

**THE USE OF FISHBONE STRATEGY TO IMPROVE
STUDENTS' READING COMPREHENSION**

*(A Quasi- Experimental Research at the Second Grade Students Of SMA Muhammadiyah
Disamakan Makassar*



A THESIS

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ABSTRACT

NELLI. 2017. " The Use of Fishbone Strategy to Improve Students' Reading Comprehension. Supervised by Sulfasya and Awalia Azis. A Thesis of English Department, the Faculty of Teacher Training and Education Muhammadiyah University of Makassar.

The research presents an experimental study dealing with the use of Fishbone Strategy to improve students' reading comprehension. The objective of this research was to find out the use of Fishbone Strategy to improve students' reading comprehension at the second grade students' of SMA Muhammadiyah Disamakan Makassar.

This research employed quasi experimental design which involve two Group classes. The experimental class was taught by using Expository Technique and the control class was taught by using Fishbone Strategy. The instruments of this research was report text. The population of this research was Second grade students of SMA Muhammadiyah Disamakan Makassar. The research took 52 students as the sample XI IPA as samples in experimental class and XI IPA as samples in control class.

The result of this research showed that the students' reading comprehension which were taught by using Fishbone Strategy is higher than the students which were taught by using Expository Technique. It is supported by the main score of the students in Experimental Class 87.1 higher than the mean score of the students' in Control Class was 62,5. Therefore, H_1 (alternative hypothesis) of this research which said Fishbone Strategy to improve students' reading comprehension. It means that the use of Fishbone Strategy could improved the students' reading comprehension at class XI IPA of SMA Muhammadiyah Disamakan Makassar.

Keywords: Fishbone, Strategy, Reading Comprehension.

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By expecting pray, may the goodness be charity and get the reward from Allah SWT. The researcher realizes that this thesis is still far from completeness. So that the researcher so expects constructive suggestion and criticism from all side for the advantages of this thesis.

Finally, the researcher expects this thesis useful, especially for the writer and generally for the reader.

Billahi Fi Sabilil Haq Fastabiqul khaerat

Makassar , 2018

Writer

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CHAPTER I

INTRODUCTION

A. Background

In learning English, reading is one of the skills that have been mastered by students. Reading is the process by which people gain information and ideas from books, newspaper magazines, letters, articles, advertisements, and other material. The students may not have good comprehension of what the author is talking about. Some reading activities lead to improve the students' knowledge. In reading activity, the students must comprehend and find out the information about the text. Comprehension is the peak of the reading skill and the basis for all reading processes. Comprehending a text is not just understanding the meaning, vocabularies, and the grammatical structures but more than that.

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

Teaching Strategy also needs media to support the teacher in applying the Strategy. For students' in senior high school, the media should be relate to the students' age and level of learning the language, mainly on the reading comprehension. The research knew, some factors base on the observation in the classroom and interview with English teacher in Ma Guppi Samata, that make students' have difficulty to comprehend reading text. First, it is cause by lack of students' background knowledge about the topic of a text given. As a result, when the reading process is occurring, it is difficult for them to catch the main point of the text. The students' should have existing knowledge and active it before reading done it is an important role.

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

Some previous researcher related to find out the use of Fishbone Strategy to improve students' reading comprehension have proved such as Margareta, et al. (2014) under the title "teaching reading descriptive text using herringbone teaching technique" which is aimed at describing the use of Herringbone Technique in teaching descriptive text. Based on the data, the researcher found out that the students' mean score of pre-test is 5.87 while the students' score of post-test is 7.8. The use of herringbone Technique is categorized as large. It is proven by the result of effect size which shown that $d = 0,8$ (1.72). Base on the research findings, it can be conclude that teaching reading descriptive text using Herringbone Technique is effective. By using herringbone Strategy the teacher can provide insight to construct a visual representation of the student in determining the details of which are use to draw conclusion and observation. Concluding those mention researcher finding, students' seem to confirm that herringbone or Fishbone Strategy can help the students' to comprehend the text. Fishbone Strategy might help to organize important information in a text.

Base on the explanation above, the information about students' comprehension in reading especially identifying main idea, identifying supporting idea, identifying reference, identifying inference, and identifying difficult vocabularies that brought researcher to describe

whether the Fishbone Strategy is effective or not. Therefore, the researcher conduct a quasi-experimental research and close Fishbone Strategy as teaching method.

B. Problem statements

The issues put forward in the background refer to the research questions as follows :

1. Does the use of Fishbone Strategy improve students' reading comprehension at the second grade students' of SMA Muhammadiyah Disamakan Makassar?
2. Is there any significant difference between the students' accuracy to reading comprehension who are taught by teacher and those who are taught by using of Fishbone Strategy at the second grade of SMA Muhammadiyah Disamakan Makassar

C. Objectives of the research

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

3. To find out the use of Fishbone Strategy to improve the reading comprehension at the second grade students' of SMA Muhammadiyah Disamakan Makassar.
4. To find out is there any significant difference on the students' accuracy to reading comprehension who are taught by teacher and those who are taught

by using of Fishbone Strategy at the second grade of SMA Muhammadiyah Disamakan Makassar.

D. Significant of the research

The result of the research is expect to given meaningful contribution for the teacher and students' of SMA Muhammadiyah Disamakan Makassar. The teacher is able to apply this Strategy in teaching- learning process, particular, in developing students'' reading proficiency

E. Scope of the research

This research is restricted to the use of Fishbone Strategy which refers to the familiarity of the subject matter if the reading text in improving the students'' reading comprehension in terms of literal comprehension covering main idea and conclusion.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Related Research Findings

Oktavia (2012) in her thesis entitle “ *Teaching Reading Comprehension by Combining Herringbone Strategy and Close Procedure Strategy for Junior High School*” found that Herringbone technique, could make the students’ activeness in learning because the activities more focus the students’ comprehending, they can understanding and add vocabulary in teaching reading comprehension. The researchers concluded that students’ skills in reading comprehension is low. Therefore, they need a lot of practice and Strategy that is interesting is the use of Fishbone Strategy Refers to the familiarity of the subject matter if the reading text in improving the students’ reading comprehension in terms of literal comprehension covering the main idea and topic sentence and summarizing covering content and sequence idea.

Hardianto (2016) in his thesis entitle “ *The Use of Fishbone Strategy to Improve students’ Reading Comprehension at Senior High School* ” found that basically the purpose of learning to read is to comprehend the text which are read. When a reader reads he will try comprehend and understand the text to get and find what he are looking for in the text. for Senior High School students’, they have to able to

comprehend an analytical exposition text. Reading skill should be taught seriously in the classroom in order to make the students understand the text and then they can get a good score in final examination. He found that the Fishbone Strategy in reading skill can attract and build students' background knowledge of the text. In applying Fishbone Strategy is one of the strategies that influence students' understanding and comprehending the analytical exposition text.

Fitriani (2012) "*Improving reading comprehension through Fishbone Strategy at Senior High School*" found that Strategy asks the students to determine the main idea of a reading by requiring them to determine 'who, what, when, where, why, and how' of the reading. Students answer each of these questions by filling out a diagram that resembles a Fishbone to achieve the main point of the reading. This Strategy can help teachers to make students more comprehend and focus in reading. The purpose of teaching reading is to improve students' skill in comprehending the text and getting important information contained in the text. By using this Strategy in teaching reading, it will help students to more easily comprehend the text and they more enjoy in learning process.

B. Concept of reading

1. Definition of Reading

Logan, in Kasim (2012) Reading is very sophisticated structure and includes many skills that require simultaneous coordination to successfully complete many reading tasks. As identified, skill reading is the ability to extend meaning from text accurately and effectively. Becoming a good reader requires both the ability to recognize words and the ability to comprehend text. Although instruction for word recognition is a critical process for students', some students' continue to struggle with deriving meaning or acquiring knowledge from text in spite of possessing sufficient word recognition.

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

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

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

- a.The ability to read a wide range of texts in English
- b.Building a knowledge of language which will facilitate Reading ability
- c.Building schematic knowledge
- d.The ability to adapt the reading style according to reading purpose
- e.Developing an awareness of the structure of written text in English
- f. Taking a critical stance to the contents of the texts

2. Reading Comprehension

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

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

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

Elements of Reading Comprehension

1. Identifying and summarizing the main idea
2. Comparing and contrasting
3. Identifying supporting facts and details
4. Making inferences and drawing conclusions

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

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

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

- a. Good readers are *active* readers.
- b. From the outset they have clear goals in mind for their reading
- c. They constantly evaluate whether the text, and their reading of it, is meeting their goals.
- d. Good readers typically look over the text before they read, noting such things as the structure of the text and text sections that might be the most relevant to their reading goals.
- e. As they read, good readers frequently make predictions about what is to come.
- f. They read selectively, continually making decisions about their reading: what to read carefully, what to read quickly, what not to read, what to reread, and so on.
- g. Good readers construct, revise, and question the meanings they make as they read.

1. Levels of Reading Comprehension

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

a. Literal Reading

Literal reading refers to the acquisition of meaning of ideas or information that is explicitly stated in the text. Some specific

reading skill. At the literal level of comprehension are, identifying specific information or nothing details, sequencing ideas when explicitly signal are given, and following instructions. These skills, specially the first two are scanning skill.

1). Identifying Specific information

This reading requires one to focus his attention only on one or some particular information or detail which he need form a text, the rest of text may not be read anymore. That information may be a name, a date, a scientific term, or a place or just anything , the search for which motivates the person to read in looking for a detail, the reader must look for signals in the environment of the need information or in the information itself.

2). Sequencing Events or Ideas

Meaningful reading results from the reader's ability to follow the flow of thought of the researcher. This is so because any discourse is made up of words and sentences which are not only grammatically link to one another, but are also logically related and sequence of ideas as present by the researcher enables him to summarize, outline and infer correctly.

3). Following instructions

Students' can take the lesson and knowledge from the reading

a. Interpretative Reading

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

Inferences can be categorized as implications, conclusions, generalization and predictions.

1) Implication

Implication is any inference expectancy that maybe logically imply or understood, but not directly states, from the author's arguments in a text or utterance.

2) Conclusion

Conclusion draws together factual evidence into a statement about the nature of phenomenon.

3) Generalization

Generalization is statement about the behavior of a large population based on the observable behavior of a similar but smaller sample group.

4) Prediction

Prediction is a statement about future behavior or action

c. Critical Reading

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

d. Creative Reading

Creative reading involves going beyond the material present by the author, creative reading require the readers to think as they read just as critical reading and it also require the reader to use their imagination, in creative solution to those by the researcher.

C. FISHBONE STRATEGY

a. Definition of Fishbone Strategy

Using the Fishbone Strategy is a simple Strategy but can improve students' reading comprehension. Study about Fishbone Strategy found Fishbone diagram is very innovative by some diagonal lines and each of those diagonal lines design by 'WH' questions, start from : What, Who, When, Where, Why, and How.

According to Nasir (2014), Fishbone Strategy is a structured procedure designed to help students organize and remember important information in a text. The Fishbone Strategy suggests that the important information can be obtained by asking six very basic comprehension question: Who? What? When? Where? How? and Why? Students answer each of these question by filling out diagram that resembles a Fishbone to achieve the main point of the reading.

Simmonds (2013), said that Fishbone Strategy using questions 5w + 1h as a guide to aid the reader find detailed information about the text then make up and identify the central idea and useful help students understand abstract concept. Students will be easy answer questions given by teachers who finished Strategy the fish allowing teachers to evaluate previous knowledge of students.

Another definition about Fishbone Strategy also given by Bilsen & Lin (2012), They stated that Fishbone Strategy very useful in teach understanding reading the student with all a brief explanation and simple about text an will be read and a task assigned by teachers. Students complete the task given and the teacher was resolute students know about text which they could study.

Based on the above definition, the researcher concludes that the Fishbone Strategy is one of the comprehension strategies by which the reader builds relationships between ideas in text, between main ideas and supporting details. As students work on this procedure and record the answers, they must find out the important link in this information. This led to the synthesis of all the information in a newly create sentence, which become the main idea statement. So it can help students find the main idea of election.

b. The Purpose of Fishbone Strategy

Daniel (2012), stated that the purpose of Fishbone organizer helps students' to recognize that non-fiction articles and expository writing contain a main idea and supporting details. When students isolate specific information to recorded in on the agenda , decision students about relevance and increase understanding they .Students who answer

questions or articles can use graphic for do graphic question to ensure that their responses containing the central idea and help students determine play idea in text .Strategy the backbone help students understand the link between details support to identify the central idea. The fish are organizer graphic useful for a student to drive information . Bellow are the purpose of Fishbone Strategy, they are :

1. To help students' summarizing what they have read
2. To provide a supportive framework for students' to sort through the information provide in recount text and make their own decisions about what is important
3. To provide students' with a framework for making decision about main ideas and important details in material that they read.
4. The students' can find the relationship among the material

c. The Usage of the Fishbone Strategy

Bose (2012,) stated that after students read the article , students determine the main ideas and did write down the fish .Then , they will write details supported the idea in a key conducted by other bones .Students who want to use graphic organizer to plan their own writing

can start by main ideas or noting the first that could lead them on the development of the central idea .Maps bones of fish (sometimes called herringbone map) is the type organizer graphically used to explore many aspects or effect of a topic complex , help students to regulate thought they visually simple and use of color help make a map bones of fish clearer and easy to interpreted by students

The main idea of a paragraph answers the question: "What is the main point or points the author is expressing about the topic?" The stated main idea is found in one or two sentences within the paragraph. The main idea answers two important questions: 1. Who or what have I just read about? 2. What was the main point or points the author made about this topic? An explicit main idea may be anywhere in the paragraph, but is typically found in these locations: first sentence, last sentence, middle of paragraph, or a combination of two sentences.

If the topic involves investigating attributes associate with a single, complex topic, and then obtaining more details on each of these ideas, use a Fishbone diagram as your graphic organizer. The Fishbone diagram is like a spider map, but it works for more complex topics that require more details to be enumerate. Then process of creating Fishbone diagram helps the student to monitor their growing

comprehension of the topic. It also helps point out the areas where the student must investigate more.

d. Advantages and Disadvantages of Fishbone Strategy

A Fishbone Strategy is graphic representation of information ; example or graphic organizers include tables and sequence chains. Ranstrand (2013), says that there are advantages to apply this teaching tool for supplementing teachers and presentations, they are as follows:

1. Comprehension ; Fishbone Strategy can help students' to understand the relationship between various pieces of information that they may have failed to identify in which particular also useful in helping students' to grasp abstract concepts.
2. Knowledge evaluation; asking students' to complete Fishbone Strategy which allow teachers to evaluate the students'' prior knowledge. As a result, teacher can make strategic decision regarding how to most effectively present additional information to students'.
3. Motivation ; it represents information in pattern and graphic from which can enhance learning by stimulating the students'' interest and retaining their attention.

4. Impact on note taking; in some cases, note taking decrease when students' learn material with the help of graphic representation. As a result, the lack of a comprehensive guide those students' can refer to when revising material may affect their performance.
5. Impact o Vn feedback; some teacher find creating an answer key a Fishbone diagram to be time consuming. They use organizer to encourage discussion but do not correct each students'' organizer upon complete. As a result, students' may miss out on receiving valuable feedback.

There area some advantages of using Fishbone Strategy, they are: the students will be more active in the class especially in reading. When they do the steps of Fishbone Strategy in reading they will have activities that make them active in the class. Fishbone Strategy also make them enthusiastic in reading a text, because they will focus on the simple question. In discussion process students can share the information about the text that that have already read and makes the students easier to find the mine idea of the text.

While the disadvantage of Fishbone Strategy is when students learn material with the help of graphic representations. Note-taking will be decreased. As a result, the lack of comprehensive guide those

students can refer to when revising material may affect their performance.

e. The Procedure Of Fishbone Strategy

Martin (2006), define the procedure of teaching reading by using Fishbone Strategy in class an implied main idea is a sentence that the reader composes rather than a statement found in the selection. The develops comprehension of the main idea by plotting : who, what, when, where, why, and how question on a visual graphic of a fish skeleton. Using the WH- question, students write the main idea cross the backbone of the fish diagram. This reader-developed sentence answers the same basic questions: Who or what did I just read about? And what was the main point or points the author made?

To determine the implied main idea, readers should follow these steps:

1. Read the paragraph and ask, "Who or what did I just read about?"
2. Ask, "What are the important details from the reading?"
3. Determine the main idea by asking, "What is the single most important point the author is making about the topic based on the details?"

4. Use the information from the paragraph that answers these questions to formulate a sentence that states the main idea.

It is aim to provide students' with a framework for making decisions about main ideas and important supporting details in material which they read. The procedure as follows:

- 1) Students' work in pairs or triads
- 2) Students' read a selection from a content textbook or another piece of reading material. Any appropriate pre-reading activity may be use.
- 3) After reading, groups complete the Fishbone by the discussion the text, considering possible answers to the question on the herringbone, and deciding cooperatively upon the answer that seems best to them.
- 4) When groups have complete their tasks, the teacher convenes the entire class so that groups can share their decisions and the reasons for them, with each other. The focus of discussion should be on decisions and reasons rather than “ right” answer.

After getting the main idea by using the information from Fishbone diagram, the students write the main idea on the Fishbone diagram.

f. Fishbone Pattern

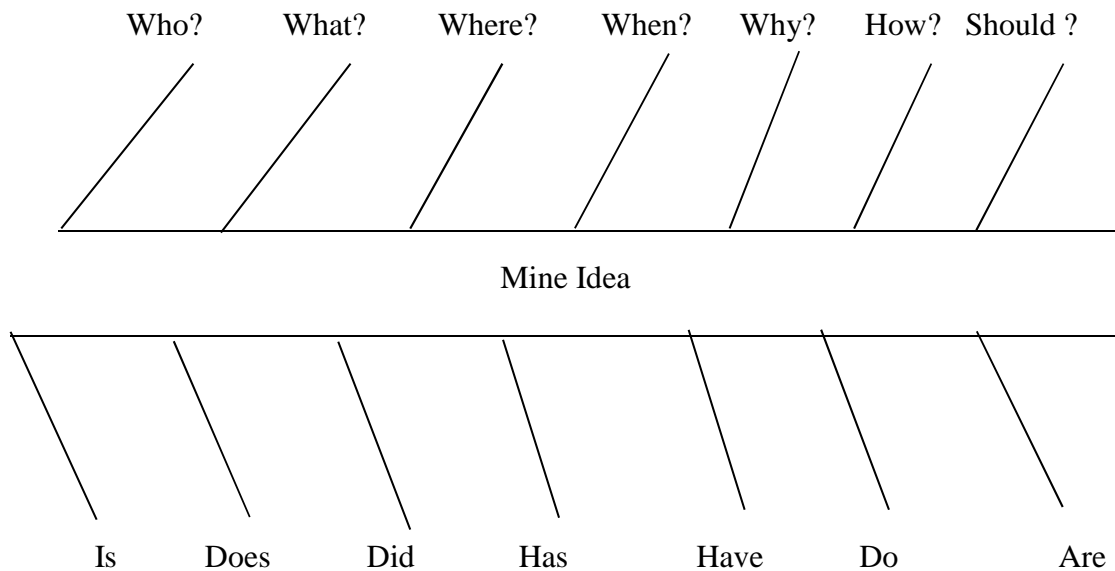
The Fishbone Strategy is use for synthesizing information after pre-reading or skimming, a chapter. When students' take the time to pre-read they are better prepare to read and understand the information present in text. According to Nasir (2014), Pre-reading is an important tool for understanding what each reading is going to be about, what the main ideas are going to be, and for getting a general idea of what will be discuss in each reading. This graphic organizer use to help students' identify the main idea and the relate supporting ideas of a lesson, text or concept.

This chart also help students to organize a large quantity of information thus help with learning and remember details, cause and effect, comparison and contrast, sequence, and main ideas. It contain six question that help students' to organize the details of the text and students' can sort out the important information and create a visual framework for reviewing in the future.

The diagram has alone line down the center of the page, which represents the backbone of the Fishbone. Write the main idea'' along this line. Draw three diagonal lines off either side of the line and write ' who, what, when, where, why, and how' on each line and there is a space for

the students' to write one sentence or phrase along or around each line and an area for them to state the main idea.

The students' are instructed that they sought the answer to these question and record their answers on the Fishbone from as they read the chapter. Initially, the classroom teacher could put the Fishbone from on a transparency and display it on a screen for all students' to see. As the whole class " walk through" the Strategy, the teacher researchers in the information on the transparency as the students' fill in their forms.



PICTURE

Given students' a short amount of time of time to skim chapter, and then have them fill the Fishbone Strategy with the main ideas of the chapter , including: what is the main idea? Who is speaking? Who is the reading talking about? When did this occur? Where did it occur? How is it brought into being? Why is it done this way? Students' write phrase answering these question on the diagonal lines design by each question. Notice that in the center of the Fishbone Strategy is "main idea," which is what each "W" question should be referred back to.

D. Theoretical Framework

Base on the theory of research , the theoretical framework is describe in following.

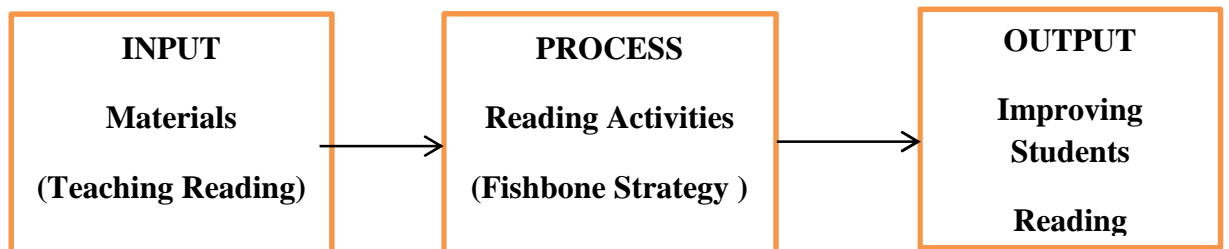


Diagram (Fishbone Stratgey Framework)

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

Input : It refers to reading material before giving treatment

Process : It refers to the technique use in teaching reading comprehension namely Fishbone Strategy

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

E. Hypothesis

The hypothesis of this research is formulated as follows :

1. Ho: There is no significant difference students'' reading comprehension before and after treatment reading material by using Fishbone Strategy
2. H₁: There is a significant difference of the students'' reading comprehension before and after present reading material by using Fishbone Strategy.

CHAPTER III

RESEARCH METHODE

The chapter discusses the researcher design and method, the population and sample, research variable and indicator, the procedure of data collection, research instrument, data collection and data analysis.

A. Research Design

This researcher had employed a quasi- experimental research design. Quasi experimental design Focus on treatment and outcomes, therefore the data was taken from pre-test and post-test to determine Fishbone Strategy or no more effective than expository technique in improving student's reading comprehension. In the design of this study, there were two types of classes use. There were experimental class that used Fishbone Strategy and control class with expository techniques. The design is describe as follows:

Table 3.1. Research Design

Class	Pretest	Treatment	Posttest
E	O₁	X₁	O₁
C	O₂	X₂	O₂

Notation : E: Experimental Research

C: Control Group

O₁: Pre- Test

O₂: Post Test

X₁: Treatment by using Strategy Fishbone

X₂: Treatment by using expository technique.

(Tuckman, 1999:192)

B. Population and Sample

a. Population

The population of the research was the eleventh year students' of SMA Disamakan Makassar academic year 2016/2017. It consisted of two classes, namely XI IPA and XI IPS. Each class consist of approximately 26. Therefore, the total population was about 52 students' as shown in the following :

No.	Class	Population
1.	XI IPA	24
2.	XI IPS	26
Total		48

Table 3.2. Population of the research

Source : (KTU SMA Disamakan Makassar)

b. Sample

The Researcher used purposive sampling technique. Technique is sample with was it not base on random, regions or strata but rather on the consideration that focuses to a particular purpose. The sample was class XI IPS as experiment class that has 26 students and XI IPA as control class which has 26 students from grade XI student SMA Muhammadiyah Disamakan Makassar 2016/2017. The total sample of the research is 52 students'.

C. Research Variable and Indicators

1. Variable of the Research

(Henrichsen & dkk : 2010) A variable is a measurable characteristic that varies. It may change from group to group, person to person, or even within one person over time. There is two variable in this research; they are independent variable and dependent variable.

a. Independent variable

The independent variable was Fishbone Strategy which used as the teaching aids in order to improve the reading comprehension. Independent variable is the condition that convert in experiment because it is less dependent and it not affect by the state of other variable experiment.

b. Dependent variable

Variable type describe or affect by the independent variable. The dependent variable in this research was the students' reading achievement in comprehending a reading text because Fishbone Strategy given effect in reading.

2. Indicators of the research

The following are the main indicators of each variable :

- a. The indicators of the students'' literal comprehension are main idea and sequence of detail which the answer of 5W1H question
- b. The indicators of the students'' interpretative comprehension is conclusion

D. Procedure of Data Collecting

1. Pre- test

Pre-test was delivered at the first time before the researcher apply the treatment in both experimental and control class, the researcher reading test in order to know the students' about the text and read it in front of their friends the pre-test use time 2x45 minutes in both experimental and control class.

2. Treatment

a. Experimental Group

After gave pre-test, the students' were gave treat by using Fishbone Strategy. It took place for four meetings and spent 90 minutes in each meeting.

- 1) The researcher shared the students report text individually
- 2) The researcher explained Strategy Fishbone to all students and students understand about Strategy because they just focus on the simple question.
- 3) The students worked in pairs or triads
- 4) The researcher gave the Fishbone Strategy format which has been copied and gives introduction the Strategy to the students label all of the lines of the Fishbone with the question as shown on the sample organizer.
- 5) The researcher instruct them to record the unfamiliar terms on the left-hand column of the format so that the researcher know the terms that are confusing to the students.
- 6) The researcher read the text pay attention to main idea and conclusion
- 7) After reading, groups complete the Fishbone by the discussion the text, considering possible answers to the question on the Fishbone, and deciding cooperatively upon the answer that seems best to them.

8) When groups have complete their tasks, the teacher convenes the entire class so that groups can share their decisions and the reasons for them, with each other. The focus of discussion should be on decisions and reasons rather than “right” answer.

b. Control group

After gave pretest, the students were gave treat without used expository technique. It took place for four meetings and spent 90 minute un each meeting. Some of steps of treatment were:

- 1) The researcher divided the students into six groups which each group consist of five or six students.
- 2) The researcher share the students a report text individually
- 3) The researcher asked the students to read the text
- 4) After that, the researcher asked one student from each group stand up and describe the content of the story.
- 5) The researcher gave explanation and feedback related the report text
- 6) The researcher gave the students homework. The students were given homework to search short story in video format and maximal duration 5 minutes.

3. Post- test

After giving treatment, the students were given a post-test

a. Experimental group

The researcher gave the students the same theme which were used in pre-test. Once again, the students were asked to comprehend the text and perform in front of the class to answer the text by using Fishbone Strategy. Post-test was a test that employed by the researcher after doing the treatment. The aim to saw the value of treatment whether or not the result of the post-test was better than the pre-test.

b. Control Group

The researcher gave the students the same theme which were used in pre-test. Once again, the students were asked to comprehend the content of the text, practiced then performed to answer the text in from of the class.

E. Research Instrument

To collect data, the researcher used reading test. The test consist of pre-test and post- test. The pre- test was give before the treatment to know the students'' prior knowledge in reading comprehension. The post- test

was aim at finding out the students' reading comprehension after the treatment.

F. Data Collection

The gather data were used to find out the differences of students' reading comprehension in experimental class and control class. To score the students'' answer the researcher used the following formula :

Table 3.3 Criteria rubric for main idea

NO	Criteria	Score
1	Clearly identify the main idea by providing strong evidence, details relating to the main idea.	4
2	Identify the main idea by providing strong evidence, details relating to the main idea.	3
3	Limit main idea and provide adequate evidence, details relating to the main idea.	2
4	Did not identify the main idea of the story or provide any evidence, details relating to the main idea.	1

Harmer (1979:215)

Criteria	Score
Conclusion reflects resource reading in development of idea it is excellent	4
Conclusion reflects reading in development of idea it is good	3
Conclusion reflect only reading in development of idea it is poor	2

Conclusion do not reflect any reading of resource in development idea	1
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Table 3.5 Criteria for conclusion

G. Data Analysis

In analyzed the data researcher will follow several steps.

1. The researcher check the students' answer and total each other students.

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

After collect the data of the students' the researcher classify the score of the students' into the following criteria:

Score	Classifications
9.6 – 10	Excellent
8.6- 9.5	Very Good
7.6- 8.5	Good
6.6- 7.5	Fairly Good
5.6- 6.5	Fair
3.6- 3.5	Poor
0.0- 3.5	Very Poor

(Depdikbud in Amirulla 2012:32)

2. Calculating the collecting data from the students' in answer the test, the researcher used formula to get mean score of the students' as follows:

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

Where : \bar{X} = Main score

$\sum X$ = The sum of all scores

N = The total number of sample

(Gay, 2006 : 320)

3. Calculating standard deviation of each total score of pre- test, the researcher use the following formula :

$$SS_1 = \sum X_1^2 - \frac{(\sum X_1)^2}{n_1} \text{ and } SS_2 = \sum X_2^2 - \frac{(\sum X_2)^2}{n_2}$$

Where :

$\sum X_1$: Score of experimental group

$\sum X_2$: score of control group

\bar{X}_1 : Mean of experimental group

\bar{X}_2 : Mean of control group

n_1 : Number of subject of experimental group

n_2 : Number of subject of control group

SS : Sum of Square

4. The researcher find out the means score by used the following formula:

$$P = \frac{F}{n} \times 100$$

(Gay,1981: 299)

5. The research classifying the data based on the students' class.

No.	Classification	Score
1	Very good	90- 100
2	Good	70- 89
3	Fair	50- 69
4	Poor	30- 49
5	Very poor	10- 29

4. Finding standard deviation of students' pre-test and post-test by using this formula:

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

Where : SD = Standard Deviation

$\sum x$ = The sum of all score

$\sum x^2$ = The Sum square of all score

5. Measuring the significant between the result of the pre-test and post- test by used the formula :

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\left(\frac{SS_1 + SS_2}{n_1 + n_2 - 2} \right) \left(\frac{1}{n_1} + \frac{1}{n_2} \right)}$$

Note : t = Test of significance

\bar{X}_1 = Mean score of experimental class

\bar{X}_2 = Mean score of control class

SS_1 = Sum square of experimental group

SS_2 = Sum square of control group

n_1 = Number of students' of experimental group

n_2 = Number of students' of control group

(Gay, 2006: 349)

To describe the significant influence of Fishbone Strategy to improve students' reading comprehension, the researcher use :

T_{test} : Having significant influence

$T_{\text{test table}}$: Having no significant influence

CHAPTER IV

FINDING AND DISCUSSION

This chapter consisted of finding and discussion of the research present the result improvement of the students' reading comprehension on understanding the main idea and making conclusion and and the discussion of the research covers further explanation of the findings.

A. Findings

1. The students improvement on understanding the main idea

The researcher used Fishbone Strategy in treatment in experimental class and expository in class control to see the students' improvement in reading comprehension on understanding the main idea and there was improvement in pretest to post test. In showed from mean score of the students in pre-test and post-test and also improvement percentage. It could be see in the table below.

a. Experiment Class

No	Indicator	Pre-test	Post- test	Range
1	Mean score	2.7	3.4	0.7
2	Improvement	50.39%		

Table 4.1 The students improvement on understanding the main idea

Based on the table 4.1 above, it showed that the mean score of the students in pre- test were 2.7. Most of the students' felt confuse how to find the main idea of the text. it was caused they had less knowledge about placement of main idea. After that researcher gave treatment gave treatment by using Fishbone Strategy and score of the students' had improved. It showed in post-test which to be 3.4. the students' reading was suitable, they could find the main idea of the text.

The result of pre-test and post-test had improvement which was 50.39 range was 3.4. The data showed that the influence of Fishbone Strategy could improve the students' reading comprehension on understanding the main idea. The improvement of the students mean score in pre-test and post-test proved that used Fishbone Strategy was used the students reading comprehension on understanding the main idea. Fishbone Strategy encourage the students to read a text in a phrase or chunk of language that represents meaning rather than separate words. By these Strategy, the researcher explained the materials in a fun way. Therefore, Fishbone Strategy could helps students organized information of the text, making it easier for them to pull information together or a better understanding of the main idea of text.

b. Control Class

No	Indicator	Pre-test	Post- test	Range
1	Mean score	2.1	2.6	0.5
2	Improvement	40.28 %		

Table 4.2 The students improvement on understanding the main idea

Table 4.2 shows that the average score of the control class students. In the control class the researcher used the technique of expository in the learning process. Prior to treatment or trials, the mean score in the main idea trial test was 2.1 after administering treatment or post-tests on the technique expository, the mean value of the reading in terms of the main idea being 2.6. while the improvement of students' reading comprehension in terms of main idea is 40.28%.

2. The students improvement on making conclusion of the text

a. Experimental class

The researcher also assessed students' on making conclusion of the text. it was begin pre-test to post-test. After researcher gave pre-test and post-test, there was improvement in reading comprehension on making conclusion of the text. it was indicated by the significant difference between students' pre-test and post-test score.

Based that, researcher also had counted improvement percentage of students. It showed at the following table.

No	Indicator	Pre-test	Post- test	Range
1	Mean score	1.8	3.1	1.3
2	Improvement	70 %		

Table 4.3 describe that mean score in pre-test was lower than mean score of post-test. Mean score in pre-test was 1.8. it caused that most of students still did not understand about the text. mean score of post-test was 3.2, it was improved from pre-test. Based on the data in pre-test and post-test had happened improvement of the students' on making conclusion. The percentage of improvement the students in pre-test to post-test was 70 % with range was 1.3. it was mean that Fishbone Strategy could improve students' reading comprehension on making conclusion.

The improvement of the students mean score in pre-test and post-test proved that used Fishbone Strategy to improve students' reading comprehension on making conclusion of the text. Fishbone Strategy encouraged the students' to read a text in a phrase or chunks of language that represents meaning rather than separate words. In used Fishbone Strategy, it can helps the teacher explained the materials better than before. Fishbone Strategy could improved the students reading and comprehension. Therefore,

Fishbone Strategy make a better understanding of the meaning form the text do the students can make conclusion of the text easily.

It proved that there was significant improvement of the students' reading comprehension on understanding the main idea and making conclusion of the text used Fishbone Strategy at the second grade students of Sma Muhammadiyah Disamakan Makassar. Based on the result, we could conclude that the Fishbone Strategy could improved of students' reading comprehension on understanding the main idea and making conclusion of the text.

b. Control Group

No	Indicator	Pre-test	Post- test	Range
1	Mean score	1.6	2.6	1
2	Improvement	60 %		

Table 4.4 shows that the average score of the control class students. In the control class the researcher used the technique of expository in the learning process. Prior to treatment or trials, the mean score in the main idea trial test was 1.6 after administering treatment or post-tests on the technique expository, the mean value of the reading in terms of the main idea being 2.6.

while the improvement of students' reading comprehension in terms of conclusion is 60%.

3. The mean score and standard deviation of the pre test scores of experimental and control class

After calculating the data of both classes, the mean score and standard deviation of both classes were presented following table.

Table 4.5 The mean score and standard deviation of the students

Class	Mean score	Standard deviation
Experimental	55.3	10.7
Control	0.04	8.2

Table 4.5 shows that the mean score of the students in the experimental class was 55.3 and the standard deviation was 10.7, while in the control class, the mean score was 0.04 and the standard deviation was 8.2. In order to know whether or not the mean score of both classes are significantly different at the level of significant 0.05 with the degree of freedom $(df) = (n_1 + n_2 - 2)$, t-test analysis for independent sample was employed.

4. The Mean Score and Standard Deviation of the Post-Test Scores class experiment and Control Class

After calculating the data of both classes, the mean score and standard deviation of both classes were presented following table.

Table 4.6. The Mean Score and Standard Deviation of the Students

Class	Mean Score	Standard Deviation
Experimental	87.1	63.8
Control	62.5	23.4

Table 4.6 shows that the mean score of the students in the experimental class was 87.1 and the standard deviation was 63.8. while in the control class, the mean score was 62.5, and the standard deviation was 23.4. In order to know whether or not the mean scores of both classes are significantly difference at the level of significance 0.05 with degrees of freedom $(df)=n_1+n_2$, t-test for independent sample was employed

5. The t- Test value Students in pre-test and post-test

In order to know whether or not the mean score was difference between two variable at the level of significance 0.05 with degrees of freedom $(df)= n_1 + n_2 = 2$, t-test for independent sample was employed.

The following table shows the result of the calculation.

Table 4.7 T-test of the students' pre-test

Variable	T-test	t- teable
Pre- test	5.8	2.060

6. Hypothesis Testing

The hypothesis was tested by using t-test in order to verify whether students' ability using Fishbone Strategy was different significantly from students' improved expository technique. The hypothesis testing between experimental group and control group can be known by used t-test. The result of t-test can be seen in table 4.10 as follows:

Table 4.9 Hypothesis Testing

Variable	t-test value	t-table value	Remark
$X_1.X_2$	12.29	2.060	Significantly different

Table 4.9 shows that t-test value was greater than t-table value. The result of the showed that there was a significant difference between the score

of t-table and t-test ($2.060 < 12.29$), it means that t-table was lower than t-test at the level of significance .05 and the degree of freedom $(N_1 + N_2) - 2 = (26 - 26) - 2 = 50$. It was indicated that the null hypothesis (H_0) is rejected and alternative hypothesis (H_1) is accepted.

B. Discussion

This part presents a discussion dealing with the interpretation of the research findings derived from the result of statistical analysis to depict the students' reading comprehension in teaching and learning process through the used of Fishbone Strategy. The description of data collected from reading comprehension on and understanding the main idea and making conclusion of the text as explanation in previous section showed that the students reading comprehension was improved. It was supported by mean score and percentage of the students pre-test and post-test result. Based on the finding above, the use Fishbone Strategy made students had mean score was higher in comprehension.

1. The students Improvement Understanding the Main idea

Reading comprehension on understanding the main idea was about the understand the students idea about the text. Understanding the main idea was very important aspect in reading comprehension because it can help the reader comprehend about the topic and the author's message.

In the first meeting when researcher gave pre test, researcher looked the most of students did not know the meaning of main idea and its Placement. It could be seen in the table 4.2 that the students' reading comprehension on understanding the main idea in pre-test's the mean score was very poor from experimental group 2 is and control group is 1.

On understanding the man idea in pre-test, the students were confused about the main idea of the text were given. Beside that students also answer as they knew. After students had given treatment of the researcher, mean score in post-test from students had improved become from experimental group 0.85 is and control group is 0.06. It was higher score than pre-test score Pre test to post test score, there was improvement score of students from low to high by using Fishbone Strategy the improvement percentage showed 50.39% with range was 0.7.

The improvement of the students mean score in pre-fest and post test proved that using Fishbone Strategy the students reading comprehension on understanding the main idea. Fishbone Strategy encouraged the students to read a text in a phrase or chunks of language that represents meaning rather than separate words. By these Strategy, the researcher explained the materials in a fun way. Therefore, Fishbone Strategy could helps students organized information of the text, making it easier for them to pull information together or a better understanding of the main idea of text. Seeing the result above,

using Fishbone Strategy had improved students' reading comprehension on understanding the main idea.

2. The Students Improvement on Making Conclusion of the Text.

In addition, the other problem was conclusion. It was one of important aspect in reading comprehension beside main idea because a good comprehension in reading should be able to conclude what has been understood from the text. Beside that students also got other knowledge that they could applied to making conclusion, not only in reading a text but in speaking also when someone is talking so it was make them easier to understand something in the future.

Based on finding above in used Fishbone Strategy in the class, the data was collected by the test as explanation in the previous finding section showed that the students' reading comprehension on making conclusion of the text. It could see in mean score of pre-test and post-test. The data on the table 4.3 showed that the score improved from 1.8 in pre-test's mean score to 3.1 in post-test's score It was good improvement because they knew more about making conclusion. After calculating of the score between pre-test and post-test, researcher found that reading comprehension of students improved which was to be 70% with range was 1.3 from mean score 3.1 in pre-test to 1.8 in post-test.

The improvement of the students mean score in pre-test and post-test proved that used Fishbone Strategy to improve students reading comprehension on making conclusion of the text. Fishbone Strategy encouraged the students to read a text in a phrase of language that represents meaning rather than separate words, in used Fishbone Strategy, it can helps the teacher explained the materials better than before. Fishbone Strategy could improved the students reading fluency and comprehension. Therefore, chunking technique make a better understanding of the meaning from the text so the students can make conclusion of the text easily. It meant that used of Fishbone Strategy in treatment of students' Sma Muhammadiyah Disamakan Makassar was success to make students understandable and knew about reading comprehension on making conclusion of the text

3. Test of Significance(t-test)

After calculating the value t-test analysis then it was compared with t-table value so researcher found that the value of t-test was greater than the t-table value, it meant that null hypothesis (Ho) was rejected and alternative hypothesis (HI) was accepted because there was difference significant mean score of test that had given by researcher before and after researcher using Fishbone Strategy in reading Comprehension.

T-test value was greater than t table. It was ($2.060 < 12.29$), it means that t-table was lower than t- test and there was significant differentiate between students' reading comprehension before and after they got Fishbone Strategy at the second grade students of Sma Muhammadiyah Disamakan Makassar for students of VII A as sample in this research.

Beside that, the data showed that null hypothesis (H_0) was rejected and the alternative hypothesis (H_1) was accepted Researcher conclude that the used of Fishbone Strategy was one of good method that could improve the students' reading comprehension at the eight grade students of Sma Muhammadiyah Disamakan Makassar in academic year 2016/ 2017 could improved on understanding the main idea and making conclusion of the text.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter consisted of two sections. The first section is conclusion, which is based on the researcher findings. The second section is suggestion based on the conclusion.

A. Conclusion

The study employed quasy- experimental design in Sma Muhammadiyah Disamakan Makassar , each of which consisted Of 26 students', were selected as the control group and the experimental group. There was significant different between the reading comprehension of the students who are taught by teacher and those who are taught by used of Fishbone Strategy. The result of the research was proved in the previous chapter that there was a significant difference between the pretest mean score experimental group is 0.04 and control group is 0.43 and post-test mean score experimental group 0.85 and control group is 0.06 and that difference showed an improvement of the students' reading ability. The second grade students' of SMA Disamakan Makassar had good achievement in reading comprehension by using Fishbone Strategy. The result or calculate the mean score in experimental class and control class based on findings from researcher shown that the data have analyzed indicated that there was a little difference of pre-test between experimental class and control. It means that the Strategy for the students although the influence just a little bit.

B. Suggestion

Fishbone Strategy alternative in solving problems in order to teaching students' reading comprehension because this Strategy can reduce problem and make students' enjoy the learning. Therefore, it is recommended that the teacher include Fishbone Strategy as one of the teaching Strategy applied in the class. This Strategy makes a teacher be more creative, proactive, and innovative in varying their teaching activities helps the students to learn more in a fun activity, and develops many other skills such as learning how to work with one another. In students' comprehension in teaching reading comprehension.

The researcher stated some suggestion for the English teacher, the students themselves, and the next researcher as follows:

1. Generally, teacher should create various activities to create teaching and learning process and engage the students lively and interesting in the classroom.
2. It is suggested the English teacher to apply Fishbone Strategy as one of the alternative and creative ways in improving the students' reading comprehension.
3. The teacher should apply various kinds of suitable method in teaching reading to make students more interested in reading English text and to increasing the quality of studying and teaching.

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LAMPIRAN 1

Lesson Plan

APPENDIX A.1

Lesson plan for experiment class

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah : Ma Guppi Samata

Mata Pelajaran : Bahasa Inggris

Kelas/ Semester: XI A

Aspek/ Skill : Reading

Pertemuan : 8 x 30 menit (4 x pertemuan)

A. Standar Kompetensi

Memahami makna teks fungsional pendek dan monolog berbentuk **reports**, narrative dan analytical exposition dalam konteks kehidupan sehari- hari.

B. Kompetensi Dasar

Merespon makna dalam teks monolog yang menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari- hari dalam teks berbentuk report, narrative, dan analytical exposition.

C. Indikator

- a. Memahami isi teks sesuai yang dibaca
- b. Mengidentifikasi tokoh dari cerita yang dibaca
- c. Mengidentifikasi kejadian dalam teks yang dibaca
- d. Mengidentifikasi urutan suatu peristiwa dalam teks narasi

D. Tujuan Pembelajaran

- a. Siswa dapat memahami isi teks narrative sesuai yang dibaca
- b. Siswa dapat mengidentifikasi tokoh dari cerita yang dibaca
- c. Siswa dapat mengidentifikasi kejadian dalam teks yang dibaca
- d. Siswa dapat mengidentifikasi urutan suatu peristiwa dalam teks narasi

E. Materi Pembelajaran

Merujuk ke bahan ajar (Teaching Material)

F. Metode Pembelajaran

Three – phase technique

- Pre reading
- Whilst reading
- Post Reading

G. Sumber Belajar

Buku teks yang relevant dan internet

H. Kegiatan Pembelajaran

I. Langkah-langkah Kegiatan Pembelajaran

a. Kegiatan Awal

- Berdoa sebelum membuka pelajaran (religius)
- Absensi (disiplin, tanggung jawab, rasa ingin tahu)
- Menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran;
- Mengajukan pertanyaan-pertanyaan yang berkaitan dengan penjelasan recount teks.
- Menjelaskan tentang recount teks

b. Kegiatan Inti

Eksplorasi

- Guru memberikan stimulus berupa pemberian materi Teks recount dan siswa menyimak. Guru membacakan sebuah teks recount dengan baik dan benar berdasarkan materi yang telah disiapkan.

Elaborasi

- Memfasilitasi siswa melalui pemberian tugas mengerjakan latihan soal yang ada pada buku ajar Bahasa Inggris untuk dikerjakan secara individual.

Konfirmasi

- Memberikan umpan balik pada siswa dengan memberi penguatan dalam bentuk lisan pada siswa yang telah dapat menyelesaikan tugasnya.
- Tanya jawab berhubungan dengan materi yang diajarkan.

c. Kegiatan Akhir

- Guru dan Siswa menyimpulkan materi yang diajarkan.
- Siswa diberikan pekerjaan rumah (PR) berkaitan dengan materi
Tesk recount.

I. Penilaian

- | | |
|---------------------|----------------|
| 1. Jenis Tagihan | : Individual |
| 2. Bentuk Instrumen | : Uraian Bebas |
| 3. Aspek Penilaian | : Kognitif |

READING TEXT 1

1. The First Meeting

6.0- Magnitude Earthquake Strikers off East Java Town

A strong 6.0- magnitude earthquake struck off the Indonesia Island of Java Sunday, the US. Geological Survey reported, but local official said there was no risk of a tsunami. The quake struck at 2:05 pm local time, 93 kilometers south of Krajan Tambakrejo village in East Java at a depth of 59 kilometers, the USGS said.

Mochammad Riyaldi, from the Indonesia meteorology, climatology and geophysics agency, said there were no reports of casualties or damage. "the quake epicenter was in the sea, but there's ni risk of a tsunami. It's quate a distance from nearby cities, he told AFP.

An AFP correspondent in Banyuwangi said that mild shaking could be felt for about five seconds. Indonesia sits on the pacific "Ring of Fire" where tectonic plates collide, causing frequent seismic and volcanic activity.

1. Who is Riyadi ?
2. What happen in Krajan Tambakrejo village in East Java ?
3. When did earthquake happen ?
4. Where did earthquake happen ?
5. Why did earthquake in Krajan Tambakrejo happen ?

6. How did the earthquake happen ?
7. What is the main idea of the first paragraph ?
8. What is the main idea of the second paragraph ?
9. Make the conclusion of the first paragraph with your own word !
10. Make the conclusion of the second paragraph with your own word!

2. The second Meeting

Jokowi to Plant 10,000 Mango Trees

Governor Joko “Jokowi” Widodo has said he will plant 10,000 mango trees on the edge of streets in the city before of the rainy season. “We will plant the mango trees in the coming months and priority will be given to open air streets in North and East Jakarta. ” he said after making an impromptu field visit to the sidewalk renovation project along Jl. Gatot Subroto on Saturday.

He said the planting of 10,000 trees would help ease air pollution, absorb rain water and beautify the city. “The trees will also function as an ecosystem for birds and provide economic value for residents.” When asked about preparations for the upcoming rainy season, Jokowi said that the ongoing of a number of dams and rivers in the city were part of concrete measure taken in anticipation of floods.

“The dredging projects at the Pluit and Ria- Rio dams have begun while the normalization projects in Pesanggrahan River, Angke River, Sunter River and Ciliwung River are still underway. Floods this year will not be as bad as previous years, ” he said.

1. Who planted 10,000 mango trees ?
2. What were the function if we plant trees?
3. When did Joko Widodo plant 10,000 mango trees ?
4. Where did Joko Widodo plant 10,000 mango trees ?

5. Why did Joko Widodo plant 10,000 mango trees ?
6. How was Joko Widodo anticipation of floods ?
7. What is the main idea of the first paragraph ?
8. What is the main idea of the second paragraph ?
9. Make the conclusion of the first paragraph with your own word !
10. Make the conclusion of the second paragraph with your own word!

3. The Third Meeting

Taman Safari Worker Mauled to Death by Tiger

A janitor at the Taman Indonesia zoo in Cisarua, Bogor, West Java, identified as Junaedi, 32, was mauled to death by a tiger on Friday. According to Cisarua criminal investigations division chief Adj. Comr. Irwan Wahyudin, Junaedi was busy trimming grass in the Sumatran tiger compound when the incident occurred. Junaedi was not aware that the adult Sumatran tiger was stalking him.

The tiger suddenly attacked Junaedi, who died instantly at the scene with wounds to his head, hands and legs. "We Have taken the body to his house." Iwan said as quoted by tempo .co. Iwan added that the police were investigation the case.

Zoo spokesman Yulius confirmed the incident. "Yes, there was such an incident," Yulius said, Declining to elaborate on the details.

1. Who is Junaedi ?
2. What happen with Junaedi ?
3. When was Junaedi mauled by Tiger ?
4. Where did Junaedi Work ?
5. Why did Junaedi die ?
6. How did incident occur to Junaedi ?
7. What is the main idea of the first paragraph ?
8. What is the main idea of the second paragraph ?

9. Make the conclusion of the first paragraph with your own word !

10. Make the conclusion of the second paragraph with your own word!

4. The Fourth Meeting

Refflesia Patma' Blooms in Bogor

BOGOR: One of the world's largest flowers, *Rafflesia patma* of the family Raflesiaceae, has bloomed at the Bogor Botanical Garden. The first time the species has reached maturity outside of its natural habitat. The plant was planted by researcher from Pangandaran Wildlife Reserve in West Java.

"The flower is the part of a researcher project, we've been running from 2004 to 2007," said Sofi Mursidawati, a researcher at the Bogor Botanical Garden. Spfi said the achievement was rare, adding that raising the parasitic plant on a lab had proven difficult. It lives only in certain habitats as a parasite on the *Tetrastigma* species of woody vine, Indonesia is home to 15 species of *Refflesia*.

Another species *Rafflesia arnoldi* which is known as the world's largest flower. Growing to up to 150 centimeters, was discovered by Sir Stamford Raffles and botanical expert Joseph Arnold on May 19, 1818.

1. Who planted *Rafflesia* in West Java ?
2. What is the largest flower in the world ?
3. When did Sir Stamford Raffles find *Rafflesia Arnoldi* ?
4. Where was *Rafflesia* planted ?
5. Why difficult to the raise parasitic plant ?
6. How many species of *Refflesia* in Indonesia ?

7. What is the main idea of the first paragraph ?
8. What is the main idea of the second paragraph ?
9. Make the conclusion of the first paragraph with your own word !
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Lesson plan for control class

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah : Ma Guppi Samata

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Pertemuan : 8 x 30 menit (4 x pertemuan)

A. Standar Kompetensi

Memahami makna teks fungsional pendek dan monolog berbentuk **reports**, narrative dan analytical exposition dalam konteks kehidupan sehari- hari.

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Merespon makna dalam teks monolog yang menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari- hari dalam teks berbentuk report, narrative, dan analytical exposition.

C. Indikator

Siswa mampu menentukan main idea and conclusion

D. Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat menentukan main idea dan conclusion

E. Materi Pembelajaran

Merujuk ke bahan ajar (Teaching Material)

F. Metode Pembelajaran

Fishbone Strategy

G. Kegiatan Pembelajaran

1. Kegiatan Awal

- a. Siswa memulai proses pembelajaran dengan membaca doa
- b. Mengecek kehadiran siswa
- c. Menyampaikan tujuan pembelajaran

2. Kegiatan Inti

- a. Peneliti memberikan format fishbone strategy yang telah di gandakan
- b. Peneliti menjelaskan tentang fishbone strategy kepada siswa
- c. Peneliti memberi instruksi siswa untuk membentuk group. Setiap grup terdiri dari 2 atau 3 orang.
- d. Peneliti akan meminta siswa untuk membaca teks **“Report”** yang telah dibagikan.
- e. Peneliti akan meminta siswa untuk menjawab pertanyaan (5W1H) dan menentukan main idea.

f. Setiap kelompok mendiskusikan dikelas tentang hasl dari fishbone.

Diskusi ini akan focus dalam menentukan jawaban yang benar dan memberikan kesimpulan.

3. Kegiatan Penutup

a. Menanyakan kesulitan peserta didik dalam teks “ **Report**”.

b. Peneliti bersama peserta didik melakukan refleksi.

c. Menyimpulkan materi

H. Sumber Belajar

Buku teks yang relevant dan internet

I. Evaluasi

6.0- Magnitude Earthquake Strikers off East Java Town

A strong 6.0- magnitude earthquake struck off the Indonesia Island of Java Sunday, the US. Geological Survey reported, but local official said there was no risk of a tsunami. The quake struck at 2:05 pm local time, 93 kilometers south of Krajan Tambakrejo village in East Java at a depth of 59 kilometers, the USGS said.

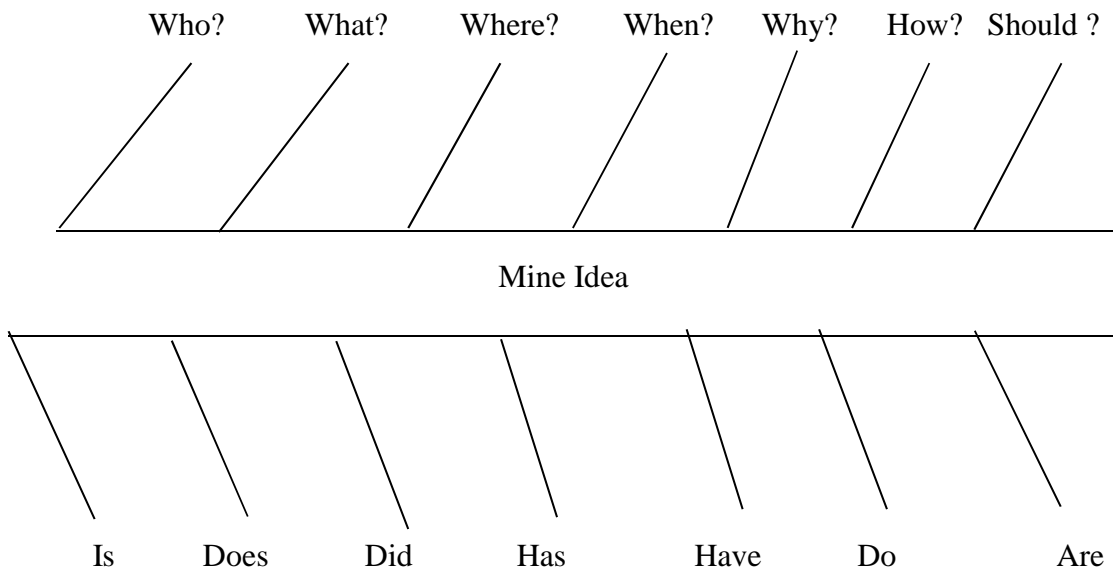
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The researcher gives Fishbone Strategy format and asks group to answer question in it !



d. Penilaian

Classifying the students' score answer into the following criteria :

1. Rubric for literal comprehension

a. Main Idea

Criteria	Score
Clearly identify the main idea by providing strong evidence, details relating to the main idea.	4
Identify the main idea by providing strong evidence, details relating to the main idea.	3
Limit main idea and provide adequate evidence, details relating to the main idea.	2
Did not identify the main idea of the story or provide any evidence, details relating to the main idea.	1

Harmer (2001)

b. Sequence of details

No.	Criteria	Score
1.	Relevant, telling, quality details given reader important information that goes beyond the obvious or predictable	4
2.	Sequence details are relevant, but one key issue maybe un support or more predictable than others.	3

3.	Sequence details and information are relevant, but one or more key issue are un support or are all fairly predictable	2
4.	Sequence details are somewhat relevant, but several key issues are un support or all fairly predictable	1

Harmer (2001)

2. Rubrik for Interpretative Comprehension (Conclusion)

Criteria	Score
Conclusion reflects resource reading in development of idea it is excellent	4
Conclusion reflects reading in development of idea it is good	3
Conclusion reflect only reading in development of idea it is poor	2
Conclusion do not reflect any reading of resource in development idea	1

Harmer (1979:215)

After collect the data of the students', we classify the score of the students into the following sriteria:

Score	Classifications
9.6 – 10	Excellent
8.6- 9.5	Very Good

7.6- 8.5	Good
6.6- 7.5	Fairly Good
5.6- 6.5	Fair
3.6- 3.5	Poor
0.0- 3.5	Very Poor

$$\text{Scoring} = \frac{\text{Total Correct Answer}}{\text{Total Number of Items}} \times 10$$

Makassar,2017

The Researcher

N E L L I

I. Evaluasi

Jokowi to Plant 10,000 Mango Trees

Governor Joko “Jokowi” Widodo has said he will plant 10,000 mango trees on the edge of streets in the city before of the rainy season. “We will plant the mango trees in the coming months and priority will be given to open air streets in North and East Jakarta. ” he said after making an impromptu field visit to the sidewalk renovation project along Jl. Gatot Subroto on Saturday.

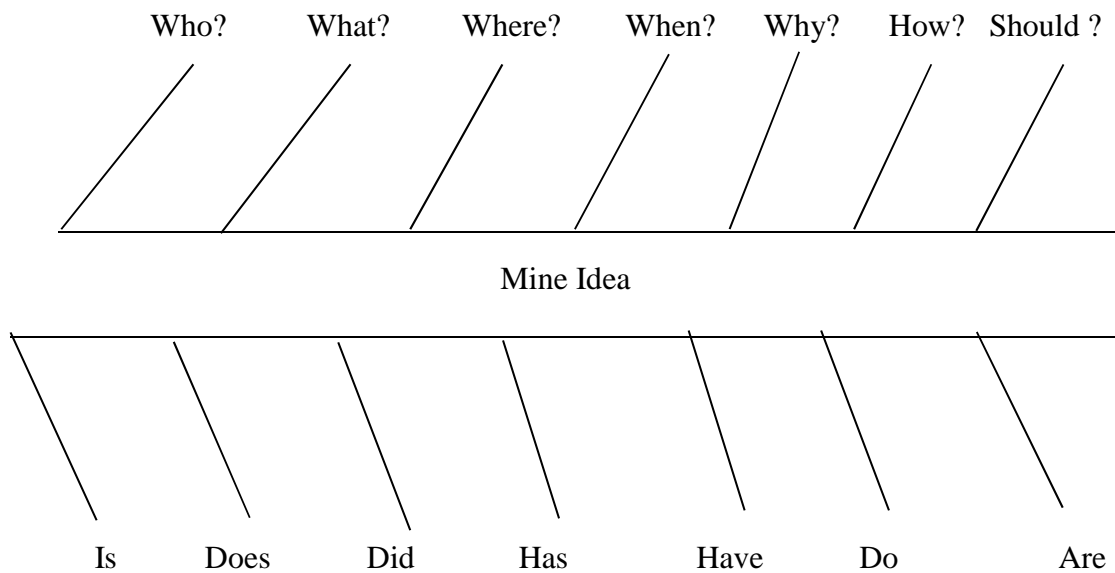
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The researcher gives Fishbone Strategy format and asks group to answer question in it !



e. Penilaian

Classifying the students' score answer into the following criteria :

3. Rubric for literal comprehension

c. Main Idea

Criteria	Score
Clearly identify the main idea by providing strong evidence, details relating to the main idea.	4
Identify the main idea by providing strong evidence, details relating to the main idea.	3
Limit main idea and provide adequate evidence, details relating to the main idea.	2
Did not identify the main idea of the story or provide any evidence, details relating to the main idea.	1

Harmer (2001)

d. Sequence of details

No.	Criteria	Score
5.	Relevant, telling, quality details given reader important information that goes beyond the obvious or predictable	4
6.	Sequence details are relevant, but one key issue maybe un support or more predictable than others.	3
7.	Sequence details and information are relevant, but one or more key issue are un support or are all fairly predictable	2
8.	Sequence details are somewhat relevant, but several key issues are un support or all fairly predictable	1

Harmer (2001)

4. Rubrik for Interpretative Comprehension (Conclusion)

Criteria	Score
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0.0- 3.5	Very Poor
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Makassar,2017

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N E L L I

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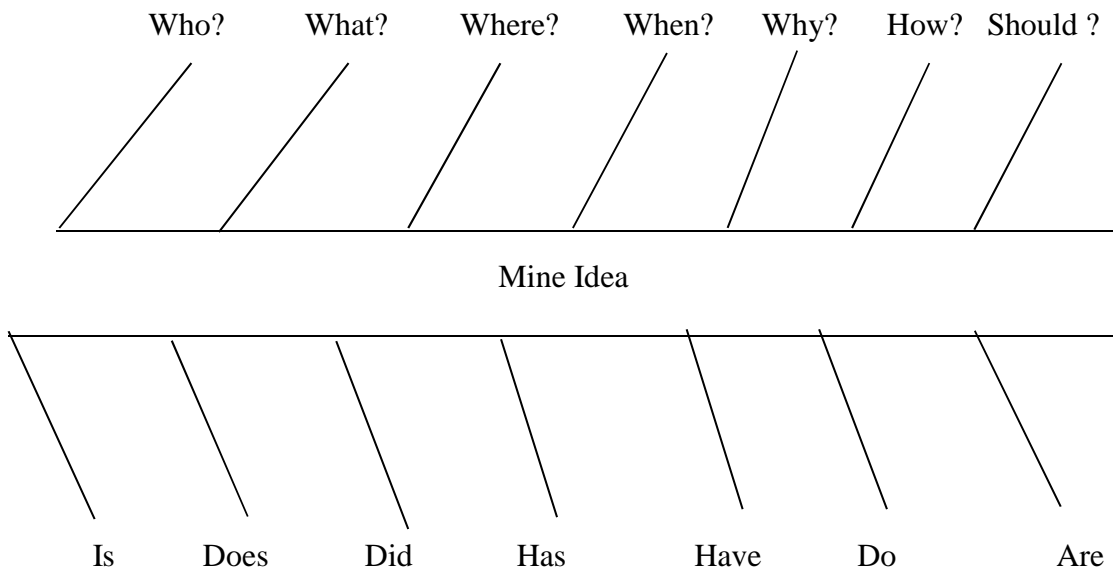
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Zoo spokesman Yulius confirmed the incident. " Yes, there was such an incident," Yuluis said, Declining to elaborate on the details.

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9. Make the conclusion of the first paragraph with your own word !
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The researcher gives Fishbone Strategy format and asks group to answer question in it !



f. Penilaian

Classifying the students' score answer into the following criteria :

5. Rubric for literal comprehension

e. Main Idea

Criteria	Score
Clearly identify the main idea by providing strong evidence, details relating to the main idea.	4
Identify the main idea by providing strong evidence, details relating to the main idea.	3
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Did not identify the main idea of the story or provide any evidence, details relating to the main idea.	1

Harmer (2001)

f. Sequence of details

No.	Criteria	Score
9.	Relevant, telling, quality details given reader important information that goes beyond the obvious or predictable	4
10	Sequence details are relevant, but one key issue maybe un support or more predictable than others.	3

11	Sequence details and information are relevant, but one or more key issue are un support or are all fairly predictable	2
12	Sequence details are somewhat relevant, but several key issues are un support or all fairly predictable	1

Harmer (2001)

6. Rubrik for Interpretative Comprehension (Conclusion)

Criteria	Score
Conclusion reflects resource reading in development of idea it is excellent	4
Conclusion reflects reading in development of idea it is good	3
Conclusion reflect only reading in development of idea it is poor	2
Conclusion do not reflect any reading of resource in development idea	1

Harmer (1979:215)

After collect the data of the students', we classify the score of the students into the following sriteria:

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3.6- 3.5	Poor
0.0- 3.5	Very Poor

$$\text{Scoring} = \frac{\text{Total Correct Answer}}{\text{Total Number of items}} \times 10$$

Makassar,2017

The Researcher

N E L L I

I. Evaluasi

Rafflesia Patma' Blooms in Bogor

BOGOR: One of the world's largest flowers, *Rafflesia patma* of the family Raflesiaceae, has bloomed at the Bogor Botanical Garden. The first time the species has reached maturity outside of its natural habitat. The plant was planted by researcher from Pangandaran Wildlife Reserve in West Java.

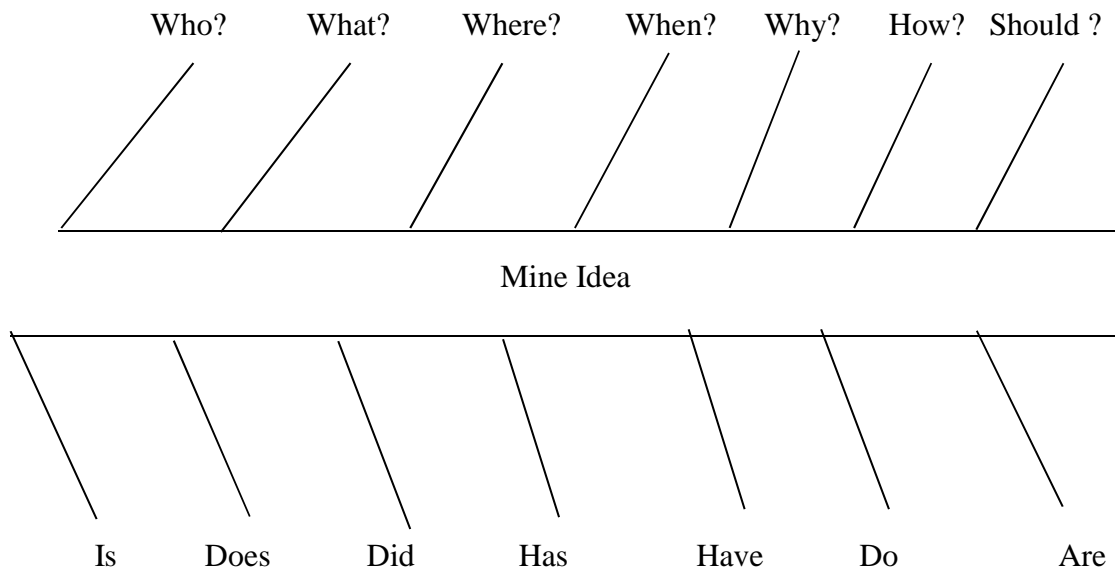
"The flower is the part of a researcher project, we've been running from 2004 to 2007," said Sofi Mursidawati, a researcher at the Bogor Botanical Garden. Spfi said the achievement was rare, adding that raising the parasitic plant on a lab had proven difficult. It lives only in certain habitats as a parasite on the *Tetrastigma* species of woody vine, Indonesia is home to 15 species of *Rafflesia*.

Another species *Rafflesia arnoldi* which is known as the world's largest flower. Growing to up to 150 centimeters, was discovered by Sir Stamford Raffles and botanical expert Joseph Arnold on May 19, 1818.

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2. What is the largest flower in the world ?
3. When did Sir Stamford Raffles find *Rafflesia Arnoldi* ?
4. Where was *Rafflesia* planted ?
5. Why difficult to the raise parasitic plant ?
6. How many species of *Rafflesia* in Indonesia ?

7. What is the main idea of the first paragraph ?
8. What is the main idea of the second paragraph ?
9. Make the conclusion of the first paragraph with your own word !
10. Make the conclusion of the second paragraph with your own word!

The researcher gives Fishbone Strategy format and asks group to answer question in it !



J. Penilaian

Classifying the students' score answer into the following criteria :

7. Rubric for literal comprehension

g. Main Idea

Criteria	Score
Clearly identify the main idea by providing strong evidence, details relating to the main idea.	4
Identify the main idea by providing strong evidence, details relating to the main idea.	3
Limit main idea and provide adequate evidence, details relating to the main idea.	2
Did not identify the main idea of the story or provide any evidence, details relating to the main idea.	1

Harmer (2001)

h. Sequence of details

No.	Criteria	Score
13	Relevant, telling, quality details given reader important information that goes beyond the obvious or predictable	4
14	Sequence details are relevant, but one key issue maybe un support or more predictable than others.	3

15	Sequence details and information are relevant, but one or more key issue are un support or are all fairly predictable	2
16	Sequence details are somewhat relevant, but several key issues are un support or all fairly predictable	1

Harmer (2001)

8. Rubrik for Interpretative Comprehension (Conclusion)

Criteria	Score
Conclusion reflects resource reading in development of idea it is excellent	4
Conclusion reflects reading in development of idea it is good	3
Conclusion reflect only reading in development of idea it is poor	2
Conclusion do not reflect any reading of resource in development idea	1

Harmer (1979:215)

After collect the data of the students', we classify the score of the students into the following sriteria:

Score	Classifications
9.6 – 10	Excellent
8.6- 9.5	Very Good

7.6- 8.5	Good
6.6- 7.5	Fairly Good
5.6- 6.5	Fair
3.6- 3.5	Poor
0.0- 3.5	Very Poor

$$\text{Scoring} = \frac{\text{Total Correct Answer}}{\text{Total Number of Items}} \times 10$$

Makassar,2017

The Researcher

N E L L I

APPENDIX A.3

TEACHING MATERIAL

1. The First Meeting

6.0- Magnitude Earthquake Strikers off East Java Town

A strong 6.0- magnitude earthquake struck off the Indonesia Island of Java Sunday, the US. Geological Survey reported, but local official said there was no risk of a tsunami. The quake struck at 2:05 pm local time, 93 kilometers south of Krajan Tambakrejo village in East Java at a depth of 59 kilometers, the USGS said.

Mochammad Riyaldi, from the Indonesia meteorology, climatology and geophysics agency, said there were no reports of casualties or damage. "the quake epicenter was in the sea, but there's ni risk of a tsunami. It's quate a distance from nearby cities, he told AFP.

An AFP correspondent in Banyuwangi said that mild shaking could be felt for about five seconds. Indonesia sits on the pacific "Ring of Fire" where tectonic plates collide, causing frequent seismic and volcanic activity.

1. Who is Riyadi ?
2. What happen in Krajan Tambakrejo village in East Java ?
3. When did earthquake happen ?

4. Where did earthquake happen ?
5. Why did earthquake in Krajan Tambakrejo happen ?
6. How did the earthquake happen ?
7. What is the main idea of the first paragraph ?
8. What is the main idea of the second paragraph ?
9. Make the conclusion of the first paragraph with your own word !
10. Make the conclusion of the second paragraph with your own word!

2. The second Meeting

Jokowi to Plant 10,000 Mango Trees

Governor Joko “Jokowi” Widodo has said he will plant 10,000 mango trees on the edge of streets in the city before of the rainy season. “We will plant the mango trees in the coming months and priority will be given to open air streets in North and East Jakarta. ” he said after making an impromptu field visit to the sidewalk renovation project along Jl. Gatot Subroto on Saturday.

He said the planting of 10,000 trees would help ease air pollution, absorb rain water and beautify the city. “The trees will also function as an ecosystem for birds and provide economic value for residents.” When asked about preparations for the upcoming rainy season, Jokowi said that the ongoing of a number of dams and rivers in the city were part of concrete measure taken in anticipation of floods.

“The dredging projects at the Pluit and Ria- Rio dams have begun while the normalization projects in Pesanggrahan River, Angke River, Sunter River and Ciliwung River are still underway. Floods this year will not be as bad as previous years, “ he said.

1. Who planted 10,000 mango trees ?
2. What were the function if we plant trees?
3. When did Joko Widodo plant 10,000 mango trees ?
4. Where did Joko Widodo plant 10,000 mango trees ?

5. Why did Joko Widodo plant 10,000 mango trees ?
6. How was Joko Widodo anticipation of floods ?
7. What is the main idea of the first paragraph ?
8. What is the main idea of the second paragraph ?
9. Make the conclusion of the first paragraph with your own word !
10. Make the conclusion of the second paragraph with your own word!

3.The Third Meeting

Taman Safari Worker Mauled to Death by Tiger

A janitor at the Taman Indonesia zoo in Cisarua, Bogor, West Java, identified as Junaedi, 32, was mauled to death by a tiger on Friday. According to Cisarua criminal investigations division chief Adj. Comr. Irwan Wahyudin, Junaedi was busy trimming grass in the Sumatran tiger compound when the incident occurred. Junaedi was not aware that the adult Sumatran tiger was stalking him.

The tiger suddenly attacked Junaedi, who died instantly at the scene with wounds to his head, hands and legs. "We Have taken the body to his house." Iwan said as quoted by tempo .co. Iwan added that the police were investigation the case.

Zoo spokesman Yulius confirmed the incident. "Yes, there was such an incident," Yulius said, Declining to elaborate on the details.

1. Who is Junaedi ?
2. What happen with Junaedi ?
3. When was Junaedi mauled by Tiger ?
4. Where did Junaedi Work ?
5. Why did Junaedi die ?
6. How did incident occur to Junaedi ?
7. What is the main idea of the first paragraph ?
8. What is the main idea of the second paragraph ?

9. Make the conclusion of the first paragraph with your own word !

10. Make the conclusion of the second paragraph with your own word!

4. The Fourth Meeting

Refflesia Patma' Blooms in Bogor

BOGOR: One of the world's largest flowers, *Rafflesia patma* of the family Raflesiaceae, has bloomed at the Bogor Botanical Garden. The first time the species has reached maturity outside of its natural habitat. The plant was planted by researcher from Pangandaran Wildlife Reserve in West Java.

"The flower is the part of a researcher project, we've been running from 2004 to 2007," said Sofi Mursidawati, a researcher at the Bogor Botanical Garden. Spfi said the achievement was rare, adding that raising the parasitic plant on a lab had proven difficult. It lives only in certain habitats as a parasite on the *Tetrastigma* species of woody vine, Indonesia is home to 15 species of *Refflesia*.

Another species *Rafflesia arnoldi* which is known as the world's largest flower. Growing to up to 150 centimeters, was discovered by Sir Stamford Raffles and botanical expert Joseph Arnold on May 19, 1818.

1. Who planted *Rafflesia* in West Java ?
2. What is the largest flower in the world ?
3. When did Sir Stamford Raffles find *Rafflesia Arnoldi* ?
4. Where was *Rafflesia* planted ?
5. Why difficult to the raise parasitic plant ?
6. How many species of *Refflesia* in Indonesia ?

7. What is the main idea of the first paragraph ?
8. What is the main idea of the second paragraph ?
9. Make the conclusion of the first paragraph with your own word !
10. Make the conclusion of the second paragraph with your own word!

LAMPIRAN 2

Treatment

Pretest

1. National Disaster Mitigation Agency (BNPB) spokesman is Sutopo Purwo Nugroho
2. Landslide
3. Which occurred at 11 p.m.
4. In sukabumi regency, West Java
5. The landslide was caused by a heavy downpour in the area.
6. The found all 12 bodies
7. Twelve people were killed and 11 houses buried after landslide was triggered by heavy rain in sukabumi regency, West Java, an official said on Sunday.
8. "The landslide was caused by a heavy downpour in the area. The area is prone to landslides," he said.
9. The landslide that occurred in Sukabumi was caused by continuous heavy rain that killed 12 people. the heavy rain makes the cliff collapse. Crashed into the village and buried 11 houses
10. The BNPB estimates around half of the country's 250 million population lives in landslide-prone areas. The vast Indonesia archipelago, one of the world's most disaster-prone countries. Is also frequently hit by earthquakes and volcanic eruptions.

Posttest

1. Sinabung monitoring post
2. Mount Sinabung Erupts
3. Which occurred qt 5,12 a.m local time, was reported to be the largest of the eruption that occurred in the last two days
4. In Sinabung
5. This is because the lava dome is in the southern side of Mt. Sinabung
6. Sinabung's lava dome has reached 3.3 million cubic meters.
7. Mount Sinabung in Karo regency, North Sumatra, erupted again on Sunday, spewing hot clouds to the south and southeast of the volcano.

8. During the first eruption on Friday, he said, Sinabung released hot clouds that reached as 3,000 meters to the south while on its second eruption on Saturday, the volcano's hot clouds reached 3,000 meters to the southeast.
9. On Sunday the mountain erupted at 5:13 pm local time. This eruption is not just one day but the last two days. Sinabung spewed a hot cloud that reached 3,500 meters to the south and 2,500 meters to the southeast.
10. Sinabung reached 3,000 meters of hot clouds on the second eruption on Saturday. On the third day of the eruption something extraordinary happens that the heat clouds reaches 3,500 meters,

ABSENSI STUDENTS NAME OF CLASS EKSPERIMENT AND CONTROL

No	Experimental Class	No	Control Class
1.	Abdul Rahman Saleh	1.	Aprilia Ajeng Kartini Abdulfatah
2.	Anjas Purnama Putra A.	2.	Ezra Safira DB
3.	Muazhar M.	3.	Imran
4.	Muh. Amri	4.	Irwan
5.	Mujahid Al- Fauzan	5.	Jumriani
6.	Sri Alwiah	6.	Lisa. P
7.	Suherlan	7.	Nur Annisa Rezkia
8.	Abdullah Hariyanto Agus	8.	Nur Khalidiana Dewi
9.	Adi Ardianto	9.	Riska Afal MT
10.	Asriatin	10.	Siska S.
11.	Husnul Hatimah Marlianto S.	11.	Siti Fatimah M. Taher
12.	Indah Sari	12.	St. Qomariah H.
13.	Mardianto	13.	Arsyi Annisa Fitri
14.	Muh. Rafly Algazaly	14.	Devi Novitasari Febriayanti
15.	Nidar	15.	Muhammad Nur Khaliq Majid
16.	Nurul Fadillah	16.	Muh Takbir
17.	Nurul Hikmah Amalia	17.	Muhar Alfian Yaqin Syach Muhammad
18.	Resky S	18.	Nur Azzahra Try Ayundasari
19.	Reskyani	19.	Nur Azizah Trya Ayunigthias
20.	Wahyuni	20.	Nurhikmah Albar
21.	Andi Adrian	21.	Nurul Harisya Hatta
22.	Muh. Murzad Alianzah	22.	Risma Dwiyaniti

23.	Muh. Reza Ramadhan	23.	Mutmmainnah
24.	Muh. Aslan	24.	St. Aisyah Ananda
25.	Muh. Rusli	25.	Riskawanti
26.	Ardian Ansar	26.	Wahyuni

LAMPIRAN 3

Data Analysis

THE RESULT OF RESEARCH

A. Experimental Group

a. Pretest

No	Sample	Score		Total	Final Score
		Main	Conclusion		
1	S-1	3	2	5	62.5
2	S-2	3	1	4	50
3	S-3	3	2	5	62.5
4	S-4	3	2	5	62.5
5	S-5	3	2	5	62.2
6	S-6	3	2	5	62.5
7	S-7	3	1	4	50
8	S-8	3	1	4	50
9	S-9	3	2	5	62.5
10	S-10	3	1	4	50
11	S-11	2	1	3	37.5
12	S-12	3	1	4	50
13	S-13	3	2	5	62.5
14	S-14	3	1	4	50
15	S-15	2	2	4	50
16	S-16	2	1	3	37.5
17	S-17	2	3	5	62.5
18	S-18	2	1	3	37.5

19	S-19	2	3	5	62.5
20	S-20	3	1	4	50
21	S-21	3	2	5	62.5
22	S-22	3	3	6	75
23	S-23	3	2	5	62.5
24	S-24	2	2	4	50
25	S-25	2	1	3	37.5
26	S-26	3	3	6	75
		70	46	111	11.5
X		2.7	1.8	4.26	0.44

b. Post- test

No	Sample	Score		Total	Final Score
		Main	Conclusion		
1	S-1	4	3	7	62.5
2	S-2	4	2	6	75
3	S-3	4	4	8	100
4	S-4	4	3	7	87.5
5	S-5	4	3	7	87.5
6	S-6	4	4	8	100
7	S-7	4	3	7	87.5
8	S-8	3	2	5	62.5

9	S-9	4	4	8	87.5
10	S-10	3	3	6	75
11	S-11	4	2	6	75
12	S-12	4	3	7	87.5
13	S-13	4	4	8	87.5
14	S-14	3	3	6	75
15	S-15	3	3	6	75
16	S-16	4	3	7	87.5
17	S-17	3	4	7	87.5
18	S-18	4	4	8	100
19	S-19	3	5	8	100
20	S-20	4	4	8	100
21	S-21	4	4	8	100
22	S-22	3	5	8	100
23	S-23	4	4	8	100
24	S-24	3	4	7	87.5
25	S-25	4	3	7	87.5
26	S-26	3	4	7	87.5
		88	81	185	22.137
X		3.4	3.1	7.11	0.85

b. Control Group**a. Pretest**

No	Sample	Score		Total	Final Score
		Main	Conclusion		
1	S-1	2	1	3	37.5
2	S-2	2	1	3	37.5
3	S-3	2	2	4	50
4	S-4	2	2	4	50
5	S-5	2	2	4	50
6	S-6	2	2	4	50
7	S-7	3	1	4	50
8	S-8	2	2	4	50
9	S-9	2	2	4	50
10	S-10	3	1	4	50
11	S-11	3	1	4	50
12	S-12	2	2	4	50
13	S-13	3	2	5	62.5
14	S-14	2	1	3	37.5
15	S-15	3	2	5	62.5
16	S-16	2	1	3	37.5
17	S-17	1	2	3	37.5
18	S-18	2	1	3	37.5

19	S-19	1	3	5	62.5
20	S-20	2	2	4	50
21	S-21	3	3	6	75
22	S-22	2	1	6	75
23	S-23	3	1	4	50
24	S-24	1	2	3	37.5
25	S-25	2	2	4	50
26	S-26	2	2	4	50
		56	42	106	11.29
X		2.1	1.6	4.07	0.43

b. Posttest

No	Sample	Score		Total	Final Score
		Main	Conclusion		
1	S-1	3	2	5	62.5
2	S-2	3	2	5	62.5
3	S-3	3	2	5	62.5
4	S-4	2	3	5	62.5
5	S-5	3	3	6	75
6	S-6	3	2	5	62.5
7	S-7	3	3	6	75
8	S-8	3	4	7	87.5

9	S-9	2	3	5	62.5
10	S-10	3	3	6	75
11	S-11	3	3	6	75
12	S-12	2	2	4	50
13	S-13	3	2	5	62.5
14	S-14	2	3	5	62.5
15	S-15	3	3	6	75
16	S-16	3	3	6	75
17	S-17	3	2	5	62.5
18	S-18	2	3	5	62.5
19	S-19	3	3	6	75
20	S-20	2	3	5	62.5
21	S-21	3	3	6	75
22	S-22	3	2	5	62.5
23	S-23	3	2	5	62.5
24	S-24	2	3	5	62.5
25	S-25	2	3	4	50
26	S-26	3	3	4	50
		70	70	137	1.71
<i>X</i>		2.6	2.6	5.26	0.06

The Improvement of the Students Score

1. Experimental Group

a. Main Idea

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

$$P = \frac{3.4 - 2.7}{2.7} \times 100 \%$$

$$P = \frac{0.7}{2.7} \times 100 \%$$

$$= 50.39 \%$$

b. Conclusion

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

$$P = \frac{3.1 - 1.8}{1.8} \times 100 \%,$$

$$P = \frac{1.3}{1.8} \times 100 \%$$

$$= 70 \%$$

2. Control Group

a. Main Idea

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

$$P = \frac{2.6 - 2.1}{2.1} \times 100 \%$$

$$P = \frac{0.5}{2.1} \times 100 \%$$

$$= 40.28\%$$

b. Conclusion

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

$$P = \frac{2.6 - 1.6}{1.6} \times 100 \%$$

$$P = \frac{1}{1.6}$$
$$= 60 \%$$

**THE MAXIMUM SCORE, MINIMUM SCORE, MEANS SCORE AND
STANDAR DEVIATIO**

1. Pretest

No	Experimental group	X_1^2	Controlled group	X_2^2
1.	62.5	3906.25	37.5	1406.25
2.	50	2500	37.5	1406.25
3.	62.5	3906.25	50	2500
4.	62.5	3906.25	50	2500
5.	62.5	3906.25	50	2500
6.	62.5	3906.25	50	2500
7.	50	2500	50	2500
8.	50	2500	50	2500
9.	62.5	3906.25	50	2500
10.	50	2500	50	2500
11.	37.5	1406.25	50	2500
12.	50	2500	50	2500
13.	62.5	3906.25	62.5	3906.25
14.	50	2500	37.5	1406.25
15.	50	2500	62.5	3906.25
16.	37.5	1406.25	37.5	1406.25
17.	62.5	3906.25	37.5	1406.25

18.	37.5	1406.25	37.5	1406.25
19.	62.5	3906.25	62.5	3906.25
20.	50	2500	50	2500
21.	62.5	3906.25	75	5625
22.	75	5625	75	5625
23.	62.5	3906.25	50	2500
24.	50	2500	37.5	1406.25
25.	37.5	1406.25	50	2500
26.	75	5625	50	2500
total	1437.5	82343.75	1.150	67812.5

a. Experimental Group

the maximum score : 75

The maximum score : 37.5

The mean score : $\bar{x} = \frac{\sum x}{N} = \frac{1437.5}{26} = 55.3$

The standard deviation :

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

$$SD = \frac{\sqrt{82343.75 - \frac{206640625}{26}}}{26-1}$$

$$SD = \frac{\sqrt{82343.75 - 79471.34}}{25}$$

$$SD = \sqrt{114.8}$$

$$SD = 10.7$$

b. Control Group

the maximum score : 75

The minimal score : 37.5

The mean score : $\bar{x} = \frac{\sum x}{N} = \frac{1.150}{26} = 0.04$

The standard deviation :

$$SD = \frac{\sqrt{\sum X^2 - \frac{(\sum x)^2}{N}}}{N-1}$$
$$SD = \frac{\sqrt{67812.5 - \frac{132550}{26}}}{26-1}$$
$$SD = \frac{\sqrt{67812.5 - 5098.07}}{25}$$
$$SD = \sqrt{67.6}$$

$$SD = 8.2$$

b. Posttest

No	Experimental group	X_1^2	Control group	X_2^2
1.	62.5	3906.25	62.5	3906.25
2.	75	5625	62.5	3906.25
3.	100	10000	62.5	3906.25
4.	87.5	7656.25	62.5	3906.25
5.	87.5	7656.25	75	5625
6.	100	10000	62.5	3906.25
7.	87.5	7656.25	75	5625
8.	62.5	3906.25	87.5	7656.25
9.	87.5	7656.25	62.5	3906.25

10.	75	5625	75	5625
11.	75	5625	75	5625
12.	87.5	7656.25	50	2500
13.	87.5	7656.25	62.5	3906.25
14.	75	5625	62.5	3906.25
15.	75	5625	75	5625
16.	87.5	7656.25	75	5625
17.	87.5	7656.25	62.5	3906.25
18.	100	10000	62.5	3906.25
19.	100	10000	75	5625
20.	100	10000	62.5	3906.25
21.	100	10000	75	5625
22.	100	10000	62.5	3906.25
23.	100	10000	62.5	3906.25
24.	87.5	7656.25	62.5	3906.25
25.	87.5	7656.25	50	2500
26.	87.5	7656.25	50	2500
2262.5		200156.25	1625	114834.75

a) Experimental Group

Maximal score: 100

Minimal score : 62.5

The means score : $\bar{x} = \frac{\sum x}{N} = \frac{2262.5}{26} = 87.01$

The standard deviation :

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

$$SD = \frac{\sqrt{200156.25 - \frac{2560000}{26}}}{26-1}$$

$$SD = \frac{\sqrt{200156.25 - 98461.54}}{25}$$

$$SD = \sqrt{4067.8}$$

$$SD = 63.8$$

b) Control Group

Maximal score : 75

Minimal score : 50

The means score : $\bar{x} = \frac{\sum x}{N} = \frac{1625}{26} = 62.5$

The standard deviation :

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

$$SD = \frac{\sqrt{114834.75 - \frac{2640625}{26}}}{26-1}$$

$$SD = \frac{\sqrt{114834.75 - 101562.5}}{25}$$

$$SD = \sqrt{530.89}$$

$$SD = 23.04$$

Appendix E

T- TEST ANALYSIS

1. Pretest

a. Experimental group

$$\begin{aligned}SS1 &= \sum X^2 - \frac{(\sum x1)^2}{N} \\&= 82343.75 - \frac{206640625}{26} \\&= 82343.75 - 79471.34 \\&= 2874.41\end{aligned}$$

b. Controlled group

$$\begin{aligned}SS &= \sum X^2 - \frac{(\sum x2)^2}{N} \\&= 67812.5 - \frac{132550}{26} \\&= 67812.5 - 5098.07 \\&= 62714.43\end{aligned}$$

$$\begin{aligned}t &= \frac{\bar{X}_1 - \bar{X}_2}{\left(\frac{SS1+SS2}{n1+n2-2} \right) \left(\frac{1}{n1} + \frac{1}{n2} \right)} \\&= \frac{55.3 - 0.04}{\left(\frac{2874.41+62714.43}{26+26-2} \right) \left(\frac{1}{26} + \frac{1}{26} \right)} \\&= \frac{55.26}{\left(\frac{2874.41+62714.43}{26+26-2} \right) \left(\frac{1}{26} + \frac{1}{26} \right)} \\&= \frac{55.26}{\left(\frac{65588.8}{50} \right) \left(\frac{2}{26} \right)}\end{aligned}$$

$$= \frac{55.26}{\sqrt{1311.8 \times 0.07}}$$

$$= \frac{55.26}{\sqrt{91.8}} = \frac{55.26}{9.5} = 5.8$$

2. Posttest

c. Experimental group

$$SS1 = \sum X^2 - \frac{(\sum x1)^2}{N}$$

$$= 200156.25 - \frac{2560000}{26}$$

$$= 200156.25 - 98461.54$$

$$= 200057.5$$

d. Controlled group

$$SS = \sum X^2 - \frac{(\sum x2)^2}{N}$$

$$= 11483.75 - \frac{2640625}{26}$$

$$= 11483.75 - 101562.5$$

$$= 1282.53$$

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\left(\frac{SS1+SS2}{n1+n2-2} \right) \left(\frac{1}{n1} + \frac{1}{n2} \right)}$$

$$= \frac{87.01 - 62.5}{\left(\frac{200057.5+1282.53}{26+26-2} \right) \left(\frac{1}{26} + \frac{1}{26} \right)}$$

$$= \frac{87.01 - 62.5}{\left(\frac{200057.5+1282.53}{26+26-2} \right) \left(\frac{1}{26} + \frac{1}{26} \right)}$$

$$= \frac{87.01 - 62.5}{\left(\frac{201340.03}{50} \right) \left(\frac{2}{26} \right)}$$

$$= \frac{24.51}{\sqrt{4026.8 \times 0.07}}$$

$$= \frac{24.51}{\sqrt{281876}} = \frac{24.51}{530.9} = 14.51$$

Enhancement class experiment

n = 26	Pre test experiment	Posttest experiment	Enhancement
xi	0.04	0.08	0.04
X	87.01	55.3	-31.71
SD	10.7	63.8	53.1

Enhancement class control

n = 26	Pretest control	Posttest control	Enhancement
xi	0.43	0.06	-0.37
X	62.5	14.51	-62.46
SD	8.2	23.04	14.84

The value of t-table :

$$= 0,05$$

$$df = n1 + n2 - 2$$

$$= 26+26-2$$

$$= 50$$

DISTRIBUTION OF T-TABLE

Df	(level of significance) (one tailed test)			
	.10	.05	.01	.001
1	6.314	12.706	63.657	636.598
2	2.920	4.303	9.925	12.941
3	2.353	3.182	5.841	8.610
4	2.132	2.776	4.604	6.859
5	2.015	2.571	4.032	5.959
6	1.943	2.447	3.707	5.405
7	1.895	2.365	3.499	5.405
8	1.860	2.306	3.355	5.041
9	1.833	2.262	3.250	4.781
10	1.812	2.228	3.169	4.587
11	1.796	2.201	3.106	4.437
12	1.782	2.179	3.055	4.318
13	1.777	2.160	3.012	4.221
14	1.761	2.145	3.012	4.140
15	1.753	2.131	2.977	4.073
16	1.746	2.120	2.602	4.015
17	1.740	2.110	2.921	3.965
18	1.734	2.101	2.878	3.922
19	1.792	1.093	2.845	3.850
20	1.725	2.086	2.831	3.819

21	1.721	2.080	2.831	3.819
22	1.171	2.074	2.819	3.792
23	1.714	2.069	2.807	3.767
24	1.711	2.064	2.797	3.745
25	1.708	2.060	2.787	3.725
26	1.706	2.056	2.779	3.707
27	1.706	2.052	2.771	3.690
28	1.701	2.048	2.763	3.674
29	1.699	2.045	2.462	3.659
30	1.697	2.042	2.750	3.646
40	1.684	2.021	2.704	3.551
60	1.671	2.000	2.660	3.460
120	1.658	1.980	2.617	3.373

LAMPIRAN 4

Documentation





LAMPIRAN 5

Curriculum Vitae

CURRICULUM VITAE



The writer, NELLI, was born on march 23, 1995 in Kasuso, South Sulawesi . She was three children from the marriage of his parents, Wahyudin and Bau Tuang. She finished her study at SD No 167 Kasuso on 1999. Then she continued her study at Junior High School of SMPN. 3 Bontobahari on 2004. She continued her study at Senior High School of SMAN. 3 Bulukumba on 2007.

In 2013, she was accepted as a student of State University Muhammadiyah Makassar in English Department Faculty of Teacher Training and Education.

APPENDIX A.1

PRE TEST

After Heavy Rain, Landslide Kills 12 in Sukabumi

Twelve people were killed and 11 houses buried after landslide was triggered by heavy rain in sukabumi regency, West Java, an official said on Sunday. The landslide hit Cimerak hamiet, Tegal Panjang Village, late on Saturday after a heavy downpour, according to National Disaster Mitigation Agency (BNPB) spokesman Sutopo Purwo Nugroho. "We found all 12 bodies," Sutopo said as quoted by AFP. He said heavy rain caused a cliff to collapse. Hitting the village and burying 11 houses. Meanwhile, Sukabumi Disaster Mitigation Agency (BNPD) preparation and prevention division head Irwan told The Jakarta Post on Sunday tht a join team concentrated the search in two locations at the scene of the landslide, which occurred, which occurred at 11 p.m.

"The landslide was caused by a heavy downpour in the area. The area is prone to landslides," he said. On Nov 7 last-year, a landslide hit Bojonggenteng district, Sukabumi, after heavy rain, leaving a 2-year-old child identified as M. Ridwan dead and several other residents injured. Landslide triggered by heavy rain and flooding are common in tropical Indonesia during the rainy season. The BNPB estimates around half of the country's 250 million population lives in landslide-prone areas. The vast Indonesia archipelago, one of the world's most disaster-prone countries. Is also frequently hit by earthquakes and volcanic eruptions.

A massive landslide hit Jemblung hamlet, Banjarnegara regency, Central Java in December last year, killing over 100 people when a hill collapsed after a heavy

downpour. Hundreds of residents in the area remain displaced and are living with relatives. In the same month a landslide buried a house in Babakan Talang Bawah hamlet, Kartamulya village, Padalarang district, West Bandung regency, West Jav. In November last year, at least four people died and a 4- month-old baby went missing in a landslide that hit Sibio Bio village in Sibabangun, Central Tapanuli, North Sumatra.

1. Who is Sutopo Purwo Nugroho ?
2. What happen in Sukabumi regency, West Java ?
3. When did landslide happen ?
4. Where did landslide happen ?
5. Why did landslide in Sukabumi regency, West Java happen ?
6. How many people were killed in Sukabumi regency, West Java ?
7. What is the main idea of the first paragraph ?
8. What is the main idea of the second paragraph ?
9. Make the conclusion of the first paragraph with your own word !
10. Make the conclusion of the second paragraph with your own word!

POST TEST

Mount Sinabung Erupts Again

Mount Sinabung in Karo regency, North Sumatra, erupted again on Sunday, spewing hot clouds to the south and southeast of the volcano. The eruption, which occurred at 5,12 a.m local time, was reported to be the largest of the eruption that occurred in the last two days. An official with the volcanology and Geological Disaster Mitigation Center's (PVMBG). Mr. Sinabung

monitoring post, Deri Alhidayat, said on its third day of eruption, Sinabung spewed hot clouds reaching 3,500 meters to the south and 2.500 meters to the southeast.

During the first eruption on Friday, he said, Sinabung released hot clouds that reached as 3,000 meters to the south while on its second eruption on Saturday, the volcano's hot clouds reached 3,000 meters to the southeast. Deri said the hot clouds released from Sinabung's eruption had always moved either to the south or southeast, however, he said, something rare had happened during its third day of eruption. "In today's eruption, Sinabung's hot clouds simultaneously moved to the south and southeast. The hot cloud releases to the south reached 3,500 meters, or farther than the ones in the southeast, which reached 2,500 ,meters. This is because the lava dome is in the southern side of Mt. Sinabung," Deri told *The Jakarta Post* on Sunday.

He said Mt. Sinabung stil have a huge potential to erupt as the volume of its lava dome was still quite large. "From the lates data, the volume of Mt. Sinabung's lava dome has reached 3.3 million cubic meters. Eruptions previously occurred have not yet fully abolished its lava dome, thus, there is still a potential for massive eruption," said Deri.

1. Who is Deri Alhidayat ?
2. What happen in Karo regency, North Sumatra ?
3. When did eruption happen ?
4. Where did eruption happen?
5. Why did something rare happen in the third day of eruption?
6. How many were volume of Mount Sinabung?
7. What is the main idea of the first paragraph ?

8. What is the main idea of the second paragraph ?
9. Make the conclusion of the first paragraph with your own word !
10. Make the conclusion of the second paragraph with your own word!

LAMPIRAN 4

Documentation





CURRICULUM VITAE



The writer, NELLI, was born on march 23, 1995 in Kasuso, South Sulawesi . She was three children from the marriage of his parents, Wahyudin and Bau Tuang. She finished her study at SD No 167 Kasuso on 1999. Then she continued her study at Junior High School of SMPN. 3 Bontobahari on 2004. She continued her study at Senior High School of SMAN. 3 Bulukumba on 2007.

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