

ABSTRACT

ELISWANDI, 2018.The Use Of Title, Examine, Look And Setting Strategy (TELLS) To Improve Reading Comprehension At The Third Grade Of SMP PGRI 1 Tamalate Makassar. A thesis of English Education Department the Faculty of Teachers Training and Education, Makassar Muhammadiyah University (supervised by Umami Khaerati Syam, And Nurdevi Bte Abdul).

This research aimed to find out the improvement of the students' reading Comprehension by using Title, Examine, Look, Look and Setting (TELLS) Strategy that focused on level of Reading comprehension which consisted of literal comprehension and inferential Comprehension in terms of main idea and supporting details.

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 IX of SMP PGRI 1 Makassar in academic year 2017/2018 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 TELLs Strategy can improve students' reading comprehension. It was proved by the mean score of pre-test was 65.36 it classified as fair, The posttest was 79.12 it classified as good and the improvement of pre-test to be post-test was 21.05%. Therefore, there was the improvement of the students' reading comprehension in terms of main idea and supporting details.

The result of improvement was 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 TELLs Strategy can improve students' reading comprehension at the Ninth Grade of SMP PGRI 1 Makassar.

Keywords: TELLs, Reading Comprehension, Literal Comprehension and Inferential Comprehension