THE USE OF FIX-UP STRATEGY TO IMPROVE STUDENTS' READING COMPREHENSION

(An Experimental Research at the Tenth Grade of SMAN 1 Keera)

A Thesis

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

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2017

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

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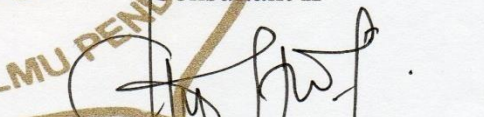Faculty : Faculty of Teacher Training and Education

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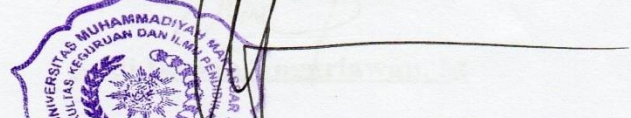
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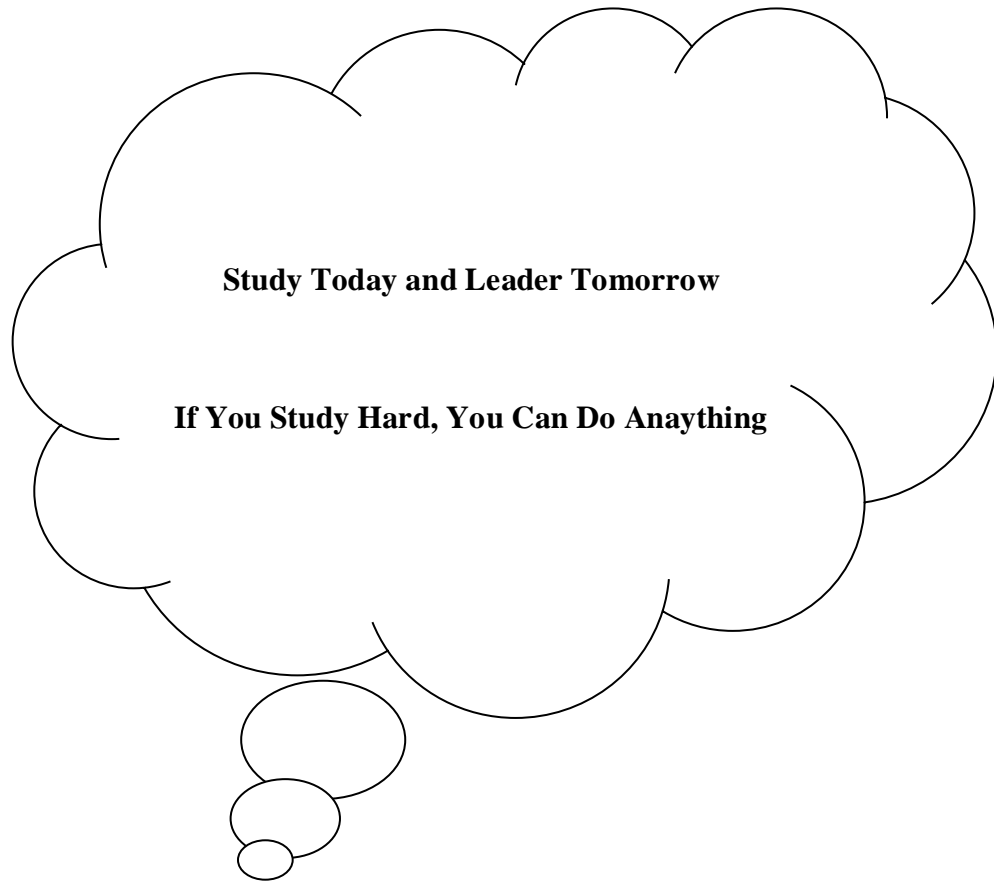<u>**Ummi Khaerati Syam, S.Pd., M.Pd**</u>   <u>**Nunung Anugrawati, S.Pd., M.Pd**</u>

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Study Today and Leader Tomorrow

If You Study Hard, You Can Do Anaything
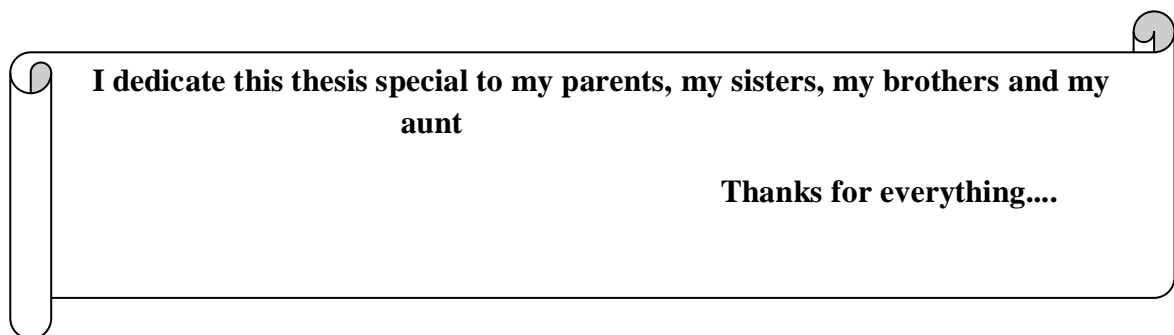
I dedicate this thesis special to my parents, my sisters, my brothers and my aunt

Thanks for everything....

ABSTRACT

ANDI IKHSAN ANGGRIAWAN, 2017. The Use of Fix-up Strategy to Improve Students' Reading Comprehension (An Experimental Research at the Tenth Grade Students of SMAN 1 Keera). English Education Department. The Faculty of Teacher Training and Education .Muhammadiyah University of Makassar. Supervised by UmmiKhaeratiSyam and NunungAnugrawati

This research aimed to finding out the improvement of the students' reading comprehension by using Fix-up strategy that focused on level of reading comprehension which consisted of literal comprehension in terms of main idea, supporting details and interpretative comprehension in term of make conclusion.

The research applied pre-experimental research with one group pre-test and post-test. The researcher used purposive sampling technique. The sample of the research was class X.A SMAN 1 Keera which consisted of 22 students.The researcher used reading material of reading test as instrument in pre-test and post-test.

The researcher findings indicated that Fix-up strategy can improve students' reading comprehension. It was proved by the mean score of pre-test was 54.54 and it was classified as poor. Post-test was 69.88 and it was classified as fairly goodand the improvement of pre-test to post-test was 28.12%. In literal level of students' reading comprehension of supporting details indicated that the students' mean score of pre-test was 63.63 and it was classified as fair and in post-test was 79.54 and it was classified as good. Thus, the improvement of students' achievement in reading comprehension of supporting details was 25% and in interpretative level of students' reading comprehension of make conclusion indicated that the students' mean score of pre-test was 27.27 and it was classified as very poor and in post-test was 44.31 and it was classified as poor. Hence, the improvement of students' achievement in reading comprehension of make conclusion was 62.48%.

The t-test for literal in terms of main idea was 3.88 and supporting details was 2.40 and the t-test for interpretative in terms of make conclusion was 3.93. Where the t-test was greater than t-table (1,721) means that there was significantly difference between pre-test and post-test after using treatment through Fix-up strategy can improve students' reading comprehension at the tenth grade of SMA Negeri 1 Keera.

Key Words: Reading Comprehension, Fix-up strategy, literal comprehension, interpretative comprehension

ACKNOWLEDGMENTS

Alhamdulillah, the deepestthanks into Allah SWT, the mostgraciousand merciful,sothattheresearchercouldfinishthisgraduatingpaper. Secondly,peace andsalutationalwaysbegiven toour ProphetMuhammad SAW,the last messenger ofAllah whohas guided us from thedarkness into thelightness.

This thesis entitled "The Use of Fix-up Strategy to Improve Students' Reading Comprehension (An Expeimental Research at the Tenth Grade Students of SMAN 1 Keera)" ispresentedtoFaculty of Teacher Training and Education asoneoftherequirementfor graduate at English Department.

However,thissuccesswouldnotbeachievedwithoutthose support, guidance,advice,help,andencouragementfromindividualandinstitution.So,it is an appropriate momentforthe researcher to deepest gratitudefor:

1. The researcher's beloved parents, for their love, support and prayers to the researcher. *"Ibu and Ayah, thank you for loving me and always pray for my success."*

2. The researcher also wants to express her gratitude and appreciation for her beloved brothers and sisters, and big family for their help and support.

3. Dr. H. Abd. Rahman Rahim, S.E., M.M, the Rector of Muhammadiyah University of Makassar for his academic advisor to the researcher during the researcher's study.

4. Erwin Akib M.Pd., Ph.D, the Dean of Teacher Training and Education

Faculty, University of Muhammadiyah Makassar for his motivation and academic advisor to the researcher during the researcher's study.

5. My high appreciation and great thankful are due to consultants Ummi Khaerati Syam, S.Pd., M.Pd, and Nunung Anuugrawati, S.Pd., M.Pd, for their guidance, encouragement, motivation and their patience from the beginning until the end of writing this thesis.

6. The researcher also thanks to the head of English Education Departement, Ummi Khaerati Syam, S.Pd., M.Pd, for her academic advisor, also for all lecturers and staffs of English Education Department for giving the knowledge and guidance and help during the researcher's study.

7. SMA Negeri 1 Keerafor the permission and cooperation during the research.

8. Wahyuddin, S.Pd., M.Pd as the teacher who always guide the researcher when do the research at SMA Negeri 1 Keeraand since rely help the researcher to fulfill the data collection

9. The Tenth grade students at SMA Negeri 1 Keeera who ready help the researcher to finish the research.

10. My lovely friends: Alfian, Megawati, and Asriani for being such lovely sisters by their presence, love, care and support. Thank you for the sweet escape during the thesis writing and studying.

11. My beloved friend so JETS class and all friends in English Department. Thank for your friendship, kindness and togetherness.

Eventually,this graduating paper is expected to be able to provide useful knowledge and information to the readers. The researcher is pleased to accept more suggestion and contribution for the improvement of this graduating paper.

Makassar,   2017

The researcher

TABLE OF CONTENTS

LIST OF TABLE

LIST OF GRAPHICS

LIST OF APPENDICES

CHAPTER I

INTRODUCTION

A. Background

Language has an important role in human life that is as a means of communication. Humans are always communicating with others as a form of interaction. English language learning includes four language skills is listening, speaking, reading and writing.

Burhan in Olviyanti (2015: 9) states that reading is a physic and mental activity to reveal the meaning of the written texts, while in that activity there is a process of knowing letters. It says a physic activity because of the parts of the body, our eyes particularly, do it. Thus it says mental activity because perception and memory as parts of thought are involved in it. He then concludes that the main goal of reading is a process of comprehending written texts.

Paris in Middleton (2011: 10) states that reading comprehension can be broadly defined as the process of constructing meaning by coordinating a number of complex processes that include language, word reading, word knowledge and fluency.

Related to the explanantion above, the students' of SMAN 1 Keera has a problem in the English teaching and learning process. The problem related to the students' reading comprehension. The students are difficult to understand an English text. When they were given a text to read, they still get difficulties in

getting meanings of difficult words. So, that they had to use their dictionaries when they found words they did not know the meaning.

When the teacher asked the students to answer some questions based on the text orally, most of the students could not give the correct answers. The condition indicated that the students have low proficiency in understanding a text.

Considering the facts above, the researcher believes that some efforts are needed to solve the problem in the English teaching and learning processes especially in the teaching of reading comprehension. In order to solve the problem, the researcher uses Fix-up strategy in this research. To find out the best solution to the problem in the teaching of reading comprehension at tenth grade students.

B. Problem Statements

Based on the background above, the problem of this research as follows:

1. Does Fix-up strategy improve the students' literal comprehension at the tenth grade students of SMA Negeri 1 Keera?

2. Does Fix-up strategy improve the students' interpretative comprehension at the tenth grade students of SMA Negeri 1 Keera?

C. Objective of the Study

The objectives of the study are:

1. To find out whether Fix-up strategy improve students' literal comprehension at the tenth grade students of SMA Negeri 1 Keera.

2. To find out whether Fix-up strategy improve students' interpretative comprehension at the tenth grade students of SMA Negeri 1 Keera.

D. Significance of the study

The Study is expected to be Significant for:

1. For Students

   This study is expected to help the students' learn reading and knowing the theory of reading comprehension and Fix-up strategy, it will help the readers to increase knowledge particularly in understanding reading comprehension.

2. For Teachers

   Teachers were expected to apply fix-up strategy when teaching reading comprehension. The research practically can be used as the reference for those who want to conduct a research in English teaching learning process especially about the use of fix-up strategy in teaching reading comprehension.

E. Scope of the Study

The scope of this research is limited to the teaching and learning reading at SMA Negeri 1 Keera. It focuses on students' comprehension levels which covers literal comprehension (main idea and supporting details) and interpretative comprehension (make conclusion) through Fix-up strategy.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Research Findings

Muliati (2014) in her research found that the application of Fix-up strategies was effective and significant in improving the students' reading skill especially students' reading comprehension.

Marsha (2015) in her research found that reading is a highly strategic process during which readers are constantly constructing meaning using a variety of strategies, such as activating background knowledge, monitoring and clarifying, making predictions, drawing inferences, asking questions and summarizing. Strategies are used in combination to solve problems, to think about text and to check understanding.

Shehu (2015) in her research found that reading comprehension difficulty occurs frequently even in students who are good in decoding and spelling. This difficulty in reading comprehension occurs for many reasons, the three most important ones are vocabulary, working memory, and absence of extensive reading.

Based on the previous findings above, the result of the expert's research similar to this research that the researcher will improve the students' reading comprehension.

Nevertheless, the researcher is difference to improve the students' literal comprehension and the students' interpretative comprehension by using Fix-up strategy at the tenth grade students of SMA Negeri 1 Keera.

B. Some Pertinent Idea

1) The Concept Of Reading

    1.1. Definition of Reading

Patel and Jain (2008) States that reading is a complex skill involving a number of simultaneous operations. Reading has been divided into two parts: reading aloud and silent reading.

Baker and Beall in Grabe and Stoller (2013) states that reading is an evaluating process in that the reader must decide if the information being read is coherent and matches the purpose for reading.

Fachrurrazy (2014) states that reading is a passive or receptive skill. It means that, we receive the language and decode the meaning to understand the message.

Based on the definitions above, the researcher concludes that reading is the process of looking at a series of written symbols and getting meaning from them.

    1.2. The Kinds of Reading

According to Indriati (2002) classifies reading into three kinds, namely: reading aloud, silent reading, and speed reading.

a. Reading Aloud

Reading aloud is very important device that cannot be over looked in achieving the goal because it is a great aid in the developing our habits to preview, in reading aloud. The students will get experience as many times as possible.

b. Silent Reading

Silent reading tends to reinforce the reader to find out the meaning of the words. This kind of reading leads the reader to a better comprehension. Silent reading is a skill to criticize what is writes to discuss something write means to draw inferences and conclusion as well as to express a new idea on the basis of what is read.

c. Speed Reading

This kind of reading is use to improve speed and comprehension in reading. This skill is very important for student. This skill of speed reading must run side comprehension. The rate of reading speed however, depends on the kind of reading material. The rate of speed reading a story or narration will be different from the reading scientific materials.

1.3. Types of Reading Text

According to Fisher, Frey and Wiliam (2002) types of reading text is classified into four types of reading text they are:

a. Narrative text

Narrative text is a story with complication or problematic events and it tries to find the resolutions to solve the problems. An important part of narrative text is the narrative mode, the set of methods used to communicate the narrative through a process narration. Narrative is a text focusing specific participants. Its' social function is to tell stories or past events and entertain the reader. The purpose of narrative text is to amuse or to entertain the reader with a story.

Generic structure of narrative text classified into four kinds, namely: orientation, complication, resolution, and re-orientation.

1) Orientation

Sets the scene: where and when the story happened and introduces the participants of the story: who and what is involved in the story.

2) Complication

Tells the beginning of the problems which leads to the crisis (climax) of the main participants.

3) Resolution

The problem (the crisis) is resolved, either in a happy ending or in a sad (tragic) ending.

4) Re-orientation/coda

This is a closing remark to the story and it is optimal. It consist of a moral lesson, advice or teaching from the writer.

b. Expository Text

This type of text explains something or provides instructions. It could also describe a process and move the reader step by step through a method. This type of paragraph often requires research, but it's possible that the writer is able to rely on his or her own knowledge and expertise.

Expository text differs greatly from narrative text in tone, style, structure, and features. First, expository texts purvey a tone of authority, since the authors process authentic and accurate information on the subjects. Second, these texts follow a style that is distinctly different from that of narrative text. Expository text uses clear, focused language and moves from facts that are general to specific and abstract to concrete.

c. Descriptive Text

Descriptive text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place or thing. Descriptive text has structure as identification; identifying the phenomenon to be described. Description; describing the phenomenon in parts, qualities, and characteristics.

The language feature of descriptive text:

1. Using attributive and identifying process.

2. Using adjective and classifiers in nominal group.

3. Using simple present tense.

d. Persuasive Text

This type of the text tries to get the reader to accept a particular point of view or understand the writer's position. This is the type text that many teachers focus on because it's useful when building an argument. Persuasive text designed to get the reader to agree with the main idea. A properly the generic paragraph of persuasive text begins with the topic sentence, which in a persuasive paragraph would be the main idea that the author wants to communicate. After the topic sentence, it is important to use evidence that is compelling in support of the main idea, as well as commentary explaining why the evidence is relevant. Wrapping the paragraph up with a compelling conclusion leaves the reader with something to consider.

2) The Concept of Reading Comprehension

2.1. Definition of Reading Comprehension

Kingston in Erman (2014) argued that reading comprehension depends on the reader's interpretation of the written symbols conveyed by the author, much as in the interpretation of an abstract painting.

Prado and Plourde in Harvey (2011) states that reading comprehension is not a single step or easily acquired skill. It is a very

complex process that teachers find difficult to teach. Comprehension is a process that involves thinking, teaching, past experiences and knowledge.

Meneghetti and De Beni in Abdullah (2013) states that reading comprehension is a complex interaction among automatic and strategic and cognitive processes that enables the reader to create a mental representation of the text.

Based on the some definition above, the researcher concludes that reading comprehension isreading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language.

2.2. The Processes of Reading Comprehension

As it is mentioned before, reading comprehension is the process in which the reader constructs meaning from the text. There are at least three types of constructing meaning processes proposed by some experts. The three processes of constructing meaning of the text are presented below.

a. Bottom-up Processing

Brown in Yuniarti (2013: 299) states that bottom-up processing views the process of reading as phonemic units. In bottom-up processing, the reader must recognize a multiplicity of linguistic signal such as letters, morphemes, syllables, words, phrases, grammatical cues, and discourse markers.

b. Top-down Processing

Hudson in Yuniarti (2013:37) states that in top-down processing, the reader involves their knowledge of syntax and semantic to create meaning of the text. The reader constructs meaning by bringing their early thought tothe text being read.

c. Interactive Processing

Nuttal in Kader (2008: 299) states that interactive processing is a combination of top-down and bottom-up processing. In interactive processes, the reader predicts the probable meaning of the text, then moving to the bottom-up processes to check whether that is really what the writer says.

Based on the explanation above, the researcher concludes that there are three types in the process of reading. They are bottom-up processing, top-down processing, and interactive processing. Bottom-up processing deals with the word recognition. Top-down processing deals with the readers' background knowledge. The last, interactive processing combines the top-down and bottom-up processing.

2.3. Teaching Reading Comprehension

Brown in Prickel (1998: 7) states that teaching is an activity in which the teacher guides and facilitates learning, gives a chance for the learners to learn, and sets the condition for learning. Guidance is done by leading the students to do activities in the effort of getting knowledge. The teacher can help the students in gaining the knowledge by giving

facilities such as tasks. By giving these tasks, the teacher lets the students study by themselves. To make the teaching and learning process run well, the teacher needs to set a good situation for the students to learn. In setting a good condition, the teacher must consider a classroom method or technique that is used as this can influence the way she/or he manages the class.

Based on the definition above, the researcher concludes that teaching reading comprehension is a guidance that is done by the teacher to make learners reach their reading comprehension on the text using a certain technique.

3) Level of Reading Comprehension

According to Smith in Mohammad (1999:22), there are four categories of comprehension levels:

3.1. Literal Comprehension

Literal comprehension refers to the idea and facts that are directly stated on the printed pages. The literal level of comprehension is fundamental to all reading skill at any level because a reader must first understand what the writer said before he can draw conclusion of make an evaluation.

3.2. Interpretative Comprehension

Interpretative reading is based on a literal understanding in the text, students must use information from various part of the text and combine them for additional understanding. The students have to put together two piece of information that is from different part of the text. Interpretative

reading comprehension includes thinking skills in which reader identify ideas and meaning that are not stated explicit in the text. So, the reader may make generalization, drawing conclusion, predicting outcomes, determine cause and effect relationship, identify motivation and make comparison. In other words, interpretative reading requires the reader to understand not only what the author means. At this level teachers can ask more challenging question such asking students to the following:

1. Re-arrange the ideas or topics discussed in the text

2. Explain the authors' purpose of writing

3. Summarize the main idea when this not explicitly stated on the text.

4. Select conclusion which can be deduced from the text they have read.

3.3 Critical Reading

Critical reading is reading with an awareness of similarities and differences between what the reader has already seen and what he is seeing in the work is reading critically. Critical such as expression, overstatement, ideas, opinions repetition and values of an author.

3.4 Creative Reading

Creative reading is reading with awareness of the stimuli of imaginative through present in reading materials. The stimuli may be in the form of problems sensed of new idea or ways of expressions. Creative reading requires the readers to use their imaginations it requires readers

feeling for the text and subject. The answer is not found in the text, they come strictly from the readers while no personal responses are incorrect. They cannot be unfounded, they must relate to the content of the text and reflect a literal understand of the material.

Based on the explanations above, the researcher concludes that the students should pay attention with the four categories of comprehension levels in literal comprehension and interpretative comprehension.

4) Components in Teaching and Learning of Reading

Teaching reading can occur when there are some components put together in a certain condition of the teaching and learning process. The components include the teacher, the students, the materials, and the techniques.

4.1. The Teacher

Dorn and Soffos in Anggraeni (2014: 24) states that the teacher becomes the most important component in teaching reading as her or his attitude can influence the students' performance. She /or he takes role as a facilitator in teaching and learning process not as the instructor.

4.2. The Students

Permendiknas in Pangestu (2015: 12) states that in teaching reading, the students take the role as the readers. They read many kinds of texts based on the aim of learning in senior high schools such as recounts, descriptive, narratives, expositions, procedures, news items, reports, explanations, and discussion.

4.3. The Materials

Harmer in Anggraeni (2014: 25) states that the materials for teaching reading are closely related to the kinds of the texts. The texts that are chosen must be suitable for the need of the learners.

4.4. Media

Snow and Chair in Yuniarti (2013: 25) states that media is one of the components in the teaching and learning process. It can be used by the teacher to facilitate learning. In the teaching and learning process of reading, media such as textbooks, multimedia, advertisements, and the internet become the sources where various texts are presented.

4.5. The Techniques

A technique is one of the important components in teaching reading. The use of a technique will represent how the teaching and learning process will be. The technique that is used by the teacher will also influence the students in the way they understand texts.

5) Definition ofFix-up Strategy

Duffy (2009) states that Fix-up strategies is frequently referred to as "look-backs". This is a somewhat misleading term. While it is true that, in order to remove a blockage, a reader often goes back and rereads the text sometimes it is necessary to read a head. Consequently, the term "look-backs" really refers to a strategy in which reader's search backward and sometimes forward in a text to remove a meaning blockage encountered while reading.

5.1. Tovani (2000) state that the implementation of Fix-up Strategy

1) Make a Connection

Good readers know that using knowledge to make a connection will help them better understand their reading. They use memories, personal experiences, and information about the subject, the author's style, and textual organization to help them visualize, predict, ask questions, infer, stay focused, and remember what they have read. Text connections can give a reader insight into character's motive.

2) Make a Prediction

Good readers anticipate what's coming next. By thinking about other things they've read, readers expect certain new events to occur. When an event doesn't match a prediction, readers rethink and revise their thinking.

3) Stop and think about information what you have already read

This one is so easy most students ignore it. Yet it is one of the most useful Fix-up strategies of all. Good readers ponder what they have read. They connect newly acquired knowledge with information they already have. Stopping and thinking gives readers time to synthesize new information. It allows them to ask questions, visualize, and determine what is important in the text.

4) Ask a Question

Good readers ask themselves questions when they read. Curious about the answers, they continue reading. Sometimes these questions

are answered directly in the text, and meaning is clarified. Typically, clarifying questions are about character, setting, event, or process: who, what, when, and where.

Other times, answers to readers' questions aren't found in the text. These are pondering questions that don't always have simple answers. They ask how and why. In these cases, the reader is forced to go beyond the words to find the answer, either by drawing an inference or by going to another source.

Readers who ask questions and know where the answers to their questions are to be found are more likely to have a richer read, to infer, to draw conclusions, and regain control of their reading.

5) Reflect in Writing

Writing down what they think about what they've read allows readers to clarify their thinking. It is an opportunity to reflect. Readers better understand their reading when they have written about it. The writing maybe a summary or response. Sometimes just jotting down a few notes will clarify meaning.

6) Visualize

When meaning breaks down, good readers consciously create images in their heads to help them make sense of what the words are saying. They use movies, television, and life to help them picture what is happening. When a reader can visualize what is happening,

comprehension improves. Encourage your students to make a video in their head. If they can "see it", they often understand it.

7) Use Print Convention

Key words, bold print, italicized words, capital letters, and punctuation are all used to enhance understanding. Conventions of print help the author convey intent. They help the reader determine what is important and what the author values. Conventions of print give the reader insight into voice inflections and how the author wants the piece to sound. Poor readers often ignore conventions because they are unaware of their functions. Pointing out conventions will not only improve reading comprehension but also help students use these same conventions to convey meaning when they write.

8) Retel What You've Read

Taking a moment to retell what has been read helps the reader reflect. It activates background knowledge and also provides a check on whether the reader understands. When readers can't retell what they read, it is an indication that their mind has wandered and confusion has set in.

9) Reread

An important aspect to remember is that a student doesn't have to reread everything for the strategy to be helpful. Sometimes rereading a portion of the text-a sentence, or even just a word-can enhance

comprehension. Struggling readers tend to think that rereading means they have reread everything.

10) Notice Patterns in text Structure

Genres have specific organizational patterns. Recognizing how a piece is organized helps reader locate information more quickly. Some struggling readers believe that they have to read everything from cover to cover, even nonfiction. Taking time to explain how a piece is organized helps students figure out where information is found. It helps them determine what is important. When meaning breaks down, readers can stop and think how the text is organized and see whether there is something in the organizational pattern that will help them understand the piece.

11) Adjust Your Reading Rate

Good readers don't read everything fast. They adjust their rate to meet the demands of the task. Many students try to read textbooks at the same rate that they read their favorite magazine. Good readers slow down when something is difficult or unfamiliar. They realize that in order to construct meaning, their rate must decrease. They also know that it's okay to read faster when something is familiar or boring. Reading faster sometimes forces the brain to stay engaged. Good readers select a rate based on the difficulty of the material, their purpose in reading it, and their familiarity with the topic.

5.2. Follow the Procedure of Fix-up

1) Make a Connection

Good readers know that using knowledge to make a connection will help them better understand their reading. They use memories, personal experiences, and information about the subject, the author's style, and textual organization to help them visualize, predict, ask questions, infer, stay focused, and remember what they have read. Text connections can give a reader insight into character's motive.

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When meaning breaks down, good readers consciously create images in their heads to help them make sense of what the words are saying. They use movies, television, and life to help them picture what is happening. When a reader can visualize what is happening, comprehension improves. Encourage your students to make a video in their head. If they can "see it", they often understand it.

5) Retell What You've Read

Taking a moment to retell what has been read helps the reader reflect. It activates background knowledge and also provides a check on whether the reader understands. When readers can't retell what they read, it is an indication that their mind has wandered and confusion has set in.

5.3. Fix-up Strategy Usage

To use Fix-up strategies is to identify when comprehension breaks down and then solve the problem. When we use Fix-up strategies we:

1) Stop and think about the meaning of what is read

2) Know that there are ways to solve the problem

3) Make more than one attempt to construct meaning

5.4. Shared Reading

1. Select another short selection that is two years above grade level.

2. Name the strategy, "Fix-up Strategies," introduced previously. Ask students to recall what that means, cover up your definition, use large sticky notes or chart paper to capture definitions in students' own words and place under strategy title.

3. Read the selection aloud.

4. Provide at least one think aloud to demonstrate how you are monitoring comprehension to construct meaning while reading.

5. As you continue to read aloud, ask students to raise their hand when something does not make sense and how they will solve the problem.

6. Work together as a class to apply Fix-up strategies when reading comprehension breaks down.

7. Revisit "Fix-up Strategies" often during Shared Reading for students to internalize the term, describe what it means, and tell when and how to use it.

C.   Conceptual framework

The conceptual framework underlying in this research is given in the following diagram.

```
┌─────────────────────────────────┐
│                                 │
│          Reading Test           │
│                                 │
└─────────────────────────────────┘
                 ⬇

┌─────────────────────────────────┐
│                                 │
│  Teaching Process by Using Fix-up │
│    Strategy in Narrative Text    │
│                                 │
└─────────────────────────────────┘
                 ⬇

┌─────────────────────────────────┐
│                                 │
│  Students' Reading Comprehension │
│                                 │
└─────────────────────────────────┘
         ⬇                    ⬇

┌───────────────┐      ┌───────────────┐
│   Literal     │      │ Interpretative │
│               │      │                │
│ Comprehension │      │ Comprehension  │
└───────────────┘      └───────────────┘
```
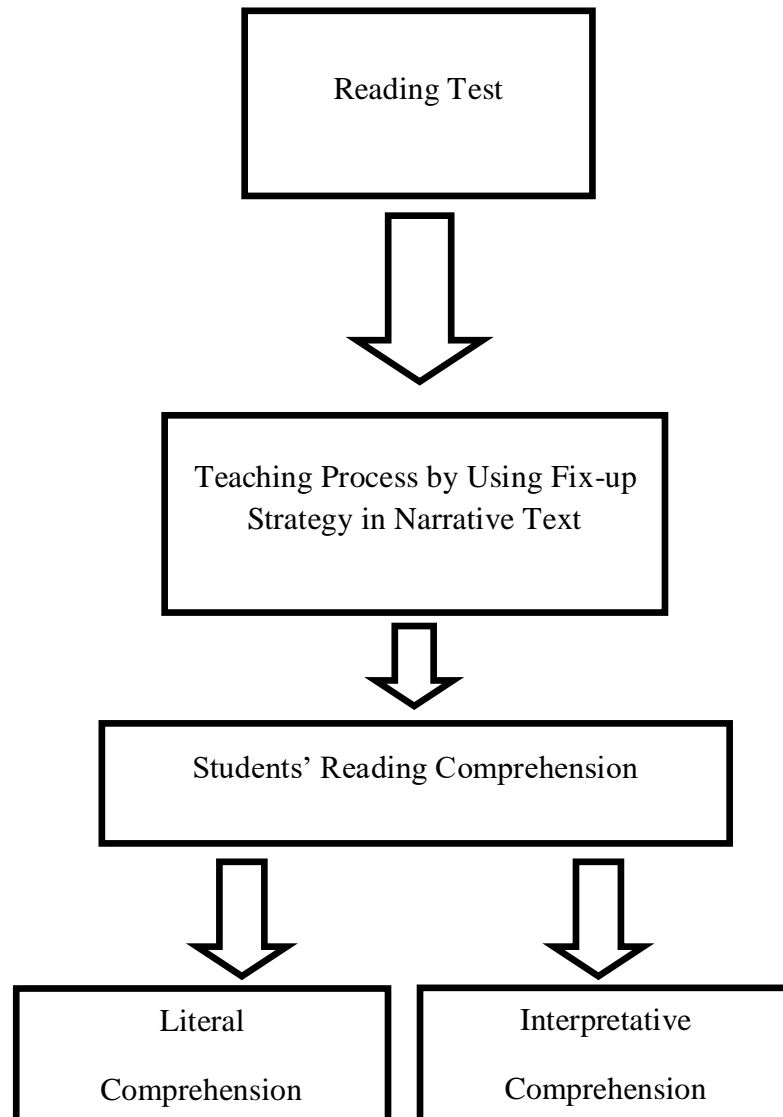
Figure 2.1 Conceptual Framework of the Research

Refers to the test of reading comprehension in term of main idea, supporting details and make conclusion, as the test which are given to the students by the researcher.To improve all of that, there is a strategy of teaching reading skill will apply in this research. The teacher or the researcher will be teaching using Fix-up strategy.As the output of the process, it refers to the improving of Students' reading comprehension; students can write a reading text. It includes literal and interpretative comprehension.

D. Hypotesis

1. The Null Hypotesis (H0)

There is no significant difference in the students' reading comprehension before and after being taught by using Fix-up strategy.

2. The alternative Hypotesis (H1)

There is significant difference in the students' reading comprehension before and after being taught by using Fix-up strategy.

CHAPTER III

RESEARCH METHOD

A. Research Design

The research design was a Pre-Experimental Research, with one group design through pre-test and post-test design. In this research, t-test was used to test the significant difference of students' reading before and after conducting treatment.

The design was presented as follows:

$$O1 \longrightarrow X \longrightarrow O2$$

Where:

O1: Pre-test

X: Treatment

O2: Post-test   (Gay, 2006:251).

1. Pre-test

Before doing the treatment, the students were given pre-test to know their prior knowledge. In this case, the researcher gave pre-test before presenting the material; pre-test was administered to the students by spending 45 minutes.

2. Treatment

a. The researcher made some groups (4-5 students/group) than gavea text or story.

b. The researcher asked students to preview the entire passage.

c. The researcher asked students about click and clunk while reading.

d. The researcher asked them to tell the text about the person, place, or thing.

e. The researcher taught students to ask some questions about information of the text.

3. **Post-test**

Post-test was given after the students did the task narrative text. Post-test was carried out to find out the students' achievement in learning reading after learning narrative text. The students found the main idea, supporting idea and make conclusion.

B. **Population and Sample**

1. **Population**

The population of this research was taken from the tenth grade students' of SMA Negeri 1 Keera, it consisted of 4 classes, X.A, X.B, X.C, and X.D. the total number of the students was 98 studentsin academic year2017-2018.

2. **Sample**

This research applied purposive sampling technique. The researcher chose one class as the sample, the total number of sample was 22 students.

C. **Research Variable and Indicator**

There were two variables in this research, they were:

1. **Independent Variable**

Independent variable of this research was Fix-up strategy which allowed the students to improve their reading comprehension.

2. Dependent Variable

Dependent Variable of this research was reading comprehension.

3. Indicators

The indicators of literal comprehension consist of main idea and supporting details. While interpretative comprehension was focused in making conclusion.

D. Research Instrument

In collecting data, the writer used one kind of instrument namely reading test that which was consistessay test. In the test, the students asked to read the text and then answer the questions. It was an individual test. The test consisted of five items of essay test. It included about main idea, supporting idea, and make conclusion.

The test consisted of pre-test and post-test. The students will be given pre-test before the treatment. Pre-test was used to find out the students' ability in reading comprehension and given to the students at the first meeting before giving the treatment. Post-test was used to know whether there was an improvement of the students' reading comprehension after being treated in using fix-up strategy.

E. Procedure of Data Collection

The procedures of collecting data in this research were:

1. Pre-test

Before applying the treatment the students were given pre-test to know their prior knowledge in reading text. The researcher gave the students

amount of test. The purpose of this session was to find of the students' literal comprehension by using fix-up strategy and to find of the students' interpretative comprehension by using Fix-up strategy.

2. Post-test

 After the treatment, the researcher gave the students amount of test namely post-test to know the students reading comprehension after applying Fix-up strategy.

F. Technique of Data Analysis

 In analysing the data that was collecting through the pre-test and post-test, the researcher used the procedures as follow:

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

$$\text{Score} = \frac{\text{Students' correct answer}}{\text{Total number of items}} \times 100$$

(Sudjana, 2008)

The variables of reading measured by the following scale:

a.   Scoring students' answer for main idea following criteria:

Table 3.1. Scoring Criteria for Main Idea

Point	Criteria
4	The answer includes a clear generalization that states or implies the main idea

3	The answer states or implies the main idea from the story
2	Indicator inaccurate or incomplete understanding of main idea
1	The answer include minimal or no understanding of main idea

<div align="right">Harmer (2007: 174)</div>

b. Scoring students' answer for supporting details following criteria:

Table 3.2. Scoring Criteria for Supporting Details

Point	Criteria
4	The answer are taken from the explicit and implicit information
3	The answer not much taken from the explicit and implicit information
2	The answer almost true from the explicit and implicit information
1	The answer not taken from the explicit and implicit information

<div align="right">Harmer (2007: 174)</div>

c.   Scoring students' answer for make a conclusion following criteria:

Table 3.3. Scoring Criteria for Make a Conclusion

Point	Criteria
4	- Summarizes the main idea and details succinctly - Uses text elements, ideas and key vocabulary in a concise, thoughtful manner - Reflects on a moral, lesson or "something I learned
3	- Summarizes the main idea and some details succinctly - Uses text elements, ideas and key vocabulary - May include author's purpose - Summarizes the main idea concisely - Uses key vocabulary
2	- Retells the text and alludes to the main idea - Has a sense of order - May include some inaccuracies - Retells the text with some inaccuracy - May be out of sequence (details, etc.)
1	- Retells giving a minimal amount of information - May include information that is off topic

Harmer (2007: 174)

To classify the score resulting from the scoring rubric, the researcher used the following measurement:

Table 3.4.Classification of Students' Score

No.	Score	Criteria
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	Poor
7	0 - 35	very poor

Depdikbud (1985: 5)

2. Found out the means score of the students' answer by using formula:

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

Where: $\overline{X}$ = Mean score

$\sum x$ = Some of all score

N = Total number of students

(Gay, 2006: 320)

3. Foundout the improvement of percentage of the students' pre-test and post-test by using formula:

$$P = \frac{X2 - X1}{X1} x100$$

Where: P　　= The percentage of improvement

　　　$X1$　　=The mean score of pre-test

　　　$X2$　　=The mean score of post-test

(Gay, 2006: 320)

4. Calculating the value of t-test for non-independent sample to indicate the significance of the difference between the pre-test and post-test by used the following formula:

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

Notes: t　　= Test

　　　$\overline{D}$　　= Mean score of the matched pair

　　　$(\sum D)^2$=The square of all sums

　　　$\sum D^2$　=The sum of all squares

　　　N　= Number of subjects in particular group

(Gay, 2006:356).

5. The Criteria for the HypothesisTesting was as Follows:

Comparison	Hypothesis	
	H0	H1
t-test < t-table	Accepted	Rejected
t-test > t-table	Rejected	Accepted

(Gay, 2006)

The table above showed if (1) the t-test value was smaller than t-table value, the null hypothesis was accepted, while the alternative hypothesis was rejected, and if (2) the t-test value was equal to greater than t-table value, the null hypothesis was rejected while the alternative was accepted.

CHAPTER IV

RESEARCH FINDINGS

This chapter presented the result of the research. The researcher obtained two sections; the findings of the research and the discussion of research findings.

A. Findings

The findings of the research dealt with the use of Fix-up Strategy in teaching reading comprehension which consisted of the students' improvement of literal comprehension in terms of main idea, supporting details, and make conclusion.

1. The Use of Fix-up Strategy in Teaching reading Comprehension in Terms of Literal Comprehension Focused on Main Idea

The finding of this research presented the result description of the research through the distribution score of pre-test and post-test in terms of main idea by using Fix-up strategy. It showed from mean score of the students in pretest and posttest and also the improvement percentage. It could be seen in the table below:

Table 4.1 Mean Score and Improvement of Students in Terms of Main Idea

Indicator	Mean Score		Improvement
Main Idea	Pre-test	Post-test	Percent
	54.54	69.88	28.12%

Table 4.1 indicates that there are differences of students' score of pretest and posttest in literal reading comprehension in terms of main idea. The data analysis showed the students' mean score improved from pre-test to post-test. The students' mean score of pretest was 54.54 and it was classified as poor. However, after applying treatment the students' literal comprehension improved. It was proved by students' mean score in posttest was 69.88 and it was classified as fairly good. Thus, the improvement of students' achievement in literal comprehension was 28.12%. It meant that by using Fix-up strategy improved students' literal reading comprehension (in terms of main idea).

Figure 4.1: The mean score of students' comprehension of main idea in literal level.

Figure 4.1 indicates the difference mean score of students' comprehension of main idea in literal comprehension between pretest and posttest. Before applying treatment in pretest, the students' mean score was 54.54. After applying treatment, students' mean score improved 69.88. It meant that students score in

post-test was higher than students' score in pre-test. Thus, using Fix-up strategy was effective to improve students' literal reading comprehension (in terms of main idea).

2. The Use of Fix-up Strategy in Teaching Reading Comprehension in Terms of Literal Comprehension Focused on Supporting Details

The finding of this research presented the result description of the research through the distribution score of pre-test and post-test in terms of supporting details by using Fix-up strategy. It showed from mean score of the students in pre-test and post-test and also improvement percentage. It could be seen in the table below:

Table 4.2 Mean Score and Improvement of Students in Terms of Supporting Details

Indicator	Mean Score		Improvement
Supporting Details	Pre-test	Post-test	Percent
	63.63	79.54	25%

Table 4.2 indicates that there are differences of students' score of pretest and posttest in literal reading comprehension in terms of supporting details. The data analysis showed the students' mean score improved from pre-test to post-test. The students' mean score of pre-test was 63.63 and it was classified as fair. However, after applying treatment the students' literal comprehension improved. It was proved by students' mean score in post-test was 79.54 and it was classified as good. Hence, the improvement of students' achievement in literal

comprehension was 25%. It meant that by using Fix-up strategy improved students' literal reading comprehension (in terms of supporting details).

Figure 4.2: The mean score of students' comprehension of supporting details in literal level.
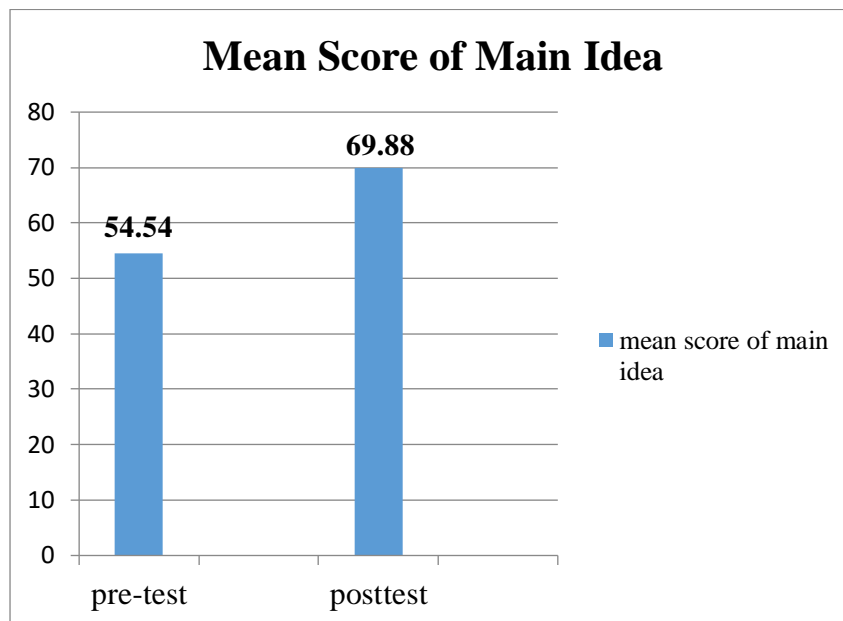

Figure 4.2 indicates the difference mean score of students' comprehension of main idea in literal comprehension between pre-test and post-test. Before applying treatment in pre-test, the students' mean score was 63.63. After applying treatment, students' mean score improved 79.54. It meant that students score in post-test was higher than students' score in pre-test. Thus, using Fix-up strategy was effective to improve students' literal reading comprehension (in terms of supporting details).

3. **The Use of Fix-up Strategy in Teaching reading Comprehension in Terms of Interpretative Comprehension Focused on making conclusion**

The finding of this research presented the result description of the research through the distribution score of pre-test and post-test in terms of make conclusion by using Fix-up strategy. It showed from mean score of the students in pretest and posttest and also improvement percentage. It could be seen in the table below:

Table 4.3 Mean Score and Improvement of Students in Terms of Make Conclusion

Indicator	Mean Score		Improvement
Make Conclusion	**Pre-test**	**Post-test**	**Percent**
	27.27	44.31	62.48%

Table 4.3 indicates that there are differences of students' score of pretest and posttest in interpretative reading comprehension in terms of make conclusion. The data analysis showed the students' mean score improved from pretest to posttest. The students' mean score of pretest was 27.27 and it was classified very poor. However, after applying treatment the students' interpretative comprehension improves. It was proved by students' mean score in posttest was 44.31 and it was classified as poor. Hence, the improvement of students' achievement in interpretative comprehension was 62.48%. It meant that by using Fix-up strategy improved students' literal reading comprehension (in term make conclusion).

Figure 4.3: The Mean Score of Students' Comprehension of Make Conclusion in Interpretative Level.
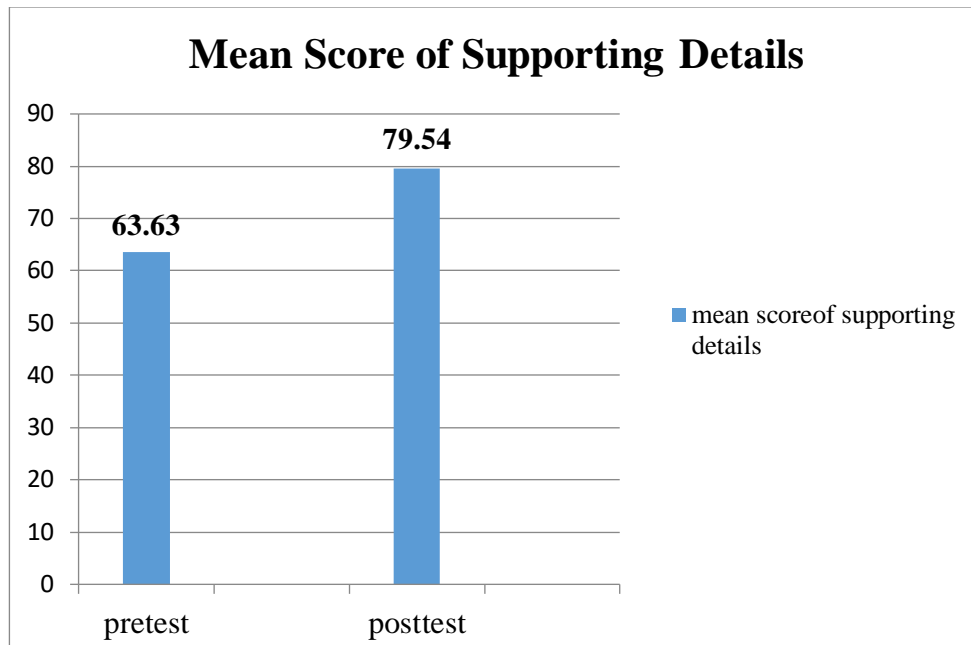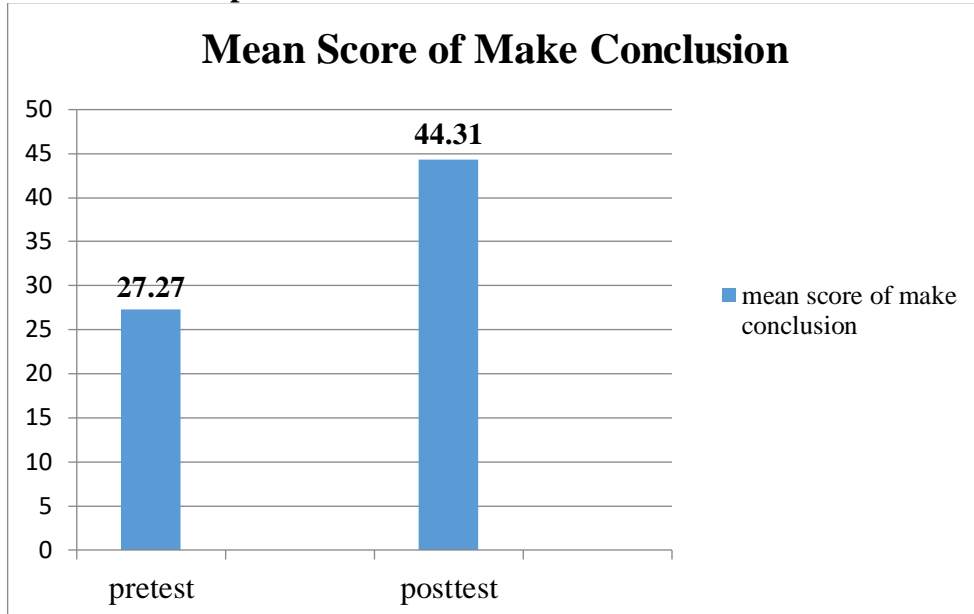

Figure 4.3 indicates the difference mean score of students' comprehension of make conclusion in interpretative comprehension between pre-test and post-test. Before applying treatment in pre-test, the students' mean score was 27.27. After applying treatment, students' mean score improved 44.31. It meant that students score in post-test was higher than students' score in pre-test. Thus, using Fix-up strategy was effective to improve students' interpretative reading comprehension (in terms of make conclusion).

4. Hypothesis Testing

In order to know whether or not different between pre-test and post-test were significantly different, the test statistical analysis was employed. In this case,

the researcher used t-test (test of significance) for independent sample test that was, a test to know the significant difference between the resulted of students' mean scores in pre-test and post-test. Assuming that the level of significance (α)=0.05,the only thing which was needed; degree of freedom (df) = 22, where n-1=21; then the result of t-test was presented in the following table:

Table 4.4 The t-test of the Students' Achievement in Reading Comprehension

Variables/Indicator	t-test	t-table	Remarks
Literal			
Main Idea	3.88	1.721	Significant different
Supporting Details	2.40	1.721	Significant different
Interpretative			
Make Conclusion	3.93	1.721	Significant different

Based on the result of the data analysis as summarized in table 4.4 above on the researcher found that the t-test was greater than the level of significance at t-table and the degree of freedom 21. The t-test for literal in terms of main idea was 3.88, supporting details was 2.40 and the t-test for make conclusion was 3.93. Where the t-test was greater than t-table meant that there was significantly difference between pre-test and post-test after using treatment. It indicated that the alternative hypothesis (H1) was accepted and the null hypothesis (H0) was rejected. It meant that Fix-up strategy significantly improved the students' reading comprehension.

Based on these result, it concluded that there were significant difference of the students' reading comprehension dealt with literal comprehension in terms of (main idea and supporting details) and interpretative comprehension in term of (make conclusion) before and after using Fix-up strategy.

B. Discussion

The discussion dealt with arguments and further interpretation of the research findings of the result both the pretest and posttest results. The description of the data collected through test as explained in the previous section showed that the students' reading comprehension improved considerably. It was supported by the mean score rate of the students' pretest and posttest.

From the explanation above, we know that reading comprehension is very important. Generally, the reader must understand the whole context of the text. As Duffy said on chapter 2, were Fix-up strategies is frequently referred to as "look-backs.

Using Fix-up strategy developed the students' reading comprehension more meaningfully than the conventional one. Fix-up strategy was able to change the students' reading comprehension better than before. Thus, it could be inferred statistically based on t-test value that Fix-up strategy was more effective in developing students' comprehension of literal and interpretative in reading comprehension.

Based on the result of the students' answers either in control or experimental group before and after treatment, the researcher noticed that students often did not understand the text. They would copy something from the text, if they did not know what the mean from the text. As the researcher analyzed students' difficulties in reading comprehension, the researcher surmised that they had an underlying lack of linguistic competence in English that affected their reading. Some of the researcher's conclusions were their lack of vocabulary knowledge led to not recognizing the ideas of the reading, even when the question was literal and factual in the test. They also weak in interpreting the text given, and it also makes them difficult to read critically.

It proved that the problem on the background still occurs, however, the use of Fix-up strategy was successfully maximized the students' reading comprehension. The students were encouraged with the use of Fix-up strategy in their reading.

Based on the previous finding the researcher would like to compare of the finding. Muliati (2014) with the title "Improving the Students' Reading comprehension Through Fix up Strategy" concluded that the findings indicated that the application of fix up strategies was effective and significant in improving the students' reading skill especially students' reading comprehension. It was proved that the mean score of diagnostic test was 6.52, Cycle I 65.22 and after conducted Cycle II improved to 77.39. And based on mean sore of students' reading comprehension during two cycle researcher found percentage improvement that was from Diagnostic Test to cycle I was 15.41%, from cycle I

to cycle II was 18.62% higher than before and from Diagnostic Test to Cycle II was 36.90%. It meant that there was the improvement of students' reading comprehension on learning process.

Meanwhile, the researcher also conducted a study which consisted of several stages. First, the researcher gave the pre-test in first met to the students by using reading test and total number of essay test consisted of 5 items, it aimed to know the result of the students before treatment and there were some level of comprehension. In the treatment, the researcher had done the teaching learning process more interesting by using Fix-up strategy. The students would do the different learning process, which the students understood what they had read. It indicated that the students were more active and helped those recalling main idea, supporting details and make conclusion towards comprehending the text.

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

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

Literal comprehension represents the ability of the students to understand the content of the text. A main idea was more than just guessing what was going too happened next. Main idea helped students become actively involved in reading and helped to keep their interest level high. Main could also helped 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 poor in main idea on pre-test but after treatment, categorized into fairly good in main idea on posttest. The main idea improved (28.12%) from the mean score in pre-test was 54.54 and post-test was 69.88. it indicated that the score of main idea in post-test was higher than pre-test.

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

Based on the result of finding that before giving the treatment, the students' literal comprehension was categorized into fair in supporting details on pre-test but after treatment, categorized into good in main idea on posttest. The supporting details improved (25%) from the mean score in pre-test was 63.63 and post-test was 79.54. it indicated that the score of supporting details in post-test was higher than pretest.

3. The students' Reading Comprehension in Interpretative Comprehension (Make Conclusion)

Based on the result of finding that before giving the treatment, the students' interpretative comprehension was categorized into very poor in make conclusion on pretest but after treatment, categorized into poor in make conclusion on post-test. Make conclusion improved (62.48%) from the mean score in pre-test was 27.27 and post-test was 44.31. it indicated that the score of make conclusion in post-test was higher than pretest.

From the result and the discussion above, it stated that an active reading still needed to improve the students' reading on their level of comprehension. Based on the research result, the students have already made significant progress in reading after they are given the treatment. In addition, based on the research findings, the students' achievement taught by using Fix-up strategy is better than the use of a conventional way.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter deals with the conclusion and implication of the research findings, some suggestion regarding to the finding for the improvement of teaching reading comprehension by Fix-up strategy.

A. Conclusion

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

1. Fix-up strategy was effective to improve the students' literal comprehension in term of the main idea. The students' mean score of pretest was classified as poor. After applying treatment the students' literal comprehension improved. It was proved by students' mean score in posttest was classified as fairly good. Hence, the improvement of students' achievement in literal comprehension was effective.

2. Fix-up strategy was effective to improve the students' literal comprehension in term of supporting details. The students' mean score of pretest was classified as fair. After applying treatment the students' literal comprehension improved. It was proved by students' mean score in posttest was classified as good. Hence, the improvement of students' achievement in literal comprehension was effective.

3. Fix-up strategy was effective to improve the students' interpretative comprehension in term of make conclusion. The students' mean score of pretest was classified very poor. After applying treatment the students' interpretative comprehension improved. It was proved by students' mean score in posttestwas classified as poor. Hence,the improvement of students' achievement in interpretative comprehension was effective.

B. Suggestion

Based on the conclusion above, the researcher would like to give suggestions as follows:

1. The English teachers should be creative to manage the materials in the classroom for teaching reading comprehension such as using Fix-up strategy. This is meant to avoid monotonous teaching method.

2. It is suggested that the teaching literal and interpretative levels of reading comprehension be continually implemented to the students.

3. Further researches need to be conducted and explored more about the effectiveness of Fix-up strategy.

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APPENDIX A

The List Name of the Students of Class X.A SMAN 1 Keera

No	Sample	Code
1	AGUSTINRA DEWI	Std 1
2	ALFIAN ANANDA PRATAMA	Std 2
3	ARMAN JAYA	Std 3
4	ASRUL ARYA PRASETYA	Std 4
5	FITRI RAHMADANI	Std 5
6	HASMIATANG	Std 6
7	IKHSAN MAHENDRA	Std 7
8	JUMARNI	Std 8
9	JUNI ASRIANA	Std 9
10	MUH. IQBAL	Std 10
11	MUH. AMIRULLAH	Std 11
12	MUHAMMAD IKRAM	Std 12
13	NURFADILLAH	Std 13
14	NURLINDASARI	Std 14
15	RAHMAT HIDAYAT MULIAWAN	Std 15
16	RENI AFRIANTI	Std 16
17	RESTI AMANDA	Std 17
18	REZA MAHARDIKA	Std 18
19	RIZKI FARMA	Std 19
20	RUDIANTO	Std 20
21	SARI	Std 21
22	YUSRIL ELZAMAHARANI	Std 22

APPENDIX B

The result of the students' score in pre-test and post-test of reading comprehension
in the term of main idea

No	Name	Pre-test (X_1)			Post-test (X_2)		
		Point	Score	Classification	Point	Score	Classification
1	Std1	5	62,5	Fair	5	62,5	Fair
2	Std 2	2	25	Very Poor	3	37,5	Poor
3	Std 3	3	37,5	Poor	5	62,5	Fair
4	Std 4	2	25	Very Poor	2	25	Very Poor
5	Std 5	5	62,5	Fair	7	87,5	Very Good
6	Std 6	5	62,5	Fair	8	100	Excellent
7	Std 7	4	50	Poor	7	87,5	Very Good
8	Std 8	5	62,5	Fair	6	75	Fairly Good
9	Std 9	5	62,5	Fair	6	75	Fairly Good
10	Std 10	5	62,5	Fair	6	75	Fairly Good
11	Std 11	4	50	Poor	8	100	Excellent
12	Std 12	4	50	Poor	4	50	Poor
13	Std 13	5	62,5	Fair	6	75	Fairly Good
14	Std 14	5	62,5	Fair	8	100	Excellent
15	Std 15	5	62,5	Fair	4	50	Poor
16	Std 16	5	62,5	Fair	6	75	Fairly Good
17	Std 17	5	62,5	Fair	5	62,5	Fair
18	Std 18	5	62,5	Fair	8	100	Excellent
19	Std 19	5	62,5	Fair	7	87,5	Very Good
20	Std 20	2	25	Very Poor	2	25	Very Poor
21	Std 21	5	62,5	Fair	3	37,5	Poor

22	Std 22	5	62,5	Fair	7	87,5	Very Good
N= 22	**TOTAL**		1200			1537,5	

APPENDIX C

The result of the students' score in pre-test and post-test of reading comprehension in the term of supporting details

No	Name	Pre-test (X_1)			Post-test (X_2)		
		Point	Score	Classification	Point	Score	Classification
1	Std 1	5	62,5	Fair	3	37,5	Poor
2	Std 2	8	100	Excellent	5	62,5	Fair
3	Std 3	2	25	Very Poor	7	87,5	Very Good
4	Std 4	2	25	Very Poor	2	25	Very Poor
5	Std 5	8	100	Excellent	8	100	Excellent
6	Std 6	8	100	Excellent	8	100	Excellent
7	Std 7	2	25	Very Poor	8	100	Excellent
8	Std 8	5	62,5	Fair	8	100	Excellent
9	Std 9	8	100	Excellent	8	100	Excellent
10	Std 10	2	25	Very Poor	8	100	Excellent
11	Std 11	5	62,5	Fair	8	100	Excellent
12	Std 12	2	25	Very Poor	1	12,5	Very Poor
13	Std 13	8	100	Excellent	8	100	Excellent
14	Std 14	8	100	Excellent	8	100	Excellent
15	Std 15	5	62,5	Fair	5	62,5	Fair
16	Std 16	2	25	Very Poor	6	75	Fairly Good
17	Std 17	5	62,5	Fair	8	100	Excellent
18	Std 18	8	100	Excellent	8	100	Excellent
19	Std 19	8	100	Excellent	8	100	Excellent
20	Std 20	1	12,5	Very Poor	1	12,5	Very Poor
21	Std 21	5	62,5	Fair	6	75	Very Poor

22	Std 22	5	62,5	Fair	8	100	Excellent
N= 22	**TOTAL**	1400				1750	

APPENDIX D

The result of the students' score in pre-test and post-test of reading comprehension
in the term of make conclusion

No	Name	Pre-test (X_1)			Post-test (X_2)		
		Point	Score	Classification	Point	Score	Classification
1	Std 1	0	0	Very Poor	1	25	Very Poor
2	Std 2	1	25	Very Poor	1	25	Very Poor
3	Std 3	1	25	Very Poor	1	25	Very Poor
4	Std 4	1	25	Very Poor	0	0	Very Poor
5	Std 5	1	25	Very Poor	3	75	Fairly Good
6	Std 6	2	50	Poor	3	75	Fairly Good
7	Std 7	1	25	Very Poor	3	75	Fairly Good
8	Std 8	1	25	Very Poor	2	50	Poor
9	Std 9	1	25	Very Poor	3	75	Fairly Good
10	Std 10	1	25	Very Poor	1	25	Very Poor
11	Std 11	1	25	Very Poor	3	75	Fairly Good
12	Std 12	0	0	Very Poor	0	0	Very Poor
13	Std 13	2	50	Poor	3	75	Fairly Good
14	Std 14	1	25	Very Poor	1	25	Very Poor
15	Std 15	1	25	Very Poor	1	25	Very Poor
16	Std 16	2	50	Poor	2	50	Poor
17	Std 17	2	50	Poor	2	50	Poor
18	Std 18	2	50	Poor	3	75	Fairly Good
19	Std 19	1	25	Very Poor	3	75	Fairly Good
20	Std 20	0	0	Very Poor	0	0	Very Poor
21	Std 21	1	25	Very Poor	2	50	Poor

22	Std 22	1	25	Very Poor	1	25	Very Poor
N= 22	**TOTAL**		600			975	

APPENDIX E

The calculation of the students' score in pre test and post test of reading comprehension in term of main idea

No	Name	Pre test (X_1)		Post test (X_2)		X_2-X_1	
		(X_1)	$(X_1)^2$	(X_2)	$(X_2)^2$	$D(X_2-X_1)$	$D(X_2-X_1)^2$
1	Std 1	62,5	3906,25	62,5	3906,25	0	0
2	Std 2	25	625	37,5	1406,25	12,5	156,25
3	Std 3	37,5	1406,25	62,5	3906,25	25	625
4	Std 4	25	625	25	625	0	0
5	Std 5	62,5	3906,25	87,5	7656,25	25	625
6	Std 6	62,5	3906,25	100	10000	37.5	1406,25
7	Std 7	50	2500	87,5	7656,25	37.5	1406,25
8	Std 8	62,5	3906,25	75	5625	12,5	156,25
9	Std 9	62,5	3906,25	75	5625	12,5	156,25
10	Std 10	62,5	3906,25	75	5625	12,5	156,25
11	Std 11	50	2500	100	10000	50	2500
12	Std 12	50	2500	50	2500	0	0
13	Std 13	62,5	3906,25	75	5625	12,5	156,25
14	Std 14	62,5	3906,25	100	10000	37,5	1406,25
15	Std 15	62,5	3906,25	50	2500	-13	169
16	Std 16	62,5	3906,25	75	5625	12,5	156,25
17	Std 17	62,5	3906,25	62,5	3906,25	0	0
18	Std 18	62,5	3906,25	100	10000	37,5	1406,25
19	Std 19	62,5	3906,25	87,5	7656,25	25	625
20	Std 20	25	225	25	625	0	0
21	Std 21	62,5	3906,25	37,5	1406,25	-25	625

22	Std 22	62,5	3906,25	87,5	7656,25	25	625
	Total	**1200**	**68.995**	**1537.5**	**119.531.25**	**337**	**12.356.5**

APPENDIX F

The calculation of the students' score in pre test and post test of reading comprehension in term of supporting details

No	Name	Pre test (X_1)		Post test (X_2)		X_2-X_1	
		(X_1)	(X_1)²	(X_2)	(X_2)²	D(X_2-X_1)	D(X_2-X_1)²
1	Std 1	62,5	3906,25	37,5	1406,25	-25	625
2	Std 2	100	10000	62,5	3906,25	-38	1444
3	Std 3	25	625	87,5	7656,25	62,5	3906,25
4	Std 4	25	625	25	625	0	0
5	Std 5	100	10000	100	10000	0	0
6	Std 6	100	10000	100	10000	0	0
7	Std 7	25	625	100	10000	75	5625
8	Std 8	62,5	3906,25	100	10000	37,5	1406,25
9	Std 9	100	10000	100	10000	0	0
10	Std 10	25	625	100	10000	75	5625
11	Std 11	62,5	3906,25	100	10000	37,5	1406,25
12	Std 12	25	625	12,5	156,25	-13	169
13	Std 13	100	10000	100	10000	0	0
14	Std 14	100	10000	100	10000	0	0
15	Std 15	62,5	3906,25	62,5	3906,25	0	0
16	Std 16	25	625	75	5625	50	2500
17	Std 17	62,5	3906,25	100	10000	37,5	1406,25
18	Std 18	100	10000	100	10000	0	0
19	Std 19	100	10000	100	10000	0	0
20	Std 20	12,5	156,25	12,5	156,25	0	0
21	Std 21	62,5	3906,25	75	5625	12,5	156,25

22	Std 22	62,5	3906,25	100	10000	37,5	1406,25
	Total	**1400**	**111250**	**1750**	**159.062.5**	**349**	**25.675.5**

APPENDIX G

The calculation of the students' score in pre test and post test of reading comprehension in term of make conclusion

No	Name	Pre test (X_1)		Post test (X_2)		X_2-X_1	
		(X_1)	(X_1)²	(X_2)	(X_2)²	D(X_2-X_1)	D(X_2-X_1)²
1	Std 1	0	0	25	625	25	625
2	Std 2	25	625	25	625	0	0
3	Std 3	25	625	25	625	0	0
4	Std 4	25	625	0	0	-25	625
5	Std 5	25	625	75	5625	50	2500
6	Std 6	50	2500	75	5625	25	625
7	Std 7	25	625	75	5625	50	2500
8	Std 8	25	625	50	2500	25	625
9	Std 9	25	625	75	5625	50	2500
10	Std 10	25	625	25	625	50	2500
11	Std 11	25	625	75	5625	50	2500
12	Std 12	0	0	0	0	0	0
13	Std 13	50	2500	75	5625	25	625
14	Std 14	25	625	25	625	0	0
15	Std 15	25	625	25	625	0	0
16	Std 16	50	2500	50	2500	0	0
17	Std 17	50	2500	50	2500	0	0
18	Std 18	50	2500	75	5625	25	625
19	Std 19	25	625	75	5625	50	2500
20	Std 20	0	0	0	0	0	0
21	Std 21	25	625	50	2500	25	625

22	Std 22	25	625	25	625	0	0
	Total	**600**	**21250**	**975**	**59375**	**425**	**19375**

APPENDIX H

CALCULATING MEAN SCORE

1. **The Mean Score of Students' Pre-Test and Post-Test In Literal Comprehension Focused on Main Idea**

   a. The mean score of students' Pre-test

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

   $$\overline{X} = \frac{1200}{22}$$

   $$\overline{X} = 54,54$$

   b. The mean score of students' Post-test

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

   $$\overline{X} = \frac{1537,5}{22}$$

   $$\overline{X} = 69,88$$

2. **The Mean Score of Students' Pre-Test and Post-Test In Literal Comprehension Focused on Supporting Details**

   a. The mean score of students' Pre-test

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

   $$\overline{X} = \frac{1400}{22}$$

   $$\overline{X} = 63,63$$

   b. The mean score of students' Post-test

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

   $$\overline{X} = \frac{1750}{22}$$

$$\overline{X} = 79{,}54$$

3. **The Mean Score of Students' Pre-Test and Post-Test In Interpretative Comprehension Focused on Make Conclusion**

   a. The mean score of students' Pre-test

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

   $$\overline{X} = \frac{600}{22}$$

   $$\overline{X} = 27{,}27$$

   b. The mean score of students' Post-test

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

   $$\overline{X} = \frac{975}{22}$$

   $$\overline{X} = 44{,}31$$

APPENDIX I

1. **The Improvement of Students' Score in Literal Comprehension Focused on Main Idea**

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

$$P = \frac{69,88 - 54,54}{54,54} x 100\%$$

$$P = 28,12\%$$

2. **The Improvement of Students' Score in Literal Comprehension Focused on Supporting Details**

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

$$P = \frac{79,54 - 63,63}{63,63} x 100\%$$

$$P = 25\%$$

3. **The Improvement of Students' Score in Interpretative Comprehension Focused on Make Conclusion**

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

$$P = \frac{44,31 - 27,27}{27,27} x 100\%$$

$$P = 62,48\% =$$

1. **Calculating the T-test Analysis**

a. **Calculating the T-test Analysis ofLiteral Comprehension Focused on Main Idea**

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

$$t = \frac{15,31}{\sqrt{\frac{12.356,5 - \frac{(337)^2}{22}}{22(22-1)}}}$$

$$t = \frac{15,31}{\sqrt{\frac{12.356,5 - \frac{113.569}{22}}{22(21)}}}$$

$$t = \frac{15,31}{\sqrt{\frac{12.356,5 - 5.162,22}{462}}}$$

$$t = \frac{15,31}{\sqrt{\frac{7.194,28}{462}}}$$

$$t = \frac{15,31}{\sqrt{15,57}}$$

$$t = \frac{15,31}{3,94}$$

$$t = 3,88$$

b. Calculating the T-test Analysis of Literal Comprehension Focused on Supporting Details

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

$$t = \frac{15,86}{\sqrt{\frac{25.675,5 - \frac{(349)^2}{22}}{22(22-1)}}}$$

$$t = \frac{15,86}{\sqrt{\frac{25.675,5 - \frac{121.801}{22}}{22(21)}}}$$

$$t = \frac{15,86}{\sqrt{\frac{25.675,5 - 5.536,40}{462}}}$$

$$t = \frac{15,86}{\sqrt{\frac{20.139,1}{462}}}$$

$$t = \frac{15,86}{\sqrt{43,59}}$$

$$t = \frac{15,86}{6,60}$$

$$t = 2,40$$

c. **Calculating the T-test Analysis of Interpretative Comprehension Focused on Make Conclusion**

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

$$t = \frac{19,31}{\sqrt{\frac{19.375 - \frac{(425)^2}{22}}{22(22-1)}}}$$

$$t = \frac{19,31}{\sqrt{\frac{19.375 - \frac{180.625}{22}}{22(21)}}}$$

$$t = \frac{19,31}{\sqrt{\frac{19.375 - 8.210,22}{462}}}$$

$$t = \frac{19,31}{\sqrt{\frac{11.164,78}{462}}}$$

$$t = \frac{19,31}{\sqrt{24,16}}$$

$$t = \frac{19,31}{4,91}$$

$$t = 3,93$$

APPENDIX K

TABLE DISTRIBUTION OF T-VALUE

df	α (For two groups sample)					
	0, 50	*0, 20*	*0, 10*	*0, 05*	*0, 02*	*0, 1*
	α (For one group sample)					
	0, 25	*0, 10*	*0, 05*	*0, 02*	*0, 01*	*0, 005*
1.	1,000	3,078	6,314	12,706	31,821	63,657
2.	0,816	1,886	2,920	4,303	6,965	9,925
3.	0,765	1,638	2,353	3,182	4,541	5,841
4.	0,741	1,533	2,132	2,766	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	3,143	3,707
7.	0,711	1,415	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	2,228	2,764	3,169
11..	0,697	1,363	1,796	2,201	2,718	3,106
12.	0,695	1,356	1,782	2,178	2,681	3,055
13.	0,694	1,350	1,771	2,160	2,650	3,012
14.	0,692	1,345	1,761	2,145	2,624	2,977
15.	0,691	1,341	1,753	2,132	2,623	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.	0,66	1,323	**1,721**	2,080	2,518	2,831
22.	0,686	1,321	1,717	2,074	2,508	2,819
23.	0,685	1,319	1,714	2,069	2,500	2,807
24.	0,685	1,318	1,711	2,064	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	1,980	2,358	2,617
	0,674	1,282	1,645	1,960	2,326	2,676

ANSWER KEY

1. There is a man very tall. His named bob. Bob was taller than his father and his older brother. He was the tallest man in his village.
2. Bob High and Dicky Low.
3. I have to admit that I'm short and I'm not denying that fact, but my hands are longer than yours.
4. Dicky Low.
5. The conclusion of the story is everyone has their own excess and weakness. Although bob high is the tallest person but he cannot use his mind well. He is also a bit arrogant. Although Dicky low is the shortest person but he is the most intelligent of the others. He can use his mind well when dealing with high bob. The point is we should not judge people just from physical form because maybe people who we value good not necessarily good and people we value bad not necessarily bad. And from this story, we learn that the weaknesses in ourselves should not make us less confident, but how do we make that weakness become the excess that make us different from others.

ANSWER KEY

1. Gapetto always dream about having a child
2. Italy
3. Gapettos birthday comes just three days ahead, and he had not prepared a gift.
4. He went to cut wood for the city people
5. The conclusion of the story, Pinocchio is a wooden puppet transformed by a fairy mother into a human being and made a child by Gepetto. Pinocchio became a naughty boy and was often involved in problems and ever Pinocchio was caught by wicked witch. However, gradually become aware and become a good child and devoted to parents. From this story we can learn that be a good boy who always remembers parents' messages and advice because parents always want the best for their children. And then, always be careful with strangers we do not know well, because they may intend to deceive us.

CURRICULUM VITAE

The researcher, **Andi Ikhsan Anggriawan. M** was born on August 20th, 1994 in Ujung Pandang, South Sulawesi. He is the second children of the marriage of H. Magga, S.Pd., M.M and Hj. Andi Anna, S.Pd.Ing. He has two sisters and three brothers. He began him study at SD Negeri 321 Ballere and graduated in 2007. Then he continued at Mts As'Adiyah Putra 1 Sengkang and graduated in 2010. Afterwards, he continued him study at SMAN 1 Keera and graduated in 2013. In the year, hhe was registered as a student of English Education Department of Teacher Training and Education Faculty of Muhammadiyah University of Makassar. And at the end of her study, he could finish him thesis by the title The *Use of Fix-up Strategy to Improve Students' Reading Comprehension (An Expeimental Research at the Tenth Grade Students of SMAN 1 Keera).*