THE EFFECTIVENESS OF GRAPHIC ORGANIZER (GO) METHOD TO IMPROVE STUDENTS' READING COMPREHENSION

(*A-Pre Experimental Research at The Eight Grade Students*

of SMP Negeri 3 Barru)

A THESIS

Submitted to the Faculty of Teacher Training and Education
Makassar Muhammadiyah University in Part Fulfillment
of the Requirement for the Degree of Education in English Department

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MAKASSAR MUHAMMADIYAH UNIVERSITY

2018

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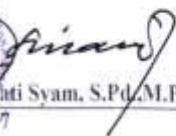
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"INNA MA'AL USRI YUSROO"

(Q.S Alam Nasyrah 94: 6)

"The Saddest Expectation is Expect to The Human"

DEDICATION

In the name of Allah, I dedicated my thesis to

My Beloved Parents, Mallisa and Mujrimin

My Beloved Grandma, Sitti

ABSTRACT

Suriani. 2017. *The Effectiveness of Graphic Organizer (GO) Method to Improve Students' Reading Comprehension (A-Pre Experimental Research at The Eight Grade Students of SMP Negeri 3 Barru).* Faculty of Teachers Training and Education, Makassar Muhammadiyah University, supervised by St. Asriati AM and Nunung Anugrawati.

This research aimed to find out the improvement of the students' reading comprehension by using Graphic Organizer (GO) method that focused on level of reading comprehension wich consisted of literal comprehension in term of main idea and sequence of details and interpretive comprehension in term of conclusion. The researcher applied pre-experimental method with one group pretest-posttest design, and collected the data by giving pre-test and post-test. The sample of the research was class VIII 4 of SMP Negeri 3 Barru which consisted of 24 students. The sample was taken by using purposive sampling technique.

The result of the research were the mean score literal reading obtained by the students through pre-test was 47.79 and post-test was 68.38 with the t-test value literal comprehension is greater than t-table (13.31> 2.17). Mean score interpretive reading pre-test was 38.54 and post-test was 65.63 with the t-test value interpretive comprehension is greater than t-table (18.81>2.17). Literal comprehension improved 43.07% and interpretive improved 70.29%.

It means that there is significance difference between before and after giving the treatment using Graphic Organizer (GO) method. It indicated that the alternative hypothesis (H_1) was accepted and the null hypothesis (H_0) was rejected. It was concluded that the use of Graphic Organizer (GO) method in reading English activity improve the students reading comprehension in narrative text.

Keywords: Graphic Organizer (GO) method, Literal Comprehension, Interpretive Comprehension, Pre-Experimental Research.

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بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيْمِ

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The researcher realizes that many hands had given their helps and useful suggestion for the completion of this thesis. Without the assistance of these people, this thesis would never have existed. Therefore, the researcherwould like to express her appreciation and sincere thanks to all of them particularly:

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May Allah S.W.T. the almighty God bless them all for their help and their contribution. Finally, the researcher realizes that this *thesis* is still far from being perfect, so she hopes then critics and suggestions to improve it to be better.

Makassar, 11 November 2017

The researcher

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CHAPTER I

INTRODUCTION

A. Background

English is an international tool of communication. It is used to communicate with each other by people from different countries all over the world. English plays an important role because it is a tool of communication in all aspects in most of the part of the world, whether in social in interaction, science technology, politics, economics, cultural, and education. It is intended to enable the students to communicate and express their ideas in English and have a good command in reading comprehend text book and information written in English for the shake of national development in the field of education.

In learning English, there are four skills that have to be mastered by the students. They are listening, speaking, reading, and writing. The four skills mentioned are diveded into receptive and productive skills. Speaking and writing are productive skills, while listening and reading are receptive skills. These skills always become the target of the final learning objectives. In other words, the four language skills are the result of a long process of learning; they are the application of the knowledge of language that the learners get during process.

Reading is one of important skill which has to learn because it can influent the other language skills. According to Mikulecky (2011) reading is a

complex conscious and unconscious mental process in which the reader uses a variety of strategies to reconstruct the meaning that the author is assumed to have intended based on data from the text and from the readers' prior knowledge. It is skill that need more attention from the students who have good interaction with the text in order to get the meaning from the text. However, in reading activities, it does not only require people to read the text, but it also ability to understand or to comprehend the content.

The students need ability to understand the content of text to comprehend a lot of information quickly, accurately, and easily. Alodwan (2012), stated that reading comprehension is a process that requires how to decode through the development of an extensive repertoire of sight words, learning the meanings of vocabulary words encountered in the texts, and learning how to abstract meaning from text. However, comprehending a text message is difficult doing by most of students especially when the language learners try to understand the text written in English.

Related to the statements above, the researcher did observation and interviewed with English teacher that was done at the eight grade students of SMP Negeri 3 Barru, the researcher found some problems in the students' learning process while learning English reading text. First, they have difficult incomprehending English text because they were the lack of vocabulary. Students unable to understand the content or the message of texts when they found several new words that were unfamiliar for them. Second, the students bored to read especially in long written texts or there are no pictures on the

reading text. Thirdly, students have difficulty identify explicit information in text where difficult to find the main idea and specific information of the text.

Based on the problems mentioned above, it is needed to implement a teaching method that can solve the problems. The method should be more student-centered that can enhance students' reading comprehension. One of the activities that can be used to teach reading comprehension is Graphic Organizer (GO) method.

A graphic organizer has been defined as a visual representation of knowledge. It is a way of structuring information, of arranging important information aspects of a concept or topic into a pattern using labels. Graphic organizers provide a means of teaching students how to recognize text structures. "Students are expected to comprehend texts better when shown visually how information in the text is organized" (Jiang and Grabe, 2007). Therefore, it help student to answer the question and develop students' thinking skill because they can find the specific information from the text by using graphic organizer (GO) methods.

Based on the phenomenon above, the researchers conducted a research entitled "**The Effectiveness of Graphic Organizer (GO) Method to Improve Students' Reading Comprehension (A-Pre Experimental Research at The Eight Grade Students of SMP Negeri 3 Barru)**"

B. Problem Statements

Based on the background above, the researcher formulates the following research question as follow:

1. Does thestudents' reading comprehension in terms ofliteral improve using Graphic Organizer (GO) method at the Eight Grade Students of SMP Negeri 3 Barru?

2. Does the students' reading comprehension in terms of Interpretive improve using Graphic Organizer (GO) method at the Eight Grade Students of SMP Negeri 3 Barru?

C. Objective of the Study

Based on the problem statement above, the researcher states the objectives of the research are:

1. To find out whether or not the students' reading comprehension in terms of literal improve using Graphic Organizer (GO) method at the Eight Grade Students of SMP Negeri 3 Barru.

2. To find out whether or not the students' reading comprehension in terms of interpretive improve using Graphic Organizer (GO) method at the Eight Grade Students of SMP Negeri 3 Barru.

D. Significance of the Study

The result of this study is expected to be useful information to the teachers and the next researchersabout the positive effect of Graphic Organizer (GO) method. So they will know and get in learning language not

only from one method but also from others as basic in teaching process especially to improving the students reading comprehension.

E. Scope of the Study

The scope of the studyrestricted to the teaching of reading comprehension of using Graphic Organizer (GO) method to the Eight Grade Students of SMP Negeri 3 Barru. It focused in literal comprehension (main idea and sequence of details) and interpretive comprehension (making the conclusion) in narrative text.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Research Findings

Many researchers here been reported to expose the ability in reading comprehension some of them follow:

1. Sadat (2009) Thesis. *Improving the students reading comprehension through Know, Learn, Want, How, (KWLH)*, *technique at SMP Brangas Kabupaten Majene* and this method is a part of Graphic Organizer. He found that English teaching-learning process by using KWLH is very effective to be used in reading comprehension.It help student to answer the question and develop students' thinking skill to find the specific information from the text by using graphic organizer. It is proved by the mean score of pre-test (5.02) and post-test (6.28) and it proved by the result value of t-test (6.843)is higher than the value t-table(2.042).

2. Heidarifard (2014), in hisstudy titled *The Effect of Graphic Organizers on L2 Learners' Reading Comprehension*. From his study the immediate posttest the mean score was higher in Group A (13.15) and group B(11.25).It showed that there is a significant difference between the reading comprehension scores of Group B (those receiving the traditional method for reading comprehension - translation) and Group A (those receiving the graphic organizers intervention for reading comprehension) on the immediate posttest and the independent sample t-test Confirmed the

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results. the results of a paired sample t-test although the delayed posttest scores has decreased in comparison with the immediate posttest scores, the results show a significant improvement of the participants reading comprehension ability after a six-week delay as a result of reading instruction with the help of graphic organizers.

3. Purwaningsih (2013), In her thesis about *Improving Students' Reading Comprehension Through Graphic Organizers at SMPN 15 Yogyakarta*. It can be showed that students scores indicates the improvement of their reading comprehension. The score were gained from the pre-test and post-test. The first pos-test after the implementation of Cycle I, and the second post-test after the implementation of Cycle II. The mean scores increased from 59.71 in the pre-test to 67.29 in the first post-test to 72.00 in the second post-test. It mean that the Graphic Organizer could improve the student's reading comprehension. It is an instructional tool that can help students to organize, structured the information and concepts to relate with the other concepts.

Based on thefindings aboveGraphic Organizer is one of method which can be implemented in the learning process. Most of the findings get the best result post-test than pre-test. It is effective to motivated students in learning especially in reading. In this research focus in teaching reading comprehension used Graphic Organizermethod with experimental reasearch approach. Thus, researcher concluded that the implementation of Graphic Organizer method couldimprove the students' reading comprehension in SMP Negeri 3 Barru.

B. The Concepts of Reading

Reading has various definitions; it depends on the variety of people's point of view, so the writer presents as follow definitions of reading.

1. Definition of Reading

According to Jhonson (2008:3) state that reading is the practice of using text to create meaning. The are two key words in here are creating and meaning. It means that if there is no meaning being created there is no reading taking place. Reading is a complex conscious and unconscious mental process in which the reader uses a variety of strategies to reconstruct the meaning that the author is assumed to have intended, based on data from the text and from the readers' prior knowledge (Mikulecky, 2011).

Based on Perfetti (2001: 280) Reading is a processes depend on the language of the reader and the writing system that encodes that language. The units of the writing system are converted into mental representations that include the units of the language system. While, Bennete (2002: 23) states that reading is a visual process - vision is a symbolic process of seeing an item or symbol and translating it into an idea or image.

Based on the defintion above, the researcher concluded that the definition of reading is interactive process of getting information and ideas from the writer to the reader.

2. Types of Reading

Alyousef (2006) states that reading types of an English language course may include two type there are extensive and intensive reading

a. Extensive Reading

Extensive reading extensive reading is based on the assumption that exposing learners to large quantities of meaningful and interesting L2 material will, in the long run, produce a beneficial effect on the learners' command of the L2. Some use it to refer to describe skimming and scanning activities, others associate it to quantity of material.

b. Intensive reading

Intensive reading is activities learners are in the main exposed to relatively short texts which are used either to exemplify specific aspects of the lexical, syntactic or discoursal system of the L2, or to provide the basis for targeted reading strategy practice; the goal of extensive reading, on the other hand, is to 'flood' learners with large quantities of L2 input with few or possibly no specific tasks to perform on this material.

3. The Reading Technique

Brown (2001) defines types of reading for the purpose of reading:

a. Skimming

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

Skimming is more through activity which requires an overall view of the text and implies a definite reading competence.

b. Scanning

Scanning is a quickly searching for some particular piece of information in a text. Scanning exercises may ask students to look for names or dates, to find a definition of a key concept, or to list a certain number of supporting details. The purpose of scanning is to extract specific information without reading through the whole text.

Based on the theory above, the researcher concluded that skimming is a technique to read a high speed to look specific information. Then, scanning is a technique to get a particular information quickly without reading the others and intensive is a technique of reading is done carefully and througly in the reading text.

C. The Concepts of Reading Comprehension

1. Definition of Reading Comprehension

According to Alodwan (2012), reading comprehension is a process that requires how to decode through the development of an extensive repertoire of sight words, learning the meanings of vocabulary words encountered in the texts, and learning how to abstract meaning from text. It represents how well readers understand literal comprehension which concentrates   on anexplicitmeaningandinferentialcomprehensionwhichconcentratesonimplicit meaninginthereadingtext.

Ness (2011) stated that reading comprehension is a process that involves memory, thinking abstractly, visualization, and understanding vocabulary as well as knowing how to properly decode.

Reading comprehension is a complex process which involves a conscious and unconscious use of various strategies to build a model of the meaning which the writer is assumed to have intended. The model is constructed using schematic knowledge structures and the various cue systems the writer has given (e.g., words, syntax, macro- structures, social information) to generate hypotheses which are tested using various logical and pragmatic strategies" (Johnson-Laird 1983).

According to Li (2010), Reading can occur on two different levels: Reading may mean looking at a written text in order to understand its contents. This is the first type of reading. It is usually done silently. The understanding that results is called reading comprehension. The second type of reading refers to speaking or reciting a written text aloud oral reading. This can be done withoutan understanding of the contents.

By understanding each definition of reading comprehension, it can be summarized that reading comprehension is the process of receiving information between the reader and writer to get the meaning of the text, when the readers understand the information that is asserted in the text by relating with readers' knowledge.

2. **Types of ReadingComprehension**

One important activity to do when someone wants to comprehend

certain texts is activating background knowledge. It is the same as what is previously stated that reading comprehension involves the process of integrating and relating the information of the text to readers' background knowledge.Kpolovie, et.al (2014), mention threetypes of reading comprehension based on how readers activate their background knowledge to construct the meaning. They are :

a. Textual explicit

In this type, readers are facilitated by some information that is clearly asserted in the text. Therefore, readers do not need to break their background knowledgedeeply.

b. Textual implicit

In this reading type, readers need to make use of their background knowledge to find out the information of the text, because information that is obtained in the text is not enough to help them in comprehending the text.

c. Cripturally implicit

When readers read using this reading type, they have to open their background knowledge deeply to understand about the text. There is no information within the text both derived explicitly and implicitly. In this kind of situation, readers should have a large knowledge that can help them to comprehend thetext.

In addition to the notion above, Brown (2001: 312) mentions two types of reading comprehension based on the reading performance. The

first category includes silent and oral reading. Readers read aloud when they read in oral reading, whereas they are silent when they read in silent reading.

The next category includes intensive and extensive reading. Readers read using intensive reading when they focus on the linguistic details of the text. Extensive reading enables learners to achieve their independency by reading either in class or at home, through sustained silent reading (Alyousef, 2006). Meanwhile, readers read using extensive reading when they are reading forpleasure. In intensivereading, students usually read a page to explore the meaning and to be acquainted with writing mechanisms.

Those types of reading comprehension are often practiced by students unconsciously.Therefore students have various ways of reading. In this case, the teacher should not teach students the theories of reading type but teacher can only guide the reading activity using the readingtype.

3. **Principles of TeachingReading Comprehension**

Harmer (1998:70), proposed 6 principles in teaching reading. They are as follows:

a. Reading is not a passive skill

Reading is an incredibly active occupation. To do it successfully, we have to understand what the words mean, see the pictures the words are painting, understand the arguments, and work out if we agree withthem.

b. Students need to engage with what they are reading

As with everything else in lessons, students who are not engaged with the reading text are less likely to benefit from it. When they are really fired up by the topic or the task they get much more from what is in front of them.

c. Students should been courage to respond to the content of a reading text.

It is important to study reading texts for the way they use language, the number of paragraphs they contain and how many times they use relative clauses. But the meaning, the message of the text, is just as important and we must give students a chance to respond to that message in some way.

d. Prediction is a major in reading

The moment we get hintfrom the book cover, photograph, headlines ourbrainstartspredictingwhatwearegoingtoread.Expectationsaresetupan dthe active process of reading is ready to begin. Teachers should give studentshints' so that they can predict what's coming too. It will make them better and more engaged readers.

e. Match the task to the topic

Once a decision has been taken about what reading text the students are going to read, we need to choose good reading tasks – the right kind of questions, engaging and useful puzzles etc. The most

interesting text can be undermined by asking boring and inappropriate questions; the most commonplace passage can be made really exciting with imaginative and challenging tasks.

f. Good teachers exploit reading texts to the full.

Any reading text is full of sentences, words, ideas, descriptions etc. It doesn't make sense just to get students to read it and then drop it to move on to something else. Good teachers integrate the reading text into interesting class sequences, using the topic for discussion and further tasks, using the language for study and later activation

4. Strategies in ReadingComprehension

Students need reading strategies in reading the text. Inreading, readers should know and master the strategies to read comprehensively. Although comprehension improves through extensive reading, research has concluded that comprehension could improve more if all readers were taught to use the comprehension strategies that good readers use (Ortlieb, 2013).

According to Afflerbach et al (2008), the study's eight reading comprehension strategies were (1) predicting/inferring, (2)visualizing, (3) making connections, (4) questioning, (5) determining main idea, (6) summarizing, (7) checking predictions, and (8) making judgments (evaluating). Recognizing the difference between reading skills; an acquired ability to perform well and strategies; systematic plans to improve education, was pivotal in the idea that strategies support skills

Some reading strategies above can help students to read comprehensively. Students can choose some techniques which are appropriate for their reading purpose. Each technique has its own purpose in reading. Furthermore, not all of the technique will suitable for all students' ability. However, students can master all of those strategies if the teacher often practicefor the students.

5. **Teaching ReadingComprehension**

The teacher should guide students to do those activities. Besides that, the teacher also needs some guidelines to teach and improvereading comprehension. Furthermore, the teacher needs to make a plan and a preparation before teaching reading. The teacher should know what he/she wants to do in the class and whatwants to teach to the students.Klinger et. al (2015), says the teacher who wants to improve students' reading comprehension should do the following activities.

a. Teach strategies that have been document as effective in promoting readingcomprehension

b. Design instruction based on effective principles of direct instruction and strategyinstruction.

c. Provide modeling, support, guided instruction, prctice, attributional feedback and opportunities to practice across texttypes.

d. Monitor students' progress and make adjustmentsaccordingly.

Thus, the teacher should do it when he/she wants to teach reading comprehension. Itwill help both the students and the teacher in improving

students' reading comprehension.

6. **Reading Comprehension Levels**

According to Mohamad (1999), the teachers need to be aware that there are actually three main levels or strands of comprehension namely literal, interpretive and critical comprehension.

a. Literal comprehension

Literal comprehension is the most obvious. Comprehension at this level involves surface meanings. At this level, teachers can ask students to find information and ideas that are explicitly stated in the text. In addition, it is also appropriate to test vocabulary. Burns, *et. al.* (1984:177) there are some bases of literal comprehension; they are recognizing stated main ideas, stated details, stated causes and effects, and sequences. Here is the explanation:

1) Recognizing stated mainideas

Willawan (2012:46) the main idea is the main point or the central thought of the reading selection. It is usually a complete sentence that includes the gist of every idea from the paragraph. Aulls (1978) in willawan (2012:46) states that the main idea statement is related to the majority of sentences in the paragraph; it may occur at any point in a paragraph; it may be explicit or implied. The main idea of a paragraph is the central thought around which awhole paragraph is organized. It is often, but not always, expressed in a topic sentence.

2) Recognizing stateddetails

The specific, explicitly stated parts ofa paragraph or passage that contain the basic information are the details upon which main ideas, causes and-effect relationships, inferences, and so on are built. Recognizing details is also important in completing exercises under the topics 'sequence' and following "directions"

3) Recognizing stated cause andeffect

Recognizing and understanding the cause-and-effect relationship in a written passage is an important skill. It is considered a literal skill when the relationship is explicitly stated.

4) Recognizingsequence

Sequence-the order in which events in a paragraph or passage occur-is signaled by time-order words such as *now, before, while, when, yet, after,* and so on.

5) Followingdirections

The ability to read and follow directions is a prerequisite for virtually all successful schoolwork. This skill is considered a part of literal reading comprehension. It involves understanding details and sequence; therefore, some of the exercises under those headings are appropriate to use in teaching children to follow writtendirections.

b. Interpretive comprehension

Interpretive reading involves reading between the lines or making inferences. At this level, students go beyond what is said and read for deeper meanings. Mohamad (1999) said they must be able to

read critically and analyse carefully what they have read. Students need to be able to see relationships among ideas, for example how ideas go together and also see the implied meanings of these ideas. It is also obvious that before our students can do this, they have to first understand the ideas that are stated (literal comprehension). Burn, *et al* (1984: 183) uses interpretative reading. He says that interpretative reading is the process of deriving ideas that are implied rather than directly stated. Interpretive comprehension includes thinking processes such as drawing conclusions, making generalizations and predicting outcomes. At this level, teachers can ask more challenging questions such as asking students to do the following:.

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

2) Explain the author's purpose of writing the text.

3) Summarize the main idea when this is not explicitly stated in the text.

4) Select conclusions which can be deduced from the text t!hey have read.

Inferences canbe categorized as implications, conclusions, generalisation and predictions.

1) Implication

Implication is any infrerence expectancy that maybe logically implied or understood, but not directly stated 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 behaviour of a large population based on the observable behaviour of a similar but smaller sample group.

c. Critical reading

Critical reading whereby ideas and information are evaluated. Critical evaluation occurs only after our students have understood the ideas and information that the writer has presented. At this level, students can be tested on the following skills:

1) The ability to differentiate between facts and opinions.

2) The ability to recognize persuasive statements .

3) The ability to judge the accuracy of the information given in the text.

D. The Concepts of Graphic Organizer

1. Definition of Graphic Organizer

Zaini et al (2010), state that Graphic Organizers are instrument of representationn illustration and modelling of information in visuals or graphics form that use to achieve a meaningful learning. GOs are a set learning strategies which involve translating words expressed in linear form into visual structure.

A Graphic Organizer (GO) is simply a graphical or spatial representation of th text concepts. It is an instructional tool that can help students to organize, structured the information and concepts to relate with the other concepts. In addition, the spatial arragement of GOs allows the students to identify the missing information or absent connections in one's strategic thinking (Ellis, 2004).

According to Clark (2007), GOs not only enable students to record and catgories information, but also help studnts to understand difficult concepts, generate thoughts, and identfy connctions betwen ideas.

Graphic Organizers are more effective when (a) students are involved in the construction of the graphic organizer, (b) they are used as a post-reading activity, as opposed to a pre-reading activity, (c) instruction on graphic organizers is combined with instruction on summarization, and (d) the intervention period is extended for a longer time frame, such as more than a few weeks . (Miranda, 2011)

Rajan (2013), said that Graphic Organizers are effective strategies to promote reading comprehension. Graphic Organizers as one type of instructional strategy that is effective in the improvement of reading instruction. Graphic Organizers can also be used effectively during reading to check ongoing comprehension. Likewise, they can be used as a summative activity to assess comprehension once students are done with reading the text. It can also be used to review vocabulary in various content areas.

Alagözlü (2011), suggested that the instruction of GOs may help to integrate literature in EFL classes. She stated that they are appropriate especially for teaching short stories as they enable learners to see different points such as characters and events in a story. She also suggested using GOs as a post reading activity so that learners can recall the information in the text. It was also underlined that use of GOs promoted critical thinking skills of students.

Based on the explanation above, the resercher can conclude that Graphic Organizer (GO) methodare target critical and creative thinking elements help develop students in their ability to comprehend and understand the meaning of a text. The focus of the students in content is improve and they can classify the content into small understandable units.

2. **Function of Graphic Organizer**

According to Rajan (2013), there are various functions of graphic organizers. In reading comprehension, they assist learners to:

a. Clarify and organize information into categories (main idea, supporting details, topic sentence, facts, opinion, etc)

b. Organize information in a paragraph for better understanding

c. Construct meaning of difficult words and sentence dividing into lexias

d. Understand the context by associating with prior knowledge

e. Identify conceptual and perceptual errors that may occur in the course of reading a passage.

In addition to the notion above, according to Zaini et al (2010), the functions of Graphic Organizer in the learning process are:

a. Clarifying knowledge and reasoning.

   The function of Graphic Organizer is to explain the relations between concepts. There are Graphic Organizer that organize information into categories, facilitating in this way the definition of different concepts. Also, the visual organization of knowledge represents an efficient support for the process of thinking.

b. Strengthening the learning process.

   Filling in a Graphic Organizer is a complex process which requires taking the decision on which Graphic Organizer is the most suitable for the given type of knowledge and cognitive processes. This decision involves the selection of the necessary knowledge and also the evaluation of the approach and of the intermediary and final results. This type of work with knowledge contributes to the increase of learning comprehension and critical thinking in education.

c. Integration the new knowledge in the prior knowledge system

   This association of the new knowledge with the previous knowledge leads to a superior learningprocess.

d. Identified the conceptual errors (and misconceptions)

   Filling in a Graphic Organizer shows the teacher and the student the conceptual and perceptual errors. Therefore, both teacher and student can proceed with the requiredrevisions.

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3. Advantages of Using Graphic Organizer

When reading any kind of text students interact with content, construct meaning and become protagonists of active learning process. Teacher need alternatives have been proposed and the most interesting technique suggested is the use of graphic organizers in the learning process. There are somes advantages of using graphic organizer in reading comprehension. Losher (2003), suggests the following as the most common advantages for applying them:

a. It is easier to understand information from a graphic organizer than from a paragraph.

b. They can be used at the beginning of a lesson to introduce a piece of reading so that students can infer a context and amessage.

c. They can show the connection between what a student already knows and the new topic; in this way, meaningful learning is easily developed.

d. They can help to identify patterns in students' reading, for example identifying the main idea in a story as well as the supportingdetails.

e. They help students structure their learning, visualize the way information is presented and organized in texts of any kind of genre, or map out stories to improvecomprehension.

f. They summarize large quantities of information in a creative and interestingway.

g. They develop critical thinking at different levels of deepness even if texts are at elemental stages ofknowledge.

E. Theoritical Framework

Based on the theory of research, the theotitical Framework in describe following:

```
┌─────────────┐          ┌──────────────────────────────────┐
│   Input     │─────────▶│  Teaching Reading Comprehension  │
└─────────────┘          └──────────────────────────────────┘
       │
       ▼
┌─────────────┐          ┌──────────────────────────────────┐
│   Process   │─────────▶│      Graphic Organizer Method    │
└─────────────┘          └──────────────────────────────────┘
       │
       ▼
┌─────────────┐          ┌──────────────────────────────────┐
│   Output    │─────────▶│  Students' Reading Comprehension │
└─────────────┘          └──────────────────────────────────┘
                                    │          │
                         ┌──────────┐    ┌──────────────┐
                         │ Literal  │    │ Interpretive │
                         │Comprehension│ │Comprehension│
                         └──────────┘    └──────────────┘
                              │                 │
                         ┌──────────┐    ┌──────────────┐
                         │Main idea │    │  conclusion  │
                         │and       │    │              │
                         │sequence  │    └──────────────┘
                         │of details│
                         └──────────┘
```
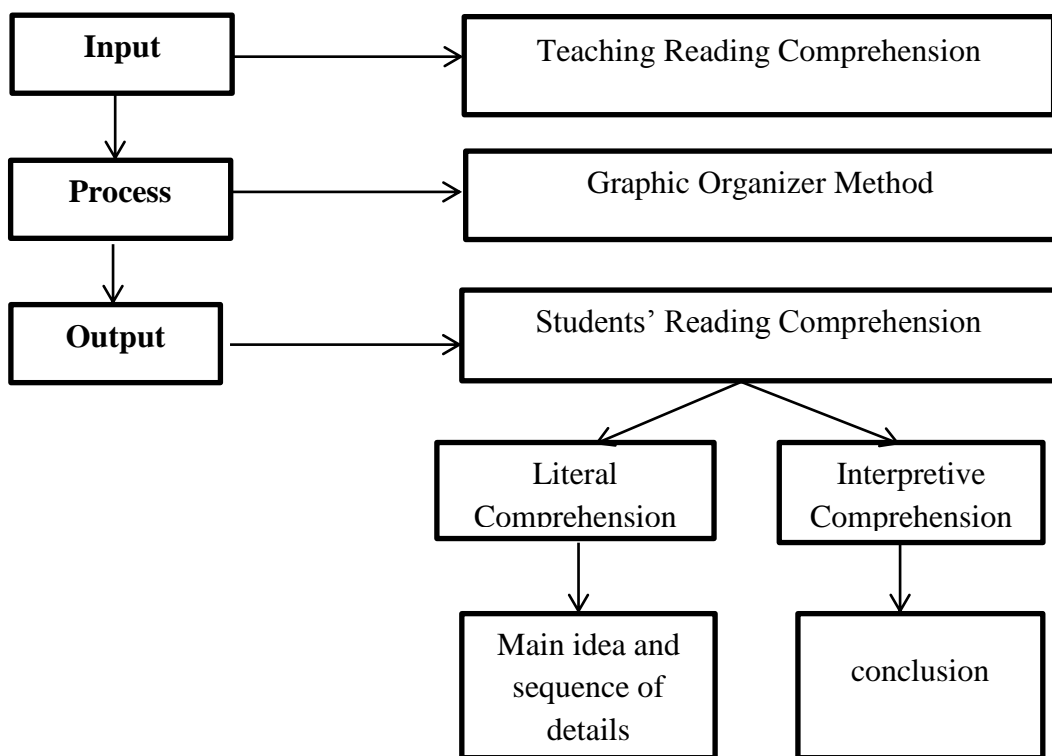
Figure 2.1. Theoritical Framework

The are three variables on the table above descibed as follows:

1. INPUT   : There are two factors should be focuses to improve the students' reading comprehension, they are literal comprehension and interpretive comprehension.

2. PROCESS   : To improve all of them, there is a strategy of teaching

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reading literal comprehension and interpretive comprehension will apply in this research. The students will be teaching by using Graphic Organizer Method in narrative text.

3. OUTPUT : Refers to the improving of students reading literal comprehensionin term of main idea and sequence of detailsand interpretive comprehension in term of conclusion.

F. Hypothesis

The hypothesis of this research is formulates as follows:

1. H_0 : The use of Graphic Organizer (GO) method does not improve the students' reading comprehension.

2. H_1 : The use of Graphic Organizer (GO) method improve the students' reading comprehension.

CHAPTER III

RESEARCH METHOD

The research method consisted of research design, research variable and indicator, population and sample, a procedure of collecting data and technique of data analysis.

A. Research Design

The research was a pre-experimental method with one group pre-test and post-test design. It aimed to find to verify whether there was the effect of the application of Graphic Organizer method could improve the students' reading comprehension. The treatment was conducted after the pre-test and before post-test. The design is :

$$01 \ X \ 02$$
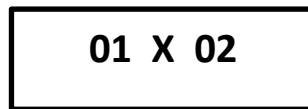
Table 3.1The scheme of pre-experimental design

Note:

01 = Pre-test

X = Treatment

02 = Post-test

(Sugiyono, 2015: 111)

1. **Pre-Test**

   Pre-test used to measure the score of students's reading comprehension before given treatment. In the pre test, the researcher gave the test to the students to know the prior knowledge. The researcher gave narrative text as reading material that consisted of five questions in the form of essay test to found main idea, sequence of details and made conclusion.

2. **Treatment**

   Treatment was important process of the research in order to improve the students' reading comprehension. The treatment used Graphic Organizer (GO) method and narrative text as material in learning process. The treatment conducted in 6 times. The procedures of the treatment were:

   a. In the first meeting, the researcher explained about narrative text and how to use GraphicOrganizer (GO) method in reading comprehesion.

   b. In the second until fourth meetingsof treatment, students appliedGraphic Organizer (GO) method in the classroom by researcher's prepared materials which was about thenarrative text

   c. The researcher asked to the students to answered the question, to found the main idea, sequence of detail and made conclusion based on text.

   d. In the fifth and sixth meetings of treatment, the researcher asked the students to made four groups and each group consisted 6 students

for answered the question of the story used Graphic Organizer (GO) method.

e. Each meetings, the students was given difference story about narrative text and students answered the question used Graphic Organizer (GO) method.

f. The students learned a variety ofGraphic Organizer and theystartedto create their own organizers.

g. Each group shared with other groups based on the resulted of their found.

3. Post-Test

After the treatment, the post test distributed to find out the students' progress.The aimed of post-test wasgiven to measurethe value of treatment whether or not the resulted of post-test is better than the pre-test.The post-test given after treatmentto know the students' achievement in reading comprehension after applied Graphic Organizer (GO)method.

B. Research Variable and Indicator

1. Research Variables

The were two variable in this research, The first was independent variable and the second was dependent variable:

a. Independent Variable

The independent variable was the used Graphic Organizer (GO) method. Independent variable was the important process which allows

the students to shared ideas/opinion in readingtext to improvedreading comprehension

b. Dependent Variable

The dependent variable was the students' reading comprehension.

2. **Indicators**

a. The indicator of the students' lteral comprehension were main idea and sequence of details.

b. The indicator of the students' interpretive comprehension was conclusion.

C. **Population and Sample**

1. **Population**

The population of this research was students Eight Grade Students of SMP Negeri 3 Barru in the 2017/2018 academic years. It consisted of five classes, they were VIII 1, VIII 2, VIII 3, VIII 4, VIII 5. The numbers of population were 122 students. It can be seen on the table of number population below:

Table 3.2List of population

Class	The Number of Students
VIII 1	24
VIII 2	24
VIII 3	24
VIII 4	24
VIII 5	26
Total	**122**

2. **Sample**

The researcher applied the purposivesampling technique in choosing the sample of the research. The researcher used only one class as the sample, it wasVIII 4 wich consisted of 24 students. This class was used as a sample of the research based on information from the English teacher of the class.

D. **Instrument of the Research**

To collect the data, the researcher gave narrative text in reading test as the instrument. The test consisted of five questions in the form of essay test to found main idea, sequence of details and made conclusion based on the text. The pre-test was given before the treatment to know the students' prior knowledge in reading comprehension. Then, the post-test was given after treatment to find out the students' achievement in reading comprehension.

E. **Procedure of Data Collecting**

In collecting data, the researcher used the following steps:

1. **Pre-test**

Before giving the treatment, the rolesercher gave pre-test for students to know their prior knowledge. All of the students were given narrative text with the same theme.The text consisted of five questions in the form of essay test to found main idea, sequence of details and made conclusion. The students answered the question of the narrative text with theme were stories about "Phinoccio" and the students spend time 30 minutes.

2. **Post-test**

After doing treatment, the researcher gave post-test for students. In this activity, all of the students were given narrative text with the same theme. Thetext consisted of five questions in the form of essay test to found main idea, sequence of details and made conclusion. The students answered the question of the narrative text with theme were stories about "Timun Mas".The post-test given after treatment to know the students' achievement in reading comprehension after applied Graphic Organizer (GO) method.

F. Technique of Data Analysis

To collect the data, the researcher employed the formula as follows:

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

The students score of reading comprehension was calculated through the following:

$$\text{Scoring} = \frac{Total\ Correct\ Answer}{\text{maximum score}} = \text{x } 100$$

(Depdikbud in sari, 2010:32)

2. Classify the score of students' answer into the following scale :

Table 3.3 Classification score of students

No	Classification	Score
1	Excellent	96 – 100
2	Very Good	86 – 95
3	Good	76 – 85
4	Fairly Good	66 – 75
5	Fair	56 – 65
6	Poor	46 – 55
7	Very Poor	0 – 45

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3. **Calculating the mean score of the students both pre-test and post-test in the following formula:**

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

Where:

$\vec{X}$ = Mean score ΣX

ΣX = The sum of all score

N = Total sample/number

(Gay, et al 2006)

4. **To know the improvement of the students score in the following formula:**

$$P = \frac{X2 - X1}{X1} \times 100$$

Where :

P = Percentage of the students

$X1$ = The mean score of pre-test

$X2$ = The mean score of post-test

(Gay, et al 2006)

5. **Rubric of literal comprehension and interpretive comprehension**

a. Rubric of literal omprehension

1) Criteria score of main idea

Table. 3.4 Rubric for the main idea

No	Criteria	Score
1	Clearly identified the main idea by providing strong evidence, details relating to the main idea.	4
2	identified the main idea and provided adequate evidence.	3
3	Limited main idea identification and limited 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, 1979:214)

2) Criteria score of sequence of details

Table. 3.5 Rubric for the sequence of details

No	Criteria	Score
1	The level of detail in each question is excellent. Textual details are relevant and student has connected fully with the literature.	4
2	The level of detail in each question is good. The student could add a bit more textual detail to further enhance answers.	3
3	The level of detail in each question is emerging. Attempts to engage the text are made.	2
4	The level of detail in each question is poor and makes no attempt to include textually relevant information.	1

(Benbleue in Jaswan, 2010: 25)

b. Rubric of interpretive comprehension (conclusion)

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Table. 3.6 Rubric for conclusion

No	Criteria	Score
1	The conclusion reflects resource readings in a development of idea it is excellent.	4
2	The conclusion reflects resource readings in a development of idea it good.	3
3	reflects resource readings in development of idea it is poor	2
4	Conclusion does not reflect any reading of resources in development idea.	1

(Clarke in Hariyati, 2013:28)

6. **Finding of significant different between the pretest and postest by calculating the value of the test :**

$$t = \frac{\overline{D}}{\sqrt{\frac{\sum D2 \frac{(\sum D)^2}{N}}{N(N-1)}}}$$

Natation:

t　　　= Test of significant differences

$\overline{D}$　　= The mean score of total deviation

$\sum D$　　= The sum of total score difference

$\sum D2$　= The square of the sum score for difference

N　　　= Total number

(Gay, et al 2006)

7. **The criteria for the hypothesis testing is as follows:**

Table 3.7 Hypothesis Testing

Comparison	Hypothesis	
	H_0	H_1
t-test < t-table	Accepted	Rejected
t-test > t-table	Rejected	Accepted

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

CHAPTER IV

FINDINGS AND DISCUSION

This chapter answered of problem statement in the previous chapter consisted of findings and discussion. Findings showed description of result from the data that had collected through reading test in pre-test and post-test. It was described in chart and table form. Then, discussion was explanation of findings but it still showed result of the data.

A. Findings

The improvement of the students' reading comprehension using Graphic Organizer (GO) method was known from the result of the data were collected by administrating the test. The pre-test was given before the treatment and the post-test was given after treatment. The result of the post-test was higher than pre-test, it means that this method was effective.

The result of data analysis found that teaching reading comprehension through Graphic Organizer (GO) method could improve the students' reading comprehension in term of literal and interpretive at the class of VIII 4 students of SMP Negeri 3 Barru. The result has proved that the method was successful to improve the students' reading comprehension.

1. **The Improvement of the Students' Literal Reading Comprehension Using Graphic Organizer (GO) Method In Term of Main Idea and Sequence of Details**

    Students' literal reading comprehension using Graphic Organizer (GO) method have different in pre-test and post-test. In pre-test students still less understand about main idea and sequence of detailsbut after applied Graphic Organizer (GO) method the students more understand about main idea and sequence of details, it can be seen clearly on the following table:

Table 4.1The Mean Score of Students' Reading Comprehension In Term of Literal

No	Literal Reading Comprehension	The Student's Score		Improvement (%)
		Pre-Test	Post-Test	
1.	Main Idea	47.54	67.33	41.63%
2.	Sequence of Details	48.04	69.42	44.50%
	X	47.79	68.38	43.07%

Based on the table, it indicated that the improvement of the students' reading comprehension through Graphic Organizer (GO) method in term of main and sequence of details was significantly improved. The students' mean score in pre-test was 47.79 and the students' mean score in post-test was 68.38. Thus, the improvement of the students' literal reading comprehension between pre-test to post-test was 43.07%.

Based on the result of analysis above, it can be concluded that in applied Graphic Organizer (GO) method in the class, the data wascollected

through test and showed that the students' literal reading comprehension in term of main and sequence of details was significantly improved. It was more clearly showed in the chart below:

Figure 4.1: The Improvement of Students' Score in Literal Reading Comprehension

The chart above shows that there was improvement of the students in reading comprehension in terms of literal comprehension from pre-test with the mean score was 47.79 (*poor*) to post-test with the mean score was 68.38 (*fairly good*) and the improvement of pre-test to post-test was 43.07%.

1. **TheImprovement of the Students' Interpretive Reading Comprehension Using Graphic Organizer (GO) Method In Terms of Conclusion**

Students' interpretive reading comprehension using Graphic Organizer (GO) method have different in pre-test and post-test. In pre-test

students still less understand about conclusion but after applied Graphic Organizer (GO) method the students more understand about conclusion, it can be seen clearly on the following table:

Table 4.2 The Mean Score of Students' Reading Comprehension In Term of Interpretive

No	Interpretive Reading Comprehension	The Student's Score		Improvement (%)
		Pre-Test	Post-Test	
1.	Conclusion	38.54	65.63	70.29%
	X	38.54	65.63	70.29%

Based on the table, it indicated that the improvement of the students' reading comprehension by using Graphic Organizer (GO) methodwas successful. The students' mean score in pre-test was 38.54 and the students' mean score in post test was 65.63. Thus, the improvement of the students' reading comprehension in term of interpretive between pre-test to post-test was 70.29%.

Based on the result of analysis above, it can be concluded that the students' score of post-test was higher than pre-test. It means that, there was improvement of the student's achievement in reading comprehension in term of interpretive. It was more clearly showed on the chart below:
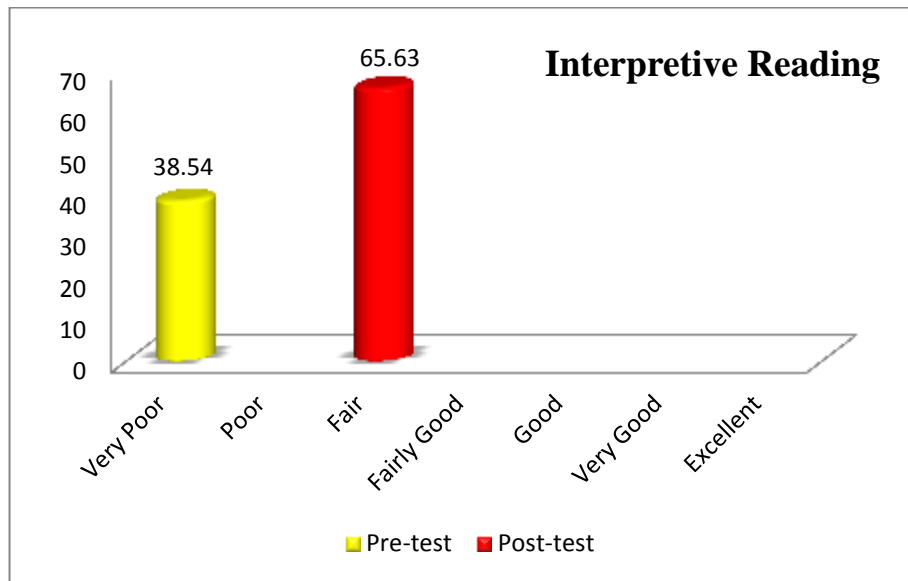
Figure 4.2: The Improvement of Students' Score in interpretive

   Reading

   The chart above shows that there was improvement of the students in reading comprehension in terms of interpretive comprehension from pre-test with the mean score was 38.54 (*Very poor*) to post-test with the mean score was 65.63 (*fair*) and the improvement of pre-test to post-test was 70.29%.

2. **The Improvement of the Students' Reading Comprehension Using Graphic Organizer (GO) Method In Literal and Interpretive**

   Students' reading comprehension using Graphic Organizer (GO) method have different in pre-test and post-test. In pre-test students still less understand about literal and interpretive but after applied Graphic Organizer (GO) method the students more understand about literal and interpretive reading comprehension, it can be seen clearly on the following table:

Table 4.3 The Mean Score of Students' Reading Comprehension

No	Indicator	Mean score		Students' Improvement (%)
		Pre-Test	Post-Test	Pre-test to Post-test
1	Literal	47.79	68.38	43.07 %
2	Interpretive	38.54	65.63	70.29 %
	X	43.17	67	56.68%

The table above shows the mean score of students' achievement in reading comprehension both of literal and interpretive. Based on the table, it indicated that the improvement of the students' reading comprehension by using Graphic Organizer (GO) method was successful. The students' mean score in pre-test was 43.17 score and the students' mean score in post-test was 67 score.Thus, the improvement of the students' reading comprehension between pre-test to post-test was 56.68%. Based on the percentages above there were significant improvement of students' reading comprehension by using Graphic Organizer (GO) Method. It was more clearly showed on the chart below:
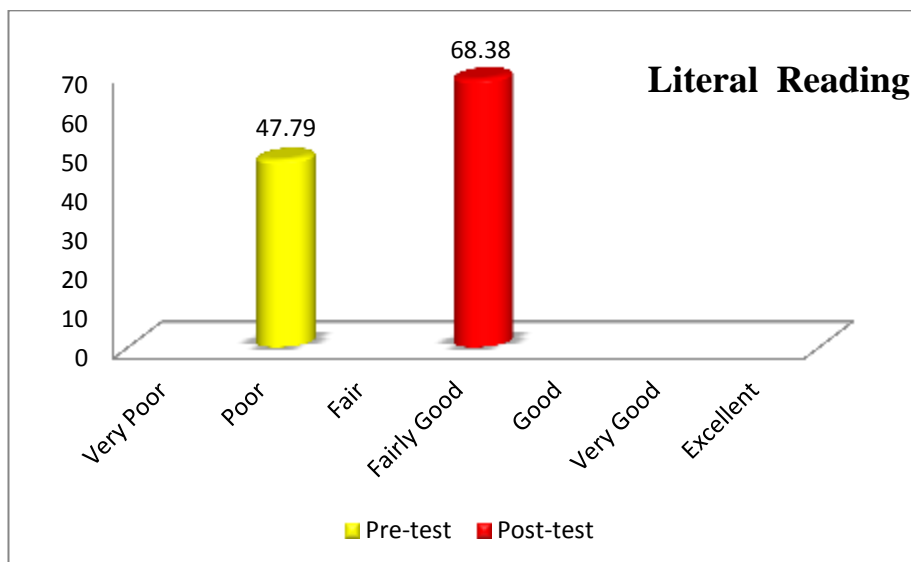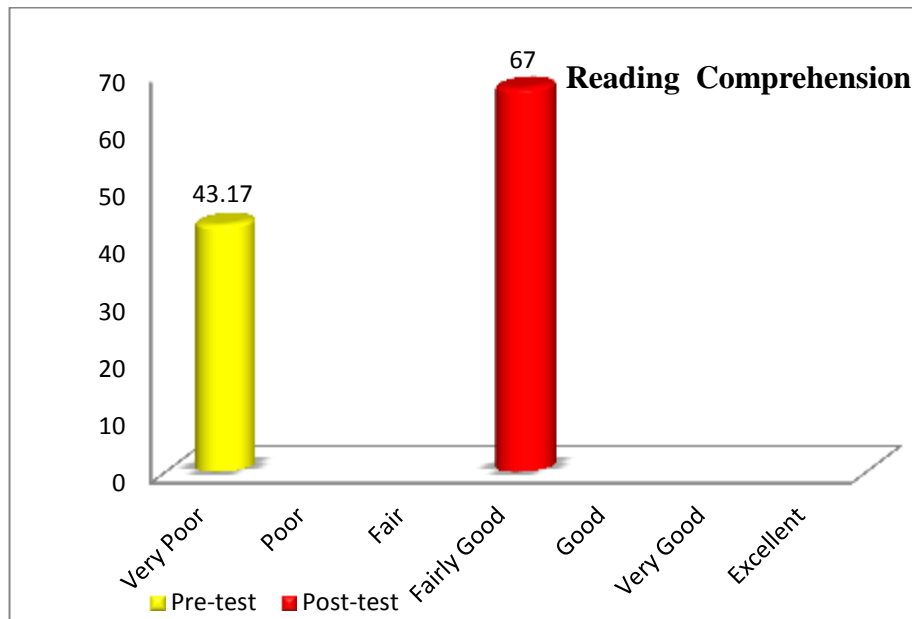
Figure 4.3: The Improvement of Students' Score in Reading Comprehension

The chart above shows that therewas improvement of the students in reading comprehension in terms of literal and interpretive comprehension from pre-testwith the mean score was test 43.17 (*Very poor)* to post-test with the mean score was 67 (*FairlyGood)* and the improvement of pre-test to post-test was 56.68%.

3. **The Percentage of the Students' Achievement in Literal and Interpretive Reading Comprehension Using Graphic Organizer (GO) Method**

   a. **Literal Reading Comprehension**

   The following table and chart show the percentage of students' achievement in reading comprehension in term of literal before and after application of Graphic Organizer (GO) Method.

Table 4.4 The Percentage of Students' Reading Achievement in Literal

No	Classification	Score	Literal			
			Pre-test		Post-test	
			F	%	F	%
1	Excellent	96-100	0	0	0	0
2	Very Good	86-95	0	0	3	12.5%
3	Good	76-85	0	0	0	0
4	Fairly Good	66-75	1	4.1%	10	41.7%
5	Fair	56-65	4	16.7%	10	41.7%
6	Poor	46-55	7	29.2%	1	4.1%
7	Very Poor	0-45	12	50%	0	0
	Total		24	100%	24	100%

The table above shows the result of students' reading comprehension in term of literal in pre-test and post-test. In pre-test, 1 students (4.1%) got *Fairly Good*, 4 students (16.7%) classified into *Fair*, 7 students (29.2%) got *Poor*, 12 student (50%) classified into *Very Poor,* and no body got *Excellent, Very Good,* and *Good* in pre-test. In post-test, there were 3 students (12.5%) classified into *Very Good* score, 10 students (41.7%) classified into *FairlyGood* score, 10 students (41.7%) got *Fair* score 1 student (4.1%) classified into *Poor* score and nobody classified into *Excellent*, *Good* and *Very Poor*.

b. Interpretive Reading Comprehension

The following table and chart show the percentage of students' achievement in reading comprehension in term of interpretive before and after application of Graphic Organizer (GO) Method.

Table 4.5 The Percentage of Students' Reading Achievement in Interpretive

No	Classification	Score	Interpretive			
			Pre-test		Post-test	
			F	%	F	%
1	Excellent	96-100	0	0	0	0
2	Very Good	86-95	0	0	0	0
3	Good	76-85	0	0	0	0
4	Fairly Good	66-75	0	0	15	62.5%
5	Fair	56-65	0	0	0	0
6	Poor	46-55	13	54.2%	9	37.5%
7	Very Poor	0-45	11	45.8%	0	0
	Total		24	100%	24	100%

The table above shows the result of students' reading comprehension in term of Interpretive in pre-test and post-test. In pre-test, 13 students (54.2%) got *Poor*, 11 students (45.8%) classified into *Very Poor* and no body got *Excellent, Very Good, Good, Fairly Good* and *Fair.* In post-test, there were 15 students (62.5%) classified into *Fairly Good*, 9 students (37.5%) classified into *Poor* and nobody classified into *Excellent*, *Very Good*, *Good, Fair,* and *Very Poor.*

4. **Hypothesis Testing**

The hypothesis was tested by using inferential analysis. In this case, the researcher used t-test (test of significance) for independent sample test. The test used to know the significant difference between the result of students' mean scores in pretest and posttestthe researcher used t-test analysis on the level of significant (α) = 0.25 with the degree of freedom (df) = N − 1, where N = Number of subject (24 students) then the

value of t-table is 2.17the t-test statistical, analysis for independent sample was applied.

The result of the data analysis t-test of the students' reading comprehension by using Graphic Organizer (GO) method on Table 4.6:

Table 4.6The Comparison of T-test and T-table Score of the Students' Reading Comprehension

Variables	T-test	T-table	Description
Literal reading	13.31	2.17	Significance
Interpretive reading	18.81	2.17	Significance
X	32.12	2.17	

Table 4.6 showed that the value of the t- test was higher than the value of t-table. The t-test value of literal reading were greater than t-table (13.31>2.17) and t-test value interpretive readingwere greater than t-table (18.81>2.17). The score in variable of reading comprehension was (32.12>2.17).It was said that the null hypothesis (H_o) was rejected and the alternative hypothesis (H_1) was accepted. It means that there was a significance difference between, the result of the students' literal and interpretive reading comprehension in reading through Graphic Organizer (GO) method after treatment.

The t-test value was higher than t-table at the level of significance 0.25 and degree freedom freedom (df) 24 (N-1=24-1).Thus, the alternative hypothesis (H_1) was accepted and null hypothesis (H_0) was rejected. In

contrary, if the value was lower than t-table at the level of significance 0.25 and the degree freedom 24, thus the alternative hypothesis (H_1) was rejected and null hypothesis (H_0) was accepted.

B. Discussion

The description the analysis of the data from reading test as explaines in the previous section shows that the students' comprehension in literal and interpretive reading comprehension. It examines the result of treatment teaching and learning process toward the effectiveness of Graphic Organizer (GO) method to improve reading comprehension at the eight gradestudent of SMP Negeri 3 Barru which was conducted with pre-test, treatment and post-test during 6 meetings.

The students' mean score after presenting in teaching Reading Comprehension using Graphic Organizer (GO) method was better than before the treatment was gave to the students. Before giving treatment, the students' reading comprehension in literal and interpretive are 43.17 *very poor*. After giving the treatment, their comprehension was significantly improve67 categorized as *Fairly good*. Thus, the improvement of students' achievement from mean score of pre-test to post-test was 56.68%.

1. **Students' Literal Reading Comprehension in Term Main Idea and Sequence of Detail Using Graphic Organizer (GO) Method**

According to Mohammad (1999) Literal comprehension refers to find information and ideas that are explicitly stated in the text. Literal is the skill of getting the primary direct literal meaning of the world, ideas,

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sentences in context the basic of literal comprehension are recognizing stated main idea, details, effect and sequence.

The students' mean scoreof students' literal reading comprehension in term main idea on pre-tst and post-testin main idea were 47.54 and 67.33. The students still to identified main idea before applied Graphic Organizer (GO) method but after the researcher gave treatment the students easily identified main idea by providing details related to the main idea.

In supporting details, Aulls in Willawan (2012:46) state details is parts of a paragraph or passage that contain the basic information redetils upon which maind ideas, causes effect relationships, inferences and so on are built. This method made the students enjoyable easly to got the specific information from the text learning and could improve students' knowledge where the students could express their ideas and share each other in group.

The students' mean scoreof students' literal reading comprehension in term supporting details on pre-tst and post-test in supporting details were 48.04 and 69.42. The students still to identified main idea before applied Graphic Organizer (GO) method but after the researcher gave treatment the students easily identified main idea by providing details related to the main idea.

The students' mean score of each indicators of literal reading comprehension including main idea and sequence of detail, it shows from the mean score (47.79) *Poor.* But after application of Graphic Organizer

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(GO) method, the students' score in the post-test became (68.38) Fairly *Good*.

From the explanation above, the researcher analyzed that by using Graphic Organizer (GO) method could improve the students' comprehension in literal reading comprehension in term of main idea and sequence of details in narrative text. This method made the students enjoyable easly to got the specific information from the text learning and could improve students' knowledge where the students could express their ideas and share each other in group.

2. **Students' Interpretive Reading Comprehension in Term of Conclusion Using Graphic Organizer (GO) Method**

According to Burn, et al (1984: 183) interpretive reading is the process of deriving ideas that are implied rather than directly stated. The reader make generalization and drawing conclusion. Mohammad (1999) state that conclusion is draws together factul evidence into statement about the nature phenomenon. Students need to know that in order to draw conclusions or make decisions they will need to do two things.

In the first meeting when researcher gave pre-test to the students by using reading test, researcher looked the most of students had still got the problem in interpretive reaing comprehension. It could be seen in pre-test 38.54 but after the researcher gave treatment by using Graphic Organizer(GO) method the mean score of students'post-test 65.63.

From the explanation above in applying Graphic Organizer (GO) method in the class, the data was collected through the test as explains in the previous finding section shows that the students' comprehension in interpretive is significantly improved. Most of the students could made a complete conclusion. The students easily structured information, of arranging important information aspects used labelsof the text by following a main idea and sequence of details in narrative text.

Based on the previous chapter above, this research has line with Heidarifard (2014) study that Graphic Organizer (GO) method could improve the students' reading abilty. It was indicated by there was significant improvement of the participants reading ability after a six-week as a result of reading instruction with the help of graphic organizers.

Another research was Sadat (2009) reports that English teaching-learning process by using Graphic Organizer (GO) method was very effective to be used in reading comprehension.It help student to answered the question and developed students' thinking skill because they can found the specific information from the text by using graphic organizer.Besides that, Purwaningsih (2013) defines that, through Graphic Organizer (GO) method could improve the student's reading comprehension. It was an instructional tool that can help students to organized, structured the information and concepts to relate with the other concepts.

After comparing the previews research findings, it can be concluded that by using Graphic Organizer (GO) method could improved

the students' reading comprehension. It is similar from the result of this research that Graphic Organizer (GO) method effective in reading comprehension. The students easily structuring information, develop students' thinking skill and it help students to answer the question in specific information. The students' reading comprehension in term of literal and interpretive where the students' mean score in post-test was higher than pre-test.

3. **The Significant Difference of T-test and T-table**

Through the result of pre-test and post-test, the result of t-test value of the level of the significant = 0.25, degree of the freedom (df) = 24 indicated that t-table value is 2.17and t-test value is 32.12. Therefore, it can be concluded that statistically hypothesis of (H_I) is accepted and the statistically hypothesis of (H_O) is rejected. It means that the using of Graphic Organizer (GO) method in teaching reading comprehension could improve the students' comprehension of reading.

By seeing the effectiveness of the students' literal and interpretive in reading comprehension, it could be concluded that Graphic Organizer (GO) method improved the students' comprehension in literal and interpretive in reading. It could be showed from the students' reading test in pretest and posttest. In pre-test, some students were difficult to answered the questions and found out main idea, sequence of details and conclusion. But, the students' reading comprehension in post-test, which the content of reading comprehension could be understand. And then, the

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students were easy to answered the questions and found out main idea, sequence of details and made conclusion.

From the discussion above, it can be concluded that the eight grade Students of SMP Negeri 3 Barru Kab Barru in academic year 2017/2018 have good comprehension in reading after being taught through Graphic Organizer (GO) method. The students more effective in teaching reading comprehension especiallyincomprehending a text. The students easily structuring information, develop students' thinking skill, help students to answer the question in specific information and made students creatively answered the question of the text.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter consists of two parts. The first part presents some conclusion based on the data analysis and findings in the previous chapter. Then, the second part presents some suggestions based on the findings and conclusions of this research.

A. Conclusions

Based on the result of data analysis of findings and conclusions in the previous chapter, the researcher concludes that:

1. The students' reading comprehension in terms of literal improve using Graphic Organizer (GO) method at the Eight Grade Students of SMP Negeri 3 Barrru in term of main idea and sequence of details. It was improved by the mean score of literal comprehension before and after giving treatment is 47.79 becomes 68.38 improve 43.07% with the t-test value literal comprehension is greater than t-table (13.31>2.17).

2. The students' reading comprehension in terms of interpretive improve using Graphic Organizer (GO) method at the Eight Grade Students of SMP Negeri 3 Barrru in term of conclusion. It was improved by the mean score of improve comprehension before and after giving treatment is 38.54 becomes 65.63 improve 70.29% with the t-test value interpretive comprehension is greater than t-table (18.81>2.17).

B. Suggestions

Based on the conclusion presented above, the researcher tries to gaves some suggestions for English teacher, the next researcher, the students and anyone who read this thesis as follows:

1. For the English Teacher at at the Eight Grade Students of SMP Negeri 3 Barru

   a. Graphic Organizer (GO) method was one of the method that can be considered in teaching English in order to help improve the students' reading comprehension.

   b. The teacher should be able to manage the time when using this method because it can spend time in the learning process, especially in reading comprehension.

2. For the next researchers

   a. It was suggested to the next researcher to use this thesis as an additional reference or further research with different discussion.

   b. There were still many things have to be observed by the next researcher related to the English subject, especially in reading comprehension.

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LIST OF APPENDICES

APPENDIX **Page**

APPENDIX A

A.1 INSTRUMENT OF TEST

<div align="center">

INSTRUMENT (PRE -TEST)

</div>

Name   : _____

Reg. number : _____

Class   : _____

<div align="center">

Pinocchio

</div>

Once upon a time, there was a puppeteer named Geppetto. He really wanted a boy but his wife has been died for a long time ago. One day, he had an idea. He wanted to make a puppet so he would never felt lonely again. He made a puppet all night without resting. In the morning, finally he finished his work. He named the puppet, Pinocchio. He played whole day with Pinocchio. However, he felt lonely again because Pinocchio couldn't talk or walk by himself. In the middle of the night, Geppetto prayed to the God. His wish was Pinocchio became a real boy, human. He thought it on his mind in his dream.

In the next morning, he surprised. Pinocchio was alive. He really was happy. He thought Pinocchio how to walk, how to speak, how to read etc. like a teacher. Pinocchio learned fast. He entered an elementary school. One day, Pinocchio felt bored. So, he went home late. Geppetto worried about him. When Pinocchio came to home, Geppetto asked him. He said he was on school but he didn't. Suddenly, Pinocchio's nose grow longer. It meant that Pinocchio lied.

The next day, Pinocchio got caught by thieves. The thieves was the owner of circus. Pinocchio became a slave for the circus. He was famous because he was a talking puppet. Geppetto worried him. Pinocchio didn't come home for 2 days. He found Pinocchio everywhere. When he discovered the sea, big wave smashed him. He was on whale's stomach when he awoke. He couldn't find the way out.

In different place, Pinocchio finally could get out from circus. He went to home but Geppetto wasn't on there. He found Geppetto at sea. He had the same accident like Geppetto. He met Geppetto in whale's stomach. They got out from its stomach by made a fire. They went home back together. In the end, they lived happy forever after.

Answer the question below!

1. What is the idea of Geppetto ?
2. When the Pinocchio's nose grow longer ?
3. What is the main idea of the second paragraph ?
4. What is the main idea of the third paragraph ?
5. Make the conclusion of the text above!

Key answer

1. He want to make a puppet.
2. Pinocchio's nose grow longer if he lied.
3. Pinocchio learned fastand Pinocchio's nose grow longer if he lied.
4. Pinocchio got caught by thieves, it was the owner of circus and Pinocchio became a slave for the circus.
5. Gappetto made a puppet named Pinocchioso he would never felt lonely again. Pinocchio became a real boy, human. He tried how to walk, how to speak, how to read. If Pinocchio's nose grow longer. It meant that Pinocchio lied.

A.2 INSTRUMENT OF TEST

INSTRUMENT (POST -TEST)

Name   : ....

Reg. number   : ....

Class   : …..............................

Timun Mas

Once upon a time, an old widow wanted a daughter to live with her in the village. Knowing her wish, a huge giant visited her house. He gave her a cucumber seed. He told the old widow that there will be a a baby inside the cucumber. The giant promised to come back for the baby once she turned sixteen.

The old widow planted the seed in her yard. By the next morning, a cucumber grew. She cut it open and found a baby girl inside. The old widow was so happy and named the baby Timun Mas. Day by day, Timun Mas grew into a beautiful lady. The widow remembered what the giant had warned her. So when Timun Mas turned sixteen, the widow told her to run into the jungle with a bag of salt. "You must not let the giant catch you," the widow cried out as Timun Mas ran into the jungle.

The giant came and asked the widow for Timun Mas. The widow refused to tell him and so he went into the jungle. He angrily called out for Timun Mas. Timun Mas heard his voice and ran away from him. The giant chased her. Timun Mas threw the salt that the widow had given her. It turned the jungle into a muddy field. The muddy field swallowed the giant and he was never seen again. Finally, Timun Mas returned home and lived happily ever after with the old widow.

(http://azbahasainggris.com)

Answer the question below!

1. Who is Timun Mas ?

2. When the giant come back for Timun Mas ?
3. What is the main idea of the second paragraph?

4. What is the main idea of the last paragraph?

5. Make the conclusion of the text above!

Key answer

1. A baby girl from the cucumber.
2. The giant promised to come back for the baby once she turned sixteen.
3. The old widow was so happy because found a baby girlin cucumberand named the baby Timun Mas.
4. The giant came and asked the widow for Timun Mas and she threw the salt that the widow had given her but the muddy field swallowed the giant.
5. The giant give cucumber seed for the old widow but promised to come back for the baby once she turned sixteen. The oldwidowcut the cucumber grew and found a baby girl inside named Timun Mas. The giant came and asked the widow for Timun Mas. She threw the salt that the widow had given her and the muddy field swallowed the giant and he was never seen again.

APPENDIX B

Students' Worsheet Pre-test and Post Test as Sample

B.1 Pre-Test

B.2 Post-test

Name : RIFKI   (post test)
No.uruf : 17
keras : VIII4

1. Timun was the is baby girl from cucumber seed
2. Beeuese the giant want care back again to widow.
3. old widow was so happy and narbed the baby thoun was
   an when thidun
4. The giant care and asted the widow for tiebun
   mas the widow refused to tell him and
   so he went into the jungle.
5. The giant give cucumber seed for the old widow and
   promised to care back again to widow. The old widow
   find a baby girl named timun mas. The widow refused
   to tell him want into the jugle. Timun mas refused and
   lived happily ever after with the old widow.

Sequence of detail : $\frac{7}{8} \times 100 = 80$

Main idea : $\frac{6}{8} \times 100 = 75$

Conclusion : $\frac{3}{4} \times 100 = 75$

Never put off till tomorrow, what you can do today

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Students' Treatment

Nama : Rahmadia Ramadani
kelas : VIII-4
NIS : 162764

⑤ Conclusion
Pinochio is a puppet he live with a puppeter, name is Gapetho Pinochio's nose grow longer if he lie

③ main idea
Pinochio was alive sundenly pinochio's nose grow longer, it meant that pinochio lied
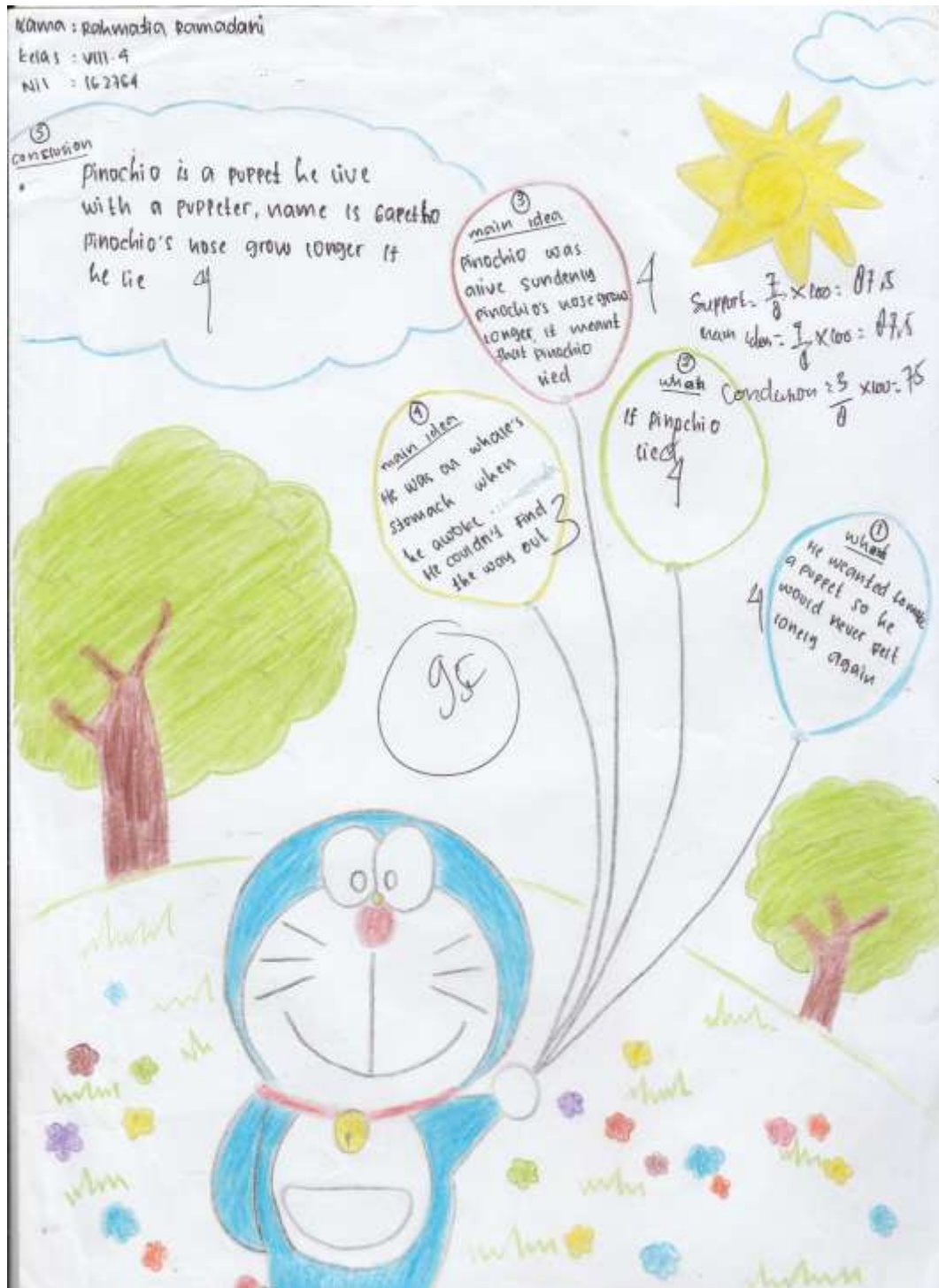
④ main idea
He was on whale's stomach when he awoke. He couldn't find the way out

② what
If pinochio lied

① what
He wanted some a puppet so he would never felt lonely again

Support = $\frac{7}{8} \times 100 = 87.5$

main idea = $\frac{7}{8} \times 100 = 87.5$

Conclusion = $\frac{6}{8} \times 100 = 75$

Snow White

1.) Why: She lived white her aunt and uncle because her parents were dead.

2.) The seven dwarfs were coming home from work.

3.) She ran away into the woods.

4.) Then, she saw this little cottage.

5.) Conclusion: snow white and the seven dwarfs lived happily ever after.
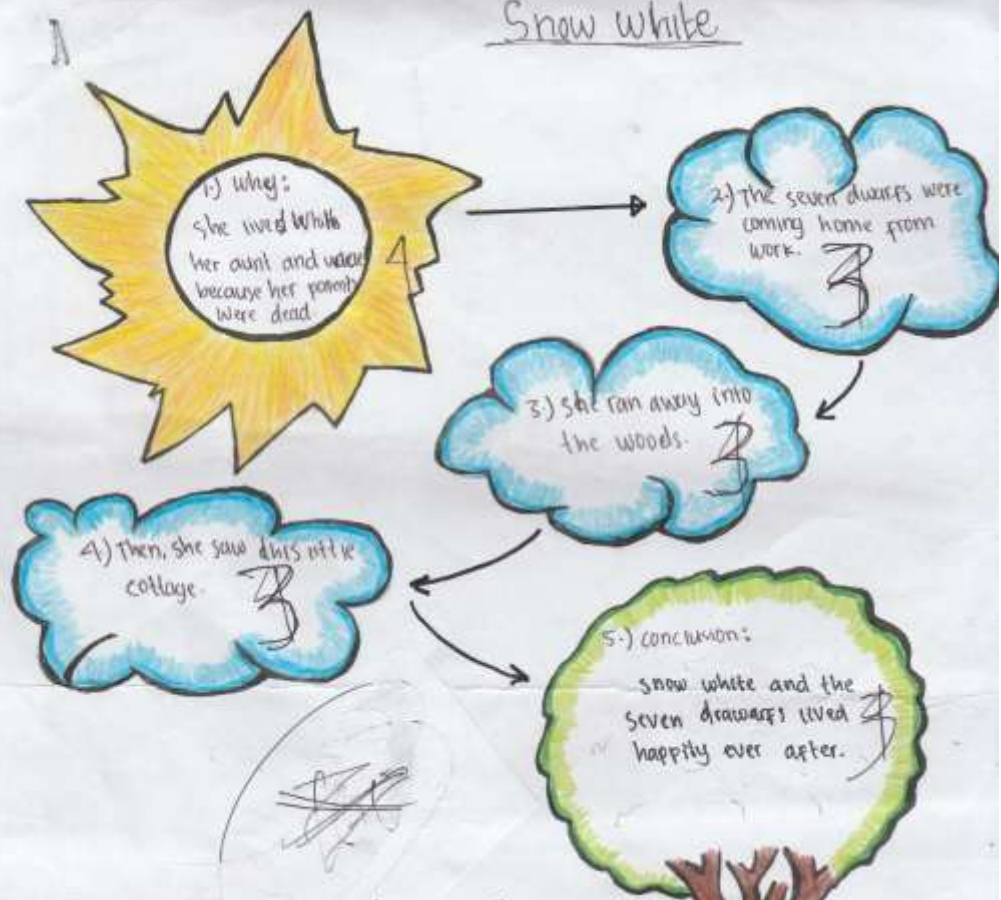
MULISA

Sequence: $\frac{7}{8} \times 100 = 80$

Main idea: $\frac{6}{8} \times 100 = 75$

Conclusion: $\frac{3}{4} \times 100 = 75$

85 ✓

Nama: Nurul ihsan
Nis: 162763
Kelas: VIII.9
Mapel: Bhs. inggris

Support = $\frac{7}{8} \times 100 = 87.5$

main idea = $\frac{6}{8} \times 100 = 75$

Conclusion = $\frac{3}{4} \times 100 = 75$

when:
2.) at school
If Pinochyo lied

what:
1.) He wanted to make a purest
So he would never felt
lonely again.

4

main idea:
3.) In the next morning,
he surprised.

main idea:
The next day, Pinocchio got
4.) cought by thieves

3

conclusion:
We no be permintted
5.) Fib.
Terjemahan:
Kita jangan
suka berbohong

Not just a book, it's Style! Sidu

69
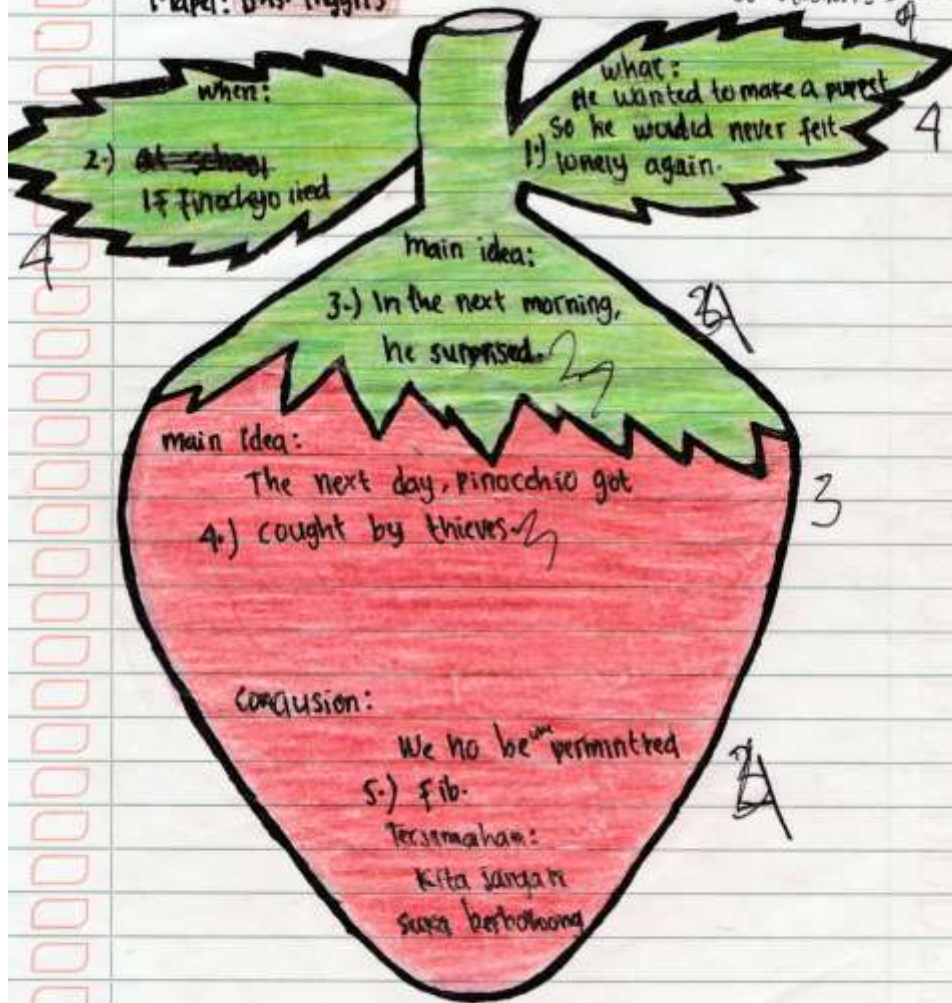
APPENDIX D

TEACHING MATERIAL

2ˢᵗ Meeting

Malin Kundang

Once Upon a time, lived a diligent boy named Malin Kundang. He lived in the seashore with his mother. They were very poor, but they lived quiet and harmonious.

One day, a big ship closed to the beach near their village. They asked peoples to join work in their ship and went to the cross island. Malin Kundang wanted to join with them because he wanted to improve his family's life. But his mother didn't permit him. She worried to Malin. Malin still kept his argument… and finally he sailed with the bigship.Several years later, Malin Kundang succed and he became rich trader.

Then, he came to his native village with his beatiful wife, but his wife didn't know Malin's real descent. His happy mother quickly approached Malin and brought a plate of village cake, Malin's Favorite. But Malin didn't admit that woman as his poor mother, and then he kicked the village cakewhich brought by his mother until scattered.

His mother very broken heart because Malin rebellious to her, who had growth him. Then, his mother cursed Malin became stone.Suddenly, the bigship which Malin's had was vacillated by a big storm and all of his crewman tossed aside out. Malin realized that was his fault that rebellious his mother. He bowed down and became a stone.

(http://britishcourse.com)

Answer the question below!

1. **Where is Malin Kundang** live ?

2. Who is cursed Malin Kundang became stone ?

3. What is the main idea of the second paragraph?

4. What is the main idea of the last paragraph ?

5. Make the conclusion of the text above!

TEACHING MATERIAL

3ˢᵗ Meeting

The Rabbit's Tail Story

Many years ago, rabbits had long tails, not short ones, and crocodiles had tongues. One such long-tailed rabbit lived near a pond. He drank water from the pond and the grass nearby. Now, in the pond lived a crocodile. The crocodile saw the rabbit eating grass and drinking water, and he thought how nice it would be to eat the rabbit.

One day the crocodile swam very close to the edge of the pond. He lay still in the water, hoping that the rabbit wouldn't see him. When the rabbit came to drink, the crocodile opened his mouth wide. Then he closed it with a snap. The rabbit was caught between the crocodile's sharp teeth!

Of course, the rabbit was very frightened, but he did not want the crocodile to know this. "I'm not afraid of you," said the rabbit. "I'm only afraid of animals that roar. Everyone knows that crocodiles can't roar, so you can't frighten me.

When the crocodile heard this, he became very angry. He wanted to show the rabbit that he could roar as fiercely as a tiger. And so, the crocodile opened his mouth to roar. When the crocodile opened his mouth, the clever rabbit jumped free. As he jumped, the rabbit's sharp toe-nails caught the crocodile's tongue and tore it out.

The crocodile tried to catch the rabbit again, but his great teeth only snapped off the end of the rabbit's tail. Again and again the crocodile tried to catch the rabbit, but the rabbit was too quick for him. Sometimes the crocodile caught a piece of the rabbit's tail, but he could never roar at the rabbit because he had lost his tongue. That is why rabbit today have short tail, and crocodiles have no tongue.

(http://www.masyadi.com/)

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Answer the question below!

1. Who was saw the rabbit eating grass ?
2. Why the crocodile became very angry ?
3. What is the main idea of the four paragraph ?
4. What is the main idea of the last paragraph ?
5. Make the conclusion base on your words !

TEACHING MATERIAL

4st Meeting

The Smartest Animal

Once there was a farmer from Laos. Every morning and every evening, he ploughed his field with his buffalo.

One day, a tiger saw the farmer and his buffalo working in the field. The tiger was very surprised to see a big animal listening to a small animal. The tiger wanted to know more about the big animal and the small animal.

After the man went home, the tiger spoke to the buffalo; "you are so big and strong. Why do you do everything the man tells you?" The buffalo answered; "oh, the man is very intelligent".

The tiger asked; "can you tell me how intelligent he is?". "No, I can't tell you", said the buffalo; "but you can ask him"

So the next day the tiger asked to the man; "Can I see your intelligence?". But the man answered; "it at home". "Can you go and get it?" asked the tiger. "Yes" said the man; "but I am afraid you will kill my buffalo when I am gone. Can I tie you to a tree?"

After the man tied the tiger to the tree, he didn't go home to get his intelligence. He took his plough and hit the tiger. Then he said; "Now you know about my intelligence even you haven't seen it.

(www.belajarbahasainggris.com)

Answer the question below!

1. Who is buffalo ?
2. Where is the farmer and his buffalo working ?
3. What is the main idea of the second paragraph ?
4. What is the main idea of the last paragraph ?
5. Make the conclusion base on your words !

TEACHING MATERIAL

5ˢᵗ Meeting

Snow White

Once upon a time, there lived a little girl named "Snow white". She lived with her aunt and uncle because her parents were dead.

One day, she heard her uncle and aunt talking about leaving Snow White in the castle because they both wanted to go to America and they didn't have enough money to take Snow White. Snow White did not want her uncle and aunt to do this so she decided it would be best if she ran away. The next morning she ran away from home when her aunt and uncle were having breakfast. She ran away into the woods. She was very tired and hungry.

Then, she saw this little cottage. She knocked but no one answered so she went inside and fell asleep. Meanwhile, the seven dwarfs were coming home from work. They went inside. There they found Snow White sleeping. Then, Snow White woke up. She saw the dwarfs. The dwarfs said,"What is your name?" Snow White said, "My name is Snow White".

The dwarfs said, "If you wish , you may live here with us". Snow White said, "Oh,could I? Thank you". Then, Snow White told the dwarfs the whole story and Snow White and the seven dwarfs lived happily ever after.

(http ://www.geocities.com)

Answer the question below!

1. Where snow white ran away ?
2. Who found snow white sleeping ?
3. What is the main idea of the second paragraph?
4. What is the main idea of the third paragraph?
5. Make the conclusion of the text above!

TEACHING MATERIAL

6st Meeting

The Lion and The Mouse

Once when a lion was a sleep, a little mouse began running up and down upon him: This soon awoke the lion, who placed his huge paw upon the mouse, and opened his big jaws to swallow him.

"Pardon, oh king," cried the little mouse "forgive me this time. I shall never forget it: who knows I may be able to do you a good turn some of these days?" The lion was so tickled at the idea of the mouse being able to help him. Then he lifted up his paw and let him go.

One day the lion was caught in a trap. Some hunters who wanted to carry him alive to the king, tied him to a tree while they went in search of a wagon to carry him in. Just then the little mouse happened to pass by and see the sad plight in which the lion was.

The little mouse went up to him and soon gnawed away the ropes that bound the king of the beasts. Soon after the little mouse had finished gnawing away the ropes, he asked the lion to run way.

(http://englishstory12.blogspot.co.id)

Answer the question below!

1. Who want to swallow the mouse ?
2. Why the mouse help the lion ?
3. What is the main idea of the second paragraph ?
4. What is the main idea of the third paragraph?
5. Make the conclusion of the text above!

TEACHING MATERIAL

7ˢᵗ Meeting

True Friends

Once upon a time, there were two close friends who were walking through the forest together. They knew that anything dangerous can happen any time in the forest. So they promised each other that they would always be together in any case of danger.

Suddenly, they saw a large bear getting closer toward them. One of them climbed a nearby tree at once. But unfortunately the other one did not know how to climb up the tree. So being led by his common sense, he lay down on the ground breathless and pretended to be a dead man.

The bear came near the one who was lying on the ground. It smelt in his ears, and slowly left the place because the bears do not want to touch the dead creatures. After that, the friend on the tree came down and asked his friend that was on the ground, "Friend, what did the bear whisper into your ears?" The other friend replied, "Just now the bear advised me not to believe a false friend."

(https://malickinew.blogspot.co.id)

Answer the question !

1. Where is the story happened?

2. Why they want to climbed the tree?

3. What is the main idea of the second paragraph ?

4. What is the main idea of the last paragraph?

5. Make the conclusion about the text!

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Sekolah   : SMP Negeri 3 Barru

Mata Pelajaran   : Bahasa Inggris

Kelas / Semester   : VIII/Ganjil

Tema   : Narrative text

Aspek/Skill   : Membaca

Alokasi waktu   : 2 x 40 menit

Standar Kompetensi

1. Membaca nyaring bermakna teks fungsionbal dan esei pendek sederhana berbentuk narrative dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar.

Kompetensi dasar

1.1 Merespon makna yang terdapat dalam monolog pendek sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk *narrative*.

Indikator

1.1.1 Membaca nyaring dan bermakna teks essay berbentuknarrative

1.1.2 Mengidentifikasi berbagai makna teks narrative

1.1.3   Mengidentifikasi tujuan komunikatif teks narrative

1. **Tujuan Pembelajaran**

   Pada akhir pelajaran siswa dapat;

   a. Membaca nyaring dan bermakna teks essay berbentuk narrative

   b. Menemukan ide pokok dalam teks narrative

   c. Menjawab pertanyaan berdasarkan bacaan dalam teks narrative

   d. Membuat kesimpulanberdasarkan teks narrative

☞ **Karakter siswa yang diharapkan** :Dapat dipercaya (Trustworthines)

Rasa hormat dan perhatian (*respect*)

Tekun (*diligence*)

Tanggung jawab (*responsibility*)

Berani (*courage*)

2. Materi Pembelajaran

a. Narrative text is a text telling a story focusing specific participants. Its social function is to tell stories or past events and entertain the readers. to tell story to amuse, entertain, teach a lesson or moral, explain something or make a comment

b. Generic structure:

  ▪ Orientation : *It is about the opening paragraph where the characters of the story are introduced.*(berisi pengenalan tokoh, tempat dan waktu terjadinya cerita (siapa atau apa, kapan dan dimana)

  ▪ Complication : *Where the problems in the story developed.* (Permasalahan muncul / mulai terjadi dan berkembang)

  ▪ Resolution : *Where the problems in the story is solved.* Masalah selesai, --- secara baik "happy ending" ataupun buruk "bad ending".

3. Metode Pembelajaran

Metode   : Graphic Organizer

4. Langkah-langkah Kegiatan

  a. Pertemuan 2

  1) Kegiatan Pendahuluan (5 menit)

  ▪ Guru mengucap salam dan menyapa siswa

  ▪ Guru mengecek kehadiran siswa

Apersepsi :

  ▪ Tanya jawab mengenai materi yang akan dibahas

  ▪ Mengaitkan materi/kompetensi yang akan dipelajari dengan karakter

Motivasi :

- Memberigambaran tentang teks naratif dengan mengungkapkan kesantunan.
- Memberikan motivasi akan pentingnya materi yang akan dipelajari.

2) Kegiatan inti (30 menit)

Eksplorasi

Dalam kegiatan eksplorasi guru:

- Peserta didik mengamati teks bacaan yang diberikan dan menyimak cerita tentang teks naratif
- Peserta didik mendengarkan guru menjelaskan tentang metode graphic organizer yang akan di gunakan pada saat menjawab teks bacaan
- Peserta didik mendengarkan guru menjelaskan tentang tujuan dan jenis-jenis metode graphic organizer yang bisa digunakan dalam menjawab pertanyaan bacaan.
- Peserta didik bertanya jawab mengenai ide pokok, kesimpulan dan pertanyaan yang terkait bacaan dari teks naratif.

Elaborasi

Dalam kegiatan elaborasi guru:

- Guru membagi siswa menjadi 5 kelompok
- Guru memberikan pertanyaan selama pembacaan cerita teks naratif
- Guru memberikan penjelasan tentang cara menjawab soal menggunakan graphic organizers.
- Guru memberikan bacaan teks naratif beserta soal bacaan kepada peserta didik berdasarkan materi yang telah dipelajari
- Peserta didik menjawab pertanyaan essay menggunakan graphic organizers berdasarkan teks bacaan
- Guru membimbing peserta didik sesuai dengan permasalahannya

Konfirmasi

Dalam kegiatan Konfirmasi guru:

- Memberikan penguatan dengan memberikan koreksi terhadap struktur teks naratif

- Memberikan penguatan dengan memberikan koreksi terhadap ide pokok, membuat kesimpulan dan pertanyaan jawaban terkait bacaan pada teks naratif.
- Siswa membacakan hasil analisisnya di depan kelas.

3) **Kegiatan penutup (5 menit)**

- Setelah mengikuti kegiatan pembelajaran pada pertemuan ini, peserta didik ditanya bagaimana perasaannya (REFLEKSI).
- Guru memberikan pertanyaan untuk mengetahui apakah peserta didik sudah memahami topik tentang "teks naratif"
- Ketua kelas mempersiapkan kelas untuk pulang.

b. **Pertemuan 3**

1) **Kegiatan Pendahuluan (5 menit)**

- Guru mengucap salam dan menyapa siswa
- Guru mengecek kehadiran siswa

Apersepsi :

- Tanya jawab mengenai materi yang akan dibahas
- Mengaitkan materi/kompetensi yang akan dipelajari dengan karakter

Motivasi :

- Memberi gambaran tentang teks naratif dengan mengungkapkan kesantunan.
- Memberikan motivasi akan pentingnya materi yang akan dipelajari.

2) **Kegiatan inti (30 menit)**

Eksplorasi

Dalam kegiatan eksplorasi guru:

- Peserta didik mendengarkan guru menjelaskan tentang teks naratif
- Peserta didik mendengarkan guru membacakan teks tersebut dengan intonasi dan tekanan kata yang baik dan benar.
- Peserta didik mampu bertanya jawab dengan guru tentang cara menemukan ide pokok, membuat kesimpulan dan menjawab pertanyaan

berdasarkan bacaan dari teks naratf dengan menggunakan metode graphic organizer.

Elaborasi

Dalam kegiatan elaborasi guru:

- Guru memberikan bacaan teks narative beserta soal yang akan dijawab.
- Peserta didik mampu menemukan ide pokok pada setiap paragraf pada teks bacaan
- Peserta didik mampu membuat kesimpulan dari teks bacaan naratif yang di baca
- Guru membimbing peserta didik sesuai dengan permasalahannya

Konfirmasi

Dalam kegiatan Konfirmasi guru:

- memberikan penguatan dengan memberikan koreksi terhadap ide pokok dan membuat kesimpulan pada teks bacaan.

3) Kegiatan Penutup (5 menit)

- Guru memberikan pertanyaan untuk mengetahui apakah peserta didik sudah memahami topik tentang "teks naratif"
- Guru memberikan penugasan berupa tugas mandiri kepada peserta didik.
- Ketua kelas mempersiapkan kelas untuk pulang.

c. Pertemuan 4

1) Kegiatan Pendahuluan (5 menit)

- Guru mengucap salam dan menyapa siswa
- Guru mengecek kehadiran siswa

Apersepsi :

- Tanya jawab mengenai materi yang akan dibahas

Motivasi :

- Memberi gambaran tentang teks naratif dengan mengungkapkan kesantunan.

2) Kegiatan inti (30 menit)

Eksplorasi

Dalam kegiatan eksplorasi guru:

- Peserta didik mengamati teks bacaan yang diberikan dan menyimak cerita tentang teks naratif
- Peserta didik memahami petujuk yang diberikan oleh guru
- Peserta didik memahami makna dari pertanyaan yang diberikan
- Peserta didik mampu bertanya jawab degan guru tetang ide pokok dan kesimpulan dari teks naratif.

Elaborasi

Dalam kegiatan elaborasi guru:

- Guru membagi siswa menjadi 5 kelompok
- Peserta didik terampil menjawab pertanyaan dengan menggunakan berbagai macam graphic organizers.
- Peserta didik mampu menemukan ide pokok, membuat kesimpulan dan menjawab pertanyaan berdasarkan cerita pada bacaan teks naratif secara berkelompok.
- Guru membimbing sesuai dengan permasalahannya

Konfirmasi

Dalam kegiatan Konfirmasi guru:

- Memberikan penguatan dengan memberikan koreksi terhadap struktur teks naratif
- Memberikan penguatan dengan memberikan koreksi terhadap ide pokok dan membuat kesimpulan pada teks bacaan
- Siswa membacakan hasil analisisnya di depan kelas.

3) Kegiatan Penutup (5 menit)

- Peserta didik diminta membuat kesimpulan pembelajaran pada pertemuan ini
- Guru memberikan penugasan berupa tugas mandiri kepada peserta didik
- Ketua kelas mempersiapkan kelas untuk pulang.

d. Pertemuan 5

  1) Kegiatan Pendahuluan (5 menit)

- Guru mengucap salam dan menyapa siswa
- Guru mengecek kehadiran siswa

Apersepsi :

- Tanya jawab mengenai materi yang akan dibahas
- Mengaitkan materi/kompetensi yang akan dipelajari dengan karakter

Motivasi :

- Memberi gambaran tentang teks naratif dengan mengungkapkan kesantunan.
- Memberikan motivasi akan pentingnya materi yang akan dipelajari.

  2) Kegiatan inti (30 menit)

Eksplorasi

Dalam kegiatan eksplorasi guru:

- Peserta didik mengamati teks bacaan yang diberikan dan menyimak cerita tentang teks naratif
- Peserta didik bertanya jawab mengenai ide pokok dan kesimpulan dari teks naratif.

Elaborasi

Dalam kegiatan elaborasi guru:

- Peserta didik mampu menjawab pertanyaan menggunakan graphic organizers berdasarkan pertanyaan yang di berikan oleh guru
- Guru membimbing peserta didik sesuai dengan permasalahannya

Konfirmasi

Dalam kegiatan Konfirmasi guru:

- Memberikan penguatan dengan memberikan koreksi terhadap struktur teks naratif
- Memberikan penguatan dengan memberikan koreksi terhadap ide pokok dan membuat kesimpulan pada teks bacaan

3) Kegiatan Penutup (5 menit)

- Peserta didik diminta membuat kesimpulan pembelajaran pada pertemuan ini
- Ketua kelas mempersiapkan kelas untuk pulang.

e. Pertemuan 6

1) Kegiatan Pendahuluan (5 menit)

- Guru mengucap salam dan menyapa siswa
- Guru mengecek kehadiran siswa

Apersepsi :

- Mengaitkan materi/kompetensi yang akan dipelajari dengan karakter

Motivasi :

- Memberikan motivasi akan pentingnya materi yang akan dipelajari.

2) Kegiatan inti (30 menit)

Eksplorasi

Dalam kegiatan eksplorasi guru:

- Guru meberikan teks naratif kepada peserta didik
- Peserta didik mengamati teks bacaan yang diberikan dan menyimak cerita tentang teks naratif
- Peserta didik bertanya jawab mengenai ide pokok dan kesimpulan dari teks naratif.

Elaborasi

Dalam kegiatan elaborasi guru:

- Peserta didik mampu menjawab pertanyaan menggunakan graphic organizers berdasarkan pertanyaan yang di berikan oleh guru
- Guru membimbing peserta didik sesuai dengan permasalahannya

Konfirmasi

Dalam kegiatan Konfirmasi guru:

- Memberikan penguatan dengan memberikan koreksi terhadap ide pokok dan membuat kesimpulan pada teks bacaan

3) **Kegiatan Penutup (5 menit)**
   - Ketua kelas mempersiapkan kelas untuk pulang

f. **Pertemuan 7**

4) **Kegiatan Pendahuluan (5 menit)**
   - Guru mengucap salam dan menyapa siswa
   - Guru mengecek kehadiran siswa

Apersepsi :
   - Mengaitkan materi/kompetensi yang akan dipelajari dengan karakter

Motivasi :
   - Memberikan motivasi akan pentingnya materi yang akan dipelajari.

5) **Kegiatan inti (30 menit)**

Eksplorasi

Dalam kegiatan eksplorasi guru:
   - Peserta didik mengamati teks bacaan yang diberikan dan menyimak cerita tentang teks naratif
   - Peserta didik bertanya jawab mengenai ide pokok dan kesimpulan dari teks naratif.

Elaborasi

Dalam kegiatan elaborasi guru:
   - Guru membagi siswa menjadi 5 kelompok
   - Peserta didik mampu menjawab pertanyaan menggunakan graphic organizers berdasarkan pertanyaan yang di berikan oleh guru secara berkelompok
   - Guru membimbing peserta didik sesuai dengan permasalahannya

Konfirmasi

Dalam kegiatan Konfirmasi guru:
   - Memberikan penguatan dengan memberikan koreksi terhadap ide pokok dan membuat kesimpulan pada teks bacaan.
   - Perwakilan kelompok membacakan hasil analisisnya di depan kelas.

6) Kegiatan Penutup (5 menit)

- Ketua kelas mempersiapkan kelas untuk pulang

5. Sumber Belajar

a. Buku teks Bahasa Inggris yang relevan

b. Handout

c. Gambar-gambar graphic Organizer

6. Sumber Belajar

d. Buku teks Bahasa Inggris yang relevan

e. Handout

7. Penilaian

a. Teknik   :   - Tes tulis

b. Bentuk   :   - Membaca pemahaman

c. Instrumen   : lihat halaman berikutnya
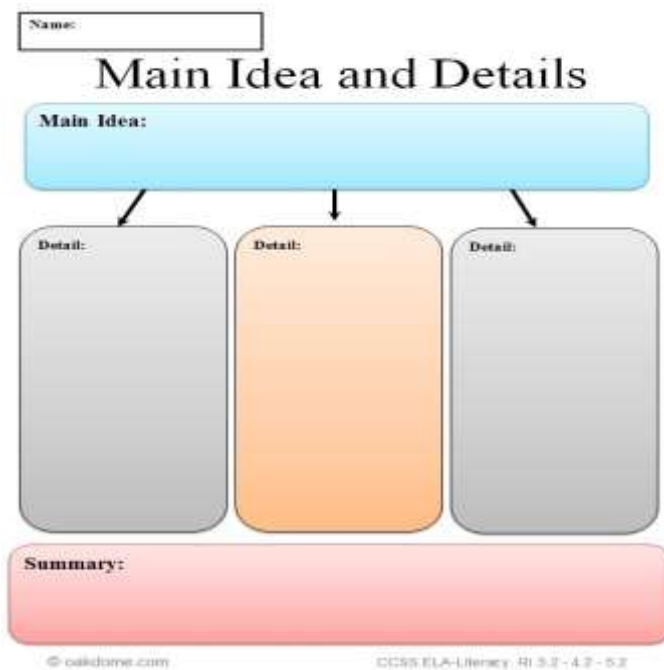
7) Rubrik penilaian

    a. Rubric for main idea

No	Criteria	Score
1	Student response is complete, specific, and correct.	4
2	Student response is accurate, but not complete.	3
3	Student response gives details instead of main idea.	2
4	Student response is not correct, but is attemted	1

    b. Rubric for the sequence of details

No	Criteria	Score
1	The level of detail in each question is excellent. Textual details are relevant and student has connected fully with the literature.	4
2	The level of detail in each question is good. The student could add a bit more textual detail to further enhance answers.	3
3	The level of detail in each question is emerging. Attempts to engage the text are made.	2
4	The level of detail in each question is poor and makes no attempt to include textually relevant information.	1

    c. Rubric for Conclusion

No	Criteria	Score
1	The conclusion reflects resource readings in a development of idea it is excellent.	4
2	The conclusion reflects resource readings in a development of idea it good.	3

3	reflects resource readings in development of idea it is poor	2
4	Conclusion does not reflect any reading of resources in development idea.	1

d. Classification score of students

No	Classification	Score
1	Excellent	96 – 100
2	Very Good	86 – 95
3	Good	76 – 85
4	Fairly Good	66 – 75
5	Fair	56 – 65
6	Poor	46 – 55
7	Very Poor	0 – 45

$$\text{Scoring} = \frac{Total\ Correct\ Answer}{\text{maximum score}} = \text{x } 100$$

Barru,   November 2017

Mahasiswa

SURIANI

NIM. 10535544713

APPENDIX F.1

THE LIST NAME OF THE STUDENTS OF CLASSVIII 4
SMP NEGERI 3 BARRU

No	Sample	Code
1	Al ilham	S-1
2	Andi sappe wali	S-2
3	Ariansyah	S-3
4	Aripandy	S-4
5	Aulia resky pratiwi	S-5
6	Emy susanti	S-6
7	Fitriani	S-7
8	Irham	S-8
9	Laode muh. Fahmi	S-9
10	Lisma	S-10
11	Nursatriana	S-11
12	Najamuddin	S-12
13	Mulisa	S-13
14	Nurul ihsan	S-14
15	Rahmatia ramadhani	S-15
16	Ramlah	S-16
17	Rifki	S-17
18	Risal rusanda	S-18
19	Riswan	S-19
20	Saleha	S-20
21	Sarmila	S-21
22	Sehana	S-22
23	Warda amelia	S-23
24	Febrianti	S-24

APPENDIX F.2

The Students' Row of Pre-testand Post-test inLiteral Reading Comprehension

No	Name	Score								
		Pre-test					Post-test			
		Main Idea (8)		Detail (8)		Total (X_1)	Main Idea (8)		Detail (8)		Total (X_2)
1	S-1	2	25	2	25	25	4	50	4	50	50
2	S-2	4	50	2	25	37.5	6	75	4	50	62.5
3	S-3	2	25	4	50	37.5	5	63	6	75	69
4	S-4	4	50	4	50	50	4	50	6	75	62.5
5	S-5	4	50	3	38	44	6	75	4	50	62.5
6	S-6	5	63	4	50	56.5	6	75	6	75	75
7	S-7	4	50	3	38	44	5	63	4	50	56.5
8	S-8	3	38	4	50	44	5	63	6	75	69
9	S-9	2	25	4	50	37.5	5	63	6	75	69
10	S-10	2	25	5	63	44	4	50	6	75	62.5
11	S-11	6	75	6	75	75	7	88	7	88	88
12	S-12	4	50	4	50	50	6	75	6	75	75
13	S-13	4	50	4	50	50	6	75	5	63	69
14	S-14	3	38	4	50	44	4	50	5	63	56.5
15	S-15	5	63	5	63	63	6	75	6	75	75
16	S-16	2	25	5	63	44	4	50	6	75	62.5
17	S-17	4	50	4	50	50	6	75	7	88	81.5
18	S-18	3	38	5	63	50	4	50	6	75	62.5
19	S-19	4	50	4	50	50	6	75	5	63	56.5
20	S-20	5	63	4	50	56.5	6	75	5	63	69
21	S-21	4	50	2	25	37.5	5	63	4	50	56.5
22	S-22	5	63	2	25	44	6	75	6	75	75
23	S-23	6	75	4	50	65.5	7	88	7	88	88
24	S-24	4	50	4	50	50	6	75	6	75	75
$\sum x$		1141		1153		1149.5	1616		1666		1628.5
X=		47.54		48.04		47.90	67.33		69.42		67.85

APPENDIX F.3

The Students' Row of Pre-testand Post-test Interpretive Reading Comprehension

Code	Score			
	Conclusion			
	Pre-test(4)		Post-test(4)	
S-1	1	25	2	50
S-2	1	25	3	75
S-3	2	50	3	75
S-4	1	25	2	50
S-5	2	50	3	75
S-6	1	25	2	50
S-7	2	50	3	75
S-8	2	50	3	75
S-9	2	50	3	75
S-10	1	25	2	50
S-11	2	50	3	75
S-12	1	25	2	50
S-13	2	50	3	75
S-14	2	50	3	75
S-15	2	50	3	75
S-16	1	25	2	50
S-17	1	25	3	75
S-18	2	50	3	75
S-19	1	25	2	50
S-20	2	50	3	75
S-21	2	50	3	75
S-22	1	25	2	50
S-23	2	50	3	75
S-24	1	25	2	50
$\sum x$	925		1575	
X	38.54		65.63	

APEENDIX F.4

The students' Scores of Pretest (X_1) and Post-test (X_2), Gain/Difference between the Matched Pairs (D), and Square of the Gain (D^2)

1. **Literal Reading Comprehension**

Code	Pre-test		Post-test		D	D^2
	X_1	X_1^2	X_2	X_2^2	(X2-X1)	
S-1	25	625	50	2500	25	625
S-2	37.5	1406.25	62.5	3906.25	25	625
S-3	37.5	1406.25	69	4761	31.5	992.25
S-4	50	2500	62.5	3906.25	12.5	156.25
S-5	44	1936	62.5	3906.25	18.5	342.25
S-6	56.5	3192.25	75	5625	18.5	342.25
S-7	44	1936	56.5	3192.25	12.5	156.25
S-8	44	1936	69	4761	25	625
S-9	37.5	1406.25	69	4761	31.5	992.25
S-10	44	1936	62.5	3906.25	18.5	342.25
S-11	75	5625	88	7744	13	169
S-12	50	2500	75	5625	25	625
S-13	50	2500	69	4761	19	361
S-14	44	1936	56.5	3192.25	12.5	156.25
S-15	63	3969	75	5625	12	144
S-16	44	1936	62.5	3906.25	18.5	342.25
S-17	50	2500	81.5	6642.25	31.5	992.25
S-18	50	2500	62.5	3906.25	12.5	156.25
S-19	50	2500	56.5	3192.25	6.5	42.25
S-20	56.5	3192.25	69	4761	12.5	156.25
S-21	37.5	1406.25	56.5	3192.25	19	361
S-22	44	1936	75	5625	31	961
S-23	65.5	4290.25	88	7744	22.5	506.25
S-24	50	2500	75	5625	25	625
Total	$\sum x=$ 1149.5	$\sum x=$ 57570.75	$\sum x=$ 1628.5	$\sum x=$ 12766.8	$\sum d=$ 479	$\sum_d 2=$ 10796.5

2. Interpretive Reading Comprehension

Code	Pre-test		Post-test		D	D^2
	X_1	X_1^2	X_2	X_2^2	(X2-X1)	
S-1	25	625	50	2500	25	625
S-2	25	625	75	5625	50	2500
S-3	50	2500	75	5625	25	625
S-4	25	625	50	2500	25	625
S-5	50	2500	75	5625	25	625
S-6	25	625	50	2500	25	625
S-7	50	2500	75	5625	25	625
S-8	50	2500	75	5625	25	625
S-9	50	2500	75	5625	25	625
S-10	25	625	50	2500	25	625
S-11	50	2500	75	5625	25	625
S-12	25	625	50	2500	25	625
S-13	50	2500	75	5625	25	625
S-14	50	2500	75	5625	25	625
S-15	50	2500	75	5625	25	625
S-16	25	625	50	2500	25	625
S-17	25	625	75	5625	50	2500
S-18	50	2500	75	5625	25	625
S-19	25	625	50	2500	25	625
S-20	50	2500	75	5625	25	625
S-21	50	2500	75	5625	25	625
S-22	25	625	50	2500	25	625
S-23	50	2500	75	5625	25	625
S-24	25	625	50	2500	25	625
Total	$\sum x=$ 925	$\sum x=$ 39375	$\sum x=$ 1575	$\sum x=$ 106875	$\sum d=$ 650	$\sum_d 2=$ 18750

APEENDIX F.5

Scoring Classification of the Students Pretest And PosttestScoring

1. Classification of the students pretest and posttest in Literal

Code	Literal Comprehension			
	Pre-test	Classification	Post-test	Classification
S-1	25	Very Poor	50	Poor
S-2	37.5	Very Poor	62.5	Fair
S-3	37.5	Very Poor	69	Fairly Good
S-4	50	Poor	62.5	Fair
S-5	44	Very Poor	62.5	Fair
S-6	56.5	Fair	75	Fairly Good
S-7	44	Very Poor	56.5	Fair
S-8	44	Very Poor	69	Fairly Good
S-9	37.5	Very Poor	69	Fairly Good
S-10	44	Very Poor	62.5	Fair
S-11	75	Fairly Good	88	Very Good
S-12	50	Poor	75	Fairly Good
S-13	50	Poor	69	Fairly Good
S-14	44	Very Poor	56.5	Fair
S-15	63	Fair	75	Fairly Good
S-16	44	Very Poor	62.5	Fair
S-17	50	Poor	81.5	Very Good
S-18	50	Poor	62.5	Fair
S-19	50	Poor	56.5	Fair
S-20	56.5	Fair	69	Fairly Good
S-21	37.5	Very Poor	56.5	Fair
S-22	44	Very Poor	75	Fairly Good
S-23	65.5	Fair	88	Very Good
S-24	50	Poor	75	Fairly Good

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2. Scoring Classification of the students pretest and posttest Interpretive

Code	Interpretive Comprehension			
	Pre-test	Classification	Post-test	Classification
S-1	25	Very Poor	50	Poor
S-2	25	Very Poor	75	FairlyGood
S-3	50	Poor	75	FairlyGood
S-4	25	Very Poor	50	Poor
S-5	50	Poor	75	FairlyGood
S-6	25	Very Poor	50	Poor
S-7	50	Poor	75	FairlyGood
S-8	50	Poor	75	FairlyGood
S-9	50	Poor	75	FairlyGood
S-10	25	Very Poor	50	Poor
S-11	50	Poor	75	FairlyGood
S-12	25	Very Poor	50	Poor
S-13	50	Poor	75	Fairly Good
S-14	50	Poor	75	Fairly Good
S-15	50	Poor	75	Fairly Good
S-16	25	Very Poor	50	Poor
S-17	25	Very Poor	75	Fairly Good
S-18	50	Poor	75	Fairly Good
S-19	25	Very Poor	50	Poor
S-20	50	Poor	75	Fairly Good
S-21	50	Poor	75	Fairly Good
S-22	25	Very Poor	50	Poor
S-23	50	Poor	75	Fairly Good
S-24	25	Very Poor	50	Poor

APPENDIX F.6

The Table of Percentage of the Students' Improvement in Reading Comprehension

1. **The percentage of the students' achievement in Literal**

No.	Classification	Score	Literal			
			Pre-test		Post-test	
			Frequency	Percentage	frequency	Percentage
1	Excellent	96-100	0	0	-	0
2	Very Good	86-95	0	0	3	12.5%
3	Good	76-85	0	0	-	0
4	Fairly Good	66-75	1	4.1%	10	41.7%
5	Fair	56-65	4	16.7%	10	41.7%
6	Poor	46-55	7	29.2%	1	4.1%
7	Very Poor	0-45	12	50%	-	0
	Total		**24**	**100%**	**24**	**100%**

2. **The percentage of the students' achievement in Interpretive**

No.	Classification	Score	Literal			
			Pre-test		Post-test	
			Frequency	percentage	frequency	Percentage
1	Excellent	96-100	0	0	0	
2	Very Good	86-95	0	0	0	
3	Good	76-85	0	0	0	
4	Fairly Good	66-75	0	0	15	62,5%
5	Fair	56-65	0	0	0	0
6	Poor	46-55	13	54,2%	9	37,5%
7	Very Poor	0-45	11	45,8%	0	0
	Total		24	100%	24	100%

APPENDIX F.7

Calculation of the Mean Score of Students' Pre-test and Post-test

1. **The Mean Score of Students' Pre-test and Post-test in Students' Literal Comprehension**

   a. **Mean score of students pre-test in term of main idea and sequence of detail**

      1) Mean score of students pre-test in main idea

      $$\bar{X}_1 = \frac{\Sigma X}{N}$$

      $$\bar{X}_1 = \frac{1141}{24}$$

      $$\bar{X}_1 = 47.54$$

      2) Mean score of students pre-test in sequence of detail

      $$\bar{X}_1 = \frac{\Sigma X}{N}$$

      $$\bar{X}_1 = \frac{1153}{24}$$

      $$\bar{X}_1 = 48.04$$

      3) Mean score of the students' Improvement in Pre-test in term of Main idea and sequence of detail

      $$\frac{\bar{X}_1 + \bar{X}_1}{2}$$

      $$= \frac{47.54 + 48.04}{2}$$

      $$= \frac{95.58}{2}$$

      $$= 47.79$$

b. **Mean score of students post-test in term of main idea and sequence of detail**

   1) Mean score of students post-test in main idea

$$\bar{X}_2 = \frac{\Sigma X}{N}$$

$$\bar{X}_2 = \frac{1616}{24}$$

$$\bar{X}_2 = 67.33$$

   2) Mean score of students post-test in sequence of detail

$$\bar{X}_2 = \frac{\Sigma X}{N}$$

$$\bar{X}_2 = \frac{1666}{24}$$

$$\bar{X}_2 = 69.42$$

   3) Mean score of the students' Improvement in Post-test in term of Main idea and sequence of detail

$$\frac{\bar{X}_2 + \bar{X}_2}{2}$$

$$= \frac{67.33 + 69.42}{2}$$

$$= \frac{136.75}{2}$$

$$= 68.38$$

2. **The mean score of students Pre-test and Post-test in Students' Interpretive Comprehension**

a. Mean score of students pre-test in conclusion

$$\bar{X}_1 = \frac{\Sigma X}{N}$$

$$\bar{X}_1 = \frac{925}{24}$$

$$\bar{X}_1 = 38.54$$

b. Mean score of students post-test in conclusion

$$\bar{X}_2 = \frac{\Sigma X}{N}$$

$$\bar{X}_2 = \frac{1575}{24}$$

$$\bar{X}_2 = 65.63$$

3. **The mean scoreof students Pre-test and Post-test in Literal and Interperative Comprehension**

   a. Pre-test

   $$= \frac{\bar{X}_1 + \bar{X}_2}{2}$$

   $$= \frac{47.79 + 38.54}{2}$$

   $$= \frac{86.33}{2}$$

   $$= 43.17$$

   b. Post-test

   $$= \frac{\bar{X}_1 + \bar{X}_2}{2}$$

   $$= \frac{68.38 + 65.63}{2}$$

   $$= \frac{134.01}{2}$$

   $$= 67$$

APPENDIX F.8

The Percentage of the Students' Improvement in Literal and Interpretive Comprehension

1. **Percentage of the Students' Improvement in the students' score in Literal Comprehension**

   a. The improvement of the students' score in Main idea

   $$P = \frac{\bar{X}_2 - \bar{X}_1}{\bar{X}_1} \times 100\%$$

   $$P = \frac{67.33 - 47.54}{47.54} \times 100\%$$

   $$P = \frac{19.79}{47.54} \times 100\%$$

   $$P = 41.63\%$$

   b. The improvent of the students' score in sequence of detail

   $$P = \frac{\bar{X}_2 - \bar{X}_1}{\bar{X}_1} \times 100\%$$

   $$P = \frac{69.42 - 48.04}{48.04} \times 100\%$$

   $$P = \frac{21.38}{48.04} \times 100\%$$

   $$P = 44.50\%$$

   c. The improvement of the students' score in Main idea and sequence of detail

   $$\frac{41.63\% + 44.50\%}{2}$$

   $$= \frac{86.13\%}{2}$$

   $$= 43.07\%$$

2. The Percentage of the students' Improvement in The score in Interpretive comprehension

$$P = \frac{\bar{X}_2 - \bar{X}_1}{\bar{X}_1} \times 100\%$$

$$P = \frac{65.63 - 38.54}{38.54} \times 100\%$$

$$P = \frac{27.09}{38.54} \times 100\%$$

$$P = 70.29\ \%$$

3. The Improvement of the students' score in Literal and Interperative Comprehension

$$P = \frac{43.07\ \% + 70.29\%}{2}$$

$$P = \frac{113.3\%}{2}$$

$$P = 56.68\%$$

APPENDIX F.9

The students' Mean score of gain (D)in Literal and Interpretive Comprehension

1. **The students' Mean score of gain (D) literal comprehension**

$$Md = \frac{\sum d}{N}$$

$$Md = \frac{479}{24}$$

$$Md = 19.96$$

2. **The students' Mean score of gain (D) interpretive comprehension**

$$Md = \frac{\sum d}{N}$$

$$Md = \frac{650}{24}$$

$$Md = 27.08$$

APPENDIX F.10

Test of Significance

   a. Test of Significance of Literal Comprehension

$$T = \frac{Md}{\sqrt{\dfrac{\sum d^2 - \dfrac{\left(\sum d\right)^2}{N}}{N(N-1)}}}$$

$$= \frac{19.96}{\sqrt{\dfrac{10796.5 - \dfrac{(479)^2}{24}}{24(24-1)}}}$$

$$= \frac{19.96}{\sqrt{\dfrac{10796.5 - \dfrac{229441}{24}}{24(24-1)}}}$$

$$= \frac{19.96}{\sqrt{\dfrac{10796.5 - 9560.04}{552}}}$$

$$= \frac{19.96}{\sqrt{\dfrac{1236.46}{552}}}$$

$$= \frac{19.96}{\sqrt{2.24}}$$

$$= \frac{19.96}{1.50}$$

$$= 13.31$$

b. Test of significance of Interpretive

$$T \quad = \quad \frac{Md}{\sqrt{\dfrac{\sum d^2 - \dfrac{\left(\sum d\right)^2}{N}}{N(N-1)}}}$$

$$= \frac{27.08}{\sqrt{\dfrac{18750 - \dfrac{(650)^2}{24}}{24(24-1)}}}$$

$$= \frac{27.08}{\sqrt{\dfrac{18750 - \dfrac{422500}{24}}{24(24-1)}}}$$

$$= \frac{27.08}{\sqrt{\dfrac{18750 - 17604.17}{552}}}$$

$$= \frac{27.08}{\sqrt{\dfrac{1145.9}{552}}}$$

$$= \frac{27.08}{\sqrt{2.08}}$$

$$= \frac{27.08}{1.44}$$

$$= 18.81$$

APPENDIX F. 11

TABLE DISTRIBUTION OF T-VALUE

Degree of freedom (df) = N − 1=24 − 1= 23, T- table= 2.06866

Pr	0.25	0.10	0.05	0.025	0.01	0.005	0.001
Df	0.50	0.20	0.10	0.050	0.02	0.010	0.002
1	1.0000	3.07768	6.31375	12.7062	31.82052	63.65674	318.30
2	0.8165	1.88562	2.91999	4.30265	6.96456	9.92484	22.327
3	0.7648	1.63774	2.35336	3.18245	4.54070	5.84091	10.214
4	0.7407	1.53321	2.13185	2.77645	3.74695	4.60409	7.1731
5	0.7266	1.47588	2.01505	2.57058	3.36493	4.03214	5.8934
6	0.7175	1.43976	1.94318	2.44691	3.14267	3.70743	5.2076
7	0.7111	1.41492	1.89458	2.36462	2.99795	3.49948	4.7852
8	0.7063	1.39682	1.85955	2.30600	2.89646	3.35539	4.5007
9	0.7027	1.38303	1.83311	2.26216	2.82144	3.24984	4.2968
10	0.6998	1.37218	1.81246	2.22814	2.76377	3.16927	4.1437
11	0.6974	1.36343	1.79588	2.20099	2.71808	3.10581	4.0247
12	0.6954	1.35622	1.78229	2.17881	2.68100	3.05454	3.9296
13	0.6938	1.35017	1.77093	2.16037	2.65031	3.01228	3.8519
14	0.6924	1.34503	1.76131	2.14479	2.62449	2.97684	3.7873
15	0.6912	1.34061	1.75305	2.13145	2.60248	2.94671	3.7328
16	0.6901	1.33676	1.74588	2.11991	2.58349	2.92078	3.6861
17	0.6892	1.33338	1.73961	2.10982	2.56693	2.89823	3.6457
18	0.6883	1.33039	1.73406	2.10092	2.55238	2.87844	3.6104
19	0.6876	1.32773	1.72913	2.09302	2.53948	2.86093	3.5794
20	0.6869	1.32534	1.72472	2.08596	2.52798	2.84534	3.5518
21	0.6863	1.32319	1.72074	2.07961	2.51765	2.83136	3.5271
22	0.6858	1.32124	1.71714	2.07387	2.50832	2.81876	3.5049
23	0.6853	1.31946	1.71387	2.06866	2.49987	2.80734	3.4849
24	0.6848	1.31784	1.71088	2.06390	2.49216	2.79694	3.4667
25	0.6844	1.31635	1.70814	2.05954	2.48511	2.78744	3.4501
26	0.6840	1.31497	1.70562	2.05553	2.47863	2.77871	3.4350
27	0.6836	1.31370	1.70329	2.05183	2.47266	2.77068	3.4210
28	0.6833	1.31253	1.70113	2.04841	2.46714	2.76326	3.4081
29	0.6830	1.31143	1.69913	2.04523	2.46202	2.75639	3.3962
30	0.6827	1.31042	1.69726	2.04227	2.45726	2.75000	3.3851
31	0.6824	1.30946	1.69552	2.03951	2.45282	2.74404	3.3749
32	0.6822	1.30857	1.69389	2.03693	2.44868	2.73848	3.3653
33	0.6820	1.30774	1.69236	2.03452	2.44479	2.73328	3.3563
34	0.6817	1.30695	1.69092	2.03224	2.44115	2.72839	3.3479
35	0.6815	1.30621	1.68957	2.03011	2.43772	2.72381	3.3400
36	0.6813	1.30551	1.68830	2.02809	2.43449	2.71948	3.3326
37	0.6811	1.30485	1.68709	2.02619	2.43145	2.71541	3.3256
38	0.6810	1.30423	1.68595	2.02439	2.42857	2.71156	3.3190
39	0.6808	1.30364	1.68488	2.02269	2.42584	2.70791	3.3127
40	0.6806	1.30308	1.68385	2.02108	2.42326	2.70446	3.3068

(Subana, et al, 2005: 206)

DOCUMENTATIONS

Students of Class VIII 4 SMP Negeri 3 Barru

بسم الله الرحمن الرحيم

Nomor	: 2088/Izn-5/C.4-VIII/IX/37/2017	02 Muharram 1439 H
Lamp	: 1 (satu) Rangkap Proposal	22 September 2017 M
Hal	: Permohonan Izin Penelitian	

Kepada Yth,
Bapak Gubernur Prov. Sul-Sel
Cq. Kepala UPT PZT BKPMD Prov. Sul-Sel
di –

     Makassar

السلام عليكم ورحمة الله وبركاته

Berdasarkan surat Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar, nomor: 1477/I/KIP/A.1-II/IX/1438/2017 tanggal 20 September 2017, menerangkan bahwa mahasiswa tersebut di bawah ini :

Nama	:	**SURIANI**
No. Stambuk	:	**10535 5447 13**
Fakultas	:	**Fakultas Keguruan dan Ilmu Pendidikan**
Jurusan	:	**Pendidikan Bahasa Inggris**
Pekerjaan	:	**Mahasiswa**

Bermaksud melaksanakan penelitian/pengumpulan data dalam rangka penulisan Skripsi dengan judul :

"The Effectiveness of Grafphic Organizer (Go) Method to Imporve Students' Reading Comprehension (A Pre Experimental Research at the Ewight Grade Students of SMP Negeri 3 Barru)"

Yang akan dilaksanakan dari tanggal 25 September 2017 s/d 25 Nopember 2017.

Sehubungan dengan maksud di atas, kiranya Mahasiswa tersebut diberikan izin untuk melakukan penelitian sesuai ketentuan yang berlaku.
Demikian, atas perhatian dan kerjasamanya diucapkan Jazakumullahu khaeran katziraa.

السلام عليكم ورحمة الله وبركاته

Ketua LP3M,

Dr.Ir. Abubakar Idhan,MP.
NBM 101 7716

09-17

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PEMERINTAH PROVINSI SULAWESI SELATAN

DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
BIDANG PENYELENGGARAAN PELAYANAN PERIZINAN

Nomor   : 14104/S.01P/P2T/09/2017
Lampiran :
Perihal : Izin Penelitian

KepadaYth.
Bupati Barru

di-
Tempat

Berdasarkan surat Ketua LP3M UNISMUH Makassar Nomor : 2088/Izn-05/C.4-VIII/IX/37/2017 tanggal 22 September 2017 perihal tersebut diatas, mahasiswa/peneliti dibawah ini:

Nama   : **SURIANI**
Nomor Pokok   : 10535544713
Program Studi   : Pend. Bahasa Inggris
Pekerjaan/Lembaga : Mahasiswa(S1)
Alamat   : Jl. Sultan Alauddin No. 259, Makassar

Bermaksud untuk melakukan penelitian di daerah/kantor saudara dalam rangka penyusunan Skripsi, dengan judul :

" THE EFFECTIVENESS OF GRAFPHIC ORGANIZER (GO) METHOD TO IMPROVE STUDENTS READING COMPREHENSION (A-PRE EXPERIMENTAL RESERACH AT THE EIGHT GRADE STUDENTS OF SMP NEGERI 3 BARRU) "

Yang akan dilaksanakan dari : Tgl. *25 September s/d 25 Oktober 2017*

Sehubungan dengan hal tersebut diatas, pada prinsipnya kami *menyetujui* kegiatan dimaksud dengan ketentuan yang tertera di belakang surat izin penelitian.

Demikian Surat Keterangan ini diberikan agar dipergunakan sebagaimana mestinya.

Diterbitkan di Makassar
Pada tanggal : 25 September 2017

A.n. GUBERNUR SULAWESI SELATAN
KEPALA DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU PROVINSI SULAWESI SELATAN
Selaku Administrator Pelayanan Perizinan Terpadu

A. M. YAMIN, SE., MS.
Pangkat : Pembina Utama Madya
Nip : 19610513 199002 1 002

Tembusan Yth
1. Ketua LP3M UNISMUH Makassar di Makassar;
2. Pertinggal.

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PEMERINTAH KABUPATEN BARRU
DINAS PENANAMAN MODAL, PELAYANAN TERPADU SATU PINTU
DAN TENAGA KERJA
Jl. Sultan Hasanuddin No. 42 Telepon (0427) 21662 , Fax (0427) 21410 Kode Pos 90711

Barru, 04 Oktober 2017

Kepada

Yth. Kepala SMPN 3 Barru

di -

Tempat

Nomor : 0642/18/BR/X/2017/DPMPTSPTK
Lampiran : -
Perihal : Izin/Rekomendasi Penelitian.

Berdasarkan Surat DPMPTSP Provinsi Sulawesi Selatan Nomor : 14104/S.01P/P2T/09/2017 tanggal 25 September 2017 perihal tersebut di atas, maka / *Mahasiswa* / Peneliti / Dosen / Pegawai di bawah ini :

N a m a	:	SURIANI
Nomor Pokok	:	10535544713
Program Study	:	Pend. Bahasa Inggris
Pekerjaan	:	Mahasiswa S1
A l a m a t	:	Barang Desa Tompo Kec. Barru Kab. Barru

Diberikan izin untuk melakukan Penelitian/Pengambilan Data di Wilayah/Kantor Saudara yang berlangsung mulai tanggal **03 Oktober 2017 s/d 03 November 2017** dalam rangka Penyusunan *Skripsi*, dengan judul :

THE EFFECTIVENESS OF GRAPHIC ORGANIZER (GO) METHOD TO IMPROVE STUDENTS' READING COMPREHENSION

Sehubungan dengan hal tersebut diatas, pada prinsipnya kami menyetujui kegiatan dimaksud dengan ketentuan :

1. Sebelum dan sesudah melaksanakan kegiatan, kepada yang bersangkutan melapor kepada Kepala SKPD (Unit Kerja) / Camat, apabila kegiatan dilaksanakan di SKPD (Unit Kerja) / Kecamatan setempat;
2. Penelitian tidak menyimpang dari Izin yang diberikan;
3. Mentaati semua peraturan perundang-undangan yang berlaku dan mengindahkan adat istiadat setempat;
4. Menyerahkan 1 (satu) eksampelar copy hasil penelitian kepada Bupati Barru Cq. Kepala Dinas Penanaman Modal, Pelayanan Terpadu Satu Pintu Dan Tenaga Kerja Kabupaten Barru;
5. Surat Izin akan dicabut kembali dan dinyatakan tidak berlaku apabila ternyata pemegang surat izin ini tidak mentaati ketentuan tersebut diatas.

Untuk terlaksananya tugas penelitian tersebut dengan baik dan lancar, diminta kepada Saudara untuk memberikan bantuan fasilitasi seperlunya.

Demikian disampaikan untuk dimaklumi dan dipergunakan seperlunya.

a.n. Kepala Dinas
Kabid. Penyelenggaraan Pelayanan
Perizinan,

FATMAWATI LEBU, SE
Pangkat : Pembina, IV/a
NIP. 19720910 199803 2 008

TEMBUSAN : disampaikan Kepada Yth.
1. Bupati Barru (Sebagai Laporan);
2. Kepala Bappeda Kab. Barru;
3. Kepala Dinas Pendidikan Barru;
4. Ketua LP3M UNISMUH Makassar di Makassar;
5. Mahasiswa yang bersangkutan;
6. Pertinggal.

DINAS PENDIDIKAN

SMP NEGERI 3 BARRU

Alamat : Jl. Hj. Salma, Galung, Kec. Barru 90751

SURAT KETERANGAN MELAKSANAKAN PENELITIAN

Nomor : 421/070/SMP.03/BR/ XII/ 2017

Yang bertanda tangan di bawah ini, Kepala SMP Negeri 3 Barru menerangkan\bahwa :

Nama : SURIANI

Nomor Pokok : 10535544713

Telah melaksanakan penelitian dalam rangka penyelesaian Studi Program S1 di SMP Negeri 3 Barru sesuai dengan surat Dinas Pendidikan Kabupaten Barru Nomor 14104/S.01P/P2T//2017 dengan judul:

" THE EFFECTIVENESS OF GRAPHIC ORGANIZER (GO METHOD TO IMPROVE STUDENTS READING COMPREHENSION. "

Demikian surat keterangan ini di buat untuk dipergunakan sebagaimana mestinya.

Barru, 04 Nopember 2017

Kepala Sekolah

Drs. MUHAMMAD TALHA, M.Pd

NIP. 19621110198403 1 015

بِسْـــمِ اللّٰـه الرّحمن الرّحيـــم

KONTROL PELAKSANAAN PENELITIAN

Nama Mahasiswa : **Suriani**

NIM : **10535 5447 13**

Judul Penelitian : *"The Effectiveness of Graphic Organizer (GO) Method to Improve Students' Reading Comprehension (A Pre Experimental Research at the Eight Grade Students of SMPN 3 Barru)"*

Tanggal Ujian Proposal : **16 September 2017**

Tempat/Lokasi Penelitian : **SMPN 3 Barru**

No	Hari/tanggal	Kegiatan Penelitian	Nama Guru	Paraf Guru
1	Selasa, 03/10/2017	Mengantar surat penelitian	Mahruddin, S.Pd	
2	Senin, 09/10/2017	Bertemu kepala sekolah dan guru pamong	Mahruddin, S.Pd	
3	Selasa, 10/10/2017	Pre - test	Mahruddin, S.Pd	
4	Rabu, 11/10/2017	Treatment	Mahruddin, S.Pd	
5	Selasa, 17/10/2017	Treatment	Mahruddin, S.Pd	
6	Rabu, 18/10/2017	Treatment	Mahruddin, S.Pd	
7	Selasa, 24/10/2017	Treatment	Mahruddin, S.Pd	
8	Rabu, 25/10/2017	Treatment	Mahruddin, S.Pd	
9	Selasa, 31/10/2017	Treatment	Mahruddin, S.Pd	
10	Rabu, 01/11/2017	Post - test	Mahruddin, S.Pd	

Barru, 04 November 2017

Mengetahui,

Ketua Jurusan,

Ummi Khaerati Syam, S.Pd., M.Pd
NBM. 977 807

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CURRICULUM VITAE

Suriani was born on November 19th, 1994 Barru regency. She is the first child and only has one brother from marriage couple of Mallisa and Mujrimin, her beloved parents. She started her education as a student of elementary school atSD Inpres Barang No 26 Barru regency in 2001 and graduated in 2007. In the same year she registered as a student in SMP Negeri 3 Barruand graduated in 2010. Then,she continued her education in SMA Negeri 1 Barru and graduated in 2013.Next, the researcher decided to continue her study at English Department of Muhammadiyah University of Makassar.

At the end of her study, she could finish her thesis entitled**"The Effectiveness of Graphic Organizer (GO) Method to Improve Students' Reading Comprehension (A-Pre Experimental Research at The Grade Students of SMP Negeri 3 Barru)**