5367 12

MOTTO

Key of My Successfull of all My Activities are

My Parents' Pray

*I dedicated this thesis to
My beloved parents (Khaidir and Fitriani)
and my belovedbrother.*

ABSTRACT

NURFADILAH KHAIDIR, 2018. *"The Influence of Using Guided Reading Method to Improve the Students' Reading Comprehension at SMP Muhammadiyah 12 Makassar",* under the thesis of English Education Department the Faculty of Teachers Training and Education, Makassar Muhammadiyah University (supervised by Nurdevi Bte Abdul and Ratu Yulianti Natsir).

This research aimed to find out the improvement of the students' reading comprehension by using Guided Reading Methodthat focused on level of reading comprehension which consisted of literal comprehension and inferential comprehension in terms of main idea and supporting details.

The research applied Pre-experimental Research with one group pre-test and post-test. The researcher usedpurposive sampling technique.Thesample of the research was second grade of SMP Muhammadiyah 12 Makassar in academic year 2017/2018 which consisted of29 students. The researcher used reading material of reading test as instrument in pre-test and post-test.

The research findings indicated that Guided Reading Methodcan improve students' reading comprehension. It was proved by the mean score of pre-test was 65.36 it classified as fair, posttest was 79.12 it classified asgood and the improvement of pretest to be posttest was 21.05%. therefore there was the improvement of the students' reading comprehension in terms of main main idea and supporting details.

The result of improvement is also proved with t-test value. The researcher found that the value of t-test (13.09) was greater than t-table (2.048). this value means that there was significantly difference between the result of the students' pre-test and post test. It was concluded that the use of Guided Reading Methodcan improve students' reading comprehension at grade of SMP Muhammadiyah 12 Makassar

Keywords : *Guided Reading Method, Reading Comprehension, Literal Comprehension and Inferential Comprehension.*

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BILLAHI Fii Sabilil Haq Fastabiqul Khaerat.

Makassar,   Oktober 2018

The Researcher

NURFADILAH KHAIDIR

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CHAPTER I

INTRODUCTION

A. Background

English is one of the human languages in the world that has important role in communication. It has become international language and almost practiced in all part of life, especially in this global era that has full of competition and English becomes one of determiners and assessments of the competition. So that it is important for us to learn the language. It is similar to the statement that English has dispersed and diversified, has been adopted and adapted as an international means of communication by communities all over the globe. There are four skills that we have already known in English, namely writing, speaking, reading and listening.

According to Mikulecky (2013:3), reading skill is the cognitive processes that a reader used in making sense of a text. In this skill the students 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. The students are expected to be able to understand what passage is about and the information that is given by the teacher can be understood by the students.

Reading is something crucial and indispensable for students because the success of their study depends on the greater part of their ability to read. If their reading skill is poor they are very likely to fail in their study or at least

they was have difficulty in making progress. on the other hand, if they have a good ability in reading, they was have a better chance to succeed in their study. besides that reading it also can make someone feels relax, where his/her feeling and thought, acquire information and increase the knowledge. Reading were appropriate tool to promote life-long learning. Teaching it to the student means giving them a future that is giving a technique about how to explore the world and when a student's has good ability in reading skill she or he not only study or learn in the school or in the other institution but they can also find new information, innovation and enrich his knowledge out of school by reading book, article or on the other media.

Reading has become much more important in language curriculum. reading allows students to improve their knowledge, improving their vocabulary mastery, and Broaden insight. However,students frequently find some problems specially in comprehending text or passage. reading is considered as the difficult skill by students for some reasons. Firstly, most of students are still lack in vocabularies. Secondly, students usually have no idea about what they have read. Third, most of students have low mastery of grammar, those reasons make them hard to understand content of the reading material.

In improving reading comprehension, the teachers have to realize that background knowledge have significant role. The subject of reading materials should be high interest and related to the background of the reader, since strong semantic input can help compensate when syntactic is weak. The interest and background knowledge will enable student to comprehend at a

reasonable rate and keep him involved in the material in spite of its syntactic difficulty.

In order to solve that problem, a good strategy, method, or technique should be used in order to make students become active and enjoy. By reading, they will be able to get more information and to increase their knowledge in reading ability. To improve students of SMP Muhammadiyah12 Makassar in reading comprehension, the researcher proposes one strategy is nameUsing Guided Reading Method is the best technique to improve reading comprehension.

Based on the problem above, the researcher is interested to conducting an experimental class under the title"***The Influence of Using Guided Reading Method to Improve the Students' Reading Comprehension at SMP Muhammadiyah 12 Makassar*** *(Pre- Experimental Research)"*.

B. **Problem Statement**

In relation to the background above, the writer formulates research question as follow :

1. Does the use of Guided Reading Method improve the students' literal reading comprehension in terms identifying main idea?
2. Does the use of Guided Reading Method improve the students' literal reading comprehension in terms identifying supporting details?

C. **Objective of the Study**

Based on the problem statements above, the objective of the research is to find out whether or not the use of Guided Reading method improve the studens' reading comprehension.

D. Significance of the Study

The significant of the study as the result of this research is expected to be useful information and method for students and teachers of English in order to have more students' comprehension in reading, and also people who concern about reading compression.

E. Scope of the Study

The research in limited on teaching on reading comprehension by using guided reading method focusing on the students' literal reading comprehension namely identifying main idea and supporting details in narrative text. The research gives the treatment for four times, and the materials given in a play guided reading method are restricted narrative text with different text in each meating. So that the researcher can know the in fluence of using guided reading method to improve the students reading comprehension at SMP Muhammadiyah 12 Makassar.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Related Research Findings

Many studies have been perform by the resercher relate to the use of strategies, approaches, techiques, or media in motivating the learner to learn english reading. Some of them are mention with their report as follows:

Kristin Heston (2009) in his journal "Guided Reading, Fluency, Accuracy, and Comprehension".He found that the implementing guided reading instruction results in students who are more efficient and capable readers. Additionally, taking student guided reading levels into consideration as well as their levels of fluency, accuracy, and comprehension would more effectively illustrate the true impact of guided reading on student reading skills. If student reading levels are increasing, then their skills are increasing as well.

Lidyawanti (2010) in her thesis "Improving the Students Reading Comprehension through Guided Reading Strategy at the Second Year of SMP 1 Handayani Sungguminasa". She state that the using guided reading method was effective to improve the students' reading comprehension. The result of the data analysis indicated that there was a significant increase in the students reading development after being taught by using guided reading method. It was proved by the result of the statistical analysis of the level significance

0.05 with degree of freedom (df= n-1=40-1=39) indicated that t-test value was 7.6 while the t-table was 2.021 where 7.6>2,021.

Mohammed Mehdi Yasdani (2014) in his journal "The Explicit Instruction of Reading Strategies: Directed Reading Thinking Activity VS Guided Reading Strategies". He state that using Guided Reading Strategies can be used with both information texts and fiction or story text. The result that Guided Reading Strategies more effective than not only the no-strategy group but also the Diricted Reading Thinking Activity one (other experimental group). Therefore, using Guided Reading Strategies improve students reading comprehension because there activity are rich with more interactive task, and consequenly provided student with new concept, ideas, suggestion, styles of thingking.

Based on the previous finding above, the researcher found that there are equations of the research report above, such as they used pre-experimental design to know the influence of using guided reading method in interested and motivated the students' in reading comprehension, and most of these researchers show the positive result to improve the students' achievement. In this research, the researcher also uses a pre-experimental design.

In relation to this research, the researcher interestto carry out a research dealing with the mastery of English especially in reading Comprehension. To make different research with other researcher, the researcher has a bravely to do the research about the influence of guided reading method to identify the students' literal reading comprehension with title "The Influence of Using

Guided Reading Method to Improve the Students' Reading Comprehension at SMP Muhammadiyah 12 Makassar".

B. Some Pertinent Ideas

1. Definition of Reading

Reading is one of the most important skills in learning language besides listening, speaking and writing. It has the fundamental goal to know enough the concept and the language. It operational means an activity that the students perform to gain information or message from the written material the read. Therefore, in reading activity students have intention to obtain knowledge from their reading.

According to Mark A. Clarck and Sandra Silberstein in Edithi Simanjuntak (2002) define the reading is an active cognitive process of interacting with print and monitoring comprehension to establish meaning. from this point of view, it can be conclude that reading is an active thinking process where the reader try to gain information given by the author and understanding what actually the purpose of the author.

According to Nunan (2009), reading is a process of reconstructing meaning rather than decoding form and the reader only resorts to decode if other means fail. He also says that reading is usually conceived of as a solitary activity in which the reader interacts with the text in isolation.

According to Oxford, Advance Learner's Dictionary of Current English (1994) states some definition of reading as follows:

a. The action of a person who reads.

b. An amount indicates or registered by measuring instrument.

c. A way in which something is interpreted words through the eyes and the mind.

d. An entertainment at which is read to an audience.

e. Each of the stage of debate through which a bill pass before it can become law.

Based on the explain from definition above, reading is the action or skill of reading written and then reading is multifaceted process involving word recognition,comprehension,fluency and motivation.

2. Kinds of Reading

According to Dolores (in Aulia 2005: 7) classifies reading into three kinds, namely: reading aloud, silent reading, and speed reading.

a. Reading Aloud

Reading aloud is a kind of reading that is expressed orally every word inthe text. It aims to improve the student ability in pronouncing the word, stressing the word. And having a good intonation about every sentence in the passage. Through reading aloud, there are advantages from things that teachers can evaluate how far their student are in pronunciation. Word stress and sentence intonation. In a single reading class, a large group, small group, and individual can do reading aloud. If the activity of reading aloud is done by group means that the teacher in this case, checks up the student ability in pronunciation and the stress of the word and the sentence intonation in group. If it is done by the individually means that teacher just checks and evaluate the

student's ability individually.

The student who involved in reading aloud activity was get progress because they themselves always measure their own skill of pronunciation and stressing the words that shown by the teacher in reading activity. In this following moment; if the students make mistake in pronouncing the words for example, teacher may correct them and the students will out in mind their teacher's correction. it will help to give the students advancement in dealing with reading aloud. In addition reading aloud also helps to improve the word recognition.

Based on the explain from definition above, reading aloud method is the most effective reading method for children, because this method can condition the child's brain to feel that reading is a fun activity.

b. Silent Reading

Silent reading frequently practiced by areader who wants to comprehend the text in reading comprehension process. Silent reading means that read by heart where there is no voice is expressed. This type of reading is aims to find out the meaning given in the passage not to practice the pronunciation of the words and how to express the word as in reading aloud. Reading silently need a teacher too much attention to what he is reading because to gain the meaning given in the following text, reader should have a full concentration. In silent reading a reader tries to

find out the main ideas, supporting ideas that started explicitly that is why during teaching process,teacher usually takes control the class while the student are reading to give some help if necessary or needed by the students to overcome the students problem in developing reading skill.

Based on the explain from definition above, silent reading is sometimes considered as recreational reading or independent reading as in silent reading something is read in a relaxed mood and only a single individual remains concerned about it. Reading silent improves students' understanding because it helps them concentrate on what they are reading, rather than the pronunciation of individual words.

c. Speed Reading

Speed reading is reading faster to get the ideas in answering somespecific question. Speed reading need speed eyes (eye speed) that help to find out the ideas very quickly. If someone's eye speed is normal was given him help in doing speed reading. If the eye speed is getting trouble, means that a reader will get trouble in speed reading.

The three kinds of reading above can be used by the student in reading comprehension based on the situation. Reading aloud can be used in teaching and learning process in the classroom or it can be applied by the reader in their daily life as their habit to read aloud. Silent reading commonly practiced bythe student who

need to comprehend the reading materials either in the classroom or out of the class, while speed reading commonly practiced by the students to get ideas in the limited time or in answering some questions based on the text.

Based on the explain from definition above, speed reading is the type of reading that gives priority speed to quickly manage the process of receiving information leaving no understanding of the reading aspect.

3. The Process of Reading

According to Woryodijoyo et al cited in Nurmasita (2009: 6) put forward some stages on reading process as follows:

a. Perception

The perception here indicators the ability to read word a significant word.

b. Comprehension

The comprehension refers to the ability to make the authors or researchers' word conductive to useful through as read in context.

c. Reaction

The reaction is the action that requires consideration in connection with what has been by the reader.

d. Integration

The integration refers to the ability comprehend or understand through concept towards heexpressing background of the researcher that can be useful as a part of the readers experiences.

4. Reading Principles

Harmer (2007:101) divides into six reading principles. They are:

a. Encourage students to read as often and as much as possible.

 The more students read the better. Everything we should do encourage them to read extensively. It is a good idea to discuss this principle with students

b. Students need to be engaged with what they are reading.

 Outside normal lesson time, when students are reading extensively, they should be involved in joyful reading. We should try to help them get as much pleasure from it as possible. But during lesson, too, we will do our best to ensure that they are engaged with the topic of reading text and the activities that they are asked to do while dealing with it.

c. Encourage students to respond to the content of a text.

 It is important for students to study reading text in class in order to find out such things as they way to use language, the number of paragraphs they contain and how many times they use relative clause. However, the meaning, the message of the text, is just important as this. As a result, we must give students a chance to respond to that message in some way.

d. Prediction is major factor in reading.

 When we read text in our own language, frequently have a good idea of the contents before we actually start reading. Book covers give us a clue what is in the book, photographs and headlines hint at articles

are about, we can identify reports from their appearance before we read a single word.

e. Match the task to the topic when using intensive reading text.

Once a decision has been taken about, what reading text the students are going to read (based on the topic of the text). We need to choose good reading task the right kind of questions, appropriate, activities before during and after reading, and useful study exploitation. The most useful and interesting text can be undermined by boring and inappropriate tasks.

f. Good teacher exploit reading text to the full

Any reading text is full of sentences, word ideas, description, etc. Good teachers integrate the reading text into interesting lesson sequences, using the topic for discussion and further tasks, using the language for the study and then activation, and using a range of activities to bring the text to life.

5. The Purpose of Reading

Manzo, e*t.al*. (2005)state that the degree of desired comprehension will depend in part upon the purpose of the reader. One of the characteristics of the efficient reader is the extent to which he can adjust the degree of his objective. There are some purpose of reading as follows :

a. Reading to Find the Main Idea

One of the most common reasons for reading is to get the general idea of a selection. Reading is eviction usually done for this purpose.

b. Reading to Answer Questions

  Reading to find the answer to one more questions are the common goals for reading in the elementary school. Even in high school and college and in life outside of school it often forms the purpose for reading. Answer are relatively easy to find when the questions are party couched in the exact words of the writer.

c. Reading to summarize and organize

  To make an adequate summary or to organize what has been read, it is not enough for the reader to know what the main idea is and what the significant details are. Reader must also be able to sense the relationship among the details. Furthermore, he often needs to know either how to make these relationships clear to others or how to record them for later rereading.

d. Reading Evaluate Critically

  Critical evaluation is not meant the attitude of suspecting every statement read of being false. The different skills of the reading are related to the ways of reading.

Grellet , (1981) proposed ways of reading as follows :

 a. Skimming: Quickly running one's eyes over a text to get the gist of it.

 b. Scanning: Quickly going through a text to find a particular piece of information.

c. Extensive Reading: Reading longer texts, usually for one's own pleasure. This is a fluency activity, mainly involving global understanding.

d. Intensive Reading: Reading shorter text, to extract specific information. this is more an accuracy activity involving reading for details.

C. The Concept of Reading Comprehension

1. Definition of Reading Comprehension

Harris A.J (1970: 8) state that reading comprehension as the result interaction between the perception of graphic symbols that present language skills and knowledge of the world.According to Grellet (1981: 3) defines reading comprehension as understanding a written text means extracting the required information from it as efficiently as possible. Comprehension is a "construction process" because it involves all of the elements of the reading process working together as a text is read to create representation of the text in the reader's mind.

According to Klinger &Boarman (2015) state reading comprehension involves much more than readers' responses to text. Reading comprehension is a multi component, highly complex process that involves many interactions between readers and what they bring to the text (previous knowledge, strategy use) as well as variables related to the text itself (interest in text, understanding of text types).

Anderson and Pearson (1984) state that reading comprehension means the understanding, evaluating, utilizing of the information and

gained through an interaction between reader and writer or author. Reading comprehension is a kind of dialog between the reader and author in which the written language becomes the medium.

Meanwhile, Comprehension is the process of deriving meaning from connected text. It involves word knowledge (vocabulary) as well as thinking and reasoning. Therefore, comprehension is not a passive process, but an active one. The reader actively engages with the text to construct meaning. This active engagement includes making use of prior knowledge. It involves drawing inferences from the words and expressions that a writer uses to communicate information, ideas and view points.

Based on the explanation above, Reading comprehension referred to the students' ability to read and understood information presented in written form. Reading comprehension will a process of understanding the meaning of content in the text or process of constructing meaning depend on the students' experiences and prior knowledge.Reading without comprehension or understanding was not reading. The comprehension skills required to help students understanding text.

2. Factors Affecting Reading Comprehension

Anderson cited in Anita (2006: 18) describes the factors affecting reading comprehension. In this opinion means reside in the text itself. Meaning is reached when the reader integrates the personal background knowledge, purpose for reading strategies, and text to get meaning.

The description above implies that to get a perfect comprehension I the reading process, there are some factors either internal or external that should be monitored.

There are five categories of the factors affecting reading comprehension namely:

a. Background experience. It refers to the previous experience that the reader has already known before and relates to the reading materials that they read.

b. Language ability. In this case, the readers have to know about some elements of language, for example: vocabulary, grammar, etc.

c. Thinking ability. It means that the readers ability to analyze reading materials.

d. Affection. It means that the readers have to know about some psychological factor that can affect the readers' comprehension. The factors are interest, motivation, attitudes, etc.

e. Reading purpose. It refers' purpose why they read the reading materials. It usually done by making some question or predicting as at stepping stone to get comprehension.

D. The Concept of Guided Reading Method

1. Definition of Guided Reading Method

According to Stanley and Rebecca (2008:1) guided reading is a term reserved for the teaching method where a teacher works with an individual students or convenes small group of students to listen to them read and provide specific support that helps them use strategies to decode and

comprehend text. Students in this group are similar in need and read text that is new to them. Students read, from the same text, at the same time, but at their own individual pace. They do not read chorally. Teachers support should include an instruction to the text, providing prompts for problem solving during the reading and the use of discussion and specific teaching points after the reading to enhance decoding skills and comprehension.

While, Founts and Pinnel (2009) state that Guided reading is an instructional setting that enables the teacher to work with small group of students to help them learn effective strategies for processing text with understanding. Then, guided reading is effective method to help individual students develop reading behaviors and strategies to become proficient reader. The goal of guided reading is to assist students in becoming independent readers by supporting their use of sources of information of text. It is an effective way to specially and directly the literacy learning of beginning readers, struggling readers, readers who are more advancement special need English language leaner.

Futhermore, Klien (2004:1) describes that guided reading is particularly suited for use in an inclusion model. Special teachers can have guided reading groups for struggling reader and students with disabilities in the classroom rather than pilling students out to separate room for assistance. The classroom organization using small guided reading groups and student's literacy centers lends itself to a collaborative model. Regardless of the student's age, grade, level itself, disability, or reading

level, guided reading can be used to support reading achievement by providing teacher support to help students learn how to use their own knowledge and strategies to solve problems they are having with text.

Based on Partician (2004:4) guided reading is an instructional approach a teacher working with small group of text. The text is easy enough for student to read with your skillful support. The txt offers challenges and opportunities for problem solving, but it easy enough for students to read with some fluency. You choose selection that help students expand their strategies.

In addition, Miscese (2007:4) states that guided reading is reading aloud an adult or other proficiency reader, with feedback. This is not independent silent reading. The key part to the effectiveness in developing skill is to provide guidance to the students. Do not confuse this beneficial teaching tool of true guided with various independent reading programs some of which are labeled guided reading. The process of the students reading pout loud with correction and instruction is the essential criteria of guided reading that help the students learn and improve skills.

Based on the explain from definition above, the guided reading is one kinds of the best method apply in teaching reading material. The students will enjoy and fun with this method.

2. The Importance of Guided Reading

There are some importances of guided reading method James (2000:11):

a) Students should be able to decode the selected text accurately about 90 to 95 percent of the time. This way, students can focus on learning strategies to read for meaning.

b) Students should be able to read the text on class or for homework themselves.

c) Teachers determine guided reading groups after the students' individual needs. Running record is an individually administered reading assessment that present a record of a child's reading behavior and performance an a specific text.

d) Choose interesting material.

e) When analyzing a particular paragraph or passage, make an overhead transparency so students can see the text and the teacher can mark it into point out speaking word, sentences, etc.

f) Read the passage aloud together before starting on reading comprehension, activities so that it does not become a lesson on decoding skills.

g) Enlist the help of the school librarian, teaching assistant, reading specialist, and parents' even students and teacher work with small group on students on regular basis.

3. Benefits of Guided Reading Method

There are many benefits to guided reading such as:

a) Students develop as individual readers while teacher are available for support and scaffolding.

b) Students learn skills and strategies that will allow reading difficult text independently.

c) Students experience success in reading for meaning.

d) Students receive more individualized teaching time.

e) Teacher can use good literature to strengthen reading comprehension.

E. Conceptual Framework

INPUT	$\Rightarrow$	**Reading material**
PROCESS	$\Rightarrow$	**Teaching and learning of reading material by using guided reading method**
OUTPUT	$\Rightarrow$	**Improve the students reading comprehension.**
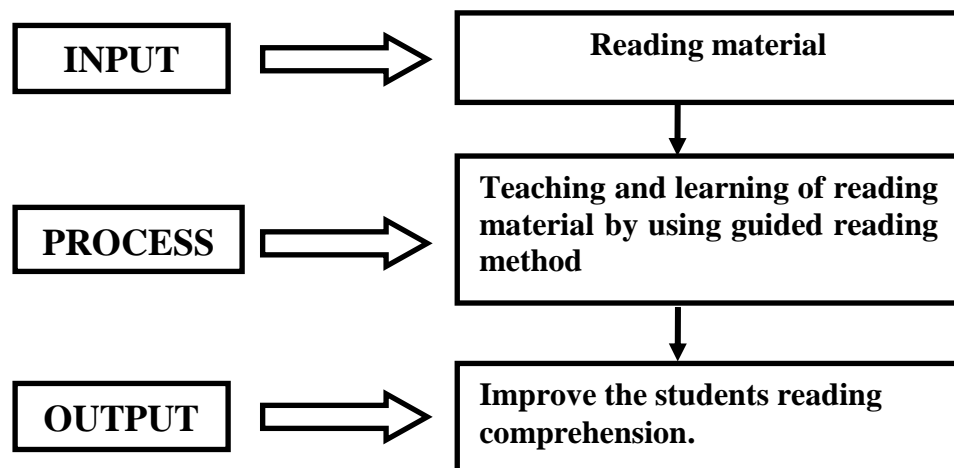
Figure 2.1 Conceptual Framework

The conceptual framework underlying in this researchwas given below:

a. *INPUT* : Refers to the reading material is a information to chech and to information employed by this strategy such as visualizing monitoring, getting the gist of a text, therefore interaction of background knowledge,

making prediction and others strategy with the text are essential for efficient reading.

b. *PROCESS*: Refers to the teaching and learning of reading material by using guided reading methodthe process of decoding, repetion, identifying letter, word, prhrase, and then centence in order to get the meaning. Then, the orther teaching and learning process are intended to help readers understand what the they read.

c. *OUT PUT***:** Refers to the students comprehension in reading through guided reading method, after the teaching and learning process is influence in improve the students reading comprehension.

F. Hypothesis

The hypothesis of this research is formulated as follows:

1. Null Hypothesis (H0): the use of guided reading method is influence not to improve the students reading comprehension ability.

2. Alternative Hypothesis (H1): the use of guided reading method is influence to improve the students reading comprehension ability.

CHAPTER III

THE METHOD OF THE RESEARCH

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

A. Research Design

In this research, the research was applied a pre-experimental design. The treatment was conducted after pre-test and post-test. The design was presented in the following table:

Table 3.1 Pre-experimental design

Pre-test	Treatment	Post-test
X1	0	X2

Where: Pre-test = X1

Treatment= 0

Post-test   = X2

(Gay, 1987:282).

1. Pre-test

Before doing the treatment, the students was given pretest to know their prior knowledge. In this case, the researcher gave pretest before presenting reading text; pretest was administered to the students by spending 45 minutes.

2. Treatment

First meeting

a. The teacher explained about text narrative to the students.

b. The teacher gave handout about text narrative to the students.

c. The teacher guided the students to answer the question by giving some questions and purpose of the reading text.

d. The teacher gave correction to the students' answer.

Second meeting

a. The teacher explained about the teaching material.

b. The teacher gave handout about text narrative to the students

c. The students were divided into five small groups.

d. The students determined the main ideas and supporting details of each paragraph in reading text by using their own words.

e. The students presented result of their group discussion.

f. The teacher gave correction to the students' answer.

 Third meeting

a. The teacher explained about the teaching text narrative to the students.

b. The teacher gave handout about text narrative to the students.

c. The students were divided into five small groups.

d. The students answered the question of reading text (question based on comprehension skill) by discussion with their group.

e. The students presented the result of their group discussion.

f. The teacher gave correction to the students' answers.

Fourth meeting

a. The teacher explained about the teaching material.

b. The teacher gave handout about reading material to the students.

c. The students were divided into five small groups.

d. The students determined the main ideas and supporting details of each paragraph in reading text. By discussion with their group .

e. The students presented the result of their group discussion.

f. The teacher gave correction to the students' answers.

3. Post-test

Post-test was given after the students did the task of reading materials. Posttest was carried out to find out the students' achievement in learning reading comprehension after learning using narrative text trough Guided Reading Method.

B. Variable of the Research

There were two Variables in this research, namely independent variable and dependent variable. The independent variable in this research was the use of guided reading method in teaching reading comprehension. The students were involved in some activities dealing with comprehending text. The pendent variable in this research was the development of the students' reading comprehension.

C. Population and Sample

a. Population

The population of this research was SMP Muhammadiyah 12 Makassar at 2017/2018 academic year. The total number of the population was 58 students which consist of two classes and 29 students for each class.

b. Sample

The sampling technique in this research was purposive sampling technique. The researcher takes one class of four classes at SMP Muhammadiyah 12 Makassar, namely class II A. The total number of the sample was 29 students.

D. Research Instrument

The Instrument of the research was a set of reading comprehension test that is multiple-choice questions. The test consists of reading passages. Each reading passage consists of several multiple-choice questions. Comprehension is measured by asking students to choose one out of several alternative answers. The measure of comprehension skills was the number of questions answer correctly.

E. Procedure of Collecting Data

For getting the students' score in reading, the researcher an applied the following scoring simplified from the original one purposes by Jacobs (2009).In collecting the data, the researcher used some procedured as follows:

1. Giving pretest to find out students' prior ability in reading comprehension

2. Appling Guided Reading Method in the treatment. The steps of Guided Reading Method were:

a. Giving the text to the students related to the topic. In this case the researcher used the narrative text.

b. Before the students read the text, the researcher gave key word and stimulated students to activate their background knowledge and

encouraged them to made general schemata about what they were about to read and taught them how to connected their prior knowledge to the text.

c. The students read the title of the text.

d. Each student read the text to checked whether their predictions were correct.

e. If the students' prediction was still wrong or cannot be confirmed, the students corrected their prediction by paying attention the content of the text.

f. The researcher asked the students to made main ideas and supporting details of the text.

3. Conducting post-test to evaluated students' reading comprehension using Guided Reading Method.

F. Technique of Data Analysis

1. scoring the students' answer' the researcher used the following formula:

Table 3.2.Rubric of Main Ideas

No	Criteria	Score
1	The answer includes a clear generalization that states or implies the main idea.	4
2	The answer states or implies the main idea from the story.	3

3	Indicator inaccurate or incomplete understanding of main idea.	2
4	The answer includes minimal or no understanding of main idea.	1

(Gay, 1981:316)

Table 3.3.Rubric of Supporting Details

Point	Criteria
4	Student response includes at least 2 key details from the passage that support the main idea of the passage
3	Student response includes at least 2 details with at least one key detail from the passage that supports the main idea.
2	Student response includes 2 details which does not support the correct main idea
1	Student response includes one detail that does not support the main idea
0	Student did not provide any details. or Student did not attempt to respond to the item

(Gay, 1981:316)

c. Scoring the students' correct answer of pre-test and post-test by using the formula:

$$\text{Score} = \frac{Students'correctanswerscore}{Maximumscore} \text{X } 100$$

(Depdikbud, 1990)

Table 3.4. The score Classification of Reading

No.	Score	Category
1	96-100	Excellent

2	86-95	Very Good
3	76-85	Good
4	66-75	Fair Good
5	56-65	Fair
6	46-55	Poor
7	0-45	Very Poor

(Depdikbud, 1990)

e. Calculating the mean score of the students' answer by using

the formula :

$$\overline{X} = \frac{\Sigma X}{N}$$

Notation:

$\overline{X}$: Mean score

ΣX : Total raw score/the sum of the score

N : The total number of students

(Gay, 1981:316)

f. Calculating the percentage of the students' score by using the following

formula:

$$P = \frac{F}{N} \text{ x } 100\%$$

Notation:

P : Percentage

F : Frequency

N : The total number

(Gay, 1981:316)

g. Calculatingthe improvement of the students' score of pre-test and post-test, the researcher used the following formula :

P= X2-X1   X 100%
       X1

Where :   X1 = Mean score of pre-test

X2 = Mean score of post-test

P = Improvement

(Gay,1981:316)

h. Finding out the significance difference between the pre-test and post-test by calculating the value of the test. The following formula was employee :

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

Where:

t : Test of significant

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

$\overline{D}$: The mean of D square

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

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

N : The number of subject

(Gay 1981: 331)

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter consist particularly present the finding of the research and discussion. The finding deals with rate of frequency of the students score obtained through the test in learning reading. It presents the result of the students' reading comprehension on literal comprehension and inferntial comprehension using Guided Reading Method, while the discussion of the research covers further explanation of the findings.

A. Findings

The findings of the research consist of the result data analysis throughthe pre-test and post-test in reading comprehension focused on literal comprehension (main ideas and supporting details) using Guided Reading Method could improved the students' comprehension at the second grade at SMP Muhammadiyah 12 Makassar.

1. Students' Literal Comprehension in Terms of Main Ideas

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

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

Table 4.1.The Mean Score of Students' Literal Comprehension in Term of Main Ideas.

Indicator	Pretest	Posttest	Improvement%
Main ideas	65.27	78.55	20.33%

Graphic 4.1.The Mean Score of Students' Literal Comprehension in Term of Main Ideas.
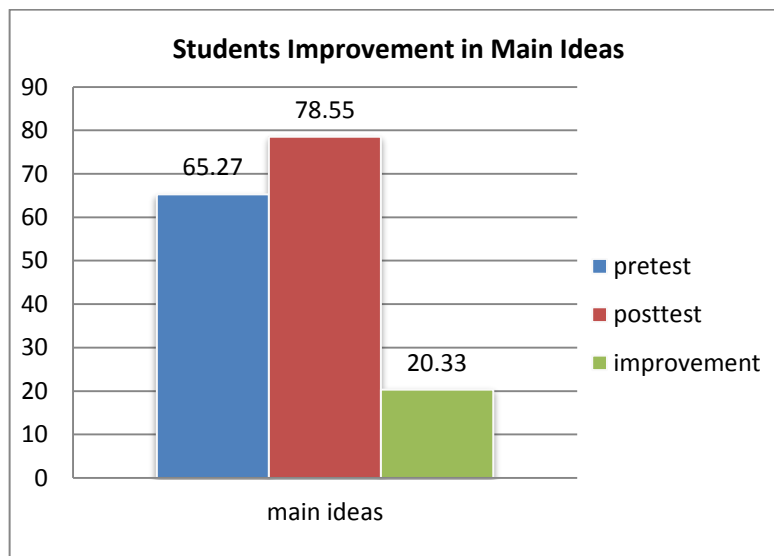
Based on Table 4.3 and graphic 4.3, showed that the score of main ideas improved (20.33%) from the mean score in pretest was 65.27 and posttest was 78.55. It indicated that the score of literal comprehension each indicator in posttest were higher than pretest.

Based on these result, it concluded that using Guided Reading Method could improved the students' reading comprehension in terms of literal comprehension.

Table 4.2.Rate Percentage and Frequency of the Students' Literal Comprehension in Term of Main Ideas

Classification	Score	Pretest		Posttest	
		F	%	F	%
Excellent	96-100	0	0	0	0
Very good	86-95	0	0	8	27.59%
Good	76-85	2	6.90%	10	34.48%
Fair good	66-75	14	48.28%	9	31.03%
Fair	56-65	6	20.69%	1	3.45%
Poor	46-55	7	24.13%	1	3.45%
Very poor	0-45	0	0	0	0
Total		29	100%	29	100%

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

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

2. Students' Literal Comprehension in Terms of Supporting Details

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

Table 4.3.The Mean Score of Students' Literal Comprehension in Term of Supporting Details.

Indicator	Pretest	Posttest	Improvement%
Supporting details	65.44	79.69	21.75%

Graphic 4.2.The Mean Score of Students' Literal Comprehension in Term of Supporting Details.
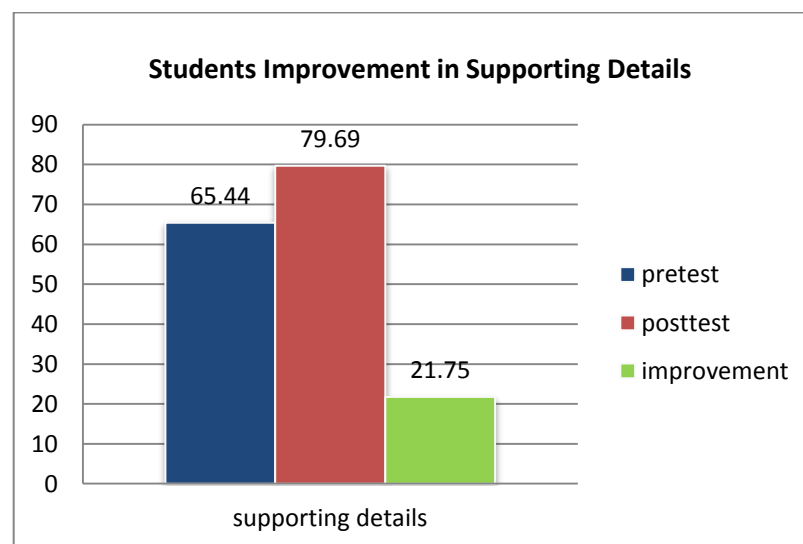
Based on Table 4.4 and graphic 4.4, showed that the score of supporting details improved (21.75%) from the mean score in pretest was65.44 and posttest was 79.69. It indicated that the score of inferential comprehension each indicator in posttest were higher than pretest.

Based on these result, it concluded that using Guided Reading Method could improved the students' reading comprehension in terms of inferential comprehension.

Table 4.4.Rate Percentage and Frequency of the Students' Literal Comprehension in Term of Supporting Details

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

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

Based on Table 4.2, the researcher concluded that students' reading comprehension in literal comprehension in term of supporting details most of them got good with 2 students (6.90%) in pretest, and then in posttest got good with 14 students (48.28%).

Table 4.5.The Students' Improvement in Reading Comprehension

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

Based on Table 4.5, showed that the mean score of pretest was 65.36 and postteset was 79.12. The improvement of the pretest and posttest was 21.05%. Based on the result, it concluded that the using of *Guided Reading Method*was able to gave greater contribution in teaching and learning reading comprehension.

From the students' improvement in reading comprehension by using Guided Reading Method The Value of T-Test is also analyzed it is used to know the significant difference between pre-test and post-test.

The result of t-test was higher than t-table' value, the null hypothesis (H0) was rejected, and if the result of t-test was lower than the t-table' value, the null hypothesis (H0) was accepted. The result of the statistical analysis of t-test at the level of significance 0.05 with degree of freedom (df) = n − 1, where n: number of students was29. It could be seen as follows:

Based on the level of significance and the degree of freedom (df) = 28*(p)* = 0.05 above, the value of the t-table = 2.048. The result of t-test for reading comprehension focused on main ideas and supporting details could be seen below:

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

Variable	Mean score of Pre-test	Mean score of Post-test	t-test	t-table	Comparison	Classification
$\overline{X_2} - \overline{X_1}$	65.36	79.12	13.09	2.048	t-test> t-table	Significantly Different

Table 4.6, showed that t-test value for reading comprehension focused on literal comprehension (main ideas) and inferential comprehension (supporting details) with the t-test value was 13.09>2.048. It indicated that the result of t-test value in all of variable and indicator was higher than t-table value. It means that there were a significant different between the result of pretest and posttest in reading comprehension.

Based on these result, it concluded that there were significant difference of the students' reading comprehension deal with literal and inferential comprehension before and after using Guided Reading Method.

B. Discussion

In this section discussed about the result of the data collected and analysis through a testing as explained in the previous section showed about the improvement the students' reading comprehension of a text in terms on literal comprehension and inferential comprehension.

In the treatment process, the researcher had done the teaching learning process more interesting by using Guided Reading Method. The students would did the different learning process, which the students made imaging what they was read. It indicated that the students were more active and

helpedthem recalling main ideas and supporting details towards comprehending the text.

Meanwhile, the test used on this research was aimed at finding out the improvement of the students' reading comprehension using Guided Reading Method. The findings showed that there werea improvement and significant difference between the students' result in pretest and posttest. It was indicated as follows:

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

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

    Based on the result of finding that before giving the treatment, the students' literal comprehension was categorized into fair in main ideas on pretest but after treatment, categorized into good in main ideas on posttest. the main ideas improved (20.33%) from the mean score in pretest was65.27 and posttestwas 78.55. It indicated that the score of main ideas (literal comprehension) in posttest was higher than pretest.

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

Literal comprehension represents the ability of the students to understand the content of the text. Supporting details was more than just guessing what was going to happened next. Supporting details helped students become actively involved in reading and helped to keep their interest level high. Supporting details could also hepled the students to understand difficult sentences or ideas.

Based on the result of finding that before giving the treatment, the students' Inferential Comprehension was categorized into fair in answering question on pretest but after treatment, categorized into good in answering question on posttest. the score of supporting details improved (21.75%) from the mean score in pretest was 65.44 and posttest was 79.69. It indicated that the score of Inferential Comprehension in posttest was higher than pretest.

After the calculating the entired of score variable, the data on table 4.5 showed that the students reading comprehension improved (21.05%) from the mean score in pretest was 65.36 and postest was 79.12. It indicated by the mean score posttest were higher than pretest. Therefore, Guided Reading Method was able to improve the students' reading comprehensionat the second grade of SMP Muhammadiyah 12 Makassar.

Through the result of pre-test and post-test, the result of t-test value of the level of the significant (p) = 0.05 with degree of freedom (df) = 28 indicated t-test value was greater than t-table value was 13.09>2.048 there

was significant different. threfore, it can be concluded that statistically hypothesis of (H_0) was rejected and the statistically hypothesis of (H_1) was accepted. It means that the use Guided Reading Method could improved the students' reading comprehension in literal and inferential comprehension.

Based on discussion above, it concluded that using Guided Reading Method was one of method that could improved the students' reading comprehension especially on literal and inferential comprehension at the second grade of SMP Muhammadiyah 12 Makassar.

CHAPTER V

CONCLUSION AND SUGGESTION

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

A. Conclusion

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

1. Guided Reading Method was effective to improve the students' literal reading comprehension in term of main ideas at the second grade of SMP Muhammadiyah 12 Makassarit was improved by the mean score of literal comprehension was (20.33%) from the mean score in pretest was 65.27 and posttest was 78.55. it indicated that the score of literal comprehension each indicators in posttest was higher than pretest.

2. Guided Reading Method was effective to improve the students' inferential reading comprehension in term of supporting details at the second grade of SMP Muhammadiyah 12 Makassar it was improved by the mean score of inferential comprehension was (21.75%) from the mean score in pretest was 65.44 and posttest was 79.69. it indicated that the score of inferential comprehension each indicators in posttest was higher than pretest

B. Suggestion

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

1. It is suggested that the English teacher using Guided Reading Methodas alternative in presenting the reading comprehension materials, because it was effective to improve the students achievement.

2. In order to improve the students' comprehension by reading material through Top Down Processing Strategy, the teacher should gave more guidance, motivation, especially in comprehending the text.

3. It is suggested for the teacher of English that usingGuided Reading Method in teaching reading compehension in terms on literal comprehension and Inferential comprehension because it could brought a improvement in reading comprehension for students.

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APPENDICES

APPENDIX A
THE LIST NAME OF THE STUDENTS OF CLASS VIII.A SMP

Muhammadiyah 12 Makassar.

No	Sample	Code
1	A. MUH INDRA ASYHARY	S-1
2	AIDH ALQARNI ZUL	S-2
3	ARIF PRATAMA BARKAH NURCAHYO	S-3
4	BAYU JAMIL PRASETYA	S-4
5	DESSY AMANDA RACHMAN	S-5
6	ERIKA PRATIWI	S-6
7	HARDIAWAN	S-7
8	KURNIA MAULIDDIYANINGSIH	S-8
9	KURNIAWATY	S-9
10	LUTFHI ANA FEBRIANTI	S-10
11	MUH IQBAL GUNAWAN	S-11
12	M. ISHAQ FADIL RAHMAN	S-12
13	MUH. AKBAR	S-13
14	MUH. NAUFAL AZZAKY	S-14
15	IRFAN	S-15
16	SRI WAHYUNI	S-16
17	A.MUHAMMAD AKBAR	S-17
18	FACRIANI	S-18
19	SYAFA RIDHA RIANI	S-19
20	FANY FATIKASARI	S-20
21	A.REZKA NUR KHALISA	S-21
22	MUHTADIN BILLAH	S-22
23	SARAH	S-23
24	SUKMAN	S-24
25	SUKMAWATI	S-25
26	SULASRI DAENG SALEH	S-26
27	SYAM PUTRI	S-27
28	VIRA APRILIA ARSIH	S-28
29	WAWAN HENDRAWAN	S-29

APPENDIX B
DAFTAR HADIR SISWA KELAS VIII.A

SMP Muhammadiyah 12 Makassar

No	Name						
1	A. MUH INDRA ASYHARY	√	√	√	√	√	√
2	AIDH ALQARNI ZUL	√	√	√	√	√	√
3	ARIF PRATAMA BARKAH NURCAHYO	√	√	√	√	**a**	√
4	BAYU JAMIL PRASETYA	√	√	√	√	√	√
5	DESSY AMANDA RACHMAN	√	√	√	√	√	√
6	ERIKA PRATIWI	√	√	**i**	√	√	√
7	HARDIAWAN	√	√	√	√	√	√
8	KURNIA MAULIDDIYANINGSIH	√	√	√	√	√	√
9	KURNIAWATY	√	√	√	√	√	√
10	LUTFHI ANA FEBRIANTI	√	√	√	√	√	√
11	MUH IQBAL GUNAWAN	√	√	√	√	√	√
12	M. ISHAQ FADIL RAHMAN	√	√	√	√	√	√
13	MUH. AKBAR	√	√	√	√	√	√
14	MUH. NAUFAL AZZAKY	√	√	√	√	√	√
15	IRFAN	√	√	√	√	**s**	√
16	SRI WAHYUNI	√	√	√	√	√	√
17	A.MUHAMMAD AKBAR	√	√	√	√	√	√
18	FACRIANI	√	√	√	√	√	√
19	SYAFA RIDHA RIANI	√	√	√	√	√	√
20	FANY FATIKASARI	√	√	√	√	√	√
21	A.REZKA NUR KHALISA	√	√	√	√	√	√
22	MUHTADIN BILLAH	√	√	√	√	√	√
23	SARAH	√	√	√	√	√	√
24	SUKMAN	√	√	√	√	√	√
25	SUKMAWATI	√	√	√	√	√	√
26	SULASRI DAENG SALEH	√	√	√	√	√	√
27	SYAM PUTRI	√	√	√	√	√	√
28	VIRA APRILIA ARSIH	√	√	√	√	√	√
29	WAWAN HENDRAWAN	√	**a**	√	√	√	√

APPENDIX C

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

Students	Indicator (Main Idea)			
	Pre-test		Post-test	
	Main idea	Classifying	Main idea	Classifying
S-1	70	Fair Good	80	Good
S-2	55	Poor	75	Fair Good
S-3	65	Fair Good	78	Good
S-4	78	Good	80	Good
S-5	55	Poor	68	Fair Good
S-6	75	Fair Good	80	Good
S-7	65	Fair	75	Fair Good
S-8	67	Fair Good	75	Fair Good
S-9	50	Poor	62	Fair
S-10	50	Poor	55	Poor
S-11	70	Fair Good	95	Very Good
S-12	55	Poor	70	Fair Good
S-13	74	Fair Good	87	Very Good
S-14	60	Fair	72	Fair Good
S-15	77	Good	82	Good
S-16	65	Fair	75	Fair Good
S-17	67	Fair Good	86	Very Good
S-18	70	Fair Good	80	Good
S-19	65	Fair	79	Good
S-20	72	Fair Good	90	Very Good
S-21	75	Fair Good	87	Very Good
S-22	70	Fair Good	79	Good
S-23	68	Fair Good	70	Fair Good
S-24	75	Fair Good	86	Very Good
S-25	65	Fair	90	Very Good
S-26	50	Poor	75	Fair Good
S-27	65	Fair	80	Good
S-28	50	Poor	78	Good
S-29	70	Fair Good	89	Very Good

APPENDIX D

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

Students	Indicators (Supporting Details)			
	Pretest		Posttest	
	Supporting Details	Classifying	Supporting Details	Classifying
S-1	55	Poor	70	Fair Good
S-2	65	Fair	70	Fair Good
S-3	60	Fair	82	Good
S-4	50	Poor	76	Good
S-5	78	Good	85	Good
S-6	70	Fair Good	90	Very Good
S-7	60	Fair	70	Fair Good
S-8	75	Fair Good	86	Very Good
S-9	60	Fair	75	Fair Good
S-10	68	Fair Good	80	Good
S-11	75	Fair Good	85	Good
S-12	67	Fair Good	72	Fair Good
S-13	72	Fair Good	80	Good
S-14	50	Poor	75	Fair Good
S-15	50	Poor	78	Fair Good
S-16	70	Fair Good	85	Good
S-17	75	Fair Good	92	Very Good
S-18	75	Fair Good	80	Good
S-19	70	Fair Good	87	Very Good
S-20	60	Fair	80	Good
S-21	65	Fair	76	Good
S-22	60	Fair	80	Good
S-23	75	Fair Good	90	Very Good
S-24	60	Fair	70	Fair Good
S-25	60	Fair	70	Fair Good
S-26	55	Poor	86	Very Good
S-27	70	Fair Good	79	Good
S-28	70	Fair Good	80	Good
S-29	78	Good	82	Good

APPENDIX E

THE SCORE OF PRE TEST IN READING COMPREHENSION

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

APPENDIX F

THE SCORE OF POST TEST IN READING COMPREHENSION

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

APPENDIX G

THE GAIN SCORE (D) OF THE STUDENTS' READING

COMPREHENSION

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

APPENDIX H

THE STUDENTS' MEAN SCORE OF THE STUDENTS' TEST

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

$$\overline{X} = \frac{1893}{29}$$

$$= 65.27$$

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

$$\overline{X} = \frac{2278}{29}$$

$$= 78.55$$

3. Mean of pretest in literal comprehension (supporting details)

$$\overline{X} = \frac{1898}{29}$$

$$= 65.44$$

4. Mean of posttest in inferential comprehension (supporting details)

$$\overline{X} = \frac{2311}{29}$$

$$= 79.69$$

APPENDIX I

THE IMPROVEMENT OF STUDENTS IN LITERAL COMPREHENSION

AND INFERENTIAL COMPREHENSION

1. Improvement students in literal comprehension (main ideas)

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

$$P = \frac{2278 - 1893}{1893} \text{ x } 100$$

$$P = \frac{385}{1893} \text{ x } 100$$

$$P = \frac{38500}{1893}$$

$$= 20.33$$

The students' improvement= 20.33%

2. Improvement students in inferential comprehension (supporting details)

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

$$P = \frac{2311 - 1898}{1898} \text{ x } 100$$

$$P = \frac{413}{1898} \text{ x } 100$$

$$P = \frac{41300}{1898}$$

$$= 21.75$$

The students' improvement= 21.75%

APPENDIX J

CALCULATING THE T-TEST ANALYSIS

Calculating the t-test analysis of reading comprehension.

NOTES : $\sum D$ = 13,75

$(\sum D)^2$ = 208,17

$\qquad$ N = 29

$$\overline{D} \frac{(\sum D)^2}{N} = \frac{(13.75)^2}{29} = \frac{189.06}{29}$$

$$\overline{D} = 6.519$$

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

$$t = \frac{6.519}{\sqrt{\frac{208.17 - \frac{(13.75)^2}{29}}{29(29-1)}}}$$

$$t = \frac{6.519}{\sqrt{\frac{208.17 - \frac{(189.06)}{29}}{29(28)}}}$$

$$t = \frac{6.519}{\sqrt{\frac{208.17 - 6.519}{812}}}$$

$$t = \frac{6.519}{\sqrt{\frac{201.651}{812}}}$$

$$t= \frac{6.519}{\sqrt{0.24833867}}$$

$$t= \frac{6.519}{0.498}=$$

$$t= 13.09$$

APPENDIX K

Df	Level of Significance for one-tailed test					
	0,25	0,10	0,5	0,025	0,01	0,005
	Level of Significance for two-tailed test					
	0,5	0,2	0,1	0,05	0,02	0.01
1	1.000	3.078	6.314	12.706	31,821	63.657
2	0.816	1.886	2.920	4.303	6.965	9.926
3	0.765	1.638	2.353	3.183	4.541	5.841
4	0.741	1.533	2.132	2.776	3.747	4.604
5	0.727	1.476	2.015	2.571	3.365	4.032
6	0.718	1.440	1.943	2.447	2.143	3.707
7	0.711	1.451	1.895	2.365	2.998	3.499
8	0.706	1.397	1.860	2.306	2.896	3.355
9	0. 703	1.383	1.833	2.262	2.821	3.250
10	0.700	1.372	1.812	2.226	2.764	3.169
11	0.697	1.363	1.769	2.201	2.718	3.106
12	0.695	1.356	1.782	2.179	2.681	3.055
13	0.694	1.350	1.771	2.160	2.650	3.120
14	0.692	1.345	1.761	2.143	2.624	2.977
15	0.691	1.341	1.753	2.331	2.604	2.947
16	0.690	1.337	1.746	2.120	2.583	2.921
17	0.689	1.333	1.740	2.110	2.567	2.898
18	0.688	1.330	1.734	2.101	2.552	2.878
19	0.688	1.328	1.729	2.093	2.539	2.861
20	0.687	1.325	1.725	2.086	2.528	2.845
21	0.686	1.323	1.721	2.080	2.518	2.831
22	0.686	1.321	1.717	2.074	2.505	2.819
23	0.685	1.319	1.714	2.690	2.500	2.807
24	0.685	1.318	1.711	2.640	2.492	2.797
25	0.684	1.316	1.708	2.060	2.485	2.787
26	0.684	1.315	1.706	2.056	2.479	2.779
27	0.684	1.314	1.703	2.052	2.473	2.771
28	0.683	1.313	1.701	2.048	2.467	2.763
29	0.683	1.311	1.699	2.045	2.462	2.756
30	0.683	1.310	1.697	2.042	2.457	2.750
40	0.681	1.303	1.684	2.021	2.423	2.704
60	0.679	1.296	1.671	2.000	2.390	2.660
120	0.677	1.289	1.658	2.890	2.358	2.617
	0.674	1.282	1.645	1.960	2.326	2.576

PRE-TEST

POST-TEST

PRE-TEST

Name   :

Reg.Number :

Class   :

THE FLOWERS FROM THE MOON

High in the mountains live a prince whose great wish was to journey to the moon, because he love its gentle glow. His dream finally comes true. When he reaches the moon he discovered its light came from the moon king's beautiful daughter.

The two young people soon fall in love, but the worlds they come was just too different and soon they had to part. As a sign of her great love, the moon king's daughter give the prince one of the smooth and lovely flowers that covered the moon like snow and this was how the first alpine flower was bring to earth.

Answer the question below!

1. Find out the main idea of each paragraph?
2. What are the supporting details of the text above?
3. When did the story happen?
4. Where did the story take place?
5. What did the king's daughter given to the prince?

Answer :

1. a. A prince who have big hope to journey to the moon

    b. The two young people love each other, but unable live together.
2. a. His dream finally comes true to the moon.

    b.As the sign of her great love, the moon king's daughter gave the princea flower.
3. The story happen when someone wants to journey to the moon
4. The story takeplace in the moon
5. One of the smooth and lovely flowers.

POST-TEST

Name   :

Reg. Number :

Class   :

SNOW WHITEAND THE SEVEN DWARFS

Once upon a time, a child was born of a very wise queen. The child was named snow white. The queen died after giving birth to her daughter. One year after hir birth the king married again with a beautiful woman. but her heart wasn't as pretty as her face. The queen had a magic mirror that can talk. The queen asked the magic mirror "Oh mirror who is most beautiful among all women? "Mirror replied," You are the most beautiful of all Oh queen". the queen was proud of her beauty as a magic mirror never lie. Snow white was growing up and her beauty beyond queen's beauty. The queen was very jealous of her beauty.

Distaste of the queen made her want to get rid of the snow white. she told one of his men bring show white into the forest to kill her and took her heart. But when he attend to kill snow white, she cried and asked the man to let her live and promised never return to the palace again. Queen's man fulfilled the request because he didn't have the heart to kill her. Then he searched for a wild hog to taken its heart instead of snow white's heart. Snow white then went into the forest.

In the forest, snow white felt scare. She ran until her feet hurt. Then she found a small house and went into it. she was rested while looking at the house. There were 7 pieces of bed and a kitchen in it.All look smaller than normal size. starting from beds, tables, cups and others. The princess fell asleep from her tired. The Householder came home, they are seven dwarfs. They were surprised to see a young woman asleep in the house. They woke her and asked who she was. The princess was telling his story to the dwarves.

One day, she disguised as an old lady and carried a basket containing poisoned apples. She went to the home of the dwarves while they're worked. She knocked on the door while offering an apple to snow white. Snow white refused because she did not recognize the old lady. The old lady continued to force the snow white to open the door and receive a gift apple. Snow white finally opened the door and received the apple. The queen went back happily to the castle. Snow white eats the poisoned apple and then he fell down on the floor.

Answer the question below!

1. Find out the main idea of the text above?

2. What are the supporting details of the text above?

3. Where did the story take place?

4. what the object which owned evil queen?

5.who accompany the snow white in the forest?

6. what is given snow white by the evil queen?

Answer :

1. Once upon a time, a child was born of a very wise queen. The child was named snow white.

2. a. One year after hir birth the king married again with a beautiful woman. but her heart wasn't as pretty as her face.
    b. The queen was very jealous to snow white because her beauty beyond queen's beauty.

3. In the forest.

4. The magic mirror.

5. The Seven Dwarfs.

6. The poisoned apple.

LESSON PLAN

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP1)

Satuan Pendidikan : SMP Muhammadiyah 12 Makassar

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : VIII/Ganjil

Alokasi Waktu : 2 x 45Menit

Aspek/skill : Membaca (Reading)

A. Standar Kompetensi:

Memahami makna dalam essai pendek sederhana berbentuk recount dan narrative untuk berinteraksi dengan lingkungan sekitar.

B. Kompetensi Dasar:

Merespon makna dalam teks tulis fungsional pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar.

C. Indikator Pembelajaran:

- Mengidentifikasi makna kata dalam teks yang dibaca.
- Mengidentifikasi main ideas dan supporting details dari sebuah paragraph.
- Mengidentifikasi makna kalimat dalam teks yang dibaca.

D. Tujuan Pembelajaran :

- Siswa dapat mengidentifikasi makna dalam teks fungsional pendek.
- Siswa menentukan main ideas dan supporting details dalam teks bacaan.
- Menjawab berbagai pertanyaan tentang informasi dalam teks yang dibaca.

E. Materi Pembelajaran :

- Siswa diberi bacaan yang berjudul "The Legend of Beowulf" (terlampir)

The Legend of Beowulf

Once upon a time, there was a horrible monster called Grendel. He was hlaf-man and half-monster. He lived in Denmark. One day, he went to the king's castle. The king and his men tried to kill the monster but their swords were useless. A knight called beowulf heard about the problem and went to Denmark to help the king.

That night, beowulf and his men took off their armour and put away their swords and went to sleep. The monster came into the castle and killed a knight. Beowulf woke up and fought the monster-he pulled off an arm! Grendel went back to his home in a lake and died. Grendel's mother was very angry and the next night she went to the castle and killed a knight.

In the morning, Beowulf went to the lake. He killed Grendel's mother with a special sword. When he came back, the king was very happy and he gave beowulf presents and money.

Beowulf went back to his country and became a king. He was king for fifty years. But one day, a dragon came to his country, and it attacked people. It lived in a cave with treasure. The dragon was very big and breathed fire. The knights were afraid and they didn't want to fight the dragon. King Beowulf was an old man but he put on his armour again and went to the dragon's cave with his men.

F. MetodePembelajaran :

- Guided Reading Method

G. Kegiatan Pembelajaran :

No.	Kegiatan	Alokasi Waktu
1.	**Kegiatan awal** a. Memberi salam dan membaca do'a. b. Apersepsi,motivasi dengan mengarahkan siswa pada situasi pembelajaran. c. Memeriksa kehadiran siswa. d. Menyampaikan tujuan pembelajaran.	**15 Menit**

2.	**Kegiatan inti**	**65 Menit**
	a. Guru menjelaskan materi yang akan dibahas	
	b. Guru memberikan penjelasan kepada siswa mengenai text narrative.	
	c. Guru membagikan handout yang berisi text narrative.	
	d. Siswa diminta untuk membuat 5 grup	
	e. Siswa membaca dan memahami text narrative dan menemukan inti atau isi dari bacaan.	
	f. Siswa menampilkan hasil diskusi dari grupnya	
	g. Guru memberikan koreksi terhadap jawaban siswa	
3.	**Kegiatan Akhir**	**10 Menit**
	a. Guru menanyakan kesulitan siswa selama proses pembelajaran.	
	b. Guru menyimpulkan pelajaran.	
	c. Guru menutup pelajaran.	

H. Sumber dan Media Pembelajaran :

- Sumber   : - Buku yang relevan

- Media   : Spidol, Penghapus, whiteboard, papers.

I. Penilaian

$$\text{Nilai siswa}: \frac{Skor\,Perolehan}{Skor\,Maksimal} \times 100$$

Makassar,   2018

Mahasiswa Peneliti

<u>Nurfadilah Khaidir</u>

10535 5367 12

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP2)

Satuan Pendidikan : SMP Muhammadiyah 12 Makassar

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : VII/Ganjil

Alokasi Waktu : 2 x 45Menit

Aspek/skill : Membaca (Reading)

A. Standar Kompetensi :

Memahami makna dalam essai pendek sederhana berbentuk recount dan narrative untuk berinteraksi dengan lingkungan sekitar.

B. Kompetensi Dasar :

Merespon makna dalam teks tulis fungsional pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar.

C. Indikator Pembelajaran:

- Mengidentifikasi makna kata dalam teks yang dibaca.
- Mengidentifikasi main idea dan supporting details dari sebuah paragraph.
- Mengidentifikasi makna kalimat dalam teks yang dibaca.

D. Tujuan Pembelajaran :

- Siswa dapat mengidentifikasi makna dalam teks fungsional pendek.
- Siswa menentukan main ideas dan supporting details dalam teks bacaan.
- Menjawab berbagai pertanyaan tentang informasi dalam teks yang dibaca.

E. Materi Pembelajaran :

- Siswa diberi bacaan yang berjudul "The Lion and The Mouse" (terlampir)

The Lion and The Mouse

Once, when a lion was as sleep, a little mouse began running up and down upon him; this soon awakened the lion, who placed his huge paw upon him, and opened his big jaws to swallow him. "Pardon, O king, "cried the little mouse, "Forgive me this time, I shall never forget it; who knows but what I may be able to do you a turn some of these days?"

The lion was so tickled at the idea of the mouse being able to help me, that he lifted up his paw and let him go.

Sometime after, the lion was caught in a trap and the hunters, who desired to carry him alive to the king, tied him to a tree while they went in search of a wagon to carry him on.

Just then the little mouse happened to pass by and see the sad plight in which the lion was. He when up to the lion and soon gnawed away the ropes that bound the king of the beasts. "wasn't I right?", said the little mouse.

F. MetodePembelajaran :

- Guided Reading Method

G. Kegiatan Pembelajaran :

No.	Kegiatan	Alokasi Waktu
1.	**Kegiatan awal** a. Memberi salam dan membaca do'a. b. Apersepsi,motivasi dengan mengarahkan siswa pada situasi pembelajaran. c. Memeriksa kehadiran siswa. d. Menyampaikan tujuan pembelajaran.	15 Menit
2.	**Kegiatan inti** a. Guru menjelaskan materi yang akan dibahas.. b. Guru memberikan penjelasan kepada siswa mengenai text narrative. c. Guru membagikan handout yang berisi text narrative. d. Siswa diminta untuk membuat 5 group. e. Siswa diminta untuk membaca dan memahami text narrative dan menemukan inti atau isi dari bacaan.	65 Menit

	f. Guru memberikan koreksi terhadap jawaban siswa	
3.	**Kegiatan Akhir** a. Guru menanyakan kesulitan siswa selama proses pembelajaran. b. Guru menyimpulkan pelajaran. c. Guru menutup pelajaran.	**10 Menit**

H. Sumber dan Media Pembelajaran

- Sumber   : - Buku yang relevan
- Media   : Spidol, Penghapus, whiteboard, papers.

I. Penilaian

Nilai siswa: $\dfrac{Skor\,Perolehan}{Skor\,Maksimal} \times 100$

Makassar,   2018

Mahasiswa Peneliti

<u>NURFADILAH KHAIDIR</u>

10535 5367 12

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP3)

Satuan Pendidikan : SMP Muhammadiyah 12 Makassar

Mata Pelajaran : Bahasa Inggris

Kelas/Semester :VII/Ganjil

Alokasi Waktu : 2 x 45Menit

Aspek/skill : Membaca (Reading)

A. Standar Kompetensi :

Memahami makna dalam essai pendek sederhana berbentuk recount dan narrative untuk berinteraksi dengan lingkungan sekitar.

B. Kompetensi Dasar :

Merespon makna dalam teks tulis fungsional pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar.

C. Indikator Pembelajaran:

- Mengidentifikasi makna kata dalam teks yang dibaca.
- Mengidentifikasi main idea dan supporting details dari sebuah paragraph.
- Mengidentifikasi makna kalimat dalam teks yang dibaca.

D. Tujuan Pembelajaran :

- Siswa dapat mengidentifikasi makna dalam teks fungsional pendek.
- Siswa menentukan main ideas dan supporting details dalam teks bacaan.
- Menjawab berbagai pertanyaan tentang informasi dalam teks yang dibaca.

E. Materi Ajar :

- Siswa diberi bacaan yang berjudul "Thr Legend of Surabaya" (terlampir)

The Legend of Surabaya

Once upon a time, there were two animals, Sura and Baya name. Sura is the name of the shark and Baya the crocodile. They lived in the deep sea. After Sura and Baya were looking for some food. Suddenly, Baya see a nice goat. " Yummy is good, this is the most delicious lunch , " said Baya. ' No way ! This is mylunch . You greedy " Sura said. Later they fought for goats. After several hours of fighting, they were very tired. Feels tired of fighting,they live in different places.Sura Baya live in the

waterand   stay   in   thecountry.

Border is the beach, so they do not will fight again. Someday, Sura went to the ground and look for some food in the river. he was very hungry and there was not much food in the sea. Baya was very angry when he knew that Sura broke a promise. they fight again. They both punching and kicking .tail SuraBaya fight. Baya did the same thing to Sura.He bit very hard until Sura finally gave up and returned to the sea. Baya was happy. Named of they final city is Surabaya .

F. MetodePembelajaran

- Guided Reading Method

G. Kegiatan Pembelajaran

No.	Kegiatan	Alokasi Waktu
1.	**Kegiatan awal** a. Memberi salam dan membaca do'a. b. Apersepsi,motivasi dengan mengarahkan siswa pada situasi pembelajaran. c. Memeriksa kehadiran siswa. d. Menyampaikan tujuan pembelajaran.	15 Menit
2.	**Kegiatan inti** a. Guru menjelaskan materi yang akan dibahas b. Guru memberikan penjelasan kepada siswa mengenai text narrative. c. Guru membagikan handout yang berisi text narrative. d. Siswa diminta untuk menjawab pertanyaan dari teks bacaan dengan group masing-masing. e. Siswa menampilkan hasil diskusi dari group nya. f. Guru memberikan koreksi terhadap jawaban siswa.	65 Menit

3.	**Kegiatan Akhir**	**10 Menit**
	a. Guru menanyakan kesulitan siswa selama proses pembelajaran. b. Guru menyimpulkan pelajaran. c. Guru menutup pelajaran.	

H. Sumber dan Media Pembelajaran

- Sumber : - Buku yang relevan
- Media : Spidol, Penghapus, whiteboard, papers.

I. Penilaian

Nilai siswa: $\dfrac{Skor\,Perolehan}{Skor\,Maksimal} \times 100$

Makassar,   2018

Mahasiswa Peneliti

<u>NURFADILAH KHAIDIR</u>

10535 5237 12

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP4)

Satuan Pendidikan	: SMP Muhammadiyah 12 Makassar
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	:VII/Ganjil
Alokasi Waktu	: 2 x 45Menit
Aspek/skill	: Membaca (Reading)

A. Standar Kompetensi :

Memahami makna dalam essai pendek sederhana berbentuk recount dan narrative untuk berinteraksi dengan lingkungan sekitar.

B. Kompetensi Dasar :

Merespon makna dalam teks tulis fungsional pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar.

C. Indikator Pembelajaran:

- Mengidentifikasi makna kata dalam teks yang dibaca.
- Mengidentifikasi main idea dan supporting details dari sebuah paragraph.
- Mengidentifikasi makna kalimat dalam teks yang dibaca.

D. Tujuan Pembelajaran :

- Siswa dapat mengidentifikasi makna dalam teks fungsional pendek.
- Siswa menentukan main ideas dan supporting details dalam teks bacaan.
- Menjawab berbagai pertanyaan tentang informasi dalam teks yang dibaca.

E. Materi Ajar :

- Siswa diberi bacaan yang berjudul "Monkey and Crocodile" (terlampir)

Monkey and Crocodile

One day a monkey wanted to cross a river. He saw a crocodile in the river, so he asked the crocodile to take him across the other side. The crocodile told the monkey to jump on its back. Then the crocodile swam down the river.

Now, the crocodile was very hungry, so when it was in the middle of the river, it stopped and said to the monkey, "Monkey, my father is very sick. He must eat the heart of the monkey. Then he will be strong again."

The monkey thought for a while. Then he told the crocodile to swim back to the river bank.

"What's for?" asked the crocodile.

"Because I didn't bring my heart with me," said the monkey. "I left it under the tree, near some coconuts."So, the crocodile turned around and swam back to the bank of the river. As soon as they reached the river bank, the monkey jumped off the crocodile's back and climbed up to the top of a tree.

"Where is your heart?" asked the crocodile.

"You are foolish," the monkey said to the crocodile. "Now I am free and you have nothing."

The monkey told the crocodile not to try to fool him again. The crocodile swam away, hungry.

F. **MetodePembelajaran**

- Guided Reading Method

G. **Kegiatan Pembelajaran**

No.	Kegiatan	Alokasi Waktu
1.	**Kegiatan awal** a. Memberi salam dan membaca do'a. b. Apersepsi,motivasi dengan mengarahkan siswa pada situasi pembelajaran. c. Memeriksa kehadiran siswa. d. Menyampaikan tujuan pembelajaran.	**15 Menit**

2.	**Kegiatan inti**	**65 Menit**
	a. Guru menjelaskan materi yang akan dibahas	
	b. Guru membagikan handout yang berisi text narrative.	
	c. Siswa di minta untuk membuat 5 group	
	d. Siswa diminta untuk membaca dan memahami text narrative dan menemukan inti atau isi dari bacaan dengan berdiskusi bersama gruopnya.	
	e. Siswa menampilkan hasil diskusinya.	
	f. Guru memberikan koreksi terhadap jawaban siswa.	
3.	**Kegiatan Akhir**	**10 Menit**
	a. Guru menanyakan kesulitan siswa selama proses pembelajaran.	
	b. Guru menyimpulkan pelajaran.	
	c. Guru menutup pelajaran.	

H. Sumber dan Media Pembelajaran

- Sumber   : - Buku yang relevan
- Media   : Spidol, Penghapus, whiteboard, papers.

I. Penilaian

$$\text{Nilai siswa}: \frac{Skor\,Perolehan}{Skor\,Maksimal} \times 100$$

Makassar,   2018

Mahasiswa Peneliti

NURFADILAH KHAIDIR

10535 5237 12

TEACHING MATERIAL

TEACHING MATERIAL

Second Meeting

Name   :

Reg. No   :

Class   :

The Legend of Beowulf

Once upon a time, there was a horrible monster called Grendel. He was hlaf-man and half-monster. He lived in Denmark. One day, he went to the king's castle. The king and his men tried to kill the monster but their swords were useless. A knight called beowulf heard about the problem and went to Denmark to help the king.

That night, beowulf and his men took off their armour and put away their swords and went to sleep. The monster came into the castle and killed a knight. Beowulf woke up and fought the monster-he pulled off an arm! Grendel went back to his home in a lake and died. Grendel's mother was very angry and the next night she went to the castle and killed a knight.

In the morning, Beowulf went to the lake. He killed Grendel's mother with a special sword. When he came back, the king was very happy and he gave beowulf presents and money.

Beowulf went back to his country and became a king. He was king for fifty years. But one day, a dragon came to his country, and it attacked people. It lived in a cave with treasure. The dragon was very big and breathed fire. The knights were afraid and they didn't want to fight the dragon. King Beowulf was an old man but he put on his armour again and went to the dragon's cave with his men.

Answer the question below!
1. Find out the main idea of each paragraph?
2. What are the supporting details of each paragraph?

3. Who was half-man and half-monster?

4. Were the king and his men succed in killing Grendel? Why?

5. How long did beowulf become king?

Answer :

1. a. there was a horrible monster called Grendel.

   b. The monster came into the castle and killed a knight.

   c. Beowulf killed Grendel's mother with a special sword.

   d. Beowulf went back to his country and became a king. He was king for fifty   years.

2. a. A knight called beowulf and he went to Denmark to help the king.

   b. Grendel died and Grendel's mother was very angry

   c. The king was very happy and the king gave beowulf presents and money

   d. a dragon came to his country, The dragon was very big and breathed fire the king beowulf and his men went to cave to fight the dragon

3. Grendel

4. No, because their swords were useless

5. He was king for fifty years

Third Meeting

Name :

Reg. No :

Class :

The Lion and The Mouse

Once, when a lion was as sleep, a little mouse began running up and down upon him; this soon awakened the lion, who placed his huge paw upon him, and opened his big jaws to swallow him. "Pardon, O king, "cried the little mouse, "Forgive me this time, I shall never forget it; who knows but what I may be able to do you a turn some of these days?"

The lion was so tickled at the idea of the mouse being able to help me, that he lifted up his paw and let him go.

Sometime after, the lion was caught in a trap and the hunters, who desired to carry him alive to the king, tied him to a tree while they went in search of a wagon to carry him on.

Just then the little mouse happened to pass by and see the sad plight in which the lion was. He when up to the lion and soon gnawed away the ropes that bound the king of the beasts. "wasn't I right?", said the little mouse.

Answer the question below!
1. What is the main idea of the first paragraph?

2. What is the supporting idea of the first paragraph?

3. Why a lion was wakened from his sleep?

4. Who is setting a trap?

5. Why a lion let the mouse go?

Answer :
1. a lion was wakened from sleep by a mouse running over his face.

2. a lion caught him and was about to kill him when the mouse piteously

   entered.

3. Because there is a mouse run over his face.

4. The Hunter

5. because someday the lion got the disaster, the mouse could help him

   remember the kindness of the lion.

Name :

Reg. No :

Class :

The Legend of Surabaya

Once upon a time , there were two animals , Sura and Baya name . Sura is the name of the shark and Baya the crocodile . They lived in the deep sea .

After Sura and Baya were looking for some food . Suddenly, Baya see a nice goat . " Yummy is good , this is the most delicious lunch , " said Baya . ' No way ! This is my lunch . You greedy " Sura said . Later they fought for goats . After several hours of fighting, they were very tired. Feels tired of fighting , they live in different places . Sura Baya live in the water and stay in the country.

Border is the beach , so they do not will fight again . Someday , Sura went to the ground and look for some food in the river . he was very hungry and there was not much food in the sea . Baya was very angry when he knew that Sura broke a promise .they fight again . They both punching and kicking .tail SuraBaya fight . Baya did the same thing to Sura .

He bit very hard until Sura finally gave up and returned to the sea . Baya was happy . Named of they final city is Surabaya .

Answer the question below!

1. Find out the main idea of each paragraph?

2. What are the supporting details of the text above?

3. What grabs sura and baya?

4. Where did the story take place?

5. Why baya was very angry with sura?

Answer :

1. a. There were a shark named Sura and Crocodile named Baya
   b. When Sura and Baya looking for some food. Baya see a nice goat
   c. Sura went to the ground and look for some food in the river
   d. Their Final City named SuraBaya

2. a. They lived in a deep sea
   b. -Sura banned Baya to ate the goat
      - Later they fought for goats . After several hours of fighting, they were very tired .

- Feels tired of fighting , they live in different places .
- Sura and Baya lived in the water and stay in their country.
c. - Baya was very angry when he knew that Sura broke a promise
   - they fight again .
   - They both punching and kicking

d. He bit very hard until Sura finally gave up and returned to the sea.

3. the goat

4. the sea

5. because sura broke a promise.

First Meeting

Name   :

Reg. No   :

Class   :

Monkey and Crocodile

One day a monkey wanted to cross a river. He saw a crocodile in the river, so he asked the crocodile to take him across the other side. The crocodile told the monkey to jump on its back. Then the crocodile swam down the river.

Now, the crocodile was very hungry, so when it was in the middle of the river, it stopped and said to the monkey, "Monkey, my father is very sick. He must eat the heart of the monkey. Then he will be strong again."

The monkey thought for a while. Then he told the crocodile to swim back to the river bank.

"What's for?" asked the crocodile.

"Because I didn't bring my heart with me," said the monkey. "I left it under the tree, near some coconuts."So, the crocodile turned around and swam back to the bank of the river. As soon as they reached the river bank, the monkey jumped off the crocodile's back and climbed up to the top of a tree.

"Where is your heart?" asked the crocodile.

"You are foolish," the monkey said to the crocodile. "Now I am free and you have nothing."

The monkey told the crocodile not to try to fool him again. The crocodile swam away, hungry.

Answer the question below!

1. Find the main idea of the first paragraph of the text above?

2. What is the supporting details of the text above?

3. Where did the story take place?

4. Find how many characters are there in the text, and then analyze the good/the bad character?

5. What the Monkey does after reached the river bank?

Answer

1. Main idea : One day a monkey wanted to cross a river. He saw a crocodile in the river, so he asked the crocodile to take him across the other side.

2. The crocodile told the monkey to jump on its back. Then the crocodile swam down the river.

3. It happened in the river.

4. There are 2 characters in the text, the bad character is the Crocodile and the good character is the Monkey.

5. The monkey jumped of the crocodile's back and climbed up to the top of a tree to save his life.

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PRE-TEST, Rabu 19/9/2018

POST-TEST, Senin 8/10/2108

CURRICULUM VITAE

NURFADILAH KHAIDIR, was born on November 27th, 1994 in Gowa, Kab. Gowa. She is the one child from two siblings of the couple Khaidir B.Sc and Fitriani S.E. In 2000 she studied as a students in elementary School at SD Inpres Jenetallasa and graduated in 2006. Then she registered as a student in Junior High School at SMPN 1 Pallangga and graduated in 2009. After finishing his study in junior high school, he registered in vocational school at SMAN 2 Binamu Jeneponto and graduated in 2012. She registered to study of English Education Department of Makassar Muhammadiyah University on strata one program.