THE USE OF SOCIO EMOTIONAL APPROACH TO IMPROVE
READING COMPREHENSION OF THE TWELVE
GRADE STUDENTS AT MADRASAH ALIYAH
GUPPI SAMATA KAB. GOWA

(*An Experimental research at the twelve grade students of Madrasah Aliyah*
Guppi Samata Kab. Gowa)

A THESIS

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By

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Dedication

This thesis proudly dedicated to :

- *My beloved parents Ayah (Bahtiar H. Talib) through whom I found encouragement and compassion, Ibu (Nurlilah). Words fall to describe her successfully, my mother stayed up the nights and preyed to Allah.*

- *My beloved Younger Sister (MawarN ingsih) where to share the happiness and my pride. And My beloved Younger Brother (Muhammad Putra Pratama) my happiness cutes brother and my pride.*

- *My grade mother (Alm. Budi and Wa'iJanu) thanks for your love.*

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- *My beloved aunt and uncle (Dua Ma'i, dua haja,dua ari,dua saleh, Manca Aswah,Ama nto'ide'ori kama,oris afa,ori saleh).*

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- *My Classmate all of class H 014, Iwill remember every part that we had done.*

- *Last My great Almamater.*

Krisdayanti, Desi Ratnasari and Masita, for their togethernuss during the process of this thesis.

Finally, the writer realizes that this thesis is still far from being perfect. She realized that many mistakes have been made even though they all have been corrected. Therefore, criticisms and suggestion from readers are highly appreciated for improvements of this thesis.

Makassar, Oktobe , 2018
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Dengan ini menyatakan bahwa skripsi yang saya ajukan di depan tim penguji adalah hasil karya saya sendiri dan bukan hasil ciptaan orang lain atau dibuatkan oleh siapapun.

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ABSTARCT

Marhan, 2018. ***The Use of Socio Emotional Approach to Improve Reading Comprehension of the Twelve Grade Students at Madrasah Aliyah Guppi Samata Kabupaten Gowa (An Experimental Research at the Twelve Grade Students at Madrasah Aliyah Guppi Samata Kab. Gowa),*** A Thesis of English Education Department the Faculty of Teachers Training and Education, Makassar Muhammadiyah University, Supervised by Ummi Khaerati Syam and Muh. Saiful.

This research wasaimed at finding wheter or not the use of socio emotional approach to improving students reading comprehension as the factor of succesful in reading skill at MadrasahAliyahGuppi Samata Kab. Gowa. The researcher used pre-experimental research design. The sample of the research was XII IPA$_1$ that consist of 26 students. In collecting data, the researcher used pre-test and post-test. The pre-test was given before the treatment and the post-test was given after the treatment. The data of the pre-test and post-test were analyzed by used descriptive and inferential statistics. After the data were tested and found to be homogeneous and normal, the hypothesis was tested using ANCOVA (Analaysis of Covariance).

The Findings of the research show that the difference in the reading comprehension of literal and interpretative comprehension taught using Socio emotional approach, and there wassignificance. It can be seen inthe result of the hypothesis testing throught ANCOVA (Analysis of Covariance).The significance value is lower than the significance level of 0,05 (0,00 < 0,05). whice means that the data of this study are considered to have significance difference. Therefore, the hypothesis of this study is rejected. It means that the used of socio emotional approach havesignificantly improved the students Reading Comprehension in the English teaching and learning process at Madrasah Aliya Guppi Samata.

Keywords: Literal Comprehension, Interpretative Comprehension, Socio Emotional Approach.

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CHAPTER I

INTRODUCTION

A. Background of the Study

English is one of the important languages used all over the world whether it is as the first, second, or foreign language. There are varieties of English use in the world, such as the English that is spoken in the north of England in Yorkshire and Lancashire, in Scotland (Scottish English), in Wales (Welsh English), etc. Sailzmann(2007:176) also said that "Because it is spoken in so many different areas the world over, English is particularly diversified dialectally" There are also different varieties of English spoken in various countries of the world such as in Africa, America, Australia, China and India (Trudgill, 2001). Varieties of a language that are formed in different geographical regions involve change in the pronunciation as well as vocabulary (Chambers and Trudgill,2004). Such changes resulted in the formation different varieties of a language.

English is getting more and more showed a rapid increase. Even in some countries, English serve as the second language after the national language, in Indonesia itself English is considered as a foreign language, which is used as for various interests. but does not make it the dominant language in everyday communication (Expanding Circle Countries). McKay (2003) states that the popularity of English is not really the business of the first category of countries (inner circle countries) to spread

their language but more to consciousness the masses of the world of the importance of mastery of the English language. Can not be denied that globally, the world's information is contained in English so that to access it, society must have its own mastery of the language, Phillipson (1997) calls it linguistic imperialism. Phillipson illustrates that in the post-occupation period in various countries, Britain is still keen to establish its influence from the linguistic aspect. Even this language became a kind of industry which makes the wider community feel the need. Sources of information in various media are written in English, as well as relationships international organizations delivered in this language.

In learning English there are four language skill that must be mastered. The four types of aspects in English are speaking, reading, writing and listening. Of the four skills, Reading is a very important skill in life, because every aspect of life does not escape reading. Nuttal (1982 :14) definies reading as the meaningful interpretation of printed or written verbal symbol. Also, Kurstaryo (1988:2) Stated that reading is the meaningfull interpretation or printed or written symbols. He also stated that combinatio of words recognition, intellect and emotion interrelated with perior knowledge in orde to understand the message communicated.

Reading is the ability to recognize and understand the contents of something written (written symbols) by pronouncing or digesting it in the heart. In essence, reading is the process of communication between the reader and the author through the text her/his wrote. Reading can not be

separated from the aspects contained therein. Latham as quoted by burnes and page (1985:25) stated that reading is the art of recounstruction from the printed page the writer's idea, feelings, moods and sensory impressions

Reading is a very fundamental thing in the process of learning and intellectual growth. The quality of one's life can be seen from how it can maximize the potential. One effort to maximize self potential is to read. By reading we can add knowledge, analyze a problem to make decisions appropriately. Therefore, the literacy becomes one of the indicators in the human development index that will measure the quality of a nation.

Unfortunately, The Indonesian Reading comprehension achievement need to be developed, According to Muhammad Kaddes S.pd teacher of English Madrasah Aliyah Guppi Samata (2018), Stated that students in Madrasah Aliyah Guppi Samata is very lack with English especially reading and speaking, He said that speaking and reading is one of the difficulty in English for students also, the students are don't understand the meaning of the English, Also he said that, the students just read the book but they don't know the meaning and how to pronoun it. so, that make them does not interest to read in English. Also students at Mas Guppi Samata, Stated that, The reason of the students vary lack of reading , first, the lack of understanding of the English language, and the second, how teachers teach the students, which makes students feel bored in the classroom. As well as from the results of observation, Tika Israhainy, Titi Maemunaty, Jasfar Jas (2016) :factors that affects the low reading interest

in the society in the library village insan kamil in desa muara uwai kecamatan bangkinang kabupaten Kampar,based on the research we can conclude that, The factors that affects the low reading interest in the society in the library village insan kamil in muaravillage uwai kecamatan bangkinang kabupaten Kampar are : First, the reading material readings obtained from the reading support means the percentage value (SS + S) 63%. This means that children assume that the supporting tools in the Library is inadequate, so people are lazy to come to the library. Furthermore, the indicators of the two factors of community infrastructure that are less support to increase the reading interest of the community which is viewed from the location obtained the percentage value (SS + S) 71%.This means that children assume that the road to the library is not good, so people lazy to come to the library. Then the third indicator of curriculum factor and less conducive school education in view of Science obtained 74% percentage (SS + S). This means that children are lazy to read books because school teachers do not teach well, so people are lazy to come to the library. While the fourth indicator of family environment seen from the family that did not support obtained the percentage value (SS + S) 79%. This means that children are lazy to read books because parents who like to get angry when his son long in the Library.

Also, based on the data from Progress In International Reading Literacy Study PIRLS (2011 : 38) of the presentation results for the 45 countries that assessed students at the PIRLS target population of fourth

grade, Indonesia students' reading comprehension achievement is ranked out 42th of 45thcountries with Score 428 which implies that Indonesian students' reading comprehension is still Country average significantly lower than the center point of the PIRLS scale.

Meanwhile, Organization for Economic Co- Operation and Development which conducted the program for international Students' Assessment (PISA, 2015),Show that reading average score of Indonesia students is at the rank of the 62th out of the 70thcountries with score 397. From that data above, it can conclude that Indonesian students reading achievement still poor.

Referring to the description above, the researcher is interested in conducting a study entitle The Use Of Socio Emotional Approach To Improve Students Reading Comprehension Of The Twelve Grade Students.

B. **The Problems Statement**

Based on the Background of the Study ,the researcher formulation of the problem as follow :

Does Socio Emotional Approach Improve The students' Reading Comprehension at the Twelve Grade Student of Mas Guppi Samata ?

C. **The Objective of the Study**

In relation to the problem statemets above, the objectives of this research is to find out wheter or not Socio Emotional Approach improve

the students' reading Comprehension at the Twelve Grade Students of Mas Guppi Samata.

D. Significance of Study

This study is expected to give useful information to the teachers, about how to improve students Reading comprehension using socio emotional approach as the factor of successful in Reading skill, and how to create a learning atmosphere to be harmonious, so that the creation of learning and teaching are conducive and effective in the classroom, And students become active in the classroom during the lesson, Also provide successful both to students and teachers in the classroom.

E. Scope of problem

The research is limited to improve the students' reading Comprehension through socio emotional approach focus on literal comprehention (the main Ideas) and Interpretative (Conclusion) Comprehension at the twelve Grade Students.

CHAPTER II
LITERATURE REVIEW

A. PREVIOUS RELATED RESEARCH FINDINGS

There was some previous reseachers have conducted a study of students' skill in English Language using socio emotional approach to improve students' Reading Comprehension. Some of them are :

Ramlah (2016) in her research "The Effectiveness of Using Group Investigation Method to Build the Students' Reading Comprehension (an Experimental Research at Eleventh Grade of SMA Sumba Opu)" The result show the indicates that the students score in post test improves after teaching reading comprehension by using Group Investigation Method for literal and inferental level. Before the researcher givin the treatment the students' score in pre test was 44.67 and inferential comprehension was 41.06. The results are classified as poor chategory. However after givin the treatment the students score in post test improves to be 66.2 for literal and 57.56 for inferential level. These scores was classified as a fairyly good and fair category.

Khairrunisa (2013) in her research"Improving Students' Reading Comprehension Through Interactive Strategy Trainer for Active Reading and Thinking (ISTART) Strategy (a Classroom Action Research at class VIII.5 of SMPN 2 Sungguminasa)" The Result show thesignificant improvment of the students reading ideas in literal comprehentiosion which consists of main idea and suppoting idea in each test. The mean score of the students in diagnotic tes was 4.35, after applied ISTART Strategy the students reading literal

comprehension is hinger than before applied the ISTART Strategy with the score 7.37 or 3.o2% with classification Fairly good.

Hajar (2013) in her research" Improving The Students' Reading Comprehension Through Dissect- Word Identification Strategy at Class X of Sma Muhammadiyah 7 Makassar (a Classroom Action Research)" The Result show the significant improvement after using Dissect Word Strategy with score 6.78 to 7.63 or 12.5 % higher than, before using Dissect word Strategy that around score 4.76, The students really enjoy when the researcher using Dissect Word Strategy with motivation.

Related the previous research findings above, the researcher found that the previous research and this research are about the same focus that is reading comprehention. The differences between the previous research from this research are the procces and the subject of the research. In this research, the writer wants to introduce the Use of Socio Emotional Approach to Improve Reading Comprehensio.

B. Some Pertinet Ideas

    1. Reading

        a. Definitions of Reading Comprehension

            Reading is one of the important skill must be mastered by student in learning English, without Reading someone can not know of something write although it just a symbol. Also, Reading is the aspect of life, because every aspect of life does not escape of reading. Ruddel & Unrau, (1994: 38)stated that, they come to texts with purposes that

guide their reading, talking a stance toward the text and responding to the ideas that take shape in the conversation between the text and the self.

In reading the text we need comprehension to get better in catch the idea and information, According to Weaver (2009: 10) reading is a process to determine, what the reader's brain, emotions and beliefs bring to the reading. Comprehension is one of the a complex process that has been understood and explained in a number of ways. The Reading Study Group (2002) stated that comprehension is "the process of simultaneously extracting and constructing meaning through interaction and involvement with written language". Also, Koda (in Margrethe H. Bakke : 2010) says that reading is "converting print into language and then to the message intended by the author" (Koda, 2007, p. 1). She also claims that "Comprehension occurs when the reader extracts and integrates various information from the text and combines it with what is already known" (Koda, 2004, p. 4).

Based of the explanation above, Reading is one of the important skill that must be owned by Reader or students, with reading we will know the meaning of everything although just a symbol and when we read something we need comprehension to know what is written.

b. **Kinds of reading**

According to Wood in Irawati (2008:28) indicate the types of reading are important category as follows:

1. Skimming

   The eyes run quickly, over the text to discover what is about the main idea and gist. This skimming occurs when the Readers looks quickly at the content page of a book, or at the chapter heading, subheading, act. This something called previewing. When the reader glances quickly through a newspaper to see what the items of the day are, this will often mean just glancing at headlines. What the reader goes to trough   a particular passage such as a newspaper article merely to get the gist

2. Scanning

   The reader look out the particular item, he believes in the text. The scanning can be done to find name, date, static, or fact in writing. The eyes start quickly at the lives of writing.

3. Intensive reading

   It also called study reading, this involves close study of the text. As the amount comprehension should be high the speed of reading is correspondingly slower.

   From the explanation above it can be concluded that there are three kinds of reading skill, there three skill can help students to read and understand the stories easily and quickly, so that it can improve students' reading skill.

c. The Indicators of reading

According to Klingner (2007: 5) suggests that the reader needs to attend four indicators of reading comprehension such as :

a. vocabulary, refers to knowing what the words mean in context. The students have to know word meaning based on context from the text.

b. Decoding is word reading It is the process of sounding out or analyzing individual letters and words.

c. Fluency refers to accuracy and speed reading. It is about the process in reading with good pronunciation, spelling, intonation, and stress.

d. World knowledge refers to have sufficient background knowledge to benefit from reading the text.

Meanwhile, According to Brown (2004:206) there are some indicators of reading; specific topic and main idea, interpreting and identifying the meaning of the word and sentences of the text, identify factual information, guess meaning of vocabulary, synonym, and antonym, inference of the text, analyze generic structure, social function of kind of text.

d. Reading Skills

According to Hudson (In Margrethe H. Bakke : 2010), There are a number of skills that will improve reading capacity. Hudson groups these into four categories, namely word-attack skills, comprehension

skills, fluency skills and critical reading skills Hudson, (In Margrethe H. Bakke : 2010)

a. Word-attack skills

By word-attack skills or decoding skills is meant the skills that are needed to transfer the orthographic symbols into language Hudson (In Margrethe H. Bakke : 2010)Sub skills in this category will first and foremost have to do with the ability to recognize different aspects of the text like syllables, word boundaries, upper and lower case letters etc.

b. Comprehension skills

Comprehension skills are skills where the reader uses his background knowledge and context to understand what is read Hudson (In Margrethe H. Bakke : 2010). Sub skills in this category can be grammatical competence, knowledge of how the language is built up, apply metacognitive knowledge etc.

c. Fluency skills

Fluency skills mean the ability to read larger sequences of a text without being "interrupted" Hudson (In Margrethe H. Bakke : 2010). These "interruptions" often occur because a reader has to spell difficult words or because he does not understand certain words or parts of text and reads it over again. These interruptions lead to slow and fragmented reading. A fluent reader's sub skills

are the abilities to recognize words and letter clusters fast. The fluent reader will also read fast and has a large vocabulary.

d. Critical reading skills

By critical reading skills is meant the ability to "analyze, synthesize and evaluate what is read" Hudson (In Margrethe H. Bakke : 2010). Sub skills in this category can be recognizing arguments, the ability to discuss pro's and con's, seeing the cause-and-effect etc.

Based of the Hudson(In Margrethe H. Bakke : 2010), explanation above, Each of the skill have an important role in reading ability, Comprehension skills is the foundation of reading, the reader can know the meaning and context of the read with using comprehension to build their grammatical ability and knowledge

e. **Reading Compehension Levels**

There are several levels of reading comprehension Burn in Hajar (2013:10) divides that reading comprehension skill divide into four categories in the following bellow :

a) Literal Comprehension

recognizing stated the main idea, detailed caused effect and sequence. It is also prerequisite for higher-level understanding. The important in this level is understanding of vocabulary, sentence meaning, and paragraph meaning.

b) Interpretative Comprehension

Interpretative comprehension involves reading between the lines or making inferences. It is the process of deriving ideas that are implied rather than directly stated. Skills for interpretative reading include :

a) Inferring main ideas of passages in which the main ideas are not directly stated.

b) Inferring cause-effect relationships when they are not directly stated.

c) Inferring referents of pronouns.

d) Inferring referent of adverbs.

e) Inferring omitted words.

f) Detecting mood.

g) Detecting the author's purpose in writing.

h) .Drawing conclusion

c) Critical Comprehension

Critical comprehension is evaluating written material comparing the ideas discovered in the material with known standards and drawing conclusion about their accuracy, appropriateness, and timeliness. The critical reader must be an active reader, questioning, searching for facts, and suspending judgment until he or she has considered all of the material.

Critical reading depends upon literal comprehension, and grasping implied ideas is especially important.

d) Creative Comprehension

Creative comprehension involves going beyond the material presented by the author. It requires reader to think as they read, just as critical reading does and it also requires them to use their imaginations. Through creative reading the reader creates something new idea, the solution to a problem, a new way of looking at something from the ideas gleaned from the text.

2. **Socio Emotional Approach**

a. **Definitions of socio emotional approach**

As an educator, teachers are expected to create a harmonious atmosphere in the classroom, so that students 'emotions become orderly and feel comfortable in the classroom, students' emotions in the classroom are very important for learning both English language learning and other. Also teachers are expected to provide good relationships to students, the relationship between teachers with students very important for students, the relationship is meant here is a relationship of appreciate and respect between students and teachers in the classroom, so that the emergence of a pleasant emotional socio atmosphere in implementing every task.

The ability of classroom management is very important to produce a comfortable classroom atmosphere. Therefore, teachers are expected to

be able to master classroom management so that students and teachers can have a good relationship. Also a teacher can control students as well as facilitation to improving students reading ability specially reading comprehension in. Also Hattie, (2009 in) stated that effective education refers to the degree to which schools are successful in accomplishing their educational objectives. The findings of numerous studies have shown that teachers play a key role in shaping effective education. Meanwhile, Effective classroom management is generally based on the principle of establing a positive classroom environment encompassing effective teacher-students relationship (Wubbels, Brekelmans, Van Tartwijl, & Admirall,1999)

Based on some understanding above, the classroom management is one of the Skill that must be owned by an educator, in addition to being a facilitator, teachers should be able to make the classroom atmosphere to be democratic and able to make students emotionally stable and the key of the succefull of students, so that the creation of an effective learning process.

There are some classroom management that can be used in the classroom one of them is the approach. Approach is the skill of a teacher to manage and facilitate the students so that the achievement of the expected goals. One approach teachers can apply in classroom management is a socio emotional approach. The Socio emotional theory itself was first discovered by Laura L. Carstensen, she is the Fairleigh S. Dickinson Jr. Professor in Public Policy and professor

of psychology at Stanford University, This approach consists of two words: socio / social and emotional.Elias & Schwab (2006, p. 309) Stated that Teacher play a fundamental role in the cognitive and socio emotional development of children by giving them the opportunity to learn. Effective classroom management sets the stage for this learning. Without it, Classroom are disorganized and chaotic, and very little accademic learning can happen.

Socio Emotional according to Erick Eriksons (In Lucy N. Mbae : 2013) theory of psychosocial development which ascertains that we develop through dealing with crisis and how we deal with it is what makes one have a high self-esteem. Meanwhile,Research has shown that socio and emotional constructs, including prosocial behavior and other indicators of behevioral and self-regulation, are robuts predictors of children's academic learning (Buckly,storino,& saarni, 2003; Larsson & durgli,2011; Wang, haertel, & walberg, 1993).

Socio-Emotional Approach in classroom management is rooted in psychology clinical counseling and counseling. Because it gives a very meaning important on interpersonal relationships. This approach is based on the effective relationship between teachers and students, and students with students. Therefore, the task of teachers in this approach is how to build a positive and harmonious relationship with students so that the creation of an optimal classroom atmosphere.

b. The benefits of socio emotional in learning for students.

According to Zins Weissberg,et. Al (2004) there are 3 primary areas that benefit of Socio Emotional in learning :

1) School Attitude (e.g. Stronger sense of community, higher motivation, Increased sense of coping, better attitude about school and better understanding of behavior consequences).

2) School Behavior (e.g More pro social behavior, fewer suspensions, higher engagement, reductions in aggressive behavior and more classroom participations).

3) School Performance (e.g Higher achievement in math, Language art and Social Studies, Improvements in achievement test score and use of higher level thinking strategies).

c. Five Competencies Define Socio and Emotional Learning.

According to CASEL (CASEL, 2013 ; Weissberg et al. 2015 In Kenneth W Merrel and Barbara A Guidner p : 9) there are five social and emotional competencies (SECs). There are defined in turn :

1) Self-awareness.

Refers to individuals' capacity to understand their emotions, goals, and values: know their strengths and weaknesses : process a sound sense of confidence and optimism and hold a positive mindset

2) Self-management.

Involves individuals' capacity to regulate thoughts emotions and behaviors; delay gratification and control impulses ; manage stress and motivate themselves and persevere through challenges.

3) Social-awareness.

Being able to take the perspective of and empathize with others,recognizing and appreciating individual and group similarities and differences.

4) Relationship Skill.

The capacity to listen effectively, communicate clearly, and cooperate with others ; negotiate conflict to appropriate and respectful ways and seek and offer help as needed.

5) Responsible decision making.

Capacity to make respectful and constructive choices concerning their behavior and socio interactions in diverse settings; and consider issues of ethics, safety and well being for themselves and other along with consequences of actions .

d. **The Purpose of a Socio-Emotional Approach**

In General, The socio emotional approach has the same goal with the other approach, that is to create an effective and conducive classroom atmosphere.

But, there are some difference socio emotional approach, According to (Djamarah, 2002:203) that is, emphasizing the creation of a

climate or emotional atmosphere and positive social relationships in the classroom, meaning there is a good relationship, which is positive between teachers and students or between students and students. Also, Glasser (in Rohani, 1998: 142) states that, the Socio-Emotional approach can foster a sense of responsibility, social and self-esteem by directing students to describe the problems they has. Meanwhile, Dreikus (in Spiritual, 1998: 143) states that, The Socio-Emotional Approach can create an atmosphere of learning in a democratic classroom, in which students are treated as wisely human in making decisions, in addition to being given the opportunity to bear consequences for the actions of the students themselves.

So the purpose of the emotional socio-emotional approach is the students are expected to be responsible and wisely in taking and solving problems they had, and being able to describe the problems they own to the teacher and the classmates, by this, the creation of mutual respect and respect between fellow teachers with students and students with students, so as to create a positive emotional atmosphere in the classroom.

e. **Characteristics of the Socio-Emotional Approach**

The relationship between teacher and student is said to be a good emotional socio-emotional approach, if the relationship has Characteristic as the Thomas Gordon (1999: 29) states :

a. Openness, so that both teachers and students mutually be honest and open to each other.

b. Respond, when someone knows that he is judged by other people.

c. Interdependence, between one and others

d. Freedom, which allows everyone to grow up and develop the uniqueness, creativity and personality they has.

e. Mutual needs, so there is no need one person is fulfilled.

Also according to Thomas Gordon (in Arikunto,1993: 40) A good socio-emotional approach is a good relationship between teacher and student, with the following characteristics:

a. Has openness *(openness or transparency)*so each side feels free to act and mutual trust.

b. Contains a sense of mutual care, mutual need as well mutually useful to others.

c. Colored by a sense of competitiveness depends on each other.

d. Each side feels separated from each other, so give each other a chance to develop their uniqueness, creativity and individualization.

e. Each other side feels as a meeting place needs, so the need of each other can be fulfilled together with through fulfillment needs of others.

Meanwhile, Ahmad Rohani (1991 : 137) stated that, a good socio emotional approach is The attitude :

a. The teacher is "warm" in cultivating friendship with all students, and mutual respect with their students limitations.

b. Teachers are fair, so students are treated equally, so students do not feel excluded.

c. The teacher is objective to the student's mistakes, the sanction is accordance with the discipline, if the students violating a mutually disciplines.

d. Teacher does not punish the students in front of his friends, so, The students feel ashamed

e. Teachers do not require students to follow the rules which is beyond their ability.

f. At certain moments the teacher give awards and rewards, for students who behave accordance to demands of discipline in the classroom.

Of the characteristics described can be caused, that the character of a good socio emotional approach in the classroom is from the existence of mutual openness among others, so as to cause a sense of need and respect each other either teachers with students and students with classmates, also the teachers are expected to be able to be objective, fair and not demanding students with lessons that they can not afford.

C. Conceptual Framework

The conseptual framework underlying in this research given bellow :

```
┌──────────────┐         ┌──────────────────────┐
│    INPUT     │ ──────▶ │  READING MATERIAL    │
└──────────────┘         └──────────────────────┘
        │
        ▼
┌──────────────┐         ┌──────────────────────┐
│  PROCEDURE   │ ──────▶ │   SOCIO EMOTIONAL     │
└──────────────┘         │      APPROACH         │
        │                └──────────────────────┘
        ▼
┌──────────────┐         ┌──────────────────────┐
│   OUTPUT     │ ──────▶ │    IMPROVMENT OF      │
└──────────────┘         │    LITERAL AND        │
                         │   INTERPRETATIVE      │
                         │      READING          │
                         └──────────────────────┘
                              ╱          ╲
                             ▼            ▼
                  ┌──────────────┐  ┌──────────────┐
                  │  MAIN IDEA   │  │  CONCLUSION  │
                  └──────────────┘  └──────────────┘

              ┌────────────────────────────────────┐
              │    THE STUDENTS READING            │
              │       COMPREHENSION                │
              └────────────────────────────────────┘
```
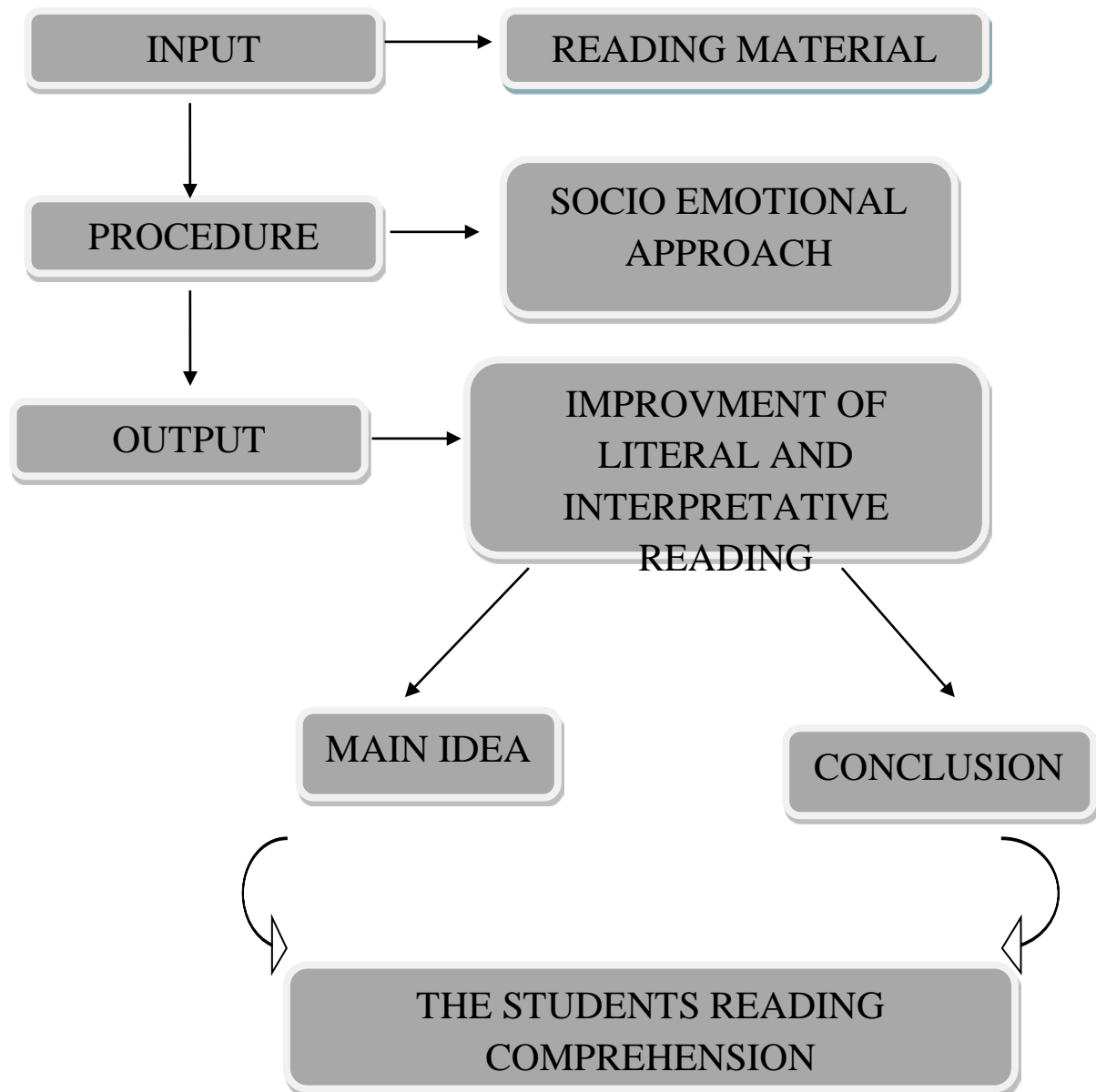
In this conceptual framwork, the process and output are benefly classified as the the following :

a. Input refers to reading material before giving treatment.

b. Process refers to the learning reading by using socio emotional aproach.

c. Output refers to improve the students' reading comprehension by using socio emotional approach.

D. Research Hypothesis

Based on the theoretical framework, The Hypothesis can be formulate as follows :

1. Null Hypothesis (H0) : The use of socio Emotional Approach is not effective to improve the students' reading comprehention .

2. Alternative Hypothesis (H1) : the use of Socio Emotional Approach to improve the students' reading comprehension.

CHAPTER III

RESEARCH METHOD

The Research method consisted of research design,population and sample, research variable and research instrument, procedure of collected data and tehnique of data analysis

A. Research Design

In this research, the researcher used a Pre-experimental research with one group pre-test and post-test. The designis was formulated as fallows :

Pre-test	Treatment	Post Test
O_1	X	O_2

Where : O_1 = Pre-test

X   = Treatment

O_2= Post- test

(Gay,1981:225)

B. Population and Sample

Target population in education research usually is defined as all the members of a real or hypothetical set of people, events, or objects to which education researchers which to generalize the result of the research (Borg, W.R.,Gall,M.D.1989:216) and Researchers usually try to obtain measures from some of the members of the accessible population in a much smaller number that the accessible population.

The researcher took one class as the sample of this research. The member of the sample were 26 students at class XII IPA 1. The researcher applied purposive sampling tehnique because in this research, all of the class in Madrasah Aliyah Guppi Samata has similar quality such as the same material and teacher also this class low in learning english specially reading comprehension. In this case, the researcher went to applied the used of Socio Emotional approach to improve Reading Comprehension of the twelve grade students at Madrasah Aliyah Guppi Samata Kab. Gowa.

C. Research Variable

The research consisted of two variable: namely Independent and dependent variable :

1. Independent Variable

   Independent Variable was the Socio Emotional Approach.

2. Dependent Variable

   Dependent Variable was the students' improvment reading comprehension toward report text included literal and interpretative reading comprehension.

Indicator : The indicators of the literal reading comprehension were the main idea and the sequence of details. The indicator of interpretative comprehension was conclusion.

D. Research Instrument

In this research, the researcher used essay test and multiple choice for pre-test and post-test to assess students reading comprehension. The pre-test

was given before the treatment to know the students prior knowledge in reading comprehension. The post-test was aim to find out the students' achievement in reading after the treatment.

E. Procedure of collection data

To collected the data, the resesarcher used some procedure :

1. Pre- Test.

Before applied the treatment , the researcher given an pre-test to know the knowlage of the students in reading comprehension,

2. Treatment

In this treatment, the researcher applied the Socio Emotional Approach to improved students' reading comprehention (Literal and Interpretative) used narrative text..

The Procedure of the treatment as follows :

a. The treatment, used the third meeting after concluded the pre-test.

b. In the treatment the research introduced and explained the reading comprehention (Literal and Interpretative) used narrative text material and applied the Socio Emotional Approach. The students which did not understood the material would be grouped with the another students, and asked the student to did not judged the another student who did not understood the english material.

c. And then, The researcher asked the students to find out the main idea,sequance of detail and the conclusion of the story.

d. The last, The researcher examined the results of the students report english used narrative text.

3. Post test.

     After given a treatment, the researcher was given the students another test namaly post-test to know the improvment of students reading comprehension after applied Socio Emotional Approach.

F. Data Analysis

     In analysis the data throught the pre-test and post-test the researcher used the SPPS 22 for windows computer program to Analysis the data and to classified the students' score the research used some category standard evaluated as fallows :

Table 3.1 Classified of Students' Score.

NO	Classified	Score
1	Excelling	90 – 100
2	Very Good	80 – 89
3	Good	70 – 79
4	Fairly Good	60 – 69
5	Fair	50 – 59
6	Poor	40 – 49
7	Very Poor	30 – 39

(Jacobs in Ramlah 2016 :24)

3.2.Table Score Criteria for Main Idea

Point	Criteria
4	The answer included a clear generalization that sates or implied the main idea
3	The answer stated or implied the main idea from the story
2	Indicator inaccurated or incompleted understoodof main idea
1	The answer included minimal or no understood of main idea

Harmer (in Andi Iksan Hendrawan M 2017 :29)

3.3. Table Score Criteria for Supporting Details

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

Harmer (in Andi Iksan Hendrawan M 2017 :29)

3.4. Table Score Criteria for made a conclusion

Point	Criteria
40	Conclusion reflects resource reading in development of idea it it was excellent.
30	Conclusion reflects reading in development of idea it was good.
20	Conclusion reflect only reading in development of it was poor.
10	Conclusion was not reflect any reading of resources in development idea.

(Pollard in Andi Sri Hardiyanti (2017 : 47)

The Criteria for the hypothesis was as follow :

3.5. Table Hypothesis Testing

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

The table above showed the value between the t- test and t – table from first colomn and the second colomn. where the first colom, the t-test value was small than t t-table value and the the second colomn, the t- test value was equal to greater than the t-table value, also the null hypothesis was rejected while the alternative was accepted.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter consists of two selections, the findings of the researcher and the discussion of researcher findings. Findings showed description of result from the data that had collected reading test in pre-test and post-test. It was description in graphic or chart on table form. Then, discussion was explanation of findings but it still showed result of the data. In this discussion, the researcher used their own word to explain it.

C. **Findings**

The findings of the research that teaching reading comprehension through socio emotional approach could increase reading comprehension in literal comprehension and also could improved reading comprehension in interpretative comprehension. In the further interpretation of the data analysis were given bellow:

1. **Students' Literal and Interpretative Reading Comprehension Used Socio Emotional Approach in term Main ideal**

Students' literal reading comprehension used socio emotional approach had different in pre-test and post-test. In pre-test students still confused and less attention about main idea, couldbe seen clearly in the followed table:

Table 4.1 Frequency Dustributor of Students Pre-test Literal comprehension Used Socio Emotional approach.

		Frequency	Percent %	Valid Percent	Cumulative Percent %
Valid	53	1	3.8	3.8	3.8
	38	1	3.8	3.8	7.7
	50	1	3.8	3.8	11.5
	46	6	23.1	23.1	34.6
	45	1	3.8	3.8	38.5
	36	6	23.1	23.1	61.5
	34	10	38.5	38.5	100.0
	Total	26	100.0	100.0	

Based on the table 4.1 above, it showed that there were 2 student who had score 50 - 53,17 students who had score 34-38, 7 Students who had score 45-46 .

From the statical data, the category of a pre-test score of Srudents were divided into 3 categories, Namely Fair,Poor and very poor.

Table 4.2Frequency Dustributor of Students Pre-test Interpretative Comprehension.

		Frequency	Percent %	Valid Percent	Cumulative Percent %
Valid	34	7	26,9	26,9	26,9
	36	7	26,9	26,9	53,8
	38	1	3,8	3,8	57,7
	46	7	26,9	26,9	84,6
	50	3	11,5	11,5	96,2
	53	1	3,8	3,8	100.0
	Total	26	100.0	100.0	

Based on the Table above, it showed thatthere were 15 student who had score 34- 38, 7 students who had score 46, 4 Student who had score 50-53.

From the statical data, the category of a pre-test score of Srudents were divided into 3 categories, Namely Fair,Poor and very poor

Graphic 4.1 Graphic of Students Pre-test Literal Comprehension Used Socio Emotional Approach
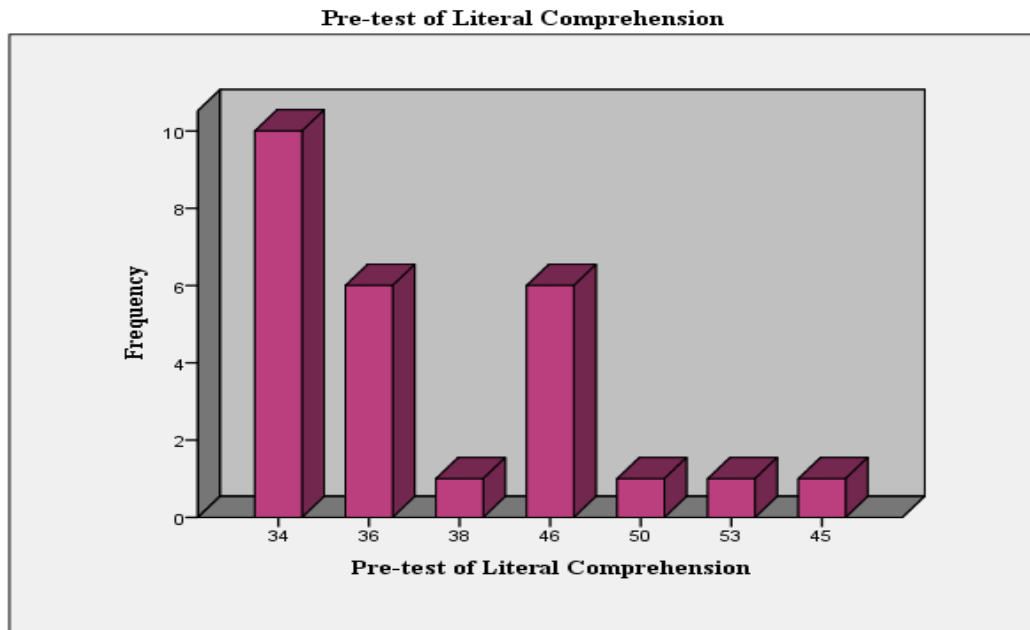
Pre-test of Literal Comprehension

The graphic above that there was Score of the students in the reading comprehension in term of literal comprehension from pre-test with the scored34,36,38,45,46,50 and 53,

Graphic 4.2 Graphic of Students Pre-test Interpretative Comprehension Used Socio Emotional approach
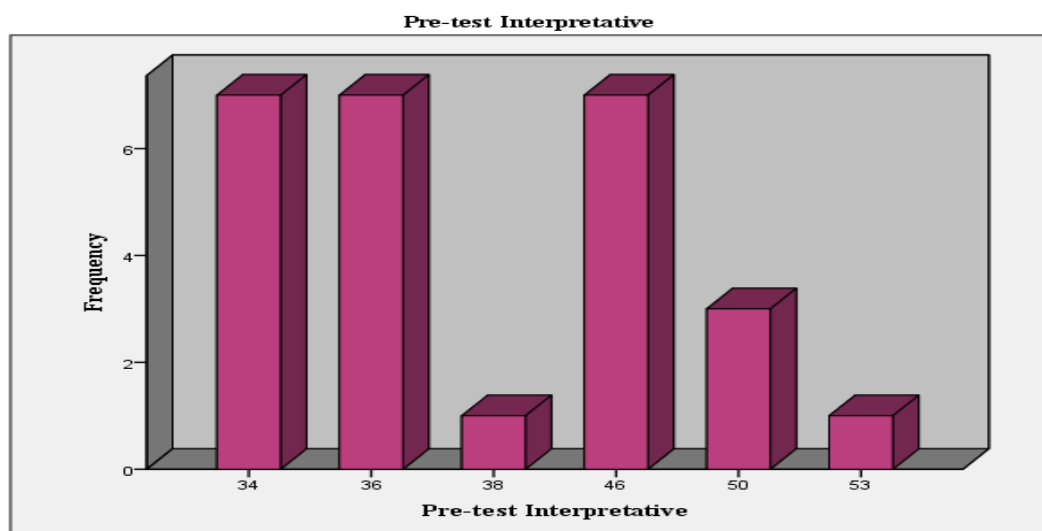
Pre-test Interpretative

The graphic above that there was score of the students in the reading comprehension in term of Interpretative comprehension from pre-test with the scored34,36,38,46,50 and 53,

Table 4.3 Classification of the Students Score Reading Comprehension in Term of Literal Comprehension (Pre-test).

No	Classification	Score	Frequency	Percentage
1.	Excellent	90-100	0	0
2.	Very Good	80-89	0	0
3.	Good	70-79	0	0
4.	Fairly Good	60-69	0	0
5.	Fair	50-59	2	7.7%
6.	Poor	40-49	7	26,9%
7.	Very Poor	30-39	17	65.39%
Total			26	100 %

Based on the table 4.2 above, it showed that the classification of the students score reading comprehension in term of main idea in pre-test therewere2 (7.7%) students got Fair, 7 (26.9%) students got very good, 17 (65.39%) students got Very Poor.

Table 4.4 Classification of the Students Score Reading Comprehension in
Term of Interpretative Comprehension (Pre-test).

No	Classification	Score	Frequency	Percentage
1.	Excellent	90-100	0	0
2.	Very Good	80-89	0	0
3.	Good	70-79	0	0
4.	Fairly Good	60-69	0	0
5.	Fair	50-59	4	15,38%
6.	Poor	40-49	7	26,92%
7.	Very Poor	30-39	15	57,7%
Total			26	100 %

Based on the table above, shows that the classification of the students
score of students interpretative reading comprehension in term ofconclusion
there were15 (57,7%) Students got very poor, 7 (26,92%) Students got poor,
and 4 (15,38%) students got Fair

Table 4.5Frequency Distributor of Students Post-test In Literal Comprehension.

		Frequency	Percent %	Valid Percent	Cumulative Percent %
Valid	50	8	30.8	30.8	30.8
	57	4	15.4	15.4	46.2
	61	6	23.1	23.1	69.2
	65	2	7.7	7.7	76.9
	73	4	15.4	15.4	92.3
	76	2	7.7	7.7	100.0
	Total	26	100.0	100.0	

Based on the table above, it showed in Literal Comprehension that there were 11 students who had score 50 - 53, 10 students who hadscore 61-65, 5 Students who had score 73-76.

From the statical data, the category of a pre-test score of Srudents were divided into 3 categories, Namely Fair,Fairly Good and Good

Table 4.6 Frequency Distributor of StudentsPost-test Interpretative Comprehensio.

		Frequency	Percent %	Valid Percent	Cumulative Percent %
Valid	50	5	19.2	19.2	19.2
	57	4	15.4	15.4	34.6
	61	7	25.9	25.9	61.5
	65	7	26.9	26.9	88.5
	73	3	11.5	11.5	100.0
	Total	26	100.0	100.0	

Based on the table above, it showed that there were 9 student who had score50-57, 14 students who had score 61-65, 3 Student who had scored73.

From the statical data, the category of a pre-test score of Srudents were divided into 3 categories, Namely Fair,Fairly Good and Good

Table 4.7Classification of the Students Score Reading Comprehension in Term of

Literal Comprehension (Post-test).

No	Classification	Score	Frequency	Percentage
1.	Excellent	90-100	0	0
2.	Very Good	80-89	0	0
3.	Good	70-79	6	23.1%
4.	Fairly Good	60-69	8	30.8%
5.	Fair	50-59	12	46,1%
6.	Poor	40-49	0	0
7.	Very Poor	30-39	0	0
Total			26	100 %

Based on the table 4.7 above, it showed that the classification of the

students score reading comprehension in term of literal comprehension in post-

test there were6 (23.1%) students got Good, 8 (30.8%) students got Fairly good

and 12(46.1%) Students got fair.

Table 4.8 Classification of the Students Score Reading Comprehension in Term

of Literal Comprehension (Post-test)

No	Classification	Score	Frequency	Percentage
1.	Excellent	90-100	0	0
2.	Very Good	80-89	0	0
3.	Good	70-79	3	12%
4.	Fairly Good	60-69	14	53%
5.	Fair	50-59	9	35%
6.	Poor	40-49	0	0%
7.	Very Poor	30-39	0	0%
	Total		26	100 %

Based on the table 4.8 above it showed that the classification of the students score reading comprehension in term of interpretative comprehensionin post-test there were9 (35%) students got Fair, 14(53%) students got Fairly good and 3 (12%) students got Good.

Graphic 4.3Graphic of Students Post-testLiteral Comprehension Used Socio
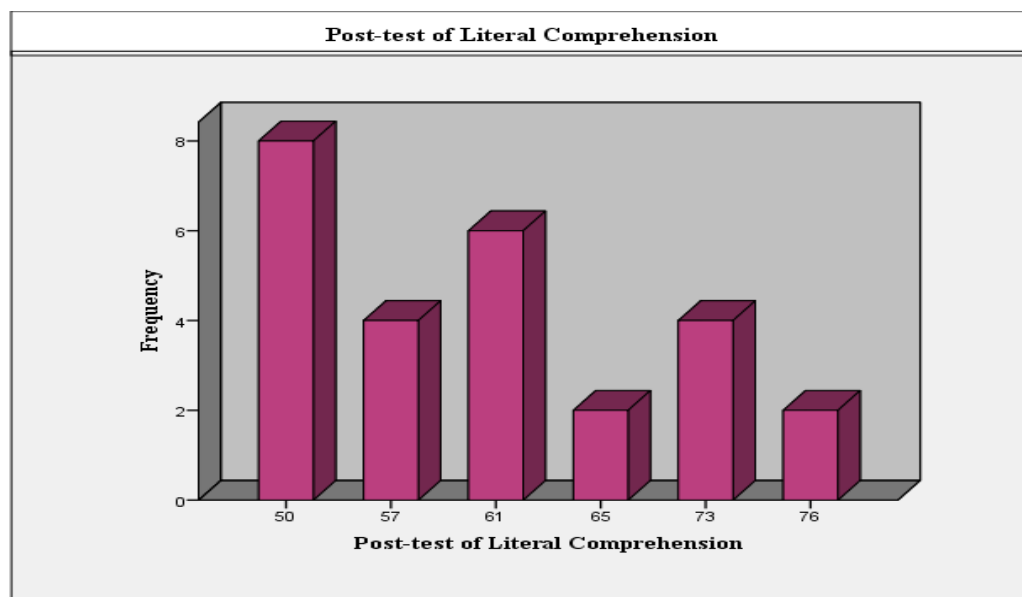
Emotional approach

The graphic above that there was score of the students in the reading comprehension in term of literal comprehension from pre-test with the score 50,57,61,65,73 and 76

Graphic 4.4 Graphic of Students Post-test Literal Comprehension Used Socio Emotional approach
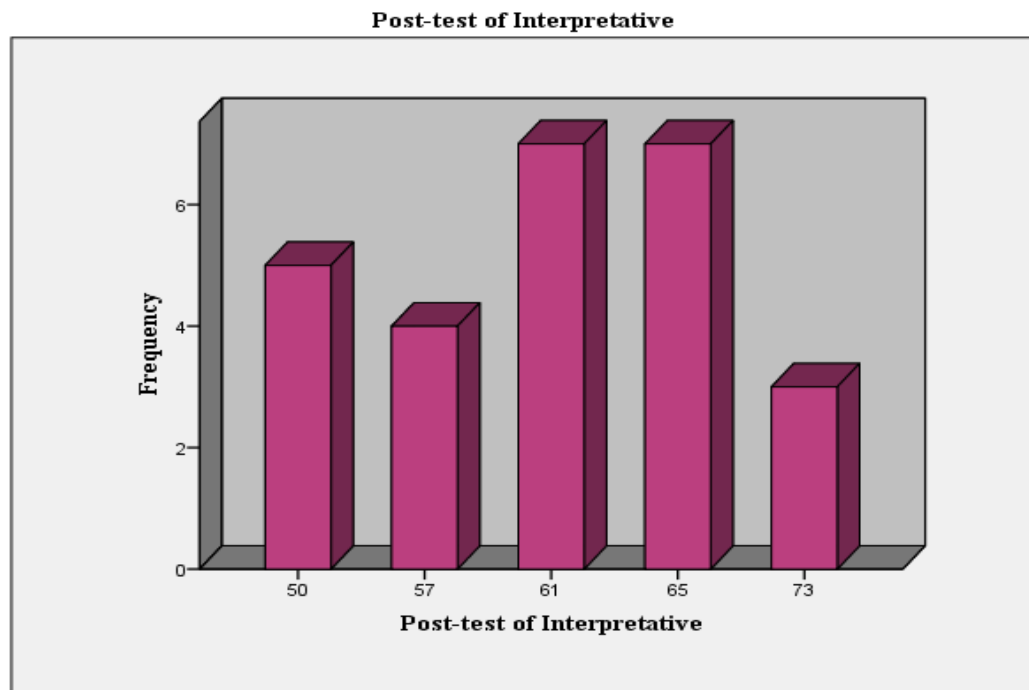
Post-test of Interpretative

The graphic above that there was score of the students in the reading comprehension in term of Interpretative comprehension from pre-test with the score 50,57,61,65,and 73

2. Students' Reading ComprehensionUsed Socio Emotional Approach.

Table 4.9 Frequency Distributor of Students Reading Comprehension Used Socio Emotional Approach (Pre-test).

		Frequency	Percent %	Valid Percent	Cumulative Percent %
Valid	34	3	11.5	11.5	11.5
	35	8	30.8	30.8	42.3
	45	1	3.8	3.8	46.2
	40	2	7.7	7.7	53.8
	42	2	7.7	7.7	61.5
	48	4	15.4	15.4	76.9
	41	3	11.5	11.5	88.5
	44	1	3.8	3.8	92.3
	37	1	3.8	3.8	96.2
	49	1	3.8	3.8	100.0
	Total	26	100.0	100.0	

Based on the table 4.5 above, it showed in reading comprehension that there were12 students who had score 30 - 39,and 14 students who had score 40-49.

From the statical data, the category of a pre-test score of students were divided into 2 categories, Namely Very Poor and Poor.

Table 4.10 Frequency Distributor of Students Reading Comprehension Used

Socio Emotional Approach (Post-test)

		Frequency	Percent %	Valid Percent	Cumulative Percent %
Valid	50	3	11.5	11.5	11.5
	53	3	11.5	11.5	23.1
	55	1	3.8	3.8	26.9
	57	2	7.7	7.7	34.6
	59	3	11.5	11.5	46.2
	61	2	7.7	7.7	53.8
	63	5	19.2	19.2	73.1
	67	3	11.5	11.5	84.6
	68	1	3.8	3.8	88.5
	70	1	3.8	3.8	92.3
	74	1	3.8	3.8	96.2
	69	1	3.8	3.8	100.0
	Total	26	100.0	100.0	

Based on the table above, it showed in Reading Comprehension that there were 12 students who had score 50 - 59, 12 students who had score 60 - 69, and 2 students who had score 70-79.

From the statical data, the category of a post-test score of Srudents were divided into 3 categories, Namely Fair,Fairly Good and Good

Graphic 4.5 Graphicof Students Pre-test of Reading Comprehension.
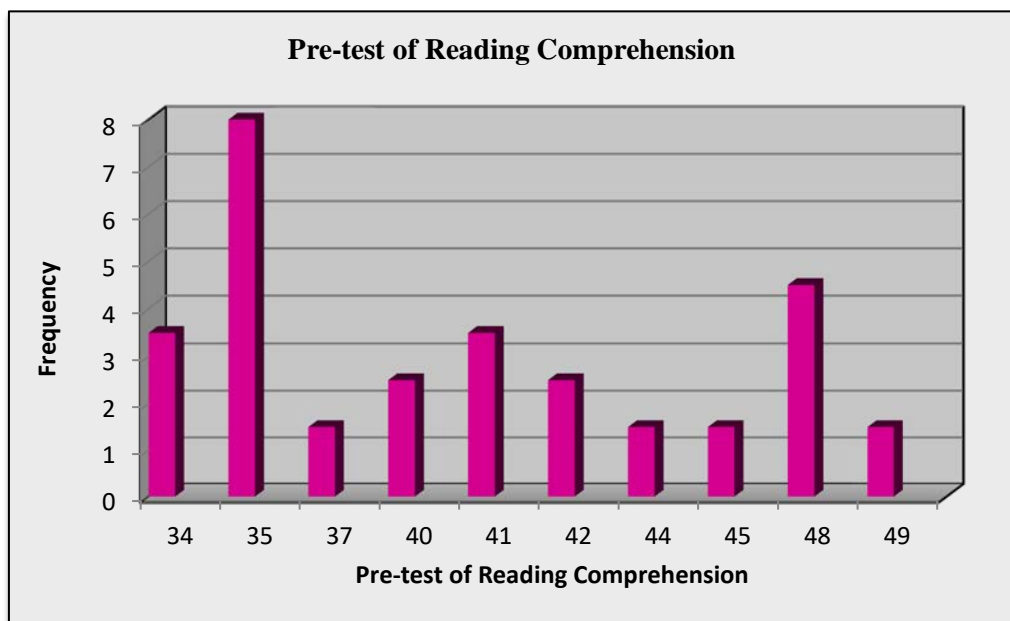
The graphic above that there was score of the students in the reading comprehension from pre-test with the score 34,35,37,40,41,42,44,45,48,49.

Graphic 4.6 Graphic of Students Pre-test of Reading Comprehension
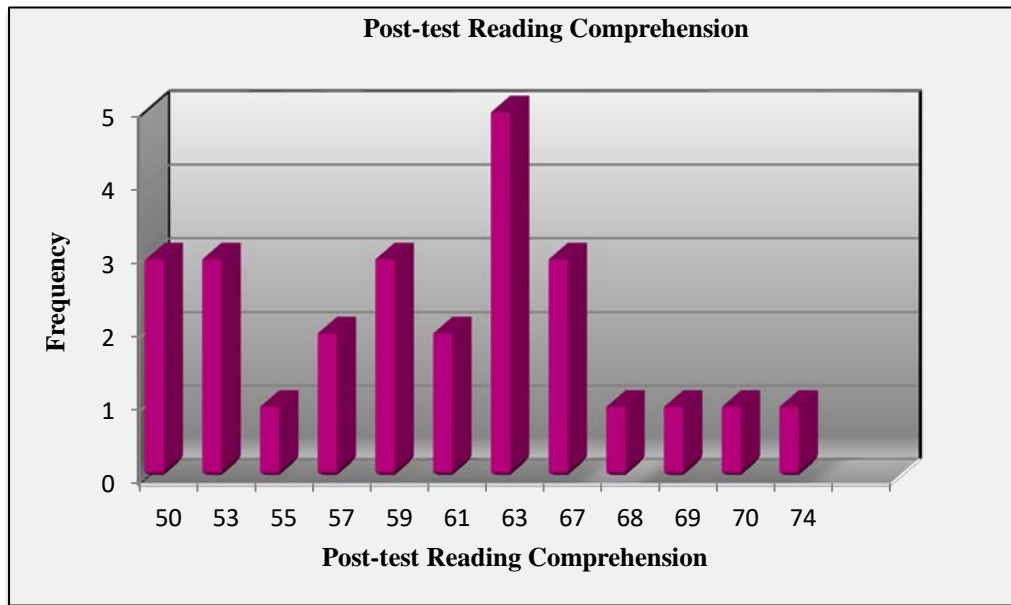
Post-test Reading Comprehension

The graphic above that there was score of the students in the reading comprehension from post-test with the score 50,53,55,57,61,63,67,68,67,70,74.

Table 4.11Classification of Pre-test Reading Comprehension.

No	Classification	Score	Frequency	Percentage
1.	Excellent	90-100	0	0 %
2.	Very Good	80-89	0	0%
3.	Good	70-79	0	0%
4.	Fairly Good	60-69	0	0%
5.	Fair	50-59	0	0%
6.	Poor	40-49	14	53.85 %
7.	Very Poor	30-39	12	46.15%
	Total		26	100 %

Based on the table above, it showed that the classification of the students score reading comprehension in pre-test there were12 (46,15%) students got Very Poor, and 14 (53,85%) students got Poor

Table 4.12 Classification of Post-test Reading Comprehension

No	Classification	Score	Frequency	Percentage
1.	Excellent	90-100	0	0 %
2.	Very Good	80-89	0	0%
3.	Good	70-79	2	7,7%
4.	Fairly Good	60-69	12	46,15%
5.	Fair	50-59	12	46,15%
6.	Poor	40-49	0	0%
7.	Very Poor	30-39	0	0%
Total			26	100 %

Based on the table above, it showed that the classification of the students score reading comprehension in Post-test there were 12 (46,15%) students got Fair, and 12 (46,15%) students got Fairly Good, and 2 (7.7%) students got Good.

3. **Inferential Analysis**

1. **Pre-testing Analysis**

The Pre-testing analysis was done before the researcher drew the hypothesis. It consists of two parts : the normality and the homogeneity tests. Normality test was used to test wheter the data show normal distributor or not, and the homogeneity test was done to test wheter the

sampel's variance was homogeneous or not, The results were explained bellow

2. **Normality Test**

The normality test was conducted on the data that obtained from the pre-test and post-test, The result of the normality test is presented as bellow :

Table 4.13 The Normality Test of Students' Reading Comprehension.

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre-test Reading Comprehension.	,234	26	,001	,875	26	,004
Post-test Reading Comprehension.	,170	26	,050	,905	26	,020

a. Lilliefors Significance Correction

The normality test results were know Shapiro-Wilk. Sig. (2-tailed) is greated than 0,05 (5%). So it could be concluded that the distribution of the data of pre-test and post-test of the Reading Comprehension were Normal.

4. **Homogeneity Test**

The homogeneity test was done after the normality test. Data was said to be homogeneous if the significance value is greater than 0,05 (Significance level). The *Levene-Test* of ONE WAY was employes to test the homogeneity. The result of homogeneity test is bellow :

Table 4.14 Test of Homogeneity of Variances

	Levene Statistic	df1	df2	Sig.
Post-test Reading Comprehension.	.250	5	20	,935

The table above show that the Value *p (sig.)* of the Post-test of Reading Comprehension (,935) was greater than 0,05. It means that the sample variance was homogeneous.

5. **Hypothesis Testing**

The hypothesis testing was aimed to reveal wheter there was significant difference between students' Reading Comprehension Used Socio Emotional Approach. Firstly, the hypothesis must be changed to the null Hyphothesis (H_o) before the hyphotesis was rejected or accepted. Therefore, the null hypothesis (H_0) "There wasno significant difference between students' reading comprehension used socio emotional approach and (H_1) There was significant difference between students' reading comprehension used socio emotional approach.

In this case, the researcher used SPSS 22 for windows computer program. The data were gain by employin ANOVA. It was applied because there were two variables in this research and the scores of both pre-test and post-test and the mean score were different. Theoritically, the hypothesis was accepted if the value of significant level was lower than 0,05.

Table 4.15 The Result of Hypothesis Testing.

Between-Subjects Factors

		Value Label	N
Post-test Reading Comprehension	1.00	50	3
	2.00	53	3
	3.00	55	1
	4.00	57	2
	5.00	59	3
	6.00	61	2
	7.00	63	5
	8.00	67	3
	9.00	68	1
	10.00	69	1
	11.00	70	1
	12.00	74	1

The table above, there was score of the students in the reading comprehension from post-test with the score 50,53,55,57,61,63,67,68,67,70,74.

Test of Between-Subjects Effects

Dependent Variable : Reading Comprehension

Source	Type III Sum of Squares	df	Mean Square	F	Sig
Corrected Model	64.828[a]	11	5.893	19.962	.000
Intercept	221.693	1	221.693	750.894	.000
Post-test Reading Comprehension	64.828	11	5.893	19.962	.000
Error	4.133	14	.295		
Total	297.000	26			
Corrected Total	68.962	25			

a. R Squared = .940 (Adjusted R Squared = . 893)

From the Table above, it could be seen that the sign. (2-tailed) reveals the significance point .000 There was significant effect of reading comprehension in the post-test. The value of sig. (2-tailed) was Lower than

significance level (0,00 < 0,05), Then H_1 was accepted. It means "There is significance between students reading comprehension using socio emotional approach".

B. Discussion

The description the analysis of the data from reading test as explain in the previous section slowed that the students' comprehension in literal reading comprehension. It examined the result of treatment teaching and learning process toward the effectiveness of the used of socio emotional approach to improving reading skill dealing with literal comprehension and interpretative comprehension at the twelve grade students of Madrasah Aliyah Guppi Samata Kab. Gowa that was conducted with pre-test, Treatment and post-test during 6 meetings.

Socio and emotional approachis constructs, including prosocial behavior and other indicators of behevioral and self-regulation, are robuts predictors of children's academic learning (Buckly,storino,& saarni, 2003; Larsson & durgli,2011; Wang, haertel, & walberg, 1993,).

The use of socio emotional approach is effective to improve reading comprehension of the students (Joanne Lauise O' Leary, 2012; Craig R. Seal, Stefanie E. Naumann, Amy N. Scott & Joanna Royce-Davis, 2010; Zandra K. Marulanda, 2010; Antonio G. Marchesi & Kimberly Cook, 2012; Showkeen Bilal Ahmad Gul, 2015; Haogen Yao, 2017; Mohammad Reza Ebrahimi, Hooshang Khoshsima & Esmail Zare-Behtash, 2018; Calvin Eleby., Jr, 2009).

The research finding that the students' Reading Comprehension using socio emotional approach showed the improvement of the students reading comprehension in term of main idea and making conclusion. From the improvement showed the process in pre-test and post-test. The result of the students reading in pre-test was low, especially in finding the main idea and making conclusion. It showed that the students could not express their ideas and their understandable. It was before using socio emotional approach in reading activity.

Based on the problem above, the writer gave the treatment by using socio emotional approach, so that the students could show the improvement in post-test. In pre-test, writer gave essay test and multiple choice to know their prior knowledge before using socio emotional approach.

At the beginning, the reading comprehension was very bad, almost all of students were confused and spent much time to understood the meaning of the text in reading activity, they only read the test, but they did not understood what they read and how to find out the main idea and making conclusion of the reading test.

After students were given a pre-test, the writer gave the treatment by using socio emotional approach. As the result, students become active and enjoy in reading activity. They would be easy to do reading activity, most of their pronunciation were correct and did not spent much time to understood what they read.

The result of students' mean score after presenting in teacing reading comprehension using socio emotional approach was better than before given the treatment. Before given the treatment, the students comprehension in literal and interpretative were verry poor. After given the treatment, their comprehension was significantly improved and categorized as good.

1. **Students' Literal Reading Comprehension Using Socio Emotional Approach.**

   Based on the finding above in applying Socio Emotional Approach in the class, the data is collected through the test as explain in the previous finding section shows that the students' reading comprehension in the score of literal is improved from the mean score in pre-test and post-test. The score of the students' post-test is hinger than the main score of the students' pre-test. Therefore, it can be concluded that Socio Emotional Approach could improve the students' comprehension in literal reading comprehension.

2. **Students' Interpretative Reading Comprehension Using Socio Emotional Approach.**

   Based on the finding above in applying Socio Emotional Approach in the class, the data is collected through the test as explain in the previous finding section shows that the students' reading comprehension in the score of interpretative is significantly improved.

   The score of the students' post-test is hinger than the main score of the students' pre-test, it can be seen at the graphic 4.2 and 4.4. Therefore, it can be

concluded that Socio Emotional Approach could improve the students' comprehension in Interpretative reading comprehension.

3. The significant differences of T-test and T-table

Through the result of pre-test and post-test, it be concluded that statistically hypothesis of H_1 is accepted and the statistically H_0 is rejected. It means that the Using Socio Emotional Approach in teaching reading comprehension could improve the students comprehension of reading.

By seen the effectiveness of the students' literal comprehension and interpretative in reading skill. It was concluded that Socio Emotional Approach improve the students' comprehension in literal and interpretativereading. It could be showed from the students' reading test in pre-test and post-test. In pre-test, some of students were difficult to answer the questions and find out the main ideas and the interpretative comprehension. But, the students' reading comprehension in post-test, which the content of reading comprehension could be understand. And then, the students were easy to answer the question and find out the main ideas and conclusion.

Based the explanation above, the research analyzed that socio emotional approach could improve the students' reading comprehension. It was proved by the result of the students' achievement in narrative test.

From the discussion above, it could be concluded that the Twelve Grade Students of Madrasah Aliyah Guppi Samata Kab. Gowa had good skill in reading after being taught Socio Emotional Approach especially in comprehending a text.

Further, the researcher concluded that using socio emotional approach in learning can make students more active, enjoy and motivate in teaching learning process. It means that the socio emotional approach can be used as one of the alternative to teach narrative test.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Relate to the research findings and discussion in the previous chapter, the researcher concluded that, Socio Emotional Approach was effective to improved the students' *Literal Reading Comprehension in Main Ideas and Interpretative Comprehension*. It was improved by the result of ANCOVA of Litera comprehension and interpretative comprehension. The value of sig.(2-tailed) was lower than significance level (0,00<0,05), Then H_1 was accepted. It means "There wassignificance between students reading comprehension using socio emotional approach".

B. Suggestion

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

1. It is suggestion that the teacher especially for the English Teacher at twelfth Grade Students of Madrasah Aliyah Guppi Samata Kab. Gowa, They used Socio Emotional Approach as one alternative among other teaching method, Approach and strategy that could be used in teaching reading comprehension.

2. It was suggestion that the teacher especially for the English Teacher at the twelfth Grade Students of Madrasah Aliyah Guppi Samata Kab. Gowa, should used Socio Emotional Approach in presented the

reading comprehension materials because it was effective to improved the students' reading comprehension.

3. For next researcher, it was suggested to this thesis at an addition reference with different discussion.

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LIST OF APPENDIXES

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LESSON PLAN

RENCANA PELAKSANAAN PEMBELAJARAN

Satuan Pendidikan   **: Madrasah Aliyah Guppi Samata**

Mata Pelajaran   **: Bahasa Inggris**

Kelas/Semester   **: XII/1**

Alokasi Waktu   **: 40 menit**

Tahun Pelajaran   **: 2018**

Topik   **: Narrative Text**

Pertemuan   **: ke 2**

A. Kompetensi Inti (KI) :

1. Menghargai dan menghayati ajaran agama yang dianutnya.

2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.

3. Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan

wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai denganbakat dan minatnya untuk memecahkan masalah.

4. Mengolah, menalar, dan menyaji, dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri serta bertindak secara efektif dan kreatif, dan mampu menggunakan metoda sesuai kaidah keilmuan.

B. Kompetensi Dasar (KD) :

1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar

2.1. Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi antar pribadi dengan guru dan teman.

3.8 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks ulasan (review) lisan dan tulis dengan memberi dan meminta penilaian terkait film/buku/cerita, sesuai dengan konteks penggunaannya.

4.8 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks ulasan (review),lisan dan tulis, terkait film/buku/cerita

C. Tujuan Pembelajaran

1. Menunjukkan perilaku berbahasa Inggris yang mencerminkan sikap orang beriman, berperilaku jujur, disiplin, tanggungjawab, peduli (gotong

royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.

2. Memiliki pengetahuan faktual, konseptual,prosedural, dan metakognitif tentang fungsi sosial, struktur makna (urutan makna atau yang kita kenal dengan struktur teks),dan unsur kebahasaan berbagai teks berbahasa Inggris yang berpotensi mengembangkan wawasan kemanusiaan,kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

3. Memiliki keterampilan mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan penggunaan berbagai teks dalam bahasa Inggris yang dipelajari di sekolah secara mandiri serta bertindak secara efektif dan kreatif, dan mampu menggunakan metoda sesuai kaidah bahasa Inggris.

D. Materi Pembelajaran :

- Fungsi sosial

  Memperoleh hiburan, menghibur dan mengajarkan nilai-nilai luhur, meneladani nilai-nilai moral, dsb.

- Struktur text

  (gagasan utama dan informasi rinci)

- o Pendahuluan (orientasi) dengan memperkenalkan tokoh, tempat, waktu, terjadinya cerita.

- o Penilaian (evaluasi) tentang situasi dan kondisi terjadinya cerita.

- o Krisis yang terjadi terhadap tokoh utama (komplikasi)

- o Akhir cerita di mana krisis berakhir (resolusi) dengan bahagia atau sedih

- o Ulasan atau komentar umum (reorientasi), opsional.

- Unsur kebahasaan

  - o Tata bahasa: tense Simple, Continuous, Perfect, dalam bentuk Present dan Past, dengan atau tanpa kata kerja bantu modal, secara terintegrasi

  - o Kosa kata: terkait karakter, watak, dan setting dalam cerita pendek

  - o Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa a, the, this, those, my, their, dsb secara tepat dalam frasa nominal

  - o Semua jenis adverbia.

  - o Ucapan, tekanan kata, intonasi, ejaan dan tanda baca, dan tulisan tangan.

- Topik

  Cerita-cerita pendek yang memberikan keteladanan dan yang dapat menumbuhkan perilaku yang termuat dalam KI.

E. Metode/pendekatan :

1. Metode   : Contextual Teaching Learning.

2. pendekatan : Socio Emotional Approach

3. Model   :

F. Sumber Belajar :

1. Buku Pegangan Siswa Bahasa Inggris SMA/MA Kelas XI Kurikulum 2013

2. Buku referensi dan artikel yang sesuai.

G. Langkah-langkah Pembelajaran :

1. Pendahuluan (10 menit)

- Guru memulai pembelajaran dengan mengucapkan salam, menyapa, berdoa.

- Memperhatikan kesiapan, semangat dan kelengkapan peserta didik, dengan memeriksa kehadiran, kerapian berpakaian, dan mengorganisir kelas dan posisi tempat duduk disesuaikan dengan kegiatan pembelajaran yang akan diterapkan, berdasarkan metode dan model pembelajaran.

- Memperkenalkan diri dan memberi motivasi akan pentingnya kesungguhan dalam pembelajaran.

- Menyampaikan tujuan pembelajaran atau kompetensi dasar yang akan dicapai dari materi pembelajaran,

2.Kegiatan Inti (60 menit)

- Guru mendemostrasikan/menyajikan materi.

- Memberikan kesempatan siswa/peserta didik untuk menjelaskan kepada siswa lainnya baik melalui bagan/peta konsep ,maupun yang lainnya.
- Guru menyimpulkan ide/pendapat dari siswa.
- Guru menerangkan semua materi yang di sajikan saat itu.

3. Penutup (10 menit)

- Guru dan peserta didik melakukan refleksi dan membuat rangkuman/kesimpulan materi
- Guru menyampaikan persiapan ujian akhir semester, merencanakan kegiatan remidi, pengayaan, sesuai dengan hasil belajar peserta didik

H. Penilaian Hasil Belajar :

1. **Pedoman penilaian membaca siswa.**

Indikator	Presentasi penilaian
Pronunciation	25 %
Grammar	25%
Performance	25 %
Comprehension	25 %

2. **Pedoman Penilaian socio emosional siswa.**

a. **Kerja Sama dan Interaksi (Interaction)**

Poin	Indikator
1.	**Sangat tidak baik** jika siswa sama sekali tidak berkerja sama dan tidak adanya interaksi yang baik dengan teman kelompoknya dalam menyelesaikan tugas kelompok yang di berikan oleh guru.
2.	**Kurang baik** jika siswa tidak berkerja sama dalam menyelesaikan tugas kelompok yang di berikan oleh guru.
3.	**Baik** jika siswa berkerja sama dalam menyelesaikan tugas kelompok yang di berikan oleh guru.
4.	**Sangat baik** jika siswa sangat berkerja sama dan berinteraksi dengan baik dalam menyelesaikan tugas kelompok yang di berikan oleh guru.

b. **Tanggung Jawab (Responsibility)**

Poin	Indikator
1.	**Sangat tidak baik** jika siswa menyontek dan tidak bertanggung jawab dalam menyelesaikan tugas yang di berikan oleh guru.
2.	**Kurang baik** jika jika siswa menyontek dan tidak bertanggung jawab dalam menyelesaikan tugas yang di berikan oleh guru.
3.	**Baik jika** jika siswa tidak menyontek dan bertanggung jawab dalam menyelesaikan tugas yang di berikan oleh guru.
4.	**Sangat baik** jika siswa tidak menyontek dan bertanggung jawab dalam menyelesaikan tugas yang di berikan oleh guru.

c. **Penilaian Rasa Keperdulian (Empati)**

Poin	Indikator
1.	**Sangat tidak baik** jika siswa tidak memiliki rasa empati kepada teman maupun guru di dalam kelas.
2.	**Kurang baik** jika siswa tidak memiliki rasa empati kepada teman maupun guru di dalam kelas.
3.	**Baik jika** jika siswa memiliki rasa empati kepada teman maupun guru di dalam kelas.
4.	**Sangat baik** jika siswa memiliki rasa empati kepada teman maupun guru di dalam kelas.

d. Percaya diri (Self Confidence)

Poin	Indikator
1.	**Sangat tidak baik** jika siswa sama sekali tidak memiliki kepercayaan diri di dalam kelas.
2.	**Kurang Baik** jika siswa tidak memiliki kepercayaan diri di dalam kelas.
3.	**Baik** jika siswa memiliki rasa kepercayaan diri di dalam kelas.
4.	**Sangat Kurang baik** jika siswa memiliki kepercayaan diri yang tinggi dalam kelas.

e. Jujur dan sopan santun

Poin	Indikator
1.	**Sangat tidak baik** jika siswa sama sekali tidak memiliki kejujuran dan sopan santun terhadap guru dan temannya.
2.	**Kurang Baik** jika siswa tidak memiliki kejujuran dan sopan santun terhadap guru dan temannya.
3.	**Baik** jika siswa memiliki kejujuran dan sopan santun terhadap guru dan temannya.
4.	**Sangat Baik** jika siswa memiliki kejujuran dan sopan santun tinggi terhadap guru dan temannya.

$$Score socioemosional = \frac{Perolehan Poin}{Poin Maksimum} x4$$

3. Pedoman Penilaian Pemahaman Materi Pembelajaran.

Poin	Indikator
1.	**Sangat kurang baik** jika siswa tidak mampu memahami materi pembelajaran yang di jelaskan oleh guru dikelas.
2.	**Kurang Baik** jika siswa tidak memahami materi pembelajaran yang dibawakaan oleh guru.
3.	**Baik** jika siswa mampu memahami pembelajaran yang dibawakaan oleh guru.
4.	**Sangat baik** jika siswa sangat mampu memahami materi yang dibawakan oleh guru di kelas.

$$NilaiPemahamanmateri = \frac{PerolehanPoin}{PoinMaksimum} x4$$

I. Materi Pembelajaran.

<center>The Ant and the Dove</center>

One hot day, an ant was searching for some water. After walking around for some time, she came to a spring. To reach the spring, she had to climb up a blade of grass. While making her way up, she slipped and fell into the water.

She could have drowned if a dove up a nearby tree had not seen her. Seeing that the ant was in trouble, the dove quickly plucked off a leaf and dropped it into the water near the struggling ant. The ant moved towards the leaf and climbed up there. Soon it carried her safely to dry ground. Just at that time, a hunter nearby was throwing out his net towards the dove, hoping to trap it.

Guessing what he was about to do, the ant quickly bit him on the heel. Feeling the pain, the hunter dropped his net. The dove was quick to fly away to safety.

Questions :

Choose the correct answer bellow.

1. Who is bit the hunter ?

   a. Dove   c. Snake

   b. Ant   d. Lion

2. Who is help Ant when she slipped and fell into the water ?

    a. Dove   c. Snake

    b. Pig   d. Lion

3. What the hunter throwing to Dove ?

    a. Net   c. Book

    b. Handgun   d. Knife

4. What the ant Looking from the story ?

    a. Water   c. Fruit

    b. Flower   d. a leaf

5. What the Dove plucked to help Ant ?

    a. Twig   c. Fruit

    b. Flower   d. a leaf

The correct answer.

    1. B   **4. A**

    2. A   **5. D**

    3. A

PERHITUNGAN KELAS

INTERVAL

A. PERHITUNGAN KELAS INTERVAL

1. PRE-TEST OF MAIN IDEA

		Frequency	Percent %	Valid Percent	Cumulative Percent %
Valid	53	1	3.8	3.8	3.8
	38	1	3.8	3.8	7.7
	50	1	3.8	3.8	11.5
	46	6	23.1	23.1	34.6
	45	1	3.8	3.8	38.5
	36	6	23.1	23.1	61.5
	34	10	38.5	38.5	100.0
	Total	26	100.0	100.0	

Chart 1 : Frequency of Distributor of the pre-test Score on students'

Reading Comprehension.

Pre-test of Literal Comprehension
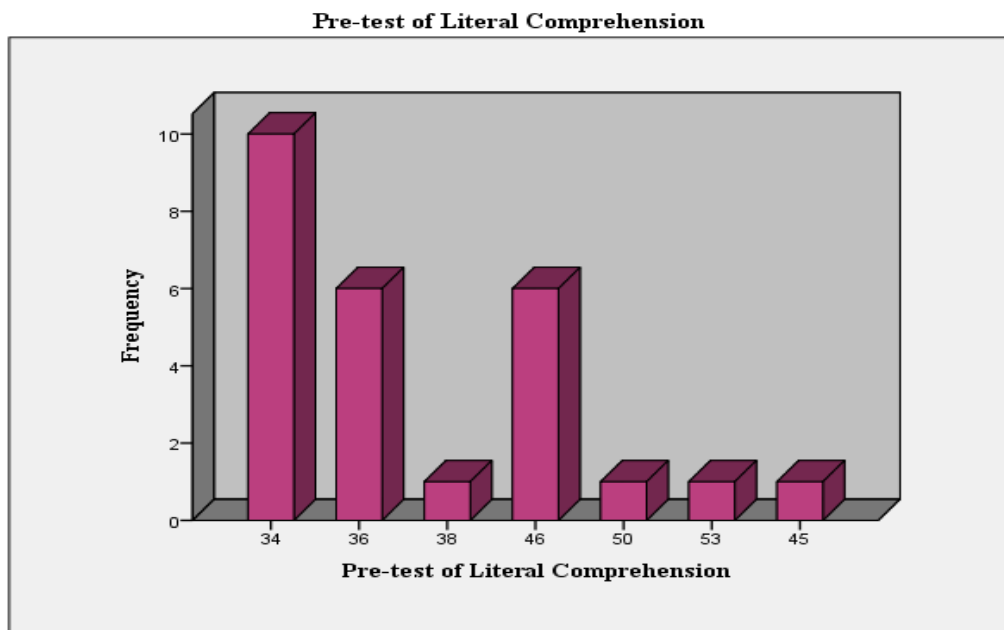
2. POST-TEST OF MAIN IDEAS

		Frequency	Percent %	Valid Percent	Cumulative Percent %
Valid	65	3	11.5	11.5	11.5
	76	2	7.7	7.7	19.2
	73	3	11.5	11.5	30.8
	61	7	26.9	26.9	57.7
	57	4	15.4	15.4	73.2
	50	7	26.9	26.9	100.0
	Total	26	100.0	100.0	

Chart 2 : Frequency of Distributor of the Post-test Score on Main Idea students' Reading Comprehension.

3. Pre-Test Interpretative Comprehension

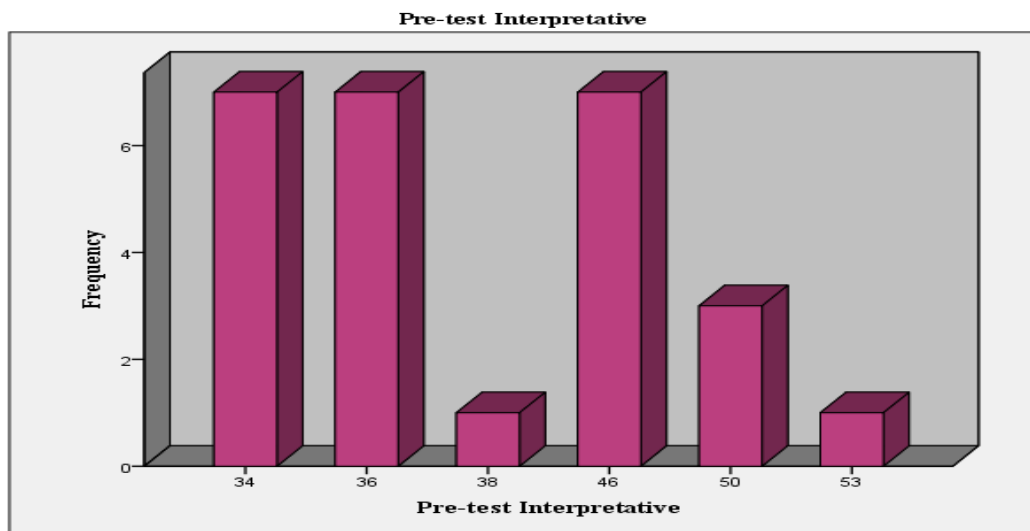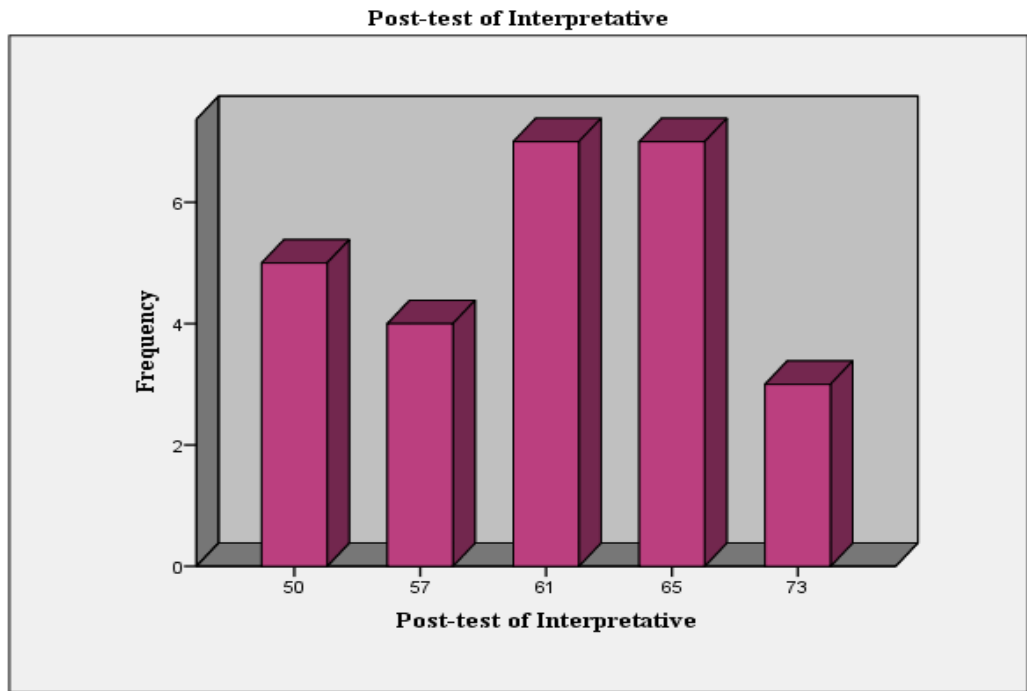|		Frequency	Percent %	Valid Percent	Cumulative Percent %
Valid	34	7	26,9	26,9	26,9
	36	7	26,9	26,9	53,8
	38	1	3,8	3,8	57,7
	46	7	26,9	26,9	84,6
	50	3	11,5	11,5	96,2
	53	1	3,8	3,8	100.0
	Total	26	100.0	100.0	

Chart 3 : Frequency of Distributor of the Pre-test Score on students' Interpretative Comprehension.

4. Post-Test Interpretative Comprehension

		Frequency	Percent %	Valid Percent	Cumulative Percent %
Valid	65	3	11.5	11.5	11.5
	76	2	7.7	7.7	19.2
	73	3	11.5	11.5	30.8
	61	7	26.9	26.9	57.7
	57	4	15.4	15.4	73.2
	50	7	26.9	26.9	100.0
	Total	26	100.0	100.0	

Post-test of Interpretative

5. Pre-test Reading Comprehension

		Frequency	Percent %	Valid Percent	Cumulative Percent %
Valid	34	3	11.5	11.5	11.5
	35	8	30.8	30.8	42.3
	45	1	3.8	3.8	46.2
	40	2	7.7	7.7	53.8
	42	2	7.7	7.7	61.5
	48	4	15.4	15.4	76.9
	41	3	11.5	11.5	88.5
	44	1	3.8	3.8	92.3
	37	1	3.8	3.8	96.2
	49	1	3.8	3.8	100.0
	Total	26	100.0	100.0	

Pre-test of Reading Comprehension

6. Post-test of Reading Comprehension.

		Frequency	Percent %	Valid Percent	Cumulative Percent %
Valid	50	3	11.5	11.5	11.5
	53	3	11.5	11.5	23.1
	55	1	3.8	3.8	26.9
	57	2	7.7	7.7	34.6
	59	3	11.5	11.5	46.2
	61	2	7.7	7.7	53.8
	63	5	19.2	19.2	73.1
	67	3	11.5	11.5	84.6
	68	1	3.8	3.8	88.5
	70	1	3.8	3.8	92.3
	74	1	3.8	3.8	96.2
	69	1	3.8	3.8	100.0
	Total	26	100.0	100.0	

Post-test Reading Comprehension

B. DATA ANALYSIS

1. Descriptive Analysis

Descriptive Statistics

	N	Range	Minimum	Maximum	Mean		Std. Deviation	Variance
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic
Pretest	26	7,00	1,00	8,00	2,9231	,42939	2,18949	4,794
Posttest	26	5,00	1,00	6,00	2,9231	,32308	1,64738	2,714
Valid N (listwise)	26							

2. Normality Test

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre-test Reading Comprehension.	,234	26	,001	,875	26	,004
Post-test Reading Comprehension.	,170	26	,050	,905	26	,020

a. Lilliefors Significance Correction

3. T-Test

Group Statistics

	Post-test	N	Mean	Std. Deviation	Std. Error Mean
Pre-test	50	8	2,7500	2,12132	,75000
	57	4	1,2500	,50000	,25000

4. Test of Homogeneity of Variances

	Levene Statistic	df1	df2	Sig.
Post-test Reading Comprehension.	.250	5	20	,935

C. ANCOVE (Analysis of Covariance)

Between-Subjects Factors

		Value Label	N
Post-test	1.00	50	3
Reading	2.00	53	3
Comprehension	3.00	55	1
	4.00	57	2
	5.00	59	3
	6.00	61	2
	7.00	63	5
	8.00	67	3
	9.00	68	1
	10.00	69	1
	11.00	70	1
	12.00	74	1

Test of Between-Subjects Effects

Dependent Variable: Post-test

Source	Type III Sum of Squares	df	Mean Square	F	Sig
Corrected Model	64.828[a]	11	5.893	19.962	.000
Intercept	221.693	1	221.693	750.894	.000
Post-test Reading Comprehension	64.828	11	5.893	19.962	.000
Error	4.133	14	.295		
Total	297.000	26			
Corrected Total	68.962	25			

a. R Squared = ,165 (Adjusted R Squared = -,099)

CURRICULUM VITAE

PERSONAL DATA

Name   : MARHAN

Date of Birth : Mangge, 4th July 1996

Gender   : Female

Religion   : Islam

Nationality   : Indonesia

Address   : Mangge Village,Rt 004 Rw 002

Telephone   : 085 333 615 466

EDUCATIONAL BACKGROUND

2003 – 2009 : SDN MANGGE

2009 – 2011 : SMP Negeri 3 Lambu

2011 – 2014 : SMK Negeri 2 Kota Bima

2014 - 2019 : University Muhammadiah of Makassar

All the informations above is true and provided here by me, all in good faith.

Makassar,   February 2019

Makassar