

**USING RANDOM TEXT STRATEGY IN IMPROVING READING
COMPREHENSION AT THE ELEVENTH GRADE STUDENTS' OF SMA
MUHAMMADIYAH DISAMAKAN MAKASSAR**
(An Experimental Study)



A THESIS

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**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
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MOTTO

Key of My Successfull of all My Activities are
My Parents' Pray

*I dedicated this thesis to
My beloved parents (Muh. Yusuf and Suriati)
and my beloved sisters and brother.*

ABSTRACT

NAAVILAH ALKHAIRIYAH, 2017.“*Using Random Text Strategy in Improving students’ Reading Comprehension (An Experimental Study)*”, under the thesis of English Education Department the Faculty of Teachers Training and Education, Makassar Muhammadiyah University (supervised by **Umni Khaerati Syam** and **Nunung Anugerawati**)

This research aimed to find out the improvement of the students’ reading comprehension by using Random Text Stratey that focused on level of reading comprehension which consisted of literal comprehension in terms of main idea and supporting idea.

The research applied Pre-experimental Research with one group pre-test and post-test. The researcher used purposive sampling technique. The sample of the research was class XI IPS SMA Muhammadiyah Disamakan Makassar which consisted of 29 students. The researcher used reading material of reading test as instrument in pre-test and post-test.

The research findings indicated that Random Text Strategy can improve students’ reading comprehension. It was proved by the mean score of pre-test was 65.36 it classified as fair, posttest was 79.12 it classified as good and the improvement of pretest to be posttest was 21.05%. Therefore there was the improvement of the students’ reading comprehension in terms of main main idea and supporting idea.

The result of improvement is also proved with t-test value. The researcher found that the value of t-test (13.09) was greater than t-table (2.048). this value means that there was significantly difference between the result of the students’ pre-test and post test. It was concluded that the use of Random Text Strategy can improve students’ reading comprehension at the Eleventh Grade of SMA Muhammadiyah Disamakan Makassar.

Keywords : *Random Text Strategy, Reading Comprehension, Literal Comprehension*

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Makassar, Oktober 2017

The Researcher

NAAVILAH ALKHAIRIYAH

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CHAPTER 1

INTRODUCTION

A. Background

Reading has a significant place in learning English. Reading is important because it can help the students to gain information such as general knowledge, subject of school. Through reading people can improve their own knowledge which is need to insure the continuing personal grows and adapts the change in the world. According to Alyousef (2005: 144), “Reading can be seen as an interactive process between a reader and a text which leads to automaticity or reading fluency.”

Reading is the ability many other languages consist of four skills, listening, speaking, reading, and writing. Among of the four skills, reading is one of the skills that is possessed by human being to produce ideas, and feelings.

Reading is the ability which may often be used and retained the longest. It is an essential foundation of learning and seeking any information and knowledge. Someone can increase their knowledge by reading many books, newspaper, encyclopedias and so on.

When comprehending reading material, among the reasons, for the student’s failure in tertiary education is the ability to reach the required reading performance. It is required a complete command of written symbols, and

understanding of words. In addition, the previous experiences and the knowledge in the language affect the success and failure in reading.

Reading comprehension is defined as the level to understand the writing. Proficient reading depends on the ability of their proficiency to recognize words quickly and effortlessly. If a word recognition is difficult, students use to much of their processing capacity to read individual words.

Based on the information from the teacher of the Eleventh Grade Students of Class XI IPS SMA Muhammadiyah Disamakan Makassar, the students' reading comprehension is still low. One of the problems that students faced is the lack motivation. They think that reading is boring activity because teacher just asked the students to read the text then students have answer the question relating to the text.

Based on the explanation mentioned previously, the researcher is interested in conducting An Experimental Research under the title “ Using Random Text Strategy in Improving Reading Comprehension at the second year students of SMA MuhammadiyahDisamakan Makassar.

B. Problem Statement

Based on the background above, the writer formulates the following research question:

1. Does Random Text Strategy improve students' main idea at the Eleventh Grade of SMA Muhammadiyah Disamakan Makassar?
2. Does Random Text Strategy improve students' supporting idea at the Eleventh Grade of SMA Muhammadiyah Disamakan Makassar?

C. Objective of the research

Based on in relation to the research question above, the objective of the study as follows:

1. To find out whether or not Random Text Strategy improves students' main idea at the Eleventh Grade of SMA Muhammadiyah Disamakan Makassar
2. To find out whether or not Random Text Strategy improves students' supporting idea at the Eleventh Grade of SMA Muhammadiyah Disamakan Makassar

D. Significance of the Research

The result of this research are expected to be useful of teaching theoretically in order to improve the students' reading comprehension by implementation of the random text strategy in appropriate condition, and hopefully bring meaningful of practically to use as input of teaching learning process in Senior High Scholl especially in teaching reading comprehension,

where it will input in terms of main ideas and supporting ideas. So, that they can develop their ability in reading comprehension.

E. Scope of the Research

This research was focused in the Random Text Strategy and improvement of students' literal reading comprehension (main idea) at the Eleventh Grade Students' of SMA Muhammadiyah Disamakan Makassar. Reading comprehension here means the students' proficiency to understand a narrative text and answer the question about the text. Reading comprehension focused on teaching literal reading comprehension recognition of main ideas and recognition of supporting idea.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Related Research Findings

Some researchers have done studies on reading comprehension technique and its contribution on English Teaching. Their findings as follows:

Wahyuni, (2014) in her thesis, *Improving Reading Comprehension Through Question-Answering Instruction of The Eight Grade Students of SMP Andika Denpasar* concludes that the findings of the research were the mean score of pre cycle was 39.02 and the students of cycle 1 was 69.58, and the last of cycle 2 was 79.03. It means that through Question-Answering Instruction in Improving Reading Comprehension could improve students reading comprehension.

Yunistasari, (2015) in her thesis, *Improving Reading Comprehension of the Eight Grade Students at SMPN 15 Yogyakarta Through RAP Strategy* concludes that the findings of the research were the mean score of pre test was 61.11, while the mean score of pos test was 85,57. The gain score is 24.46. The RAP Strategy is one of the effective teaching strategies for the students to improve their reading comprehension.

Hosseini&Nikou (2014) in their article journal entitled “ The Effect of Question-Answering Relationship Strategy on First Grade High School Students Reading Comprehension” concluded that using QAR strategy in the experimental group improve the students reading comprehension , and the

statistical analysis reveal that there is a significant difference between the experimental groups performance and the control group performance in post-test while their pre-test.

Rustan, (2010) in his thesis, *Improving the Students' Reading Comprehension Through Random Text Strategy at Second Year of MtsGuppiMajene*. He found that Random Text Strategy of teaching reading comprehension could improve the students' achievement in comprehending the reading material.

Azizah(2014) with the title "The Effect of Using Random Text Strategy towards the Students' Reading Achievement" concluded that the findings of the research especially in Literal Comprehension terms of main idea were mean score of pre-test was 5.20 and mean score of post-test was 6.75. Looking of mean score pre-test and post test so the improvement percentage of the students was 28.80% and t-test analysis of content was level significance 0.05, it was higher than t-table ($5.38 > 2.0452$).

The researcher findings above shows that many ways can help students to improve the reading comprehension ability. The first research talks about a technique which could be useful as an alternative strategy which is expected to improve reading comprehension. This technique can help students to determine general information, find specific information, recognize textual meaning and recognize textual references in the reading text. While the second research talks about strategy requires students to read short passages of materials and rephrase the content, including the main and specific details, in their own

words. This strategy helps students improve their recall of important information.

In this research, the writer wants to introduce more about random text strategy that can help students in improving the reading comprehension ability.

B. Some Pertinent Ideas

1. Definition of Reading

Reading is an activity to get information, or idea from the text what the writer mean at the message in the printed page. It means that a process to understand what we read. Anderson (2003) considers reading is the interaction of four things including the reader, the text, the fluent reading, and strategic reading.

According to Meyer (1996: 25),” Reading as an activity involving constant guesses that are later rejected or confirmed”. The sentences above means students do not read all the sentences in reading but they find some cues or words get the idea of the text.

According to Hervey (2013: 2) reading may be one of the single most important skills that a person can possibly acquire. It is generally taught at a very young age, beginning before kindergarten. The National Reading Panel has stated that there are five specific practices that teachers should be using when teaching children to read or when helping them improves their reading skills. These practices are phonemic awareness, instruction in phonics, guide oral reading practice with feedback, vocabulary instruction, and comprehension

strategy instruction. Of these five practices, the most important may be reading comprehension.

Akyol (2006:29) reading is a dynamic inferring process that makes communication between writer and reader essential reading skill means students' reading texts they encounter in their daily lives properly and fluently by using right methods.

Furthermore, Walberg in Wahyuni (2014:20) says that learning to read is an important educational goal for both children and adults. It enables us to gain new knowledge, enjoy literature, and do everyday things that are part and parcel of modern life, such as, reading the newspaper, instructional manuals, and maps.

From this point of view, it can be conclude that reading is an active thinking process where the reader try to gain information given by the author and understanding what actually the purpose of the author.

2. Kinds of Reading

According to Liu (2010: 14) said that there are two reading technique that are commonly known. They are skimming and scanning.

a. Skimming

Skimming is another type of fast reading. Perhaps the two most valuable reading strategies for learners as well as native speaker are skimming and canning. Skimming consists of quickly running one's eyes across a whole text can essay, article, or chapter, for example: to get the gist. Skimming give readers the advantage of being able to predict the purpose of the passage, the

main topic or message and possibly some of the developing or supporting ideas.

b. Scanning

Scanning is a method of selective reading, when searching for a particular fact or answer to a question. Scanning can best be described as a looking rather than a reading process. Scanning 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.

3. The Importance of Teaching Reading

Hedge in Kunnu (2014:13) states that any reading component of an English language course may include a set of learning goals for:

1. The ability to read a wide range of texts
2. Building knowledge of language which will facilitate reading ability
3. The ability to adapt the reading style according to reading purpose.
4. Developing an awareness of the structure of written texts in English
5. Taking a critical stance to the contents of the texts

4. Definition of Reading Comprehension

Reading is an activity to get information or idea from the text that the writer means at the messages in the printed page. It means that a process to understand what we read. Comprehension is the process of receiving language, listening and reading (Brown in Carrie et al., 2011: 1).

In addition, Al-Jarf in Alshehri (2014: 8) said that reading is a translation of written symbols into spoken words and the relationship between the writer

symbol and meaning. It means that, reading is a complex process between the eyes and tongue and mind.

Reading comprehension is defines as the level of understanding of a text/message. This understanding comes from the interaction between the words that are written and how trigger knowledge outside the text/message. Reading became more important when the main aim of language instruction to enable students to learn academic subject content through reading textbooks and similar materials. Reading as the process of combining textual information with the information a reader brings to a text. Eilar (1999: 7) said that reading comprehension is a strategic and interpretive process of making connections between ideas in a text and ideas in a reader's mind.

Pakhare (2007) defines reading comprehension is an ability to interest with the words by understanding its complete meaning and the concept behind it.

According to Grace (2011: 6) said that comprehension is one of the most important reading skills adolescent students need to possess. Comprehension strategy skills are not natural skills of students, but rather must be self-taught or taught by someone else. Reading comprehension comprehension are "quite complex and they varying in numerous ways depending on tasks, motivations, goals and language abilities (Grabe, 2015: 2).

Comprehension is a process in which readers construct meaning by interacting with text through the combination of prior knowledge and previous experience, information in the text, and the stance the reader takes in relationship to the text (Pardo, 2004).

The definition above tell us that, in reading comprehension, the success of reader depends not only on his skill of comprehending but also on his experience, and his prior knowledge related to what he reads. Further, reading comprehension is a communication process. It involves reconstructing an author message by using one's prior knowledge specially the knowledge of language.

Furthermore, Smith in Kunnu (2016) divides the comprehension skills into four categories are as follow:

a. Literal comprehension

Literal comprehension refers to the idea and facts directly stated on the printed page. In fact, literal and facts are clearly stated. The literal level of comprehension is fundamental all reading skill at any level because the reader must first understand what the author said before he can draw an inference or make an evaluation. In other words, this category requires a lower level of thinking skills than other three levels.

b. Interpretation

This category demand a higher level of thinking ability because the question on the category of interpretation are concern with answer that are not directly stated in the text book, but are suggested or implied to answer questions at the interpretative level, readers must have ability and be able to work at various level of abstraction. The interpretation level is the one at which the most compulsion exists. The compulsion is the term inference may be define as something derive by reasoning something that is not directly stated

but suggested in the statement, a logical conclusion that is drawn from statements a deduction and induction.

c. Inferential Comprehension

Inferential comprehension demonstrated by the student when he or she uses the ideas and information explicitly stated in the selection, his or her intuition, and his or her personal experience as a basis for conjectures and hypotheses. Inferences drawn by the student may be either convergent or divergent in nature and the student may be asked to verbalize the rationale underlying his or her inferences. In general, then, inferential comprehension is stimulated by purposes for reading and teachers' questions which demand thinking and imagination that go beyond the printed page. Prior knowledge, regardless of where this knowledge came from, is an integral part of inference. The crucial factor distinguishing inference questions from recognition and recall questions is that their answers are not explicitly stated but must be inferred.)

In this instance, the student is asked to conjecture about additional facts the author might have included in the selection which would have made it more informative, interesting, or appealing. (Whether or not additional details are indeed "more informative, interesting, or appealing" is largely subjective. If the inferring of a detail is required, the question is to be placed at this level.)

d. Critical reading

Critical reading is a higher level than other two categories because it involves evaluation the making of the personal judgment, a reader must be able

to collect, apply, analyze the information to criticize of merit, for example in those part of the material where the writer expressed his ideas or his fact better perhaps than others writer on the same subjects.

e. Creative reading

Creative reading use different thinking skills to go beyond the literal comprehension, interpretation, and critical reading level. In creative reading, the reader tries to come up with the new or alternative solution to there, present by the writer.

Literal comprehension is getting the primary, direct, literal meaning of an idea in context. The readers are only able to use the information which is stated explicitly in the text. The readers are able to answer such a question that simply, demand them to recall from memory what the exact words given in the book. Although it only needs little or no thinking on the part of the readers, it gives them opportunity to practice in recalling and reproducing statements of facts and have a place in detailed factual reading. The parts of literal comprehension:

a) Main idea

The author's message, idea, point, concept, or meaning he or she wants to portray to the reader is what is known as the main idea of the passage. It may also be referred to as the controlling idea, central idea. We, as the reader, must understand the importance in grasping the main idea the author portrays.

The main idea is commonly found in the beginning and is followed by supporting sentences. Very often the writer begins with supporting evidence

and places the main idea in the last sentence. Sometimes the writer uses a few sentences to introduce the topic, places the main idea in the middle and follows it with supporting sentences. So, the main idea may be stated at the beginning, middle, or end.

The main idea of a passage falls into two types. The two types of main idea are stated main idea and implied idea. A stated main idea is openly expressed in a sentence or two. They are usually, but not necessarily, located in the first or last sentence. Implied main idea cannot be immediately pointed out by skimming the passage. It is derived from various places in the text.

b) Supporting idea

The question about supporting idea asks the reader to find detail information that is printed explicitly in the text. It is commonly signed by words such as: who, what, when, where, why, how, which.

5. The Purpose of Reading

Reading process of books, novel, newspapers are likely to be different when people read a sentence on the billboard on the street, these different skills frequently depend on what we are reading for. Furthermore, Harmer (2001) stated there are six reading purposes, as follows:

1. To identify the topic

Good readers are able to receive the topic of a written text very quickly.

By the supporting of their prior knowledge, they can get an idea. This ability allows them to process the text more efficiently.

2. To predict and guess

Readers sometimes guess in order to try understanding what written text is talked about. Sometimes they look forward; try to predict what is coming and sometimes make assumptions or guess the context from the initial glance.

3. Reading for detail information

Some readers read to understand everything they are reading in detail this is usually case with written instructions.

4. Reading for specific situations

Sometimes readers want specific details to get much information. They only concentrate when the particular item that they are interested came up they will ignore the other information of a text until it comes to the specific item that they are looking for.

5. Reading for general understanding

Good readers are able to take in a stream of discourse and understand the gist of text, without worrying too much about the detail it.

6. The Process of Reading

According to Woryodijoyo et al in Nurmasita (2009: 6) put forward some stages on reading process as follows:

a. Perception

The perception here indicators the ability to read word a significant word.

b. Comprehension

The comprehension refers to the ability to make the authors or researchers' word conducive to useful through as read in context.

c. Reaction

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

d. Integration

The integration refers to the ability comprehend or understand through concept towards he expressing background of the researcher that can be useful as a part of the readers experiences.

C. Random Text Strategy

1. Definition of Random Text Strategy

Strategy is a careful plan of activities to achieve specific goals. In teaching and learning activities when doesn't strategy that used in the delivery of materials can result in saturated students, therefore an educator is required to be creative and able to choose strategies in learning in accordance with the goals to be achieved.

Random text strategy consists of three words that are random, text, and strategy. Random in the Doubleday dictionary means lack of definite purpose or intention. The second word, text means any of the written or printed version or edition of a piece of writing. While strategy is a plan, a how, a means of getting from here to there (Mintzberg, 1994 : 4).

We can conclude that Random Text Strategy is one way to teach reading comprehension where the reading materials which are given to the students are in disorganized. The students duty is to analyze and organize it to become a true reading material, so that they understand what the writer means in the text.

The use of random text strategy is to reorder the previously randomized readings. This strategy can be applied to train students in systematically writing the manuscript. Students are also trained to understand the contents of the reading not only globally, but to the smallest parts until it can finally prepare the reading in a coherent fashion.

2. Purpose for Using Random Text Strategy

Zaini in Rustan (2013:15) stated that there are five purpose of using random text strategy as follows:

1. Help students to become active. The text with randomly order will make the students in each groups sharing and making conclusion together.
2. Provide the inductive learning model. In this case the students are trained to learn by small case to the big case. In education philosophy context, to the science.
3. Developing the democratic behavior. Groups in random text strategy learning stimulate the students to sharing idea which other and respect the argument from the other person.

4. Train the students to aspirate their idea. The result of group's discussion absolutely will present in classroom, so each group must defend their idea and correcting the other group's idea.
5. Train the students to understand the main idea of each paragraph. This is the main purpose of reading activity. If a reader does not understand the main idea of what he reads, it means that he cannot get essence of reading material.

3. The Application of Random Text Strategy in Teaching Reading

Hedge in Rasing (2016: 21) Each Random text Strategy lesson can apply in class by procedure as follow:

1. Selecting is a reading material which familiar with the students reading material also have to appropriate with the students ability.
2. Dividing the students into small groups. This step aims to stimulate the students to share idea in their own group.
3. Each group gets a complete reading material after arranged in random form.
4. Asking the students to rearrange the text in true form and tell the history according to their comprehension about the reading material.
5. Reading the true form of the reading material to the students, so they can correct their false.
6. Asking the students to answer the questions of the reading material.

D. Conceptual Framework

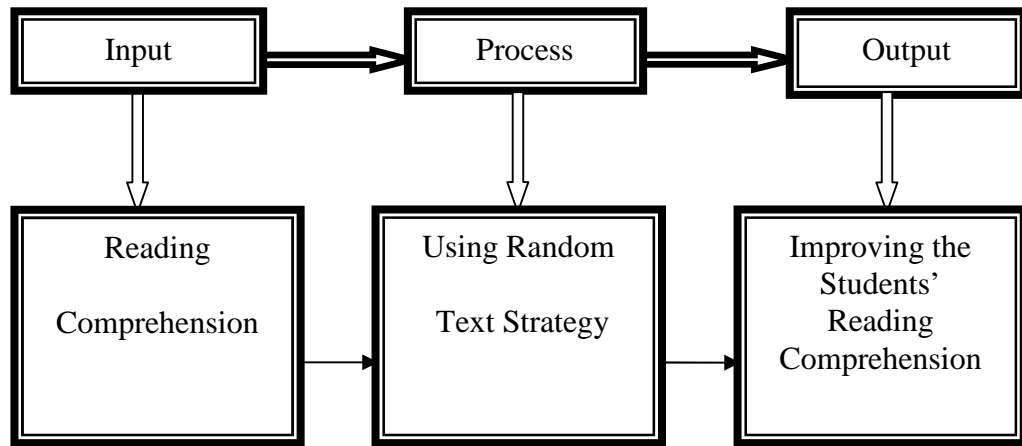


Figure 2.1.Conseptual Framework

The term input in the diagram above refers to the reading comprehension of the students. While the term process in the diagram above refers to the using random text strategy in the pre experiment and then term output in the diagram above refers to the improving students' reading comprehension Using Random Text Strategy.

E. Hypothesis

Null hypothesis (H0): There was no significant difference on the students' reading comprehension before and after they are taught using Random Text Strategy.

Alternative hypothesis (H1): There was a significant difference on the students' reading comprehension before and after being taught using Random Text Strategy.

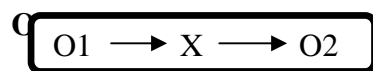
CHAPTER III

METHODOLOGY OF THE RESEARCH

A. Research Design

This research was a pre-experimental research, which employed one-group pretest and post test design. This research was conducted through three steps of process: pretest, treatment, and post test to investigate the improvement of the students. A pre test was administered to all students before the treatment to assess their knowledge. A post test administered to measure the treatment effect.

The design was presented as follows:



Where : O1: pre test

X: treatment

O2: post test

(Gay, 1981:225)

1. Pre test

Before doing the treatment the students were given pre test to know their prioritization achievement in reading. The researcher gave the students a number of questions.

2. Treatment

After giving the pre test, the writer corrected out the treatment to the students by Using Random Text Strategy.

The treatment as follows:

- a. The researcher separated the students into several groups to make them share each other about the text.
- b. The researcher distributed the reading materials which had been arranged randomly. Each group got a complete text which was arranged randomly.
- c. The researcher asked the students to rearrange the reading material in correct composition and correct form.
- d. Each group presented their work in the classroom, so they could discuss about the reading material.
- e. The researcher read the true composition of the reading material to the students so they could correct their false arrangement of the reading material.
- f. The researcher asked students to answer the questions of the reading material.

3. Post test

After the treatment, the researcher gave the students a post test to know the students' reading comprehension ability after applying Random Text Strategy.

B. Research Variables and Indicators

This research included two variables; those were independent variable namely reading technique that helps the students in learning English.

1. The independent variable was the effectiveness of using Random Text Strategy
2. The dependent variable was the students reading comprehension
3. The indicator of this research was literal comprehension

C. Population and Sample

1. Population

The population of this research was the eleventh grade students of SMA Muhammadiyah Disamakan. There two classes. Each class consisted of 29 students. The total number of students was 58 students.

2. Sample

The researcher took only one class as the sample and the respondents of this researcher. The number of the sample was 29 students. This sample was chosen by using purposive sampling technique.

D. Instrument of the Research

In this research, the researcher used reading test in essay form consisted of 6 items. The reading test was only focus to find out literal of the text because the students' achievement was still low in find the main idea of the text that they read. The text was used essay questions in which the students were expected to answer the questions based on the students' knowledge about the main idea of the text. The pre-test were used to see the students' ability to

comprehend the text before given the treatment. Then, the post-test was administrated to know the students reading achievement after given treatment by Using Random Text Strategy.

E. Procedure of Collecting Data

The procedures of collecting data in this research were:

1. Pre-test

Before applying the treatment the students were given pre-test to know their prior's achievement in reading. The researcher gave the students a number of questions. The purpose of this session was to find out the students reading comprehension ability before applying Random Text Strategy.

2. Post-test

After the treatment, the researcher gave the students post-test to know the students reading comprehension ability after applying random text strategy.

E. Technique of Data Analysis

The data got from students' answer was analyzed through the following step:

1. Scoring the students answer of essay test use the following formula:

$$\text{Score} = \frac{\text{Students' correct answers score}}{\text{Maximum score}} \times 100$$

(Depdikbud, 1990)

2. To score the student's answer of main idea the researcher used the following formula:

Table 3.2 Rubric of Main Idea

No	Criteria	Score
1.	The answer include a clear generalization that state or implies the main idea.	4
2.	The answer states or implies the main idea from the story	3
3.	Indicator inaccurate or incomplete understanding of main idea	2
4.	The answer include minimal or no understanding of main idea	1
5.	No answer	0

Pollard (2007: 17)

Table 3.3 Rubric of supporting Idea

Point	Criteria
4	Student response includes at least 2 key details from the passage that support the main idea of the passage
3	Student response includes at least 2 details with at least one key detail from the passage that supports the main idea.
2	Student response includes 2 details which does not support the correct main idea
1	Student response includes one detail that does not support the main idea

0	Student did not provide any details. or Student did not attempt to respond to the item
---	---

(Gay, 1981:316)

3. Classifying the students score into following criteria:

The mean score of the students was classified in seven levels as follows:

Table 3.3 Classify the score of the students

No.	Category	Range of score
1.	Excellent	96-100
2.	Very good	86-95
3.	Good	76-85
4.	Fair good	66-75
5.	Fair	56-65
6.	Poor	46-55
7.	Very poor	0-45

(Depdikbud, 1990)

4. To know the means score of all students, the research use formula:

1. Calculating the mean score of the students achievements by using the following formula:

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

Where : \bar{X} : Mean Score

$\sum X$: the sum of all score

N : The total number of student

(Gay, 1981: 316)

2. Calculating the percentage of the students' score by using the following formula:

$$P = \frac{F}{N} \times 100\%$$

Where:

P : Percentage

F : Frequency

N : The total number

(Gay, 1981:316)

3. Calculating the improvement of the students' score of pre-test and post- test, the researcher used the following formula :

$$P = \frac{X_2 - X_1}{X_1} \times 100\%$$

Where : X_1 = Mean score of pre-test

X_2 = Mean score of post-test

P = Improvement

(Gay,1981:316)

4. To know the significant between the score of the pre-test and post-test, the researcher calculate the value of the test by using the following formula:

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

Where : t : Test of significant

D : The mean score from the different score of pre test and post test

\bar{D} : The mean of D square

$\sum D^2$: The sum of D (the difference between two pair score) square

$(\sum D)^2$: The Square of $\sum D$

N : The number of subject

(Hatch, 1982 : 59)

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter particularly presents the findings of the research cover with the description of the result of data collected through pre-test and post-test. It presents the result of the students' reading comprehension especially in Literal Comprehension (main idea and supporting Idea) by using Random Text Strategy. In discussion part, the research describes the findings in details.

A. Findings

In this section, the researcher described based on the problem statement presented. The result of data findings found that teaching reading comprehension in narrative text through Random Text Strategy can improve the students' achievement Literal Comprehension especially in main idea and also can improve the students' achievement Literal Comprehension especially in supporting idea at the eleventh grade of SMA Muhammadiyah Disamakan Makassar, it could be seen the result of data analysis was follow:

1. Students' Literal Comprehension in Terms of Main Ideas and Supporting Idea.

The data of reading test of the students' were obtained by literal comprehension in term of main ideas and supporting idea. In order to knew the students' reading comprehension, the score of the literal comprehension observed as follows:

Table 4.1. Rate Percentage and Frequency of the Students' Literal Comprehension in Term of Main Ideas

Classification	Score	Pretest		Posttest	
		F	%	F	%
Excellent	96-100	0	0	0	0
Very good	86-95	0	0	8	27.59%
Good	76-85	2	6.90%	10	34.48%
Fair good	66-75	14	48.28%	9	31.03%
Fair	56-65	6	20.69%	1	3.45%
Poor	46-55	7	24.13%	1	3.45%
Very poor	0-45	0	0	0	0
Total		29	100%	29	100%

Based on the rate percentage on Table 4.1, in pretest it was found that there were not students got excellent and very good, 2(6.90%) students got good, 14(48.28%) students got fair good, 6(20.69%) students got fair, 7(24.13%) students got poor, and then there was not students got very poor. Then, in posttest it was found that there was not students got excellent, 8(27.59%) students got very good, 10(34.48%) students got good, 9(31.03%) students got fair good, 1(3.45%) students got fair, 1(3.45%) students got poor, and then there was not students got very poor.

Based on Table 4.1 the researcher concluded that students' reading comprehension in literal comprehension in term of main ideas most of them got good with 2 students (6.90%) in pretest then in posttest got good with 10 students (34.48%).

Table 4.2. Rate Percentage and Frequency of the Students' literal Comprehension in Term of Supporting Idea

Classification	Score	Pretest		Posttest	
		F	%	F	%
Excellent	96-100	0	0	0	0
Very good	86-95	0	0	6	20.69%
Good	76-85	2	6.90%	14	48.28%
Fair good	66-75	13	44.83%	9	31.03%
Fair	56-65	9	31.03%	0	0
Poor	46-55	5	17.24%	0	0
Very poor	0-45	0	0	0	0
Total		29	100%	29	100%

Based on the rate percentage on Table 4.2, in pretest it was found that there were not students got excellent and very good, 2(6.90%) students got good, 13(44.83%) students got fair good, 9(31.03%) students got fair, 5(17.24%) students got poor, and then there was not students got very poor. Then, in posttest it was found that there was not excellent, 6(20.69%) students got very good, 14 (48.28%) students got good, 9(31.03%) students got fair good, 0(0%) students got fair, 0(0%) students got poor, and then there was not students got very poor.

Based on Table 4.2, the researcher concluded that students' reading comprehension in literal comprehension in term of supporting details most of them got good with 2 students (6.90%) in pretest, and then in posttest got good with 14 students (48.28%).

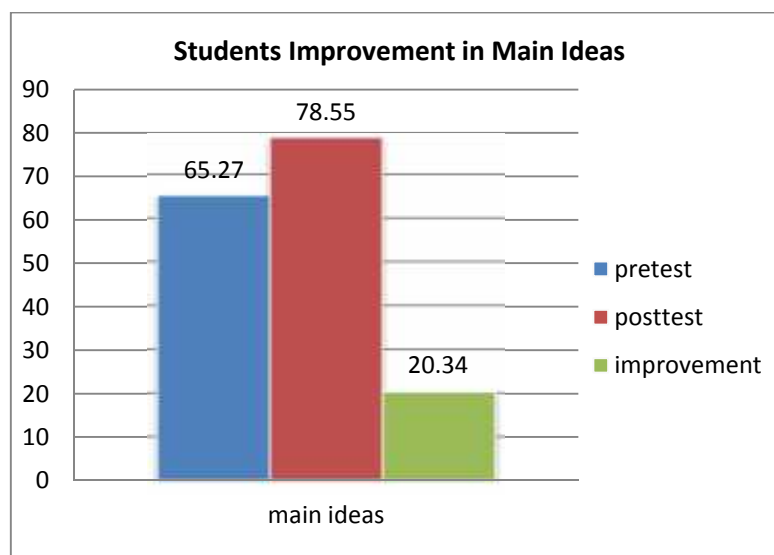
2. The Improvement of Students' Literal Comprehension

The students' literal comprehension in reading could be seen in the following table:

Table 4.3. The Mean Score of Students' Literal Comprehension in Term of Main Ideas.

Indicator	Pretest	Posttest	Improvement%
Main ideas	65.27	78.55	20.34%

Graphic 4.3. The Mean Score of Students' Literal Comprehension in Term of Main Ideas.



Based on Table 4.3 and graphic 4.3, showed that the score of main ideas improved (20.34%) from the mean score in pretest was 65.27 and posttest was 78.55. It indicated that the score of literal comprehension each indicator in posttest were higher than pretest.

Based on these result, it concluded that using Random Text Strategy couldimproved the students' reading comprehension in terms of literal comprehension.

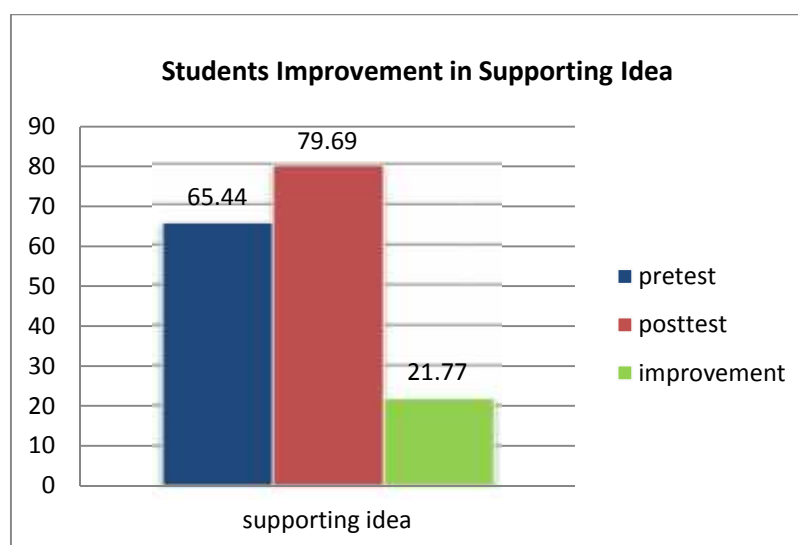
3. The Improvement of Students' Literal Comprehension (Supporting Idea)

The students' literal comprehension in reading could be seen in the following table:

Table 4.4. The Mean Score of Students' Literal Comprehension in Term of Supporting Idea.

Indicator	Pretest	Posttest	Improvement%
Supporting idea	65.44	79.69	21.77%

Graphic 4.4. The Mean Score of Students' Literal Comprehension in Term of Supporting Idea.



Based on Table 4.4 and graphic 4.4, showed that the score of supporting details improved (21.77%) from the mean score in pretest was 65.44 and posttest was 79.69. It indicated that the score of literal comprehension (supporting idea) each indicator in posttest were higher than pretest.

Based on these result, it concluded that using Random Text Strategy couldimproved the students' reading comprehension in terms of literal comprehension (supporting idea).

Table 4.5.The Students' Improvement in Reading Comprehension

Indicator	Pre-Test	Post-Test	Improvement%
Literal Comprehension	65.36	79.12	21.05%

Based on Table 4.5, showed that the mean score of pretest was 65.36 and post test was 79.12. The improvement of the pretest and posttest was 21.05%. Based on the result, it concluded that the usingRandom Text Strategy was able to give greater contribution in teaching and learning reading comprehension.

4. Hypothesis Testing (t-test of Significant).

The result of t-test was higher than t-table' values, the null hypothesis (H₀) was rejected, and if the result of t-test was lower than the t-table' value, the null hypothesis (H₀) was accepted. The result of the statistical analysis of t-test at the level of significance 0.05 with degree of freedom (df) = n – 1, where n: number of students was29. It could be seen as follows:

$$df = n-1,$$

$$df = 29-1, df = 28$$

Based on the level of significance and the degree of freedom (df) = 28(p) = 0.05 above, the value of the t-table = 2.048. The result of t-test for

reading comprehension focused on main ideas and supporting idea could be seen below:

Table 4.6. *The T-test value of Students' Reading Comprehension*

Variable	Mean score of Pre-test	Mean score of Post-test	t-test	t-table	Comparison	Classification
$\bar{X}_2 - \bar{X}_1$	65.36	79.12	13.09	2.048	t-test > t-table	Significantly Different

Table 4.6, showed that t-test value for reading comprehension focused on literal comprehension main ideas and supporting idea with the t-test value was $13.09 > 2.048$. It indicated that the result of t-test value in all of variable and indicator was higher than t-table value. It means that there were a significant different between the result of pretest and posttest in reading comprehension.

Based on these result, it concluded that there were significant difference of the students' reading comprehension deal with literal comprehension in terms of main idea and supporting idea before and after using Random Text Strategy.

B. Discussion

In this section discussed about the result of the data collected and analysis through a testing as explained in the previous section showed about the improvement the students' reading comprehension of a text in terms on literal comprehension (main idea and supporting idea).

After applying random text strategy, the researcher found that such as strategy was very affective. This assumption was stated with evidence.

During the application process of treatment, the researcher showed that the students were very interested to the material that researcher presented.

Based on the previous finding the researcher would like to compare of the finding. Azizah(2014) with the title “The Effect of Using Random Text Strategy towards the Students’ Reading Achievement” concluded that the findings of the research especially in Literal Comprehension terms of main idea were mean score of pre-test was 5.20 and mean score of post-test was 6.75. Looking of mean score pre-test and post test so the improvement percentage of the students was 28.80% and t-test analysis of content was level significance 0.05, it was higher than t-table ($5.38 > 2.0452$). Then in Literal Comprehension terms of supporting details were mean score pre-test was 4.84 and post test was 6.94. Looking of mean score pre test and pos test so the improvement percentage of the students was 43.38% and t-test analysis of content was level significance 0.05 it was higher than t-table ($5.38 > 2.0452$). It can be concluded that using Random Text Strategy was able to improve the students’ reading comprehension in term of literal comprehension (main idea and supporting idea).

Meanwhile, the researcher also conducted a study which consisted of several stages. First, the researcher gave the pre test in first met to the students by used reading test and total number of essay test consisted of 6 items, it aimed to know the result of the students before and there were some level of

comprehension. In the treatment process, the researcher had done the teaching learning process more interesting by using Random Text Strategy. The students would did the different learning process, which the students made imaging what they was read. It indicated that the students were more active and helped those recalling main ideas and supporting details towards comprehending the text.

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

1. The Students' Reading Comprehension in literal Comprehension (Main Ideas).

Literal comprehension represents the ability of the students to understand the content of the text. A main idea was more than just guessing what was going too happened next. Main ideas helped students become actively involved in reading and helped to keep their interest level high. Main ideas could also helped the students more fully comprehend what they had read and was retain the information for longer periods of time.

Based on the result of finding that before giving the treatment, the students' literal comprehension was categorized into fair in main ideas on pretest but after treatment, categorized into good in main ideas on posttest. The main ideas improved (20.34%) from the mean score in pretest was 65.27 and posttest was 78.55. It indicated that the score of main ideas (literal comprehension) in posttest was higher than pretest.

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

Supporting idea was more than just guessing what was going too happened next. Supporting details helped students become actively involved in reading and helped to keep their interest level high. Supporting details could also help the students to understand difficult sentences or ideas.

Based on the result of finding that before giving the treatment, the students' Literal Comprehension (supporting idea) was categorized into fair in answering question on pretest but after treatment, categorized into good in answering question on posttest. The score of supporting details improved(21.77%) from the mean score in pretest was 65.44 and posttest was 79.69. It indicated that the score of Literal Comprehension in posttest was higher than pretest.

3. The Improvement of the Students' Reading Comprehension

After the calculating the entered of score variable, the data on table 4.5 showed that the students reading comprehension improved (21.05%) from the mean score in pretest was 65.36 and post test was 79.12. It indicated by the mean score posttest were higher than pretest. Therefore, Random Text Strategy was able to improve the students' reading comprehension at the Eleventh Grade of SMA MuhammadiyahDisamakan.

4. The Test of the Students' Significant.

Through the result of pre-test and post-test, the result of t-test value of the level of the significant (p) = 0.05 with degree of freedom (df) = 28

indicated t-test value was greater than t-table value was $13.09 > 2.048$ there was significant different. Therefore, it can be concluded that statistically hypothesis of (H_0) was rejected and the statistically hypothesis of (H_1) was accepted. It means that the use Random Text Strategy could improved the students' reading comprehension in literal comprehension.

Based on discussion above, it concluded that using Random Text Strategy was one of method that could improved the students' reading comprehension especially on literal comprehension at the Eleventh Grade of SMA Muhammadiyah Disamakan.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter consists of two parts. The first part was conclusion based on the research findings and conclusion. The second part was suggestion based on the conclusion.

A. Conclusion

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

1. Random Text Strategy was effective to improve the students' literal reading comprehension in term of main ideas at the Eleventh Grade of SMA Muhammadiyah Disamakan . It was improved by the mean score of literal comprehension was (20.34%) from the mean score in pretest was 65.27 and posttest was 78.55. It indicated that the score of literal comprehension each indicator in posttest was higher than pretest.
2. Random Text Strategy was effective to improve the students' literal comprehension in term of supporting idea at the Eleventh Grade of SMA Muhammadiyah Disamakan. It was improved by the mean score of inferential comprehension was (21.77%) from the mean score in pretest was 65.44 and posttest was 79.69. It indicated that the score of literal comprehension each indicator in posttest was higher than pretest.

B. Suggestion

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

1. It is suggested that the English teacher using Random Text Strategy as alternative in presenting the reading comprehension materials, because it was effective to improve the students achievement.
2. In order to improve the students' comprehension by reading material through Random Text Strategy, the teacher should gave more guidance, motivation, especially in comprehending the text.
3. It is suggested for the teacher of English that using Random Text Strategy in teaching reading comprehension in terms on literal comprehension because it could brought an improvement in reading comprehension for students.

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APPENDIX D I C T I O N A R Y

PRE-TEST

SURA AND BAYA

A long time ago, there were two creatures, Sura and Baya. Sura was the name of a shark and Baya was a crocodile. They lived in an ocean. "No chance! This is my lunch. You are covetous" said Sura. At that point they battled for the goat. Following a few hours, they were extremely drained.

When Sura and Baya were searching for some nourishment. Abruptly, Baya saw a goat. "Yummy, this is my lunch," said Baya.

Feeling tired of battling; they lived in the better places. Sura lived in the water and Baya lived in the area. The outskirts was the shoreline, so they would never battle again.

They battled once more. They both hit one another. Sura bit Baya's tail. Baya did likewise to Sura. He bit hard until Sura at last surrendered and went back to the ocean. Baya was cheerful.

One day, Sura went to the area and searched for some nourishment in the stream. He was exceptionally ravenous and there was very little nourishment in the ocean. Baya was extremely furious when he realized that Sura broke the guarantee.

<http://www.sekolahbahasainggris.com>

(Instruction : Organize the paragraph become a true reading material)

1. What is the main idea of each paragraph above?
2. What is seen Baya?
3. Why are they fighting?
4. Why the Baya is very angry?
5. What did Sura say to Baya?
6. Where are they lived

POST TEST

BATURADEN

Suta is a servant in a kingdom in Central Java. His duty is to look after the king's horses. Suta likes to take a walk after doing his horses. One day, when Suta is walking near a lake, he hears a woman screaming. So, Suta hurries find the source of the scream. Finally, he arrives near a big tree. He sees the king's daughter screaming. Above her, there's a glant snake about a strike.

Since that day, Suta and the princess become good friends. They even fall in love with each other. So, the princesses tell Suta to go to her father and ask his permission to marry her. The king is furious to hear about their plans. "Suta is just a servant while you are my daughter, the princess. It is unacceptable for you to marry a servant." The princess is sad to hear her father's answer, especially for having the nerve to ask her to marry him.

Suta is afraid, but he is worries about the princess. So he takes a big stick and hit the snake in its head. The snake hisses in pain and finally dies. "Thank you, Suta. You've saved my life", says the princess. "No needed for that princess, it's my duty as your father's servant to help you".

<http://www.pustakabahasainggris.com>

(Instruction : Organize the paragraph become a true reading material)

Questions:

1. What is the main idea of each paragraph?
2. What did the princess want?
3. Who is Suta?
4. Why the princess sad?
5. What is the queen say after Sutan saved her?
6. When Sutan hear a woman's screaming?

**RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)**

Nama Sekolah : SMA Muhammadiyah Disamakan
Mata Pelajaran : Bahasa Inggris
Kelas/semester : XI/1
Aspek/Skill : Reading
Alokasi Waktu : 2 x 45 menit

Standar Kompetensi

Memahami makna teks tulis fungsional dan esai pendek sederhana berbentuk narrative text untuk berinteraksi dalam konteks kehidupan sehari-hari

Kompetensi Dasar

Merespon makna dalam teks tulis fungsional pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar, dan berterima untuk berinteraksi dalam konteks kehidupan sehari-hari dalam teks berbentuk narrative

Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat menentukan main idea dan memberikan kesimpulan dari teks bacaan.

Indikator

- a. Mengatur teks bacaan yang tidak beraturan
- b. Membuat kesimpulan dari teks bacaan
- c. Menjawab pertanyaan berdasarkan teks bacaan yang telah dibaca

Sumber Belajar

Internet

Materi Ajar

Teks Bacaan

Metode pembelajaran

Random Text Strategy

Langkah-langkah Pembelajaran

1. Kegiatan awal:
 - a. Mengkondusifkan kelas untuk mengikuti proses pembelajaran
 - b. Salam dan tegur sapa
 - c. Menyampaikan tujuan pembelajaran
2. Kegiatan inti:
 - a. Guru membagi siswa kedalam beberapa kelompok untuk saling bertukar pikiran tentang text bacaan
 - b. Guru membagi materi ajar yang telah diacak kepada setiap kelompok
 - c. Guru meminta siswa untuk menyusun kembali materi ajar dalam susunan yang benar
 - d. Setiap kelompok menyajikan atau menunjukkan pekerjaan mereka di dalam kelas, sehingga mereka dapat berdiskusi tentang teks bacaan

- e. Guru membaca teks bacaan yang benar kepada siswa sehingga mereka dapat memperbaiki kesalahan mereka dalam mengatur bacaan
 - f. Guru meminta siswa menjawab pertanyaan dari teks bacaan
3. Kegiatan akhir
- a. Menanyakan kesulitan yang dihadapi oleh siswa
 - b. Menyimpulkan materi pembelajaran
 - c. Memberi salam

Penilaian

- a. Teknik : membaca
- b. Bentuk : menjawab sesuai dengan teks bacaan

Read the text carefully and answer the question!

THE FLOWERS FROM THE MOON

High in the mountains live a prince whose great wish was to journey to the moon, because he love its gentle glow. His dream finally comes true. When he reaches the moon he discovered its light came from the moon king's beautiful daughter.

The two young people soon fall in love, but the worlds they come was just too different and soon they had to part. As a sign of her great love, the moon king's daughter give the prince one of the smooth and lovely flowers that covered the moon like snow and this was how the first alpine flower was bring to earth.

Answer the question below!

1. What is the main idea of the first paragraph?
2. What is the main idea of the second paragraph?
3. When did the story happen?
4. Where did the story take place?
5. What did the king's daughter give to the prince?

❖ THE FLOWERS FROM THE MOON

The two young people soon fall in love, but the worlds they come from was just too different and soon they had to part. As a sign of her great love, the moon king's daughter give the prince one of the smooth and lovely flowers that covered the moon like snow and this was how the first alpine flower was brought to earth.

High in the mountains live a prince whose great wish was to journey to the moon, because he love its gentle glow. His dream finally comes true. When he reaches the moon he discovered its light came from the moon king's beautiful daughter.

Aspek penilaian

- Pedoman penilaian
 1. Tiap jawaban yang benar diberi skor sesuai dengan rubric penilaian
 2. Jumlah nilai maksimal 100
 3. Nilai siswa = $\frac{\text{skor perolehan}}{\text{skor maksimal}} \times 100$

- Rubrik Penilaian

No	Uraian	Skor tiap soal
1.	Isi benar, tata bahasa benar	4
2.	Isi benar, tata bahasa kurang tepat	3
3.	Isi dan tata bahasa kurang tepat	2
4.	Isi dan tata bahasa salah	1
5.	Tidak menjawab	0

Makassar, 2017

Mahasiswa peneliti,

Naavilah Alkhairiyah

10535553013

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Nama Sekolah : SMA Muhammadiyah Disamakan
Mata Pelajaran : Bahasa Inggris
Kelas/semester : XI/1
Aspek/Skill : Reading
Alokasi Waktu : 2 x 45 menit

Standar Kompetensi

Memahami makna teks tulis fungsional dan esai pendek sederhana berbentuk narrative text untuk berinteraksi dalam konteks kehidupan sehari-hari

Kompetensi Dasar

Merespon makna dalam teks tulis fungsional pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar, dan berterima untuk berinteraksi dalam konteks kehidupan sehari-hari dalam teks berbentuk narrative

Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat menentukan main idea dan memberikan kesimpulan dari teks bacaan.

Indikator

- a. Mengatur teks bacaan yang tidak beraturan
- b. Membuat kesimpulan dari teks bacaan
- c. Menjawab pertanyaan berdasarkan teks bacaan yang telah dibaca

Sumber Belajar

Tri indaryati.2011.English Alive

Materi Ajar

Teks Bacaan

Metode pembelajaran

Random Text Strategy

Langkah-langkah Pembelajaran

1. Kegiatan awal:
 - a. Mengkondusifkan kelas untuk mengikuti proses pembelajaran
 - b. Salam dan tegur sapa
 - c. Menyampaikan tujuan pembelajaran
2. Kegiatan inti:
 - a. Guru membagi siswa kedalam beberapa kelompok untuk saling bertukar pikiran tentang text bacaan
 - b. Guru membagi materi ajar yang telah diacak kepada setiap kelompok
 - c. Guru meminta siswa untuk menyusun kembali materi ajar dalam susunan yang benar
 - d. Setiap kelompok menyajikan atau menunjukkan pekerjaan mereka di dalam kelas, sehingga mereka dapat berdiskusi tentang teks bacaan

- e. Guru membaca teks bacaan yang benar kepada siswa sehingga mereka dapat memperbaiki kesalahan mereka dalam mengatur bacaan
 - f. Guru meminta siswa menjawab pertanyaan dari teks bacaan
3. Kegiatan akhir
- a. Menanyakan kesulitan yang dihadapi oleh siswa
 - b. Menyimpulkan materi pembelajaran
 - c. Memberi salam

Penilaian

- a. Teknik : membaca
- b. Bentuk : menjawab sesuai dengan teks bacaan

Read the text carefully and answer the question!

THE OLD MAN AND HIS SONS

An old man had three sons. They did not love one another. So they were not at peace. This made the old man very unhappy.

One day the old man called his sons. He brought a bundle of sticks. He asked his sons to break the bundle one by one. Each of the sons tried to break the bundle, but none succeeded.

Then the old man asked his eldest son to untie the bundle. This was done. He then gave one stick to each of his sons and said, 'Try to break your sticks.' Now they broke their sticks very easily.

The old man said, "My boys, you have seen that you cannot break the sticks when they are tied together. But you can break them when they are separated. This is the strength of unity. If you are united, nobody will be able to do any harm. So do not quarrel among yourselves and try to live in peace. Then you will all be happy."

Answer the question below!

1. What is the main idea of the text above?
2. Why wasn't the old man happy?
3. How did he wish to see his sons?
4. Why did he call his sons?
5. Make the conclusion of the text base on your own words!

(Tri indaryati.2011.English Alive)

❖ THE OLD MAN AND HIS SONS

An old man had three sons. They did not love one another. So they were not at peace. This made the old man very unhappy.

Then the old man asked his eldest son to untie the bundle. This was done. He then gave one stick to each of his sons and said, 'Try to break your sticks.' Now they broke their sticks very easily.

One day the old man called his sons. He brought a bundle of sticks. He asked his sons to break the bundle one by one. Each of the sons tried to break the bundle, but none succeeded.

The old man said, "My boys, you have seen that you cannot break the sticks when they are tied together. But you can break them when they are separated. This is the strength of unity. If you are united, nobody will be able to do any harm. So do not quarrel among yourselves and try to live in peace. Then you will all be happy."

Aspek penilaian

- Pedoman penilaian
 4. Tiap jawaban yang benar diberi skor sesuai dengan rubric penilaian
 5. Jumlah nilai maksimal 100
 6. Nilai siswa $= \frac{\text{skor perolehan}}{\text{skor maksimal}} \times 100$
- Rubrik Penilaian

No	Uraian	Skor tiap soal
1.	Isi benar, tata bahasa benar	4
2.	Isi benar, tata bahasa kurang tepat	3
3.	Isi dan tata bahasa kurang tepat	2
4.	Isi dan tata bahasa salah	1
5.	Tidak menjawab	0

Makassar, 2017

Mahasiswa peneliti,

Naavilah Alkhairiyah

10535553013

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Nama Sekolah	: SMA Muhammadiyah Disamakan
Mata Pelajaran	: Bahasa Inggris
Kelas/semester	: XI/1
Aspek/Skill	: Reading
Alokasi Waktu	: 2 x 45 menit

Standar Kompetensi

Memahami makna teks tulis fungsional dan esai pendek sederhana berbentuk narrative text untuk berinteraksi dalam konteks kehidupan sehari-hari

Kompetensi Dasar

Merespon makna dalam teks tulis fungsional pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar, dan berterima untuk berinteraksi dalam konteks kehidupan sehari-hari dalam teks berbentuk narrative

Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat menentukan main idea dan memberikan kesimpulan dari teks bacaan.

Indikator

- a. Mengatur teks bacaan yang tidak beraturan
- b. Membuat kesimpulan dari teks bacaan

- c. Menjawab pertanyaan berdasarkan teks bacaan yang telah dibaca

Sumber Belajar

Internet

Materi Ajar

Teks Bacaan

Metode pembelajaran

Random Text Strategy

Langkah-langkah Pembelajaran

1. Kegiatan awal:
 - a. Mengkondusifkan kelas untuk mengikuti proses pembelajaran
 - b. Salam dan tegur sapa
 - c. Menyampaikan tujuan pembelajaran
2. Kegiatan inti:
 - a. Guru membagi siswa kedalam beberapa kelompok untuk saling bertukar pikiran tentang text bacaan
 - b. Guru membagi materi ajar yang telah diacak kepada setiap kelompok
 - c. Guru meminta siswa untuk menyusun kembali materi ajar dalam susunan yang benar
 - d. Setiap kelompok menyajikan atau menunjukkan pekerjaan mereka di dalam kelas, sehingga mereka dapat berdiskusi tentang teks bacaan
 - e. Guru membaca teks bacaan yang benar kepada siswa sehingga mereka dapat memperbaiki kesalahan mereka dalam mengatur bacaan
 - f. Guru meminta siswa menjawab pertanyaan dari teks bacaan

3. Kegiatan akhir
 - a. Menanyakan kesulitan yang dihadapi oleh siswa
 - b. Menyimpulkan materi pembelajaran
 - c. Memberi salam

Penilaian

- a. Teknik : membaca
- b. Bentuk : menjawab sesuai dengan teks bacaan

Read the text carefully and answer the question!

BOB HIGH AND DICKY LOW

Once there lived a very tall man. His name was Bob High. Bob was taller than his father and his older brothers. He was the tallest man in his village.

One day, while he was walking with some of his friends, he saw a very short man. Thought the man looked old, he was no taller than a boy of 9.

He was unusually and exceptionally short. He was the shortest man Bob and his friends had ever seen.

Thought he was short, he was very intelligent. His name was Dicky Low. Dicky was shorter than any of his friends but more intelligent than all of them. He was known in his village as the most intelligent and quick-witted man and, of course, the shortest.

After they greeted each other, Bob, said: "I don't think you can reach the tip of my nose with your fingers, you're so short, Dicky Low. But if you can, I'll give you \$20."

<http://www.pustakabahasainggris.com>

1. What is the main idea of each paragraph?
2. Who was Bob walking with?

3. How much money did Bob lose?
4. What is the Bob said?
5. Who was Dicky Low?
6. What is the title of the test?
7. Who was shortest and tallest?
8. Make the conclusion of the text base on your own words

BOB HIGH AND DICKY LOW

Once there lived a very tall man. His name was Bob High. Bob was taller than his father and his older brothers. He was the tallest man in his village.

He was unusually and exceptionally short. He was the shortest man Bob and his friends had ever seen.

One day, while he was walking with some of his friends, he saw a very short man. Thought the man looked old, he was no taller than a boy of 9.

After they greeted each other, Bob, said: "I don't think you can reach the tip of my nose with your fingers, you're so short, Dicky Low. But if you can, I'll give you \$20."

Thought he was short, he was very intelligent. His name was Dicky Low. Dicky was shorter than any of his friends but more intelligent than all of them. He was known in his village as the most intelligent and quick-witted man and, of course, the shortest.

Aspek penilaian

- Pedoman penilaian
 1. Tiap jawaban yang benar diberi skor sesuai dengan rubric penilaian
 2. Jumlah nilai maksimal 100
 3. Nilai siswa $= \frac{\text{skor perolehan}}{\text{skor maksimal}} \times 100$
- Rubrik Penilaian

No	Uraian	Skor tiap soal
1.	Isi benar, tata bahasa benar	4
2.	Isi benar, tata bahasa kurang tepat	3
3.	Isi dan tata bahasa kurang tepat	2
4.	Isi dan tata bahasa salah	1
5.	Tidak menjawab	0

Makassar, 2017

Mahasiswa peneliti,

Naavilah Alkhairiyah

10535553013

**RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)**

Nama Sekolah	: SMA Muhammadiyah Disamakan
Mata Pelajaran	: Bahasa Inggris
Kelas/semester	: XI/1
Aspek/Skill	: Reading
Alokasi Waktu	: 2 x 45 menit

Standar Kompetensi

Memahami makna teks tulis fungsional dan esai pendek sederhana berbentuk narrative text untuk berinteraksi dalam konteks kehidupan sehari-hari

Kompetensi Dasar

Merespon makna dalam teks tulis fungsional pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar, dan berterima untuk berinteraksi dalam konteks kehidupan sehari-hari dalam teks berbentuk narrative

Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat menentukan main idea dan memberikan kesimpulan dari teks bacaan.

Indikator

- a. Mengatur teks bacaan yang tidak beraturan
- b. Membuat kesimpulan dari teks bacaan
- c. Menjawab pertanyaan berdasarkan teks bacaan yang telah dibaca

Sumber Belajar

Internet

Materi Ajar

Teks Bacaan

Metode pembelajaran

Random Text Strategy

Langkah-langkah Pembelajaran

1. Kegiatan awal:
 - a. Mengkondusifkan kelas untuk mengikuti proses pembelajaran
 - b. Salam dan tegur sapa
 - c. Menyampaikan tujuan pembelajaran
2. Kegiatan inti:
 - a. Guru membagi siswa kedalam beberapa kelompok untuk saling bertukar pikiran tentang text bacaan
 - b. Guru membagi materi ajar yang telah diacak kepada setiap kelompok
 - c. Guru meminta siswa untuk menyusun kembali materi ajar dalam susunan yang benar
 - d. Setiap kelompok menyajikan atau menunjukkan pekerjaan mereka di dalam kelas, sehingga mereka dapat berdiskusi tentang teks bacaan

- e. Guru membaca teks bacaan yang benar kepada siswa sehingga mereka dapat memperbaiki kesalahan mereka dalam mengatur bacaan
 - f. Guru meminta siswa menjawab pertanyaan dari teks bacaan
3. Kegiatan akhir
- a. Menanyakan kesulitan yang dihadapi oleh siswa
 - b. Menyimpulkan materi pembelajaran
 - c. Memberi salam

Penilaian

- a. Teknik : membaca
- b. Bentuk : menjawab sesuai dengan teks bacaan

Read the text carefully and answer the question!

❖ The Rabbit and The Turtle

One day a rabbit was boasting about how fast he could run. He was laughing at the turtle for being so slow. Much to the rabbit's surprise, the turtle challenged him to a race. The rabbit thought this was a good joke and accepted the challenge. The fox was to be the umpire of the race. As the race began, the rabbit raced way ahead of the turtle, just like everyone thought.

The rabbit got to the halfway point and could not see the turtle anywhere. He was hot and tired and decided to stop and take a short nap. All this time the turtle kept walking step by step by step. He never quit no matter how hot or tired he got. He just kept going.

However, the rabbit slept longer than he had thought and woke up. He could not see the turtle anywhere! He went at full-speed to the finish line but found the turtle there waiting for him.

Questions:

1. What is the main idea of the text above?
2. Why did rabbits laugh at the turtles?
3. Who is the referee in their race?
4. Who is the winner in their race?
5. Why did the rabbit decide to pause?
6. Make the conclusion of the text base on your own words!

<http://www.moralstories.org>

❖ **The Rabbit and the Turtle**

One day a rabbit was boasting about how fast he could run. He was laughing at the turtle for being so slow. Much to the rabbit's surprise, the turtle challenged him to a race. The rabbit thought this was a good joke and accepted the challenge. The fox was to be the umpire of the race. As the race began, the rabbit raced way ahead of the turtle, just like everyone thought.

However, the rabbit slept longer than he had thought and woke up. He could not see the turtle anywhere! He went at full-speed to the finish line but found the turtle there waiting for him.

The rabbit got to the halfway point and could not see the turtle anywhere. He was hot and tired and decided to stop and take a short nap. All this time the turtle kept walking step by step. He never quit no matter how hot or tired he got. He just kept going.

Aspek penilaian

setiap soal memiliki bobot yang berbeda –beda dan nilai maksimalnya adalah 100 point.

- Pedoman penilaian
 4. Tiap jawaban yang benar diberi skor sesuai dengan rubric penilaian
 5. Jumlah nilai maksimal 100

$$6. \text{ Nilai siswa} = \frac{\text{skor perolehan}}{\text{skor maksimal}} \times 100$$

- Rubrik Penilaian

No	Uraian	Skor tiap soal
1.	Isi benar, tata bahasa benar	4
2.	Isi benar, tata bahasa kurang tepat	3
3.	Isi dan tata bahasa kurang tepat	2
4.	Isi dan tata bahasa salah	1
5.	Tidak menjawab	0

Makassar, 2017

Mahasiswa peneliti,

Naavilah Alkhairiyah

10535553013

**RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)**

Nama Sekolah	: SMA Muhammadiyah Disamakan
Mata Pelajaran	: Bahasa Inggris
Kelas/semester	: XI/1
Aspek/Skill	: Reading
Alokasi Waktu	: 2 x 45 menit

Standar Kompetensi

Memahami makna teks tulis fungsional dan esai pendek sederhana berbentuk narrative text untuk berinteraksi dalam konteks kehidupan sehari-hari

Kompetensi Dasar

Merespon makna dalam teks tulis fungsional pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar, dan berterima untuk berinteraksi dalam konteks kehidupan sehari-hari dalam teks berbentuk narrative

Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat menentukan main idea dan memberikan kesimpulan dari teks bacaan.

Indikator

- d. Mengatur teks bacaan yang tidak beraturan
- e. Membuat kesimpulan dari teks bacaan
- f. Menjawab pertanyaan berdasarkan teks bacaan yang telah dibaca

Sumber Belajar

Internet

Materi Ajar

Teks Bacaan

Metode pembelajaran

Random Text Strategy

Langkah-langkah Pembelajaran

1. Kegiatan awal:
 - a. Mengkondusifkan kelas untuk mengikuti proses pembelajaran
 - b. Salam dan tegur sapa
 - c. Menyampaikan tujuan pembelajaran
2. Kegiatan inti:
 - a. Guru membagi siswa kedalam beberapa kelompok untuk saling bertukar pikiran tentang text bacaan
 - b. Guru membagi materi ajar yang telah diacak kepada setiap kelompok
 - c. Guru meminta siswa untuk menyusun kembali materi ajar dalam susunan yang benar
 - d. Setiap kelompok menyajikan atau menunjukkan pekerjaan mereka di dalam kelas, sehingga mereka dapat berdiskusi tentang teks bacaan

- e. Guru membaca teks bacaan yang benar kepada siswa sehingga mereka dapat memperbaiki kesalahan mereka dalam mengatur bacaan
 - f. Guru meminta siswa menjawab pertanyaan dari teks bacaan
3. Kegiatan akhir
- a. Menanyakan kesulitan yang dihadapi oleh siswa
 - b. Menyimpulkan materi pembelajaran
 - c. Memberi salam

Penilaian

- a. Teknik : membaca
- b. Bentuk : menjawab sesuai dengan teks bacaan

Read the text carefully and answer the question!

The Bear and the Two Friends

Once day there are two friends were walking through the forest. They knew that anything dangerous can happen to them at any time in the forest. So they promised each other that they would remain united in any case of danger.

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

The bear came near the man lying on the ground. It smelt in his ears, and slowly left the place. Because the bears do not touch the dead creatures. Now the friend on the tree came down and asked his friend on the ground, "Friend, what did the bear tell you into your ears?" The other friend replied, "The bear advised me not to believe a false friend."

Questions:

1. What is the main idea of the text above?
2. What is the title of the text?
3. What animals are coming to them?
4. Why the bear leave that person?
5. Make the conclusion of the text base on your own words!

<https://englishadmin.com>

❖ **The Bear and the Two Friends**

Once day there are two friends were walking through the forest. They knew that anything dangerous can happen to them at any time in the forest. So they promised each other that they would remain united in any case of danger.

The bear came near the man lying on the ground. It smelt in his ears, and slowly left the place. Because the bears do not touch the dead creatures. Now the friend on the tree came down and asked his friend on the ground, "Friend, what did the bear tell you into your ears?" The other friend replied, "The bear advised me not to believe a false friend."

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

Aspek penilaian

- Pedoman penilaian
 7. Tiap jawaban yang benar diberi skor sesuai dengan rubric penilaian
 8. Jumlah nilai maksimal 100
 9. Nilai siswa
$$= \frac{\text{skor perolehan}}{\text{skor maksimal}} \times 100$$

- Rubrik Penilaian

No	Uraian	Skor tiap soal
1.	Isi benar, tata bahasa benar	4
2.	Isi benar, tata bahasa kurang tepat	3
3.	Isi dan tata bahasa kurang tepat	2
4.	Isi dan tata bahasa salah	1
5.	Tidak menjawab	0

Makassar, 2017

Mahasiswa peneliti,

Naavilah Alkhairiyah

10535553013

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Nama Sekolah	: SMA Muhammadiyah Disamakan
Mata Pelajaran	: Bahasa Inggris
Kelas/semester	: XI/1
Aspek/Skill	: Reading
Alokasi Waktu	: 2 x 45 menit

Standar Kompetensi

Memahami makna teks tulis fungsional dan esai pendek sederhana berebentuk narrative text untuk berinteraksi dalam konteks kehidupan sehari-hari

Kompetensi Dasar

Merespon makna dalam teks tulis fungsional pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar, dan berterima untuk berinteraksi dalam konteks kehidupan sehari-hari dalam teks berbentuk narrative

Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat menentukan main idea dan memberikan kesimpulan dari teks bacaan.

Indikator

- a. Mengatur teks bacaan yang tidak beraturan
- b. Membuat kesimpulan dari teks bacaan
- c. Menjawab pertanyaan berdasarkan teks bacaan yang telah dibaca

Sumber Belajar

Tri indaryati.2011.English Alive

Materi Ajar

Teks Bacaan

Metode pembelajaran

Random Text Strategy

Langkah-langkah Pembelajaran

4. Kegiatan awal:
 - a. Mengkondusifkan kelas untuk mengikuti proses pembelajaran
 - b. Salam dan tegur sapa
 - c. Menyampaikan tujuan pembelajaran
5. Kegiatan inti:
 - a. Guru membagi siswa kedalam beberapa kelompok untuk saling bertukar pikiran tentang text bacaan
 - b. Guru membagi materi ajar yang telah diacak kepada setiap kelompok
 - c. Guru meminta siswa untuk menyusun kembali materi ajar dalam susunan yang benar
 - d. Setiap kelompok menyajikan atau menunjukkan pekerjaan mereka di dalam kelas, sehingga mereka dapat berdiskusi tentang teks bacaan

- e. Guru membaca teks bacaan yang benar kepada siswa sehingga mereka dapat memperbaiki kesalahan mereka dalam mengatur bacaan
 - f. Guru meminta siswa menjawab pertanyaan dari teks bacaan
6. Kegiatan akhir
- d. Menanyakan kesulitan yang dihadapi oleh siswa
 - a. Menyimpulkan materi pembelajaran
 - b. Memberi salam

Penilaian

- a. Teknik : membaca
- b. Bentuk : menjawab sesuai dengan teks bacaan

Read the text carefully and answer the question!

You Cannot Please Everyone

A man and his son were leading a buffalo to the market. Someone seeing them pass by called out to the man, “why don’t you ride?” The man then sat on the buffalo while his son walked alongside. “Why you so lazy? You were a big strong man. Why don’t you walk and let your son ride instead?”

Just before they reached the town, an old man working in the fields called out to them, “it’s not right for a boy to ride while his father walks”.

The man then sat on the buffalo behind his son. They had not gone very far when someone else called out to them, “why are you so cruel? How can a buffalo carry two people?”

Both the man and his son jumped off the buffalo. They cut a branch off a tree and tied the buffalo’s feet to it. They carried the branch between them.

When they entered the town, some children called out laughingly to them, “how can you carry a buffalo? The buffalo should itself free and it ran away as fast as it could. The man and his son never saw the buffalo again.

As they were walking home, the man said to his soon, “we’ve learned a good lesson today. You can never hope to please everyone no matter how hard you try!”

Answer the question below!

1. What is the main idea of the text above?
2. Why did the man got down from the buffalo?
3. What is the title of the text?
4. Why did somebody say he was cruel?
5. Who was said, “It’s not right for a boy to ride while his father walks?”
6. What is a man said to his soon?
7. What is the interesting information in paragraph 3?

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Aspek penilaian

- Pedoman penilaian
 10. Tiap jawaban yang benar diberi skor sesuai dengan rubric penilaian
 11. Jumlah nilai maksimal 100
 12. Nilai siswa
$$= \frac{\text{skor perolehan}}{\text{skor maksimal}} \times 100$$
- Rubrik Penilaian

No	Uraian	Skor tiap soal
1.	Isi benar, tata bahasa benar	4
2.	Isi benar, tata bahasa kurang tepat	3
3.	Isi dan tata bahasa kurang tepat	2
4.	Isi dan tata bahasa salah	1
5.	Tidak menjawab	0

Makassar, 2017

Mahasiswa peneliti,

Naavilah Alkhairiyah

1053553013

APPENDIX A

THE LIST NAME OF THE STUDENTS

No	Sample	Code
1	ADRIAN FAJAR	S-1
2	AHMAD	S-2
3	ALDA RAMADANI	S-3
4	ERNI	S-4
5	FITRA JAYA	S-5
6	MUAZHAR MUHAMMAD	S-6
7	HENRI	S-7
8	IDAWATI	S-8
9	ARDIAN ANZAR	S-9
10	NURUL FADILAH	S-10
11	INDAH SARI	S-11
12	MARLINA ZAINUDDIN	S-12
13	WAHYUNI	S-13
14	RESKY SAPUTRA RAMADHAN	S-14
15	MUH. ARFAN ANSAR	S-15
16	MUH. ARIF BURHAN	S-16
17	RESKI ANI	S-17
18	MUH. SYAHRIL RAMADAN	S-18
19	NUR CAHAYA NINGSIH	S-19
20	NURHIDAYANTI	S-20
21	MARDIANTO	S-21
22	RADIAH	S-22
23	RISWANDI	S-23
24	SUKMAN	S-24
25	SUKMAWATI	S-25
26	SULASRI DAENG SALEH	S-26
27	SYAM PUTRI	S-27
28	VIRA APRILIA ARSIH	S-28
29	WAWAN HENDRAWAN	S-29

APPENDIX B

THE CLASSIFICATION SCORE OF STUDENTS' PRE-TEST AND POST-TEST IN LITERAL COMPREHENSION

Students	Indicator (Main Idea)			
	Pre-test		Post-test	
	Main idea	Classifying	Main idea	Classifying
S-1	70	Fair Good	80	Good
S-2	55	Poor	75	Fair Good
S-3	65	Fair Good	78	Good
S-4	78	Good	80	Good
S-5	55	Poor	68	Fair Good
S-6	75	Fair Good	80	Good
S-7	65	Fair	75	Fair Good
S-8	67	Fair Good	75	Fair Good
S-9	50	Poor	62	Fair
S-10	50	Poor	55	Poor
S-11	70	Fair Good	95	Very Good
S-12	55	Poor	70	Fair Good
S-13	74	Fair Good	87	Very Good
S-14	60	Fair	72	Fair Good
S-15	77	Good	82	Good
S-16	65	Fair	75	Fair Good
S-17	67	Fair Good	86	Very Good
S-18	70	Fair Good	80	Good
S-19	65	Fair	79	Good
S-20	72	Fair Good	90	Very Good
S-21	75	Fair Good	87	Very Good
S-22	70	Fair Good	79	Good
S-23	68	Fair Good	70	Fair Good
S-24	75	Fair Good	86	Very Good
S-25	65	Fair	90	Very Good
S-26	50	Poor	75	Fair Good
S-27	65	Fair	80	Good
S-28	50	Poor	78	Good
S-29	70	Fair Good	89	Very Good

APPENDIX C

THE CLASSIFICATION SCORE OF STUDENTS' PRE-TEST AND POST-TEST IN LITERAL COMPREHENSION

Students	Indicators (Supporting Details)			
	Pretest		Posttest	
	Supporting Details	Classifying	Supporting Details	Classifying
S-1	55	Poor	70	Fair Good
S-2	65	Fair	70	Fair Good
S-3	60	Fair	82	Good
S-4	50	Poor	76	Good
S-5	78	Good	85	Good
S-6	70	Fair Good	90	Very Good
S-7	60	Fair	70	Fair Good
S-8	75	Fair Good	86	Very Good
S-9	60	Fair	75	Fair Good
S-10	68	Fair Good	80	Good
S-11	75	Fair Good	85	Good
S-12	67	Fair Good	72	Fair Good
S-13	72	Fair Good	80	Good
S-14	50	Poor	75	Fair Good
S-15	50	Poor	78	Fair Good
S-16	70	Fair Good	85	Good
S-17	75	Fair Good	92	Very Good
S-18	75	Fair Good	80	Good
S-19	70	Fair Good	87	Very Good
S-20	60	Fair	80	Good
S-21	65	Fair	76	Good
S-22	60	Fair	80	Good
S-23	75	Fair Good	90	Very Good
S-24	60	Fair	70	Fair Good
S-25	60	Fair	70	Fair Good
S-26	55	Poor	86	Very Good
S-27	70	Fair Good	79	Good
S-28	70	Fair Good	80	Good
S-29	78	Good	82	Good

APPENDIX D

THE SCORE OF PRE TEST IN READING COMPREHENSION

NO	MAIN IDEA	SUPPORTING IDEA	SCORE
1	70	55	62.5
2	55	65	60
3	65	60	62.5
4	78	50	64
5	55	78	66.5
6	75	70	72.5
7	65	60	62.5
8	67	75	71
9	50	60	55
10	50	68	59
11	70	75	72.5
12	55	67	61
13	74	72	73
14	60	50	55
15	77	50	63.5
16	65	70	67.5
17	67	75	71
18	70	75	72.5
19	65	70	67.5
20	72	60	66
21	75	65	70
22	70	60	65
23	68	75	71.5
24	75	60	67.5
25	65	60	62.5
26	50	55	52.5
27	65	70	67.5
28	50	70	60
29	70	78	74
Total	1.893	1.898	1.895.5

APPENDIX E

THE SCORE OF POST TEST IN READING COMPREHENSION

NO	MAIN IDEAS	SUPPORTING DETAILS	SCORE
1	80	70	75
2	75	70	72.5
3	78	82	80
4	80	76	78
5	68	85	76.5
6	80	90	85
7	75	70	72.5
8	75	86	80.5
9	62	75	68.5
10	55	80	67.5
11	95	85	90
12	70	72	71
13	87	80	83.5
14	72	75	73.5
15	82	78	80
16	75	85	80
17	86	92	89
18	80	80	80
19	79	87	83
20	90	80	85
21	87	76	81.5
22	79	80	79.5
23	70	90	80
24	86	70	78
25	90	70	80
26	75	86	80.5
27	80	79	79.5
28	78	80	79
29	89	82	85.5
Total	2.278	2.311	2.294.5

APPENDIX F

THE GAIN SCORE (D) OF THE STUDENTS' READING COMPREHENSION

Kode Siswa	Reading Comprehension			
	Pre-test	Post-test	D	D ²
A-1	62.5	75	12.5	156.25
A-2	60	72.5	12.5	156.25
A-3	62.5	80	17.5	306.25
A-4	64	78	14	196
A-5	66.5	76.5	10	100
A-6	72.5	85	12.5	156.25
A-7	62.5	72.5	10	100
A-8	71	80.5	9.5	90.25
A-9	55	68.5	13.5	182.25
A-10	59	67.5	8.5	72.25
A-11	72.5	90	17.5	306.25
A-12	61	71	10	100
A-13	73	83.5	10.5	110.25
A-14	55	73.5	18.5	342.25
A-15	63.5	80	16.5	272.25
A-16	67.5	80	12.5	156.25
A-17	71	89	18	324
A-18	72.5	80	7.5	56.25
A-19	67.5	83	15.5	240.25
A-20	66	85	19	361
A-21	70	81.5	11.5	132.25
A-22	65	79.5	14.5	210.25
A-23	71.5	80	8.5	72.25
A-24	67.5	78	10.5	110.25
A-25	62.5	80	17.5	306.25
A-26	52.5	80.5	28	784
A-27	67.5	79.5	12	144
A-28	60	79	19	361
A-29	74	85.5	11.5	132.25
Total	1895.5	2294.5	399	6037
Mean	65.36	79.12	13.75	208.17

APPENDIX G

THE STUDENTS' MEAN SCORE OF THE STUDENTS' TEST

1. Mean of pretest in literal comprehension (main ideas)

$$\begin{aligned}\bar{X} &= \frac{1893}{29} \\ &= 65.27\end{aligned}$$

2. Mean of posttest in literal comprehension (main idea)

$$\begin{aligned}\bar{X} &= \frac{2278}{29} \\ &= 78.55\end{aligned}$$

3. Mean of pretest in literal comprehension (supporting details)

$$\begin{aligned}\bar{X} &= \frac{1898}{29} \\ &= 65.44\end{aligned}$$

4. Mean of posttest in inferential comprehension (supporting details)

$$\begin{aligned}\bar{X} &= \frac{2311}{29} \\ &= 79.69\end{aligned}$$

APPENDIX H

THE IMPROVEMENT OF STUDENTS IN LITERAL COMPREHENSION

1. Improvement students in literal comprehension (main ideas)

$$P = \frac{X_2 - X_1}{X_1} \times 100$$

$$P = \frac{2278 - 1893}{1893} \times 100$$

$$P = \frac{385}{1893} \times 100$$

$$P = \frac{38500}{1893}$$

$$= 20.33$$

The students' improvement = 20.33%

2. Improvement students in inferential comprehension (supporting details)

$$P = \frac{X_2 - X_1}{X_1} \times 100$$

$$P = \frac{2311 - 1898}{1898} \times 100$$

$$P = \frac{413}{1898} \times 100$$

$$P = \frac{41300}{1898}$$

$$= 21.75$$

The students' improvement = 21.75%

APPENDIX I

CALCULATING THE T-TEST ANALYSIS

Calculating the t-test analysis of reading comprehension.

$$\text{NOTES : } \sum D = 13,75$$

$$(\sum D)^2 = 208,17$$

$$N = 29$$

$$\bar{D} = \frac{(\sum D)^2}{N} = \frac{(13,75)^2}{29} = \frac{189,06}{29}$$

$$\bar{D} = 6,519$$

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

$$t = \frac{6,519}{\frac{208,17 - \frac{(13,75)^2}{29}}{29(29-1)}}$$

$$t = \frac{6,519}{\frac{208,17 - \frac{(189,06)}{29}}{29(28)}}$$

$$t = \frac{6.519}{\frac{20817 - 6.519}{812}}$$

$$t = \frac{6.519}{\frac{201.651}{812}}$$

$$t = \frac{6.519}{\sqrt{0.24833867}}$$

$$t = \frac{6.519}{0.498}$$

$$t = 13.09$$

APPENDIX J

Df	Level of Significance for one-tailed test					
	0,25	0,10	0,5	0,025	0,01	0,005
	Level of Significance for two-tailed test					
	0,5	0,2	0,1	0,05	0,02	0,01
1	1.000	3.078	6.314	12.706	31,821	63.657
2	0.816	1.886	2.920	4.303	6.965	9.926
3	0.765	1.638	2.353	3.183	4.541	5.841
4	0.741	1.533	2.132	2.776	3.747	4.604
5	0.727	1.476	2.015	2.571	3.365	4.032
6	0.718	1.440	1.943	2.447	2.143	3.707
7	0.711	1.451	1.895	2.365	2.998	3.499
8	0.706	1.397	1.860	2.306	2.896	3.355
9	0.703	1.383	1.833	2.262	2.821	3.250
10	0.700	1.372	1.812	2.226	2.764	3.169
11	0.697	1.363	1.769	2.201	2.718	3.106
12	0.695	1.356	1.782	2.179	2.681	3.055
13	0.694	1.350	1.771	2.160	2.650	3.120
14	0.692	1.345	1.761	2.143	2.624	2.977
15	0.691	1.341	1.753	2.331	2.604	2.947
16	0.690	1.337	1.746	2.120	2.583	2.921
17	0.689	1.333	1.740	2.110	2.567	2.898
18	0.688	1.330	1.734	2.101	2.552	2.878
19	0.688	1.328	1.729	2.093	2.539	2.861
20	0.687	1.325	1.725	2.086	2.528	2.845
21	0.686	1.323	1.721	2.080	2.518	2.831
22	0.686	1.321	1.717	2.074	2.505	2.819
23	0.685	1.319	1.714	2.690	2.500	2.807
24	0.685	1.318	1.711	2.640	2.492	2.797
25	0.684	1.316	1.708	2.060	2.485	2.787
26	0.684	1.315	1.706	2.056	2.479	2.779
27	0.684	1.314	1.703	2.052	2.473	2.771
28	0.683	1.313	1.701	2.048	2.467	2.763
29	0.683	1.311	1.699	2.045	2.462	2.756
30	0.683	1.310	1.697	2.042	2.457	2.750
40	0.681	1.303	1.684	2.021	2.423	2.704
60	0.679	1.296	1.671	2.000	2.390	2.660
120	0.677	1.289	1.658	2.890	2.358	2.617
	0.674	1.282	1.645	1.960	2.326	2.576

DOCUMENTATION









CURRICULUM VITAE



NAAVILAH ALKHAIRIYAH was born on January 12th, 1996 in Enrekang, Kab. Enrekang. She is the fourth child from one sibling of the couple Muhammad Usman and Rohani P. In 2001 She studied as a student in elementary school at SD Negeri 121 Tangsa and graduated in 2006. Then she continued her study at SMP Negeri 5 Alla and graduated in 2010.

After finishing her study in junior high school, she continued her study at SMA Negeri 1 Alla and graduated in 2013. She registered as a student of English Education Department of Makassar Muhammadiyah University on strata one program.