

**THE USE OF CORNELL NOTE-TAKING METHOD IN DEVELOPING THE
STUDENTS' READING COMPREHENSION
AT SMAN 2 TAKALAR
(A Pre-Experimental Research at the Eleven Grade Student's of
SMA Negeri 2 Takalar)**



A THESIS

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**ENGLISH DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
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ABSTRACT

JUNIATI,2018. The Use of Cornell Note-Taking Method in Developing The Students' Reading Comprehension of SMA Negeri 2 Takalar, under the thesis of English Education Department, the Faculty of Teacher Training and Education, Muhammadiyah University of Makassar, supervisor by Ratna Dewi, and Amar Ma'ruf.

This research aimed at find it's wheter or not Cornell Note-Taking Method can be use to improve student's literal and interpretative reading comprehension

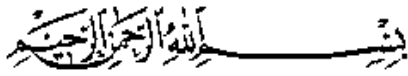
The researcher used a Pre-Experimental Design. The research had conducted with treatment, where each all consisted of six meetings. A pre experimental design was employed with one group pre-test and post-test design. The population of this research was the Eleven grade Students of SMA Negeri 2 Takalar year 2017/2019. The sample was only one class consisted of 20 students that was selected by using total sampling technique. The data were obtained through reading test.

The findings showed that the students' mean score in pre-test was 1.9 and it was improved to be 2.8 in post-test. Therefore, the statistical computation described that Cornell Note-Taking method was effective in improving the students' reading comprehension. It was supported by the value of t-test that the value of t-table ($5.59 > 1.729$). Therefore, the Alternative Hypothesis was accepted and the Null hypothesis was rejected. Based on the result analysis, the researcher concluded that Cornell Note-Taking method can improve the students' reading comprehension in terms of literal and interpretative reading comprehension.

Key Word: Reading Comprehension, Cornell Note-Taking Method, Literal

Comprehension, Interpretative Comprehension.

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Makassar, Juli 2016

The Researcher

JUNIATI

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CHAPTER I

INTRODUCTION

A. Background

Cornell Note-Taking Method is how effective or efficient for the record, this method is very belligerent important to record and also in learning so that younger students see the main concepts, Cornell Note-Taking Method is also commonly used to obtain an effective information in the study, to taken note focused on access, sort, and coding information. Cornell Note-Taking Method will also help students to think and focused on the lessons and tasks assigned, with a note which effectively allows the student to set the record so that the students will find important information to the younger.

Cornell Note-Taking Method requires the attention to be more precisely focused on the access, sorting, and coding of the information than it would be when simply listening to a speaker or reading a document (Piolat, Olive, & Kellogg, 2004). Cornell note-taking is used to summarize and find that it is a useful way to get the main idea, the main supporting point. Cornell Note-Taking Method very good to examine students in the classroom to improve student understanding and thinking of the material provided. As for the advantages of using Cornell-Note taking because it is set the main point of the material and the student can keep the records that have been organized so that students can revise and review their records later.

Most previous researches seem to agree that Note-Taking Method could improve the students' reading comprehension. Jinyan (2006) has done pre-

experimental study of the participants agreeing that the academic skill of taking notes in class was beneficial with regard to improving reading comprehension. Barnett et al (1981) posited that note-taking lets learners either memorize messages simultaneously in the comprehension process or store them externally after audio input ends. Dunkel (1985) proposed that taking-notes helps learners better attend to material when “cognitively involved” in audio input.

Titus (1981) considered notes as comprised of concrete and external repository of information, not contributing to knowledge growth until note-taking learn to make connections and to generate thoughts review and reflection. Kiewra (1985) suggested encoding as another important dimension in note taking.

Most studies have been content to use note-taking method which can improve the students' reading comprehension. The difference between previous studies of this research is distinguished by the texts given to be understood by students. The study noted previously used methods to improve students' reading comprehension in writing descriptions, recount and arguments, so researchers will focus on access, sort, and coding information from it to only listen to the speaker or reading documents.

The focus of this study is to verify whether the use cornell-note take effective methods to improve students' reading comprehension. In this study, reading comprehension is known by measuring the ability of students to restate the students' understanding through argumentative text. There are three things that will get students after learning cornell note-taking method is, (1) capable of identifying main ideas and relationships between ideas in exposure, (2) is able to understand the

meaning behind the idea, (3) be able to present those ideas a language of its own students.

Based on the explanation above, the researcher would conduct a research under the title “The Use of Cornell Note-Taking Method in Developing The Students’ Reading Comprehension (A Pre-Experimental Research at the eleventh grade students of SMAN 2 Takalar).

B. Problem Statement

Based on the background above, the problem statement were formulates as follow:

1. Can Cornell Note-Taking Method be used to improve the students’ literal reading comprehension?
2. Can Cornell Note-Taking Method be used to improve the students’ interpretative reading comprehension?

C. Objectives of the Research

Based on the problem statement above, the objective of the research were formulates as follow:

1. Whether or not Cornell Note-Taking Method can be use to improve student’s literal reading comprehension.
2. Whether or not Cornell Note-Taking Method can be use to improve student’s interpretative reading comprehension.

D. Significance of the Research

The results of this study become useful information for students and teachers about the positive effects of Cornell Note-Taking Method, So they know and learn the language not only from one strategy, but also from others as the foundation in the teaching process especially to improve students' reading comprehension.

The findings of this study are expected to be useful information and provide positive contributions for English teachers, and students. This research has introduced teachers with new methods that can encourage students' understanding in reading.

E. Scope of the Research

The scope of the study is to use of Note-Taking Method in teaching reading comprehension dealing with the levels of comprehension namely, literal comprehension that deals with main ideas and interpretative comprehension that deals with drawing argumentative to the eleventh grade students of SMAN 2 Takalar, academic year 2017/2018. In this study, students learn to the use Explicit Instruction Technique by using narrative text reading comprehension.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Related Research Findings

Longman et al (1999) have done the research entitled “Effective Note-Taking Strategy” found that in aiding the students understand and remember the lectures notes, summarize the information. The students can do this with an outline or paragraph format or using a visual technique such as mapping.

Bates (2000) entitled “Student Toolkit 4: Reading and Note-Taking” found that brainstormings, mind-maps and concept cards, and all form of notes, in developing reading strategies. Thus, reading and note taking work together to support learning.

Dhann (2001) entitled “Note-Taking Skill: from Lectures and Readings” confirmed that note taking is an important academic task that helps the students to remember what the students have learnt and helps reviewing materials for re-use in revision and assignments. It is important that the students are critical when note taking, only write or draw what the students need later on, and record the information in a format that is easy to understand.

Pearce et al (2003) entitled “Note-Taking” used summarizing and found that it is a helpful way to gain the main idea, the main supporting points, details about each point, example and illustrations.

Boch et al (2005) entitled “Note-Taking and Learning: A Summary of Research” was doing the research about the benefits of Note-Taking and the results found that note-takers take notes to fulfill two major functions are to record information and/or to aid reflection. Over and above the drawing up of a simple memory aid, such as a shopping list, or a record of actions, such as a diary. One of the major aims of note taking is to build up a stable external memory in a form that can be used at a later date.

Ruschhaupt (2010) entitled “Using the Cornell Note-Taking System” concluded that there are many advantages of using the cornell Note-Taking Method because it is set up the main points of the lecture and keep the students’ notes organized, so the students can revise and review them later. Meanwhile, Velliaris (2010) entitled “Note-Taking Abbreviation” found that note taking helps the students to concentrate on what the lecturer is saying and provide the students with a summary. Taking notes promoted a deeper understanding of the content of the lecture. The students can take notes from a written source which helped the students in writing students’ essay. The students can also include notes about thoughts on the written source or the lecture the students heard to ascertain how the students are going to use the information in students’ essay.

Based on the findings above, the researcher found that the previous research and this research is about concludes and how to improve the students’ reading comprehension. The difference between previous researches from this research is differentiated by text given that will be comprehended by the students.

B. Some Pertinent Idea

1. Reading

a. The concept 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. There are many definition of reading given by some experts as follow:

1. Smith at al (1980: 6) state that reading an active attempt, on the part of the reader, to understand a writer message.
2. Nuttal (1982: 4) remarks that reading is process of getting a massage from a text or understanding a written text mean extracting the information from the text as efficiency as possible.
3. Godman (1968) defines that reading is an interaction between the writer and written language, through which the reader attempts to reconstruct a massage from the writer.

Based on the definition above, the researcher concludes that the definition of reading is interactive process of getting information and ideas from the writer with the writing text.

b. Reading Process

Woridijoyo (1989:10-11) puts forward some state or reading process as follow:

a) Perception

The perception here indicates the ability to read word a significant unit.

a) Comprehension

The comprehension refers ability to make the author or writer word conducive to useful through as read in contexts.

b) Reaction

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

c) Integration

The integration levels to the ability comprehend or understand through concept toward the experience of the writer that can be useful as a part of the reader's experience.

c. Kinds of reading

According to Indriati (2002:7-8) 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 practice, 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 written to discuss something written means to draw inferences and conclusions as well as to express a new idea on the basis of what is read.

c) Speed reading

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

i. The Reading technique

Abbot et al (1981: 92) determined the types of reading for the purpose of reading;

a) Skimming

The eyes run quickly over the text to discuss what it is about, the main idea and the gist. However, a reader should look quickly across and down the page to find specific information he wishes.

b) Scanning

The reader is on the lookout for a particular item he believes in the text. The scanning can be done to find name, data, statistic, or fact in writing. The eyes start quickly at the lines of writing.

c) Intensive reading.

It is also called study reading. This involves closed reading of the text as the amount of comprehension should be high. The speed of reading is correspondently slower.

2. Reading Comprehension

1. The concept of reading comprehension

It is necessary for the students of Senior High School to master reading comprehension. Cooper (1986) stated that Comprehension is a process in which the students may construct meaning by interacting with the text. In reading comprehension, students should have knowledge about understanding the reading passage. The common questions on the passages are primarily about the main ideas, details, and an inference that can be drawn from the passages.

According to Singer (1985) reading comprehension has been defined as an interpretation of written symbols, the apprehending of meaning, the assimilation of ideas presented by the written, and the process of thinking while deciphering symbols. Further, reading comprehension is related closely to the cognitive competence of the

students, because this produced comprehension. This idea also supported by Parera in Kahayanto (2005), he states as follows:

“Memahami adalah memperhatikan naskah tertulis dengan maksud memahami isinya. Proses ini dilakukan dengan mata diam atau membaca dalam hati. Hasil pemahaman disebut pemahaman bacaan. Cara membaca yang demikian disebut cara membaca pemahaman”.

It describes that in comprehending reading text, the students should notice the text to understand the main point. That is known as Reading Comprehension.

2. Reading Comprehension Level

According to Smith in Ashar (2007:22), there are four categories of comprehension levels:

a. 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.

b. 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.

c. 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.

d. 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.

3. The Concept of Narrative Text

1. Concept Narrative text

Parera (1993:5) states that a narrative was one of the forms of developing reading, for example characters told the history of something based on the development of reading from time to time.

According to Charles, et al, (1985:129) that most narratives have the following characteristic:

- a. It tells story of an event or events
- b. The events are usually arranged in a chronological order, in the order in which they occurred in time.

2. Genetic structure of a narrative text

Derewianka (1990:32) states that the steps for constructing a narrative are:

a. Orientation

In which the writer tells the audience about who the character in the story are, where the story is taking place, when the action is happen (can be a paragraph a picture or opening chapter).

b. Complication

The story is pushed along by a series of events, during which we usually expect some sort of complication or problem to arise. It just

would not be so interesting if something unexpected did not happen. This complication involves the main character and often solves to (temporally) toward them; for reaching their goal. Narratives mirror the complications we face in life and hand to reassure us that they are resolvable.

c. Resolution

In a “satisfying” narrative, a resolution of the complication is brought about the complication may be resolved for better or for worse, but it is rarely left completely on resolved although this is of course possible in certainly types of narrative, which leave us wondering (how is the end?).

4. Note-Taking Method

a. The concept of Note-Taking Method

Note taking is an effective information-processing tool that is commonly used both in daily life and in many professions (Hartley, 2002). As such, it contributes to the carrying out of a range of intellectual processes, such as making judgments, resolving issues, and making decisions. The taking of notes can aid time-consuming, real-time thought processes, such as the resolution of mathematical problems. In this respect, notes are similar to a rough draft in that it allow information to be coded, thereby relieving mnemonic processes and consequently helping with the development of the solution (Cary & Calson, 1999).

Taking notes requires the attention to be more precisely focused on the access, sorting, and coding of the information than it would be when simply listening

to a speaker or reading a document (Piolat, Olive, & Kellogg, 2004). Primary schools, secondary schools, and universities provide the students with no (or very little) help in acquiring the skills needed to successfully develop these two essential write-to-learn functions: (1) taking notes to stabilize the knowledge to be acquired and reproduced during “course question” type examinations and (2) taking notes to effectively resolve problems, whether this is understanding complex documents, writing reports, or solving algebraic equations.

The following list provides a few reasons why note taking is an important activity:

- a. Taking notes will help the students to extend the attention span (Rowntree, 1976). When reading or listening, students’ mind may tend to wander off. The students might be inclined to think about work, money, or relationships. It is quite easy for other aspects of students’ life to pop into students’ head while the students are listening to a lecture or while the students are reading. Taking notes helps keep the students focused on the subject area and to the task at hand (Kesselman-Turkel and Peterson, 1982).
- b. Taking notes will help the students to remember what the students have heard or read (Kesselman-Turkel and Peterson, 1982). The students learn more effectively when the students use multiple senses and multiple activities. When note -taking the students are using listening and writing skills and the students are using our brain and muscles. Also, by writing down notes, the students are paraphrasing the lecture or reading material into students’ own words and into a format that the students are more likely to understand when the students review the notes. And as an adult learner the students are more

likely to remember what the students have heard or read if the students take an active part in the learning. Rather than being a passive listener or reader, note taking makes the students an active learner. The notes the students produce are work and are a visible reminder of the effort the students have put into the course. This in itself can be a motivational factor for students' study.

- c. Note taking helps the students to organize the ideas the students are learning about (Kesselman-Turkel and Peterson, 1982). Good notes should arrange topics into easy-to-review chunks of information that are clear and well referenced. This is important if the students are using the notes to review for an examination or for as a starting point in an assignment (Rowntree, 1976).

According to Haven (2005) an important aspect of good note taking skill is to know what to write down in the notes. Distinguishing important from unimportant information is a skill that improves with practice. Being able to identify key words and key points will help the students determine what should be recorded.

- a. Key words signal that the information itself or the information to follow is important and should be recorded. Key words may be content-related, directional, or clue words.

1) Content key words relate directly to the subject matter being covered. For example, content key words in a history class might be the names of U.S. presidents from 1920 to 1948; in a psychology lecture it may be the parts of a neuron. Content key words often appear in bold or italic print in

textbooks. And it may be listed in the summary sections at the ends of chapters in most textbooks. Copy these term lists and take them to class to aid in recognition and spelling.

2) Directional key words relate to specific things the student is expected to do; it is often action verbs. For example, the words “due” and “turn to” are directional key words.

3) Clue words indicate that important information is forthcoming. Examples of clue words are: “above all,” “next,” “in addition to,” “most importantly,” “advantages,” “disadvantages,” “reasons,” and “types.”

b. Key points can easily be identified in assigned readings and with supplemental material provided by the instructor. Key points in a lecture often correspond to the major headings in a chapter. Bring a list of these headings to class and listen for them during the lecture. Some instructors write outlines for each lecture on the board or overhead projector. The key points will appear as major headings in the outline. Handouts provided by the instructor may also provide ideas for identifying key points.

c. Cues and clues, which are often sent out by the instructor, help to identify important information. Listen for changes in the instructor’s voice. When important information is being presented, the instructor’s voice often becomes higher in pitch or speaking speed increases. Gestural cues are important indicators also. Writing on the board or overhead projector are obvious clues. Additional gestures that signal important material will follow

are walking closer to the students, moving from behind the podium/desk, eye contact with students, leaning forward, or standing up.

b. Note-Taking in Reading

According to Phoenix (1994) there are 3 ways to get the best reading Note-Taking in the following:

1) Be Selective and Systematic

As students take notes from a written source, keep in mind that not all of a text may be relevant to the needs. Think about students' purpose for reading.

- a) Are the students reading for a general understanding of a topic or concept?
- b) Are the students reading for some specific information that may relate to the topic of an assignment?

Before the students start to take notes, skim the text. Then highlight or mark the main points and any relevant information the students may need to take notes from. Finally—keeping in mind students' purpose for reading—read the relevant sections of the text carefully and take separate notes as the students read.

2) Identify the Purpose and Function of a Text

Whether the students need to make notes on a whole text or just part of it, identifying the main purpose and function of a text is invaluable for clarifying students' note-taking purposes and saving time.

- a) Read the title and the abstract or preface (if there is one)
- b) Read the introduction or first paragraph
- c) Skim the text to read topic headings and notice how the text is organized
- d) Read graphic material and predict its purpose in the text

Students' aim is to identify potentially useful information by getting an initial overview of the text (chapter, article, and pages) that the students have selected to read.

3) Identify How Information is Organized

Most texts use a range of organizing principles to develop ideas. While most good writing will have a logical order, not all writers will use an organizing principle. Organizing principles tend to sequence information into a logical hierarchy, some of which are:

- a) Past ideas to present ideas
- b) The steps or stages of a process or event
- c) Most important point to least important point
- d) Well known ideas to least known ideas
- e) Simple ideas to complex ideas

- f) General ideas to specific ideas
- g) The largest parts to the smallest parts of something
- h) Problems and solutions
- i) Causes and results

c. Forms of Note-Taking

There are a number of ways information may be organized in notes (Haven, 2005). The form of organization the students use will depend on students' personal preferences, learning styles, the manner which the material is presented, and the subject matter. The students do not need to use the same form of organization for all note taking. Therefore, take a look at each method.

- 1) Cornell Method. With this method, different parts of the notebook page have different functions. Notes are recorded on one half, keywords and concepts are recorded in another area called the recall column, and a summary is recorded at the bottom of the page.
- 2) Two-Column Method. Like the Cornell method, the two-column method allows for easy scanning of notes to locate certain pieces of information.
- 3) Outlining. This method involves placing the information which is most general at the left, with each more specific group of facts indented with spaces to the right. The relationships between the different parts are carried out through indenting. No numbers, letters, or Roman numerals are

needed. Dash or indented outlining works best in classes other than physics or math.

- 4) Mapping Method. Mapping is a graphic representation that relates each fact or idea to every other fact or idea. It is a method that maximizes active participation during the lecture.
- 5) Charting Method. If the lecture format is distinct (such as chronological), the students may set up the paper by drawing columns and labeling appropriate headings in a table.
- 6) Sentence Method. Write every new thought, fact, or topic on a separate line, numbering as the students progress.
- 7) Topic and Concept Cards. Topic and concept cards provide alternatives to loose-leaf paper for recording notes. Notes are taken or recopied on 3 x 5 or 5 x 7 lined index cards. The topic or concept is written on one side of the card and the explanation or description is written on the other side. Usually, only one topic or concept is written on each card.

d. Cornell Note-Taking Method

When the students come to note taking, there are many different kinds of “method” or options, and each method has its benefits and drawbacks. One of the more effective and efficient options is the Cornell note-taking method. It allows the students to keep the notes organized, summarize the main points of a lecture quickly, and review for tests more efficiently (Ruschhaupt, 2010).

In the 1950s, a professor of education at Cornell University, Walter Pauk in Ruschhaupt (2010), wanted to find a more effective way for his students to take notes. He developed the Cornell note-taking method as a solution. The great thing about his method is that the students can use it for any class or subject.

Cornell notes are arranged in a way that allows the students to organize the notes, so the students will find important information more easily. The students can use them during a lecture, and while the students read the assigned chapters in the textbooks, the students can write down the main points (like vocabulary words and important dates) using Cornell notes.

In Conclusion, The Cornell note-taking method is not the only option, but it is an effective and efficient way to take notes. And, the Cornell note-taking method is a good way to structure the notes so the students see the main concepts easier. This method plays a huge role in making studying for tests successful. The more organized students' notes are, the easier it will be for the students to study for tests efficiently and effectively.

e. Advantages of Cornell Note-Taking Method

There are many advantages of using the Cornell note-taking method (Ruschhaupt, 2010) because it is set up so the students see the main points of the lecture—vocabulary words, important dates and people, theories, steps to

math problems, and processes. The following are advantages to using the Cornell note-taking method:

- 1) Keeps the notes organized, so the students can revise and review them later.
- 2) Allows the students to find important information easier.
- 3) Focuses on important concepts like vocabulary words, dates and people, theories, and processes.
- 4) Provides an efficient method of taking notes during any kind of lecture.
- 5) Allows for an easier way to study that can lead to higher grades in college.
- 6) Allows the students to review for tests in an organized way

C). Conceptual Framework

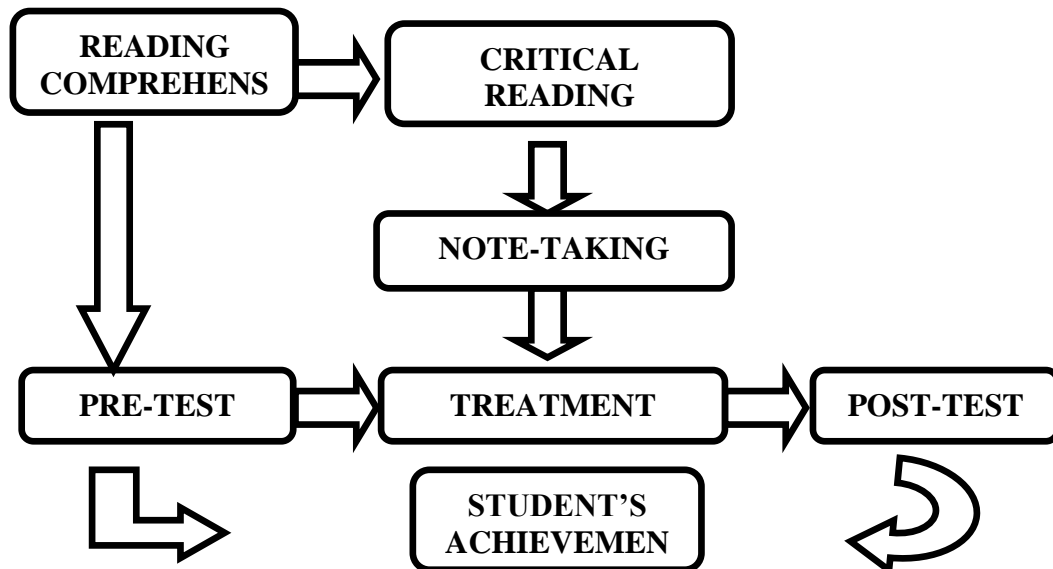


Figure 2.1. Conceptual Framework

The conceptual framework above describe that student's Reading Comprehension examined in Pre-Test. Meanwhile, after doing treatment by using Critical reading based on Cornell Note-Taking Method. In the same way, it also would be exercised in Post-Test. Thus, the researcher could be see the difference student's achievement between Pre-Test and Post-Test in developing student's reading comprehension at the eleven grade of SMAN 2 Takalar

C. Hypothesis

The hypothesis of this study can be mastered are alternative and null hypotheses. The hypothesis is formed as follow:

- a. Null hypothesis (H₀): the use of Cornell Note-Taking Method cannot improve the students' reading comprehension at the eleven grade of SMAN 2 TAKALAR.
- b. Alternative hypothesis: the use of Cornell Note-Taking Method can improve the students' reading comprehension at the eleven grade of SMAN 2 TAKALAR.

CHAPTER III

RESEARCH METHOD

This chapter consists of research design, research variable, population and sample, research instrument, data collection, and data analysis.

A. Research Design

This research used pre-experimental design with one group pretest-posttest design. There were treatment between pretest and posttest. The treatment gave after conducting the pretest. The design of this research illustrated as follows:

Table 3.1 Pre-Experimental (One Group Pre-Test Post-Test) Design

Pre-Test	Treatment	Post-Test
O1	X	O2

(Arikunto, 2006)

B. Research Variable and Indicators

1. Variables

The following were the variables of the research:

- a. Note-Taking Method of the research was the use of Note-Taking Method.
- b. The dependent variables of the research was in the comprehension and interpretative comprehension.

2. Indicators

There were two indicators of literal comprehension and interpretative comprehension, those were:

- a. Literal comprehension consists of main ideas.
- b. Interpretative comprehension consists of drawing conclusion.

C. Population and Sample

1) Population

The population of this research was the eleven grade of SMAN 2 TAKALAR in academic year 2016/2017. This school just has one class which consists of 30 students.

Table 3.2 population and sample (kelas dan jumlah siswa)

No.	Kelas	Jumlah
1.	IPA 1	20
2.	IPA 2	23
3.	IPA 3	22
4.	IPA 4	25
5.	IPS 1	29
6.	IPS 2	25
7.	IPS 3	28
TOTAL JUMLAH SISWA		172

2) Sample

Experimental study was a study that answers the question "if we do something in a strictly controlled conditions then what will happen?". To

determine whether or not there is a change in a state that strictly control then we need to be treated (treatment) in these conditions and it is this which was done on a research experiment. So that experimental research regarded as the research methods used to find a specific treatment effect against the other in uncontrolled conditions.

There were several ways of pre experimental sampling process were:

1. If the research was descriptive then minimum sample is 10% of the population.
2. If the researchers correlation, minimum sample was 30 subject.
3. If the causal comparative study, a sample of 30 subjects each group.
4. If the experimental research, the sample minimum was 15 subjects each group.

D. Research Instrument

The instrument of the research was reading pretest and posttest it aimed to find out the students' reading comprehension in reading narrative before and after treatment.

E. Data Collection

In collecting data, the researcher used some tasks as follows:

1. Pre-test

Before applying the treatment the students gave pretest to know their prior knowledge in reading. The researcher gave the students amount of test. The purpose of this session was to find out the students reading comprehension before using Note-Taking Method.

2. Post-test

After the treatment, the researcher would be given the students amount of test namely post test to know the students reading comprehension after using Note-Taking Method.

F. Technique of Data Analysis

Data collected through the pre-test and post-test. The researcher analyzed the data by using the following procedures:

1. In giving score, the researcher use the formula:

$$score = \frac{\text{students' correct answer}}{\text{total number of items}} \times 10$$

(Sudjana: 1982)

2. Classifying the student's score based on the score standard of evaluation in the following:

- a. Score 9,6 – 10 is classified as excellent
- b. Score 8,6 – 9,5 is classified as very good
- c. Score 7,6 – 8,5 is classified as good
- d. Score 6,6 – 7,5 is classified as fairly good
- e. Score 5,6 – 6,5 is classified as fair
- f. Score 3,6 – 5,5 is classified as poor

g. Score 0 – 3,5 is classified as very poor

(Depdikbud in Muhalim, 2010)

The ways to give score the students' answer by using the formula:

a. Rubric of main Ideas

Table 3.3 (criteria and score) main ideas.

No.	Criteria	Score
1.	The answer includes a clear generalization that states or implies the main idea	40
2.	The answer states or implies the main idea from the story	30
3.	Indicator inaccurate or incomplete understanding of main idea	20
4.	The answer includes minimal or no understanding of main idea	10

b. Rubric of Conclusion

Table 3.4 (criteria and score) argumentative

Criteria	Score
argumentative reflects one of the paragraphs in the writing. It is excellent	40
argumentative form of explanation, proof, reason, is presented with examples and causation. It is good.	30
Argumentative proposed by conducting observation, experiment, making up facts and logical way of thinking.	20
argumentative no answer, but it does not reflect the reading resources in the development of ideas.	10

Adapter from: Walters 1992

3. Calculating the mean score of the students' answer by using the following formula:

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

Where: \bar{X} = mean score

$\sum X$ = the sum of all scores

N= the total number of students

(Gay, 1981)

4. To find out the standard deviation, the researcher used following formula:

$$Sd = \sqrt{\frac{\sum(x - \bar{x})^2}{n-1}}$$

Where :

Sd = Standard deviation

n = Number of students tested

\sum = Sum Total

The value was consulted to the standardization of coefficient reliability.

Where:

(+0.90) – (+1.00) : Excellent Reliability

(+0.85) – (+0.89) : Very Good Reliability

(+0.80) – (+0.84) : Good Reliability

(+0.70) – (+0.79) : Fair Reliability

Less than (+0.70) : Poor Reliability

(Soehartono, 1998)

5. Then, to know the significant difference between the score of the pre-test and

post –test, the researcher calculated the value of the test by using the

following formula:

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

D = mean score

ΣD = the sum of all the scores

N = the total number of students

t = test of significance

(Gay: 1981)

CHAPTER IV
FINDINGS AND DISCUSSION

A. Findings

Explain the students' reading comprehension before and after they were treated using Cornell Note-Taking Method.

1. Students' Literal Comprehension

The applications of Pre-test and post-test in improving the students' literal comprehension in identify main ideas can be seen on the following table:

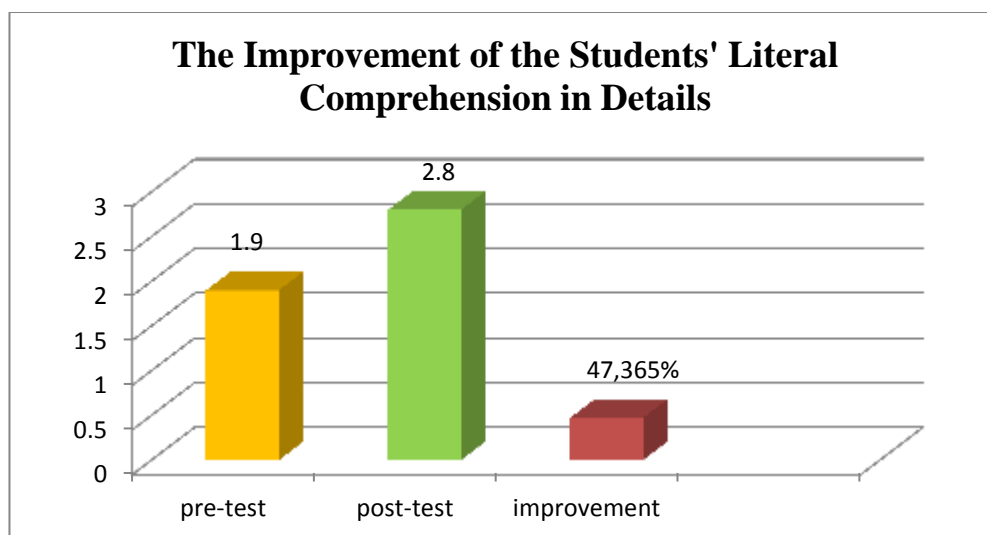
Table 4.1 Students' Literal Comprehension In pre-test and post-test

Indicators	Pre-test	Post-test	Improvement
Details	1.9	2.8	47.365%
Character Traits	1.9	2.8	47.365%
Total	3.8	5.6	94.73%
Mean Score	1.9	2.8	47.365%

Table 4.1 shows the students' improvement in literal comprehension in details showed the improvement by implementing Cornell Note-Taking Method in the teaching and learning. The improvement of the students' literal comprehension in details of the post-test with the mean score 2.8 (**Appendix C.c**) was approaching the standard compared with the mean score gained in pre-test 1.9 (**Appendix C.c**) where its improvement reached 47.365% (**Appendix C.h.1a**).

The students' literal reading comprehension in character traits also showed the improvement by implementing Cornell Note-Taking Method in the teaching and learning. The improvement of the students' literal comprehension in character traits of the post-test with the mean score 2.8 (**Appendix C.c**) was approaching the standard compared with the mean score gained in pre-test 1.9 (**Appendix C.c**) where it was improvement reached 47.365% (**Appendix C.h.1b**). It was more clearly shown in the graphic below:

Graphic 4.1 The Improvement of the Students' Literal Reading Comprehension in Details



The graphic indicates that the score of post-test was higher 2.8 (**Appendix C.c**) than the score of pre-test 1.9 (**Appendix C.c**). So, the improvement of pre-test to post-test was 47.365% (**Appendix C.h.1a**). It meant that teaching reading comprehension through Cornell Note-Taking Method was effective for the students.

2. Students' Interpretative Comprehension

The result of the students' interpretative comprehension whose indicator was main ideas of the topic that presented in the table, below:

Table 4.2 The Mean Score Reading Comprehension

Pre-test	Post-test
1.9	2.8

The table shows the students' improvement in interpretative comprehension in main score showed the improvement by implementing Cornell Note-Taking Method in the teaching and learning. The improvement of the students' interpretative comprehension in mean score of the post-test with the mean score 2.8 (**Appendix C.d**) was approaching the standard compared with the mean score gained in pre-test 1.9 (**Appendix C.d**),

3. Testing Hypothesis

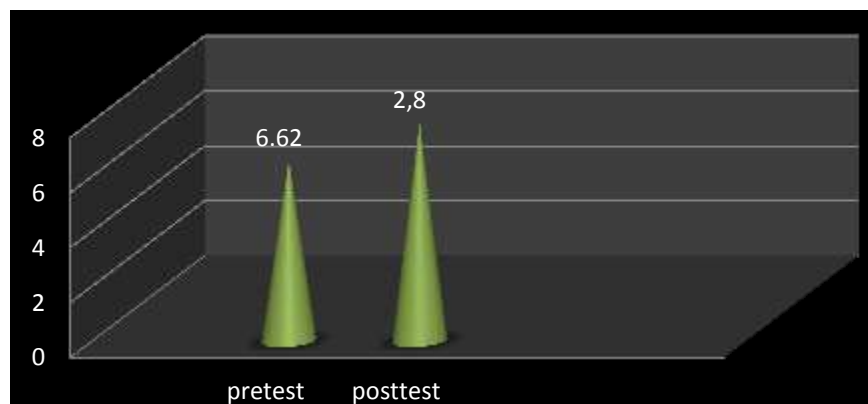
The result of statistical analysis at the level significance 0.05 with degree of freedom (df) = n-1, where df = 20-1 and df = 19 indicate that there was a significant difference between the mean score of post-test and pre-test. The mean score of the pre-test was 1.9 and post-test is 2.8. In addition the t-test value is bigger than t-table value ($5.59 > 1.729$) (**Appendix C.I.3 & 4**). It meant that there was significant difference between the students' reading comprehension before and after using Cornell Note-Taking Method. Therefore, the null hypothesis was rejected, while the alternative hypothesis was accepted.

A. Discussion

The description of data collected from the students' reading comprehension especially in literal comprehension and interpretative comprehension as explanation in the previous section showed that the students' details, character traits and main ideas in reading.

comprehension was improved. It was supported by mean score and percentage of the students' pre-test and post-test result. Based on the finding above, the using Cornell Note-Taking Method made students had mean score that was approaching the standard in reading comprehension.

Graphic 4.2 The mean score of students' reading comprehension



Graphic 4.2 indicated the difference mean score of students' comprehension of Reading Comprehension between pre-test and post-test. Before applying treatment in pre-test, students' mean score were **6.62**. after applying treatment, students' mean score were improved, where in post-test were **8**. So, the difference score between both tests were **2.62**. it means tht students' score in post-test was greater than students' score in pre-test. Thus, using Cornell Note-Taking Method was effective to develop students' Reading Comprehension.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

As has been stated on the previous chapter, the present research investigated the use of Cornell Note-Taking Method to improve students' reading comprehension in literal and interpretative comprehension. The research employed pre-experimental design in SMA Negeri 2 Takalar. Therefore, the findings and discussion in the previous chapter, the researcher concluded that:

1. Cornell Note-Taking Method can improve the students' literal reading comprehension at the Eleven Grade of SMA Negeri 2 Takalar. It was proved by the improve from the pr-test (1.9) to post-test (2.8) it indicated 47.365% improve
2. Cornell Note-Taking Method can improve the students' interpretative reading comprehension at the Eleven Grade of SMA Negeri 2 Takalar. It was proved by the improve from the pr-test (1.9) to post-test (2.8) it indicated 47.365% improve

B. Suggestion

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

1. It is suggested for the English Teacher at the Second Grade of SMA Negeri 2 Takalar, to use Cornell Note-Taking Method in improving the students' literal reading comprehension in reading text by giving any assignment especially the question in form of details and recall, which is regarded more difficult for the students.
2. It is suggested for the English Teacher at the Second Grade of SMA Negeri 2 Takalar, to use Cornell Note-Taking Method in improving the students'

interpretative reading comprehension in reading text by giving any assignment especially the question in form of main ideas which is regarded more difficult for the students.

3. For the next researcher, it is suggested to use this thesis as additional reference to make a thesis of English reading with other indicators or reading comprehension and the researcher can develop Cornell Note-Taking Method in improving the students reading comprehension.

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APPENDICES

APPENDIX B

INSTRUMENT

1. Pretest

The Myth of Malin Kundang

A long time ago, in a small village near the beach in West Sumatra, a woman and her son lived. They were Malin Kundang and her mother. Her mother was a single parent because Malin Kundang's father had passed away when he was a baby. Malin Kundang had to live hard with his mother. Malin Kundang was a healthy, diligent, and strong boy. He usually went to sea to catch fish. After getting fish he would bring it to his mother, or sold the caught fish in the town.

One day, when Malin Kundang was sailing, he saw a merchant's ship which was being raided by a small band of pirates. He helped the merchant. With his brave and power, Malin Kundang defeated the pirates. The merchant was so happy and thanked to him. In return the merchant asked Malin Kundang to sail with him. To get a better life, Malin Kundang agreed. He left his mother alone.

Many years later, Malin Kundang became wealthy. He had a huge ship and was helped by many ship crews loading trading goods. Perfectly he had a beautiful wife too. When he was sailing his trading journey, his ship landed on a beach near a small village. The villagers recognized him. The news ran fast in the town; "Malin Kundang has become rich and now he is here".

An old woman ran to the beach to meet the new rich merchant. She was Malin Kundang's mother. She wanted to hug him, released her sadness of being lonely after so long time. Unfortunately, when the mother came, Malin Kundang who was in

front of his well dressed wife and his ship crews denied meeting that old lonely woman. For three times her mother begged Malin Kundang and for three times he yelled at her. At last Malin Kundang said to her "Enough, old woman! I have never had a mother like you, a dirty and ugly woman!" After that he ordered his crews to set sail. He would leave the old mother again but in that time she was full of both sadness and angriness. Finally, enraged, she cursed Malin Kundang that he would turn into a stone if he didn't apologize. Malin Kundang just laughed and really set sail.

In the quiet sea, suddenly a thunderstorm came. His huge ship was wrecked and it was too late for Malin Kundang to apologize. He was thrown by the wave out of his ship. He fell on a small island. It was really too late for him to avoid his curse. Suddenly, he turned into a stone.

Answer the questions below based on the text above!

Literal Comprehension

Recognition:

Recognition of Details

1. Find the story who Malin Kundang is
2. Where did the story happen?

Recall:

Recall of Character Traits

3. How did Malin Kundang's mother feel?
4. Why did his mother curse Malin Kundang become stone?

Interpretative Comprehension

Inferring Main Ideas

5. What is the main idea of last paragraph?

6. Write a sentence summarizing the main idea of third paragraph?

Key Answer:

1. Malin Kundang is a man where when he is child he is strong boy, health and handsome but after he leave his village he become proud and pretend don't recognize her mother.
2. a small village near the beach in West Sumatra.
3. his mother very sad and angry with Malin Kundang, so his mother cursed him become stone.
4. His mother curse Malin Kundang become stone because he ignore his mother or pretending did not know his mother.
5. Malin Kundang was cursed by his mother become stone.
6. Malin Kundang become rich, he had a huge ship and also a beautiful wife. When he sailing his ship in a beach near a small village all of the villagers know him.

2. Posttest

Romeo and Juliet

Romeo Montague and Juliet Capulet lived in Verona. They met at party and it was love at first sight. Their families were enemies so the young couple could not meet in the open. They got married in secret with the help of a priest, Friar Laurence, and Juliet's maid.

Juliet's cousin, Tybalt, hated Romeo and the Montagues. One day, he met Romeo and his friend Mercutio in the street. They had a sword fight and Mercutio was killed. Romeo was so upset that he attacked and killed Tybalt in revenge.

As a result of this, Romeo had to leave Verona to save his life. He visited Juliet secretly that night and then left for Mantua. Juliet's parents wanted Juliet to marry Paris, a friend of the family. They arranged the marriage and Juliet was horrified. She asked friar Laurence to help her. He suggested a plan: he gave her a drug to make her sleep for a long time and appear dead to everyone else. When Juliet woke up, she could join Romeo in Mantua. Friar Laurence promised to write to Romeo and explain the plan.

The night before the wedding, Juliet took the drug and her family found her "dead" in the morning. The wedding celebration turned into a funeral. Unfortunately, Romeo never received the letter from Friar Laurence. He returned to Verona, when he found Juliet's body. He thought she was dead and he was so devastated that he killed himself. When Juliet woke up and saw Romeo lying dead beside her, she killed herself too, with his dagger.

As a result of this tragic of events, the Capulets and the Montagues agreed to stop fighting and live in peace together.

Answer the questions below based on the text above!

Literal Comprehension

Recognition:

Recognition of Details

1. Find the story who Romeo is
2. Where did the story happen?

Recall:

Recall of Character Traits

3. How did Juliet feel?
4. Why did Romeo kill himself?

Interpretative Comprehension

Inferring Main Ideas

5. What is the main idea of last paragraph?
6. Write a sentence summarizing the main idea of third paragraph?

Key Answer:

1. Romeo is kind man and he is also very royal with Juliet.
2. The story was happen in Verona.
3. Juliet was feel stress or shock after know Romeo was dead.
4. Because he found Juliet's body. He thought she was dead and he was so devastated that the killed himself.

5. Because misunderstanding, Romeo and Juliet kill themselves. As a result of this tragic of events, the Capulets and the Montagues agreed to stop fighting and live in peace together.
6. Juliet's Parents wanted Juliet to marry Paris and it make her very horrified, and she ask Laurence to help her and Laurence suggested Juliet to take a drug in order can make her sleep for a long time and when she wake up again and she can join Romeo in Mantua

APPENDIX A

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah : SMA Negeri 2 Takalar

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : 1/1

Pertemuan Ke : 1 (pertama)

Alokasi Waktu : 2 X 45 menit

Standar Kompetensi

Membaca

- Memahami makna teks tulis fungsional pendek essay sederhana berbentuk *narrative* dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan
- Mengungkapkan makna dalam teks tulis fungsional pendek esei sederhana berbentuk *narrative* dalam konteks kehidupan sehari-hari

Kompetensi Dasar

- Mengungkapkan makna dan langkah-langkah retorika secara akurat, lancar dan berterima dengan menggunakan ragam bahasa tulis dalam konteks kehidupan sehari-hari dalam teks berbentuk: *narrative*

Indikator

- Membaca makna teks essay berbentuk narrative.
- Bertanya dan menjawab secara lisan dan tulisan berbagai info dalam teks.

- *Comprehension* siswa terhadap teks bacaan.

Tujuan Pembelajaran

Siswa diharapkan mampu:

- Membaca teks essay berbentuk *narrative*
- Membuat kesimpulan sesuai dengan pemahaman masing – masing.
- Menjawab berbagai pertanyaan tentang informasi dalam teks yang dibaca.

Materi Pembelajaran

- Narrative is telling a story either fictional (cerita belaka, seperti sinetron, novel, dan cerpen).
- Drawing The Generic structure of narrative text.

Orientation: (Beginning or introduction)	<ul style="list-style-type: none"> • Introduces main characters, setting and time • The opening paragraph introduces characters / participants of the story and sets the scene (it answers the questions <i>who, when, what and where</i>)
Complication: (Middle)	<ul style="list-style-type: none"> • The problem happens among the characters • It is about the problems which involve the main characters in the story developed
Resolution: (Ending)	<ul style="list-style-type: none"> • The problem is dissolved • It is about how the problems in the story are solved (better or worse). Here, the main characters find ways to solve the problems.

Example :

The Legend of the Kesodo Ceremony

Once upon a time on Mount Bromo, East Java, there was a couple living there. The new couple wanted to have a child. They had married for a long time but they hadn't got a baby. Every time they prayed to the Gods, asking for a child.

One day, there was a loud voice in the sky when they were praying.

"You are going to born a baby, and later you will birth too many children. But I have a requirement for you to obey, if you really want to have children", said the voice.

"Whatever you ask, my Lord", the couple answered, "We will do it",

"You must sacrifice your first son for the gods".

The couple agreed to sacrifice their first son in the time that was asked by the voice. Then, the wife got pregnant and gave birth to a son. The baby grew up into a handsome, taught man. He was named Kesuma. The couple loved Kesuma very much. The wife gave birth to eleven more children after Kesuma. And, they forget their promise to sacrifice their first son to the god.

One day, the volcano erupted. Before that, there were series of earthquakes followed by thunders in the sky. The sky was very dark, as if it was going to fall down. On the next occasion, there was a voice in the sky, reminding the couple about their promise. The couple was very afraid, but they just couldn't sacrifice their beloved son, Kesuma. However, because the earthquakes and the thunders were

becoming more and more horrifying, Kesuma couldn't let his family and all the people in the village die.

Kesuma knew the situation. Then he said to his parents. "I would sacrifice myself in order that our family and all the people in our village will live in peace. For the next times, you all have to sacrifice animals and crops to the gods." Then he jumped onto the crater of the volcano. Amazingly, the earthquakes and the eruption stopped at once.

Answer the questions below based on the text above!

Literal Comprehension

Recognition:

Recognition of Details

7. Find the story who Kesuma is
8. Where did the story happen?

Recall:

Recall of Character Traits

9. How did Kesuma's parents feel after he sacrificed himself?
10. Why did Kesuma sacrifice himself?

Inferential Comprehension

Inferring Main Ideas

11. What is the main idea of last paragraph?
12. Write a sentence summarizing the main idea of the first paragraph?

Metode Pembelajaran

- Inference Strategy

Langkah-langkah Pembelajaran

❖ Pertemuan pertama (1)

1. Kegiatan Awal (10')

- Guru Memberikan motivasi kepada siswa untuk belajar
- Memberitahukan tujuan yang akan dicapai dalam pembelajaran.
- Guru Menjelaskan strategi yang akan di gunakan, sehingga siswa memahami mengapa strategi tersebut sangat penting dan dapat membuat mereka termotivasi untuk belajar ketika menggunakan strategi tersebut.

2. Kegiatan Inti (70')

- Guru menjelaskan dan memberikan contoh yang jelas kepada siswa tentang text narrative yang berkaitan dengan strategi, sehingga siswa dapat mengetahui bagaimana dan kapan stategi tersebut digunakan di dalam dunia nyata.
- Guru meminta agar siswa duduk perindividual dan memberikan materi reading yang akan di baca and di pahami sambil di bimbing oleh guru, agar siswa dapat mencoba strategi tersebut.
- Guru meminta siswa untuk naik satu persatu untuk mempertanggungjawabkan masing-masing jawaban mereka serta berbagi pemahaman dari apa yang telah mereka baca dari text bacaa tersebut.
- Memberikan kesempatan kepada siswa yang duduk untuk menjawab pertanyaan tersebut apabila ada yang tidak sesuai dengan jawaban temanya yang ada di depan kelas.

- Memberikan kesempatan kepada siswa untuk menanyakan kesulitan-kesulitan yang dihadapi terkait materi
 - Siswa membuat kesimpulan dari text yang telah dibaca sesuai dengan pemahaman masing – masing siswa.
3. Kegiatan Akhir (10')
- Refleksi (Memberikan kesempatan kepada siswa untuk melakukan refleksi terhadap apa yang telah dipelajari kemudian guru memberi reinforcement).
 - Memberikan tugas
 - Menutup pelajaran dengan salam.

Sumber Belajar/bahan/alat

- Book look Ahead 1

Penilaian

Scoring students correct answer in reading comprehension.

- a. Rubric of main idea

o.	Criteria	core
.	Student response is complete, specific, and correct.	
.	Student response is accurate, but not complete.	
	Student response gives details	

.	instead of main idea	
.	Student response is not correct, but is attempted	

[Erickamichelle](#) (2016)

b. Rubric of details

	Criteria	
o.		core
.	The level of detail in each question is excellent. Textual details are relevant and student has connected fully with the literature.	
.	The level of detail in each question is good. The student could add a bit more textual detail to further enhance answers.	
.	level of detail in each question is emerging. Attempts to engage the text are made.	
.	The level of detail in each question is poor and makes no attempt to include textually relevant information.	

[Benbleue](#) (2016)

c. Rubric of character traits

o.	Criteria	core
.	Describes character traits accurately and uses details.	
.	Describes character traits accurately	
.	Vaguely describes character traits	
.	Does not describe character traits	

Edrocha (2016)

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah : SMA Negeri 2 Takalar

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : 1/1

Pertemuan Ke : II (kedua)

Alokasi Waktu : 2 X 45 menit

Standar Kompetensi

Membaca

- Memahami makna teks tulis fungsional pendek essay sederhana berbentuk *narrative* dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan.
- Mengungkapkan makna dalam teks tulis fungsional pendek esei sederhana *narrative* dalam konteks kehidupan sehari-hari

Kompetensi Dasar

- Mengungkapkan makna dan langkah-langkah retorika secara akurat, lancar dan berterima dengan menggunakan ragam bahasa tulis dalam konteks kehidupan sehari-hari dalam teks berbentuk: *narrative*

Indikator

- Membaca makna teks essay berbentuk *narrative*.
- Bertanya dan menjawab secara lisan dan tulisan berbagai info dalam teks.
- *Comprehension* siswa terhadap teks bacaan.

Tujuan Pembelajaran

Siswa diharapkan mampu:

- Membaca teks essay berbentuk *narrative*
- Membuat kesimpulan sesuai dengan pemahaman masing – masing.
- Menjawab berbagai pertanyaan tentang informasi dalam teks yang dibaca.

Materi Pembelajaran

CRYING STONE

One upon a time, lived a poor old widow in a small village namely Halimah. She lived with her daughter, Siti Zahrah. Her daughter was very beautiful but also very lazy and arrogant. She never helped her mother and didn't want to know what problem her mother had. Everyday, she put make up and wears her best clothes. She always wanted to look rich and beautiful.

One day, the mother and her daughter went to the market to buy some food. At first, the daughter refused to accompany her mother, but finally she agreed. "I'll go with you, but you must walk behind me," said the daughter. She didn't want to walk side by side with her mother. Although her mother was very sad, she agreed to walk behind her daughter.

On the way to the market, everybody admired the girl's beauty. But they were also curious. Behind the beautiful girl, there was an old woman with a simple dress. The girl and her mother looked very different. "Hello, beautiful girl. Who is the old woman behind you? Is she your mother?" they asked. "No, she is not my mother. She is my servant," the girl answered. Her mother was very sad to hear that, but she didn't say anything. She could understand that her daughter was ashamed.

The girl and the mother met other people. Again they asked who the woman behind the beautiful girl. And again the girl answered that her mother is her servant. She always said that her mother is her servant every time people asked.

At last, the mother cannot hold the pain anymore. She prayed to God to punish her daughter. Suddenly, the girl's leg turns into stone. Slowly, the process continues to the upper part of the girl's body. The girl was in panic. "Mother, please forgive me! Mother!" she cried and asked her mother to forgive her. But it's already too late. Her whole body finally becomes a big stone. Until now, people can still see tears falling down from the stone. People then call it batu menangis (it mean the crying stone).

Answer the questions below based on the text above!

Literal Comprehension

Recognition:

Recognition of Details

1. Find the story who Siti Zahrah is
2. Where did the story happen?

Recall:

Recall of Character Traits

3. How did Halimah feel after heard that her daughter introduce her mother as a servant with other people in the market?
4. Why did Halimah curse her daughter?

Interpretative Comprehension

Inferring Main Ideas

5. What is the main idea of the first paragraph?

6. Write a sentence summarizing the main idea of the last paragraph?

Metode Pembelajaran

- Inference Strategy

Langkah-langkah Pembelajaran

- Kegiatan Awal (10')
 - Memberikan motivasi kepada siswa untuk belajar
 - Mengadakan Tanya jawab
- Kegiatan Inti (70')
 - Guru mereview materi yang sudah di jelaskan pada pertemuan sebelumnya.
 - Guru meminta agar siswa duduk perindividual dan memberikan materi reading yang akan di baca and di pahami sambil di bimbing oleh guru, agar siswa dapat mencoba strategi tersebut.
 - Guru meminta siswa untuk naik satu persatu untuk mempertanggungjawabkan masing-masing jawaban mereka serta berbagi pemahaman dari apa yang telah mereka baca dari text baca tersebut.
 - Memberikan kesempatan kepada siswa yang duduk untuk menjawab pertanyaan tersebut apabila ada yang tidak sesuai dengan jawaban temanya yang ada di depan kelas.

- Memberikan kesempatan kepada siswa untuk menanyakan kesulitan-kesulitan yang dihadapi terkait materi
- Siswa membuat kesimpulan dari text yang telah dibaca sesuai dengan pemahaman masing – masing siswa.
- Guru melakukan penilaian
- Kegiatan Akhir (10')
- Guru mengadakan tanya - jawab untuk mengetahui pemahaman siswa dalam menerima pelajaran
- Guru menutup pelajaran dengan mengucapkan salam.

Sumber Belajar/bahan/alat

- Internet Source of (www.google.co.id)
- Book look Ahead 1

Penilaian.

1. Scoring students correct answer in reading comprehension

a. Rubric of main idea

o.	Criteria	core
.	Student response is complete, specific, and correct.	

.	Student response is accurate, but not complete.	
.	Student response gives details instead of main idea	
.	Student response is not correct, but is attempted	

[Erickamichelle](#) (2016)

b. Rubric of details

o.	Criteria	core
.	The level of detail in each question is excellent. Textual details are relevant and student has connected fully with the literature.	
.	The level of detail in each question is good. The student could add a bit more textual detail to further enhance answers.	
.	level of detail in each question is emerging. Attempts to engage the text are made.	
.	The level of detail in each question is poor and makes no attempt to include textually relevant information.	

[Benbleue](#) (2016)

c. Rubric of character traits

o.	Criteria	core
.	Describes character traits accurately and uses details.	
.	Describes character traits accurately	
.	Vaguely describes character traits	
.	Does not describe character traits	

Edrocha (2016)

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah : SMA Negeri 2 Takalar

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : 1/1

Pertemuan Ke : III (ketiga)

Alokasi Waktu : 2 X 45 menit

Standar Kompetensi

Membaca

- Memahami makna teks tulis fungsional pendek essay sederhana *narrative* dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan.
- Mengungkapkan makna dalam teks tulis fungsional pendek esei sederhana berbentuk *narrative* dalam konteks kehidupan sehari- hari.

Kompetensi Dasar

- Mengungkapkan makna dan langkah-langkah retorika secara akurat, lancar dan berterima dengan menggunakan ragam bahasa tulis dalam konteks kehidupan sehari-hari dalam teks berbentuk: *narrative*.

Indikator

- Mengidentifikasi main idea dari sebuah wacana/paragraph.
- Mengidentifikasi makna kalimat dalam teks yang dibaca.
- Mengidentifikasi variasi susunan kalimat dalam teks berbentuk *narrative*.
- Mengidentifikasi tokoh dari cerita yang dibaca.
- Mengidentifikasi kejadian dalam teks yang dibaca.
- Mengidentifikasi langkah-langkah retorika dari teks.

Tujuan Pembelajaran:

Siswa di harapkan mampu:

- Membaca nyaring dan bermakna text essay berbentuk narrative text.
- Menjawab berbagai pertanyaan tentang informasi dalam text yang di baca.
- Membuat Kesimpulan sesuai pemahaman masing – Masing Siswa.

Materi pembelajaran:

Example:

The Monkey and The Crocodile

One day there was a **monkey**. He wanted to cross a river. There he saw a **crocodile** so he asked the crocodile to take him across the other side of the river. The crocodile agree and told the monkey to jump on its back. Then the crocodile swam down the river with the monkey on his top.

Unluckily, the crocodile was very hungry, he stopped in the middle of the river and said to the monkey, “My father is very sick. He has to eat the heart of the

monkey. So he will be healthy again.”. At the time, the monkey was in dangerous situation and he had to think hard.

Then he had a good idea. He told the crocodile to swim back to the river bank. “What’s for?” asked the crocodile. “Because I don’t bring my heart,” said the monkey. “I left it under a tree, near some coconuts in the river bank.”

The crocodile agreed and turned around. He swam back to the bank of the river. As soon as they reached the river bank, the monkey jumped off the crocodile’s back. Then he climbed up to the top of a tree. “Where is your heart?” asked the crocodile. “You are foolish,” said the monkey to the crocodile. “Now I am free and I have my heart.”

Answer the questions below based on the text above!

Literal Comprehension

Recognition:

Recognition of Details

1. Find the story who The Monkey is
2. Where did the story happen?

Recall:

Recall of Character Traits

3. How did the monkey feel after know the crocodile was hungry?
4. Why did the crocodile bring back the monkey to the river bank?

Inferential Comprehension

Inferring Main Ideas

5. What is the main idea of the first paragraph?
6. Write a sentence summarizing the main idea of the last paragraph?

Metode Pembelajaran:

Cornell Note-Taking Method

Langkah-langkah

- Kegiatan Awal (10')
 - Memberikan motivasi kepada siswa untuk belajar
 - Mengadakan Tanya jawab tentang materi *narrative*
- Kegiatan Inti (70')
 - Guru mengecek kehadiran siswa
 - Guru menjelaskan topic yang akan di bahas (*narrative text*)
 - Guru meminta agar siswa duduk perindividual dan memberikan materi reading yang akan di baca and di pahami sambil di bimbing oleh guru, agar siswa dapat mencoba strategi tersebut.
 - Guru meminta siswa untuk naik satu persatu untuk mempertanggungjawabkan masing-masing jawaban mereka serta berbagi pemahaman dari apa yang telah mereka baca dari text baca tersebut.
 - Memberikan kesempatan kepada siswa yang duduk untuk menjawab pertanyaan tersebut apabila ada yang tidak sesuai dengan jawaban temanya yang ada di depan kelas.
 - Memberikan kesempatan kepada siswa untuk menanyakan kesulitan-kesulitan yang dihadapi terkait materi
 - Siswa membuat kesimpulan dari text yang telah dibaca sesuai dengan pemahaman masing – masing siswa.

- Yang terakhir, guru meminta agar kesulitan yang di hadapi siswa dapat di ungkapkan saat proses belajar mengajar berlangsung.
- Kegiatan Akhir (10')
 - Guru memberikan kesimpulan terkait materi yang di pelajari.
 - Refleksi (Memberikan kesempatan kepada siswa untuk melakukan refleksi terhadap apa yang telah dipelajari kemudian guru memberi reinforcement).
 - Menutup pelajaran dengan salam.

Sumber Belajar/bahan/alat

- Interner Source of www.google.co.id
- Book look Ahead 1

Penilaian.

Scoring students correct answer in reading comprehension.

d. Rubric of main idea

o.	Criteria	core
.	Student response is complete, specific, and correct.	
.	Student response is accurate, but not complete.	
.	Student response gives details instead of main idea	

	Student response is not correct, but is attempted	
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Erickamichelle (2016)

e. Rubric of details

o.	Criteria	core
.	The level of detail in each question is excellent. Textual details are relevant and student has connected fully with the literature.	
.	The level of detail in each question is good. The student could add a bit more textual detail to further enhance answers.	
.	level of detail in each question is emerging. Attempts to engage the text are made.	
.	The level of detail in each question is poor and makes no attempt to include textually relevant information.	

[Benbleue](#) (2016)

f. Rubric of character traits

o.	Criteria	core
.	Describes character traits accurately and uses details.	
.	Describes character traits accurately	
.	Vaguely describes character traits	
.	Does not describe character traits	

Edrocha (2016)

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah : SMA Negeri 2 Takalar

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : 1/1

Pertemuan Ke : IV (keempat)

Alokasi Waktu : 2 X 45 menit

Standar Kompetensi

Membaca

- Memahami makna teks tulis fungsional pendek essay sederhana berbentuk *narrative* dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan
- Mengungkapkan makna dalam teks tulis fungsional pendek esei sederhana berbentuk *narrative* dalam konteks kehidupan sehari- hari.

Kompetensi Dasar

- Mengungkapkan makna dan langkah-langkah retorika secara akurat, lancar dengan menggunakan ragam bahasa tulis dalam konteks kehidupan sehari-hari dalam teks berbentuk: *narrative*

Indikator

- Mengidentifikasi main idea dari sebuah wacana/paragraf
- Mengidentifikasi makna kalimat dalam teks yang dibaca
- Mengidentifikasi variasi susunan kalimat dalam teks berbentuk *narrative*

- Mengidentifikasi tokoh dari cerita yang dibaca
- Mengidentifikasi kejadian dalam teks yang dibaca
- Mengidentifikasi langkah-langkah retorika dari teks

Tujuan Pembelajaran:

Siswa di harapkan mampu:

- Membaca nyaring dan bermakna text essay berbentuk narrative text
- Menjawab berbagai pertanyaan tentang informasi dalam text yang di baca.
- Membuat Kesimpulan sesuai pemahaman masing – Masing Siswa.

Materi pembelajaran:

- Recount is a text which tells events or experience in the past.
- *The generic structure of narrative text*

.	Orie ntation	Introducing the participant, the place and time.
.	Sequ ence	Describing series of the events that happened in the past.
.	Reor ientation	It is optional, stating personal comment of the write to the story.

Example:

TIMUN EMAS

A long long time ago, in a village near a jungle, lived a farmer and his wife. They were not happy, because they did not have a child yet. Everyday they went to the *sacred banyan tree*. There, they burnt *incenses* and prayed, *begging* for a child.

One day, as they said their prayer, a giant passed by. The Giant heard their prayer and wanted to help. He gave the Farmer and his wife a cucumber seed. The farmer and his wife planted the cucumber seed. When the cucumber has ripened, the Farmer and his wife brought it home. They carefully cut it with a knife. Wow! They were surprised to find a beautiful baby girl inside it. They named her Timun Emas (The Golden Cucumber), because she was found inside a golden cucumber. The Farmer and his wife were very happy

On the seventeenth birthday of Timun Emas, the Giant came. He searched for Timun Emas. She took something out of the cloth bag. She threw a handful of salt to the Giant. Suddenly, the ground between her and the Giant turned into a wide sea. The Giant swam very hard to catch her. He could not swim fast enough. It trapped the Giant. He tried to cross it, but the sea was very deep and very sticky. At last he was drowned. He could not move or breathe. Timun Emas was saved. She ran home. Her parents greeted her happily. Finally, they lived happily. No more fear. The Giant had already dead.

Answer the questions below based on the text above!

Literal Comprehension

Recognition:

Recognition of Details

1. Find the story who Timun Emas is
2. Where did the story happen?

Recall:

Recall of Character Traits

3. How did Timun Emas' Parents feel after get a baby?

4. Why did the Giant search Timun Emas when she on the seventeenth birthday?

Inferential Comprehension

Inferring Main Ideas

5. What is the main idea of the second paragraph?
6. Write a sentence summarizing the main idea of the last paragraph?

Metode Pembelajaran: Cornell Note-Taking Method

Langkah-langkah

- Kegiatan Awal (10')
 - Memberikan motivasi kepada siswa untuk belajar
 - Mengadakan Tanya jawab tentang materi narrative
- Kegiatan Inti (70')
 - Guru mengecek kehadiran siswa
 - Guru menjelaskan topic yang akan di bahas (*narrative text*).
 - Guru meminta agar siswa duduk perindividual dan memberikan materi reading yang akan di baca and di pahami sambil di bimbing oleh guru, agar siswa dapat mencoba strategi tersebut.
 - Guru meminta siswa untuk naik satu persatu untuk mempertanggungjawabkan masing-masing jawaban mereka serta berbagi pemahaman dari apa yang telah mereka baca dari text baca tersebut.

- Memberikan kesempatan kepada siswa yang duduk untuk menjawab pertanyaan tersebut apabila ada yang tidak sesuai dengan jawaban temanya yang ada di depan kelas.
- Memberikan kesempatan kepada siswa untuk menanyakan kesulitan-kesulitan yang dihadapi terkait materi
- Siswa membuat kesimpulan dari text yang telah dibaca sesuai dengan pemahaman masing – masing siswa.
- Yang terakhir, guru meminta agar kesulitan yang di hadapi siswa dapat di ungkapkan saat proses belajar mengajar berlangsung.
- Kegiatan Akhir (10')
 - Guru memberikan kesimpulan terkait materi yang di pelajari.
 - Refleksi (Memberikan kesempatan kepada siswa untuk melakukan refleksi terhadap apa yang telah dipelajari kemudian guru memberi reinforcement).
 - Menutup pelajaran dengan salam.

Sumber Belajar/bahan/alat

- Interner Source of www.google.co.id)
- Book look Ahead 1

- **Penilaian.**

Scoring students correct answer in reading comprehension

g. Rubric of main idea

o.	Criteria	core
.	Student response is complete, specific, and correct.	
.	Student response is accurate, but not complete.	
.	Student response gives details instead of main idea	
.	Student response is not correct, but is attempted	

[Erickamichelle](#) (2016)

h. Rubric of details

o.	Criteria	core
.	The level of detail in each question is excellent. Textual details are relevant and student has connected fully with the literature.	
	The level of detail in each question is good. The student could add a bit more	

.	textual detail to further enhance answers.	
.	level of detail in each question is emerging. Attempts to engage the text are made.	
.	The level of detail in each question is poor and makes no attempt to include textually relevant information.	

[Benbleue](#) (2016)

i. Rubric of character traits

o.	Criteria	core
.	Describes character traits accurately and uses details.	
.	Describes character traits accurately	
.	Vaguely describes character traits	
.	Does not describe character traits	

Edrocha (2016)

APPENDIX C

a. The List Name of the Students of class XI SMA Negeri 2 Takalar

No	Sample	Code
1	Rahma Cahyani	S-1
2	Riski Maria Limoa	S-2
3	Dian Lestari	S-3
4	Nur alvisarah.P	S-4
5	Amandha	S-5
6	Ilham Noval	S-6
7	Feby Febrianti.M	S-7
8	Rifky R.Muhammad	S-8
9	Yeremias Sakam	S-9
10	Julius H.Santu	S-10
11	Muh.Ikhsan	S-11
12	Muh.Hafiz	S-12
13	Nur Diana	S-13
14	Mir'atul Amelia	S-14
15	Adifa Syifa	S-15
16	Muliani	S-16
17	Sri Rahayu	S-17
18	Eka Sakti	S-18
19	Muh.Nur Alam	S-19
20	Khaerul Amri	S-21

b. The Classification Score of Students' Post-test

Students	Details	Character Traits	Main Ideas	Total	Mean Score	Classification
s-1	3	3	2	8	2.6	Approaching the Standard
s-2	3	3	2	8	2.6	Approaching the Standard
s-3	2	2	3	7	2.3	Approaching the Standard
s-4	3	3	3	9	3	Meets the Standard
s-5	3	3	3	9	3	Meets the Standard
s-6	3	3	4	10	3.3	Meets the Standard
s-7	3	3	3	9	3	Meets the Standard
s-8	3	3	3	9	3	Meets the Standard
s-9	2	2	3	7	2.3	Approaching the Standard
s-10	2	2	2	6	2	Approaching the Standard
s-11	3	3	3	9	3	Meets the Standard
s-12	3	3	2	8	2.6	Approaching the Standard
s-13	3	3	3	9	3	Meets the Standard
S-14	2	2	3	7	2.3	Approaching

						the Standard
s-15	3	3	3	9	3	Meets the Standard
s-16	3	3	3	9	3	Meets the Standard
s-17	3	3	2	9	3	Meets the Standard
s-18	3	3	3	9	3	Meets the Standard
s-19	3	3	3	9	3	Meets the Standard
s-20	3	3	3	9	3	Meets the Standard
Total	56	56	56	169	56	

c. The Score of Students' Literal Reading Comprehension

Score

No.	Name	Pre-test		Post-test	
		Details	Character Traits	Details	Character Traits
1	s-1	3	3	3	3
2	s-2	2	2	2	3
3	s-3	2	2	2	2
4	s-4	3	3	3	3
5	s-5	3	3	3	3
6	s-6	2	2	2	3
7	s-7	2	2	2	3
8	s-8	2	2	2	3
9	s-9	2	2	2	2
10	s-10	1	1	1	2
11	s-11	2	2	2	3
12	s-12	2	2	2	3
13	s-13	1	1	1	3
14	S-14	1	1	1	2
15	s-15	2	2	2	3
16	s-16	1	1	1	3
17	s-17	2	2	2	3
18	s-18	2	2	2	3
19	s-19	2	2	2	3

20	s-20	1	1	1	3	3	3
Σ		38	38	38	56	56	56
X		1.9	1.9	1.9	2.8	2.8	2.8

d. The Score of Students' Interpretative Reading Comprehension

No.	Name	Score	
		Pre-test	Post-test
1	s-1	2	2
2	s-2	2	2
3	s-3	3	3
4	s-4	3	3
5	s-5	3	3
6	s-6	2	4
7	s-7	2	3
8	s-8	2	3
9	s-9	1	3
10	s-10	1	2
11	s-11	2	3
12	s-12	2	2
13	s-13	2	3
14	S-14	2	3
15	s-15	2	3

16	s-16	1	3
17	s-17	2	2
18	s-18	2	3
19	s-19	1	3
20	s-20	2	3
	Σ	39	56
	\bar{X}	1.95	2.8

e. The Result of Students' Literal Reading Comprehension in Term of Details and Character Traits in Pre-Test And Post-Test

Sample	Pre-test		Post-test		D ($X_2 - X_1$)	D ²
	X ₁	X ₁ ²	X ₂	X ₂ ²		
s-1	3	9	3	9	0	0
s-2	2	4	3	9	1	1
s-3	2	4	2	4	0	1
s-4	3	9	3	9	0	0
s-5	3	9	3	9	0	0
s-6	2	4	3	9	1	1
s-7	2	4	3	9	1	1
s-8	2	4	3	9	1	1
s-9	2	4	2	4	0	0
s-10	1	1	2	4	1	1
s-11	2	4	3	9	1	1
s-12	2	4	3	9	1	1
s-13	1	1	3	9	2	4
S-14	1	1	2	4	1	1
s-15	2	4	3	9	1	1
s-16	1	1	3	9	2	4

s-17	2	4	3	9	1	1
s-18	2	4	3	9	1	1
s-19	2	4	3	9	1	1
s-20	1	1	3	9	2	4
Σ	38	80	56	196	18	25
X	1.9	4	2.8	9.8	0.9	1.25

f. The Result of Students' Interpretative Reading Comprehension In term of Main Idea in Pre-Test And Post-Test

Sample	Pre-test		Post-test		D ($X_2 - X_1$)	D ²
	X ₁	X ₁ ²	X ₂	X ₂ ²		
s-1	2	4	2	4	0	0
s-2	2	4	2	4	0	0
s-3	3	9	3	9	0	0
s-4	3	9	3	9	0	0
s-5	3	9	3	9	0	0
s-6	2	4	4	16	2	4
s-7	2	4	3	9	1	1
s-8	2	4	3	9	1	1
s-9	1	1	3	9	2	4
s-10	1	1	2	4	1	1
s-11	2	4	3	9	1	1
s-12	2	4	2	4	0	0
s-13	2	4	3	9	1	1
S-14	2	4	3	9	1	1
s-15	2	4	3	9	1	1
s-16	1	1	3	9	2	4
s-17	2	4	2	4	0	0

s-18	2	4	3	9	1	1
s-19	1	1	3	9	2	4
s-20	2	4	3	9	1	1
Σ	39	83	56	162	17	25
X	1.9	4.15	2.8	8.1	0.85	1.25

g. CALCULATING MEAN SCORE

1. The Mean Score of Students' Pre-Test and Post- Test In Students' Literal Comprehension

a. Mean score of students' pre-test in details

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

$$\bar{X} = \frac{38}{20}$$

$$\bar{X} = 1.9$$

b. Mean score of students' pre-test in character traits

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

$$\bar{X} = \frac{38}{20}$$

$$\bar{X} = 1.9$$

c. Mean Score of the students' Improvement in pre-test in term of details and character traits

$$\frac{X_1 + X_1}{2}$$

$$\frac{1.9 + 1.9}{2}$$
$$= 1.9$$

2. Mean Score of Students' post-test in term of details and character Traits

a. Mean Score of Students' Post-test in Details

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

$$\bar{X} = \frac{56}{20}$$

$$\bar{X} = 2.8$$

b. Mean Score of Students' Post-test in Character Traits

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

$$\bar{X} = \frac{56}{20}$$

$$\bar{X} = 2.8$$

c. Mean Score of the students' Improvement in post-test in term of details and character traits

$$\frac{X_1 + X_1}{2}$$
$$\frac{2.8 + 2.8}{2}$$
$$= 2.8$$

2. The Mean Score of Students' Pre-Test and Post- Test In Students' Interpretative Comprehension

a. Mean score of students' pre-test in main ideas

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

$$\bar{X} = \frac{39}{20}$$

$$\bar{X} = 1.95$$

b. Mean score of students' post –test in main ideas

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

$$\bar{X} = \frac{56}{20}$$

$$\bar{X} = 2.8$$

h. The Improvement of Students' Reading Comprehension

1. The improvement of the students' score in Literal Comprehension

a. The improvement of the students' score in details

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

$$P = \frac{56 - 38}{38} \times 100\%$$

$$P = 47.365 \%$$

b. The improvement of the students' score in character traits

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

$$P = \frac{56 - 38}{38} \times 100\%$$

$$P = 47.365\%$$

c. The improvement of the students' score in details and character traits

$$\frac{47.365\% + 47.365\%}{2}$$

$$= \frac{94.73\%}{2}$$

$$= 47.365\%$$

2. The improvement of the students' score in Interpretative Comprehension

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

$$P = \frac{56 - 39}{39} \times 100\%$$

$$P = 43.59\%$$

3. The improvement of the students' score in Literal and Interpretative Comprehension

$$\frac{47.365 + 43.59\%}{2}$$

$$= \frac{90.955\%}{2}$$

$$= 45.477\%$$

I. Calculating the t-Test Analysis

1. Calculating the t-Test Analysis

a. Calculating the t-test analysis of Literal Comprehension

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

$$t = \frac{0.9}{\sqrt{\frac{25 - \frac{(18)^2}{20}}{20(20-1)}}$$

$$t = \frac{0.9}{\sqrt{\frac{25 - 16.2}{20(19)}}$$

$$t = \frac{0.9}{\sqrt{\frac{8.8}{380}}$$

$$t = \frac{0.9}{\sqrt{0.023}}$$

$$t = \frac{0.9}{0.15}$$

$$t = 6$$

2. Calculating the t-Test Analysis

b. Calculating the t-test analysis of Interpretative Comprehension

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

$$t = \frac{0.85}{\sqrt{\frac{25 - \frac{(17)^2}{20}}{20(20-1)}}$$

$$t = \frac{0.85}{\sqrt{\frac{25 - 14.45}{20(19)}}$$

$$t = \frac{0.85}{\sqrt{\frac{10.55}{380}}}$$

$$t = \frac{0.85}{\sqrt{0.027}}$$

$$t = \frac{0.85}{0.164}$$

$$t = 5.18$$

3. The Main Score of Calculating the t-Test Analysis in Literal and Interpretative

$$\frac{6 + 5.18}{2}$$

$$= \frac{11.18}{2}$$

$$= 5.59$$

4. The Main Score of Calculating t-table Analysis in Literal and Interpretative

$$\frac{1,729 + 1,729}{2}$$

$$= \frac{3,458}{2}$$

$$= 1,729$$

TABLE DISTRIBUTION OF T-VALUE

		a (for two group sample)					
		0.50	0.20	0.10	0.05	0.02	0.1
Df	a (for one group sample)						
	0.25	0.10	0.05	0.02	0.1	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.	0.737	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.	0.687	1.328	1.729	2.093	2.539	2.861
20.	0.686	1.325	1.725	2.086	2.528	2.845
21.	0.66	1323	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.	0.684	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	2.362	2,676