THE USE OF TITLE, EXAMINE, LOOK, LOOK, AND SETTING (TELLS) STRATEGY TO IMPROVE THE STUDENTS' READING COMPREHENSION AT THE THIRD GRADE OF SMP PGRI 1 TAMALATE MAKASSAR

(Pre Experimental Research)

A THESIS

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

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2018

UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS

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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 Ummi 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, Theposttest 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, LiteralComprehension and Inferential Comprehension

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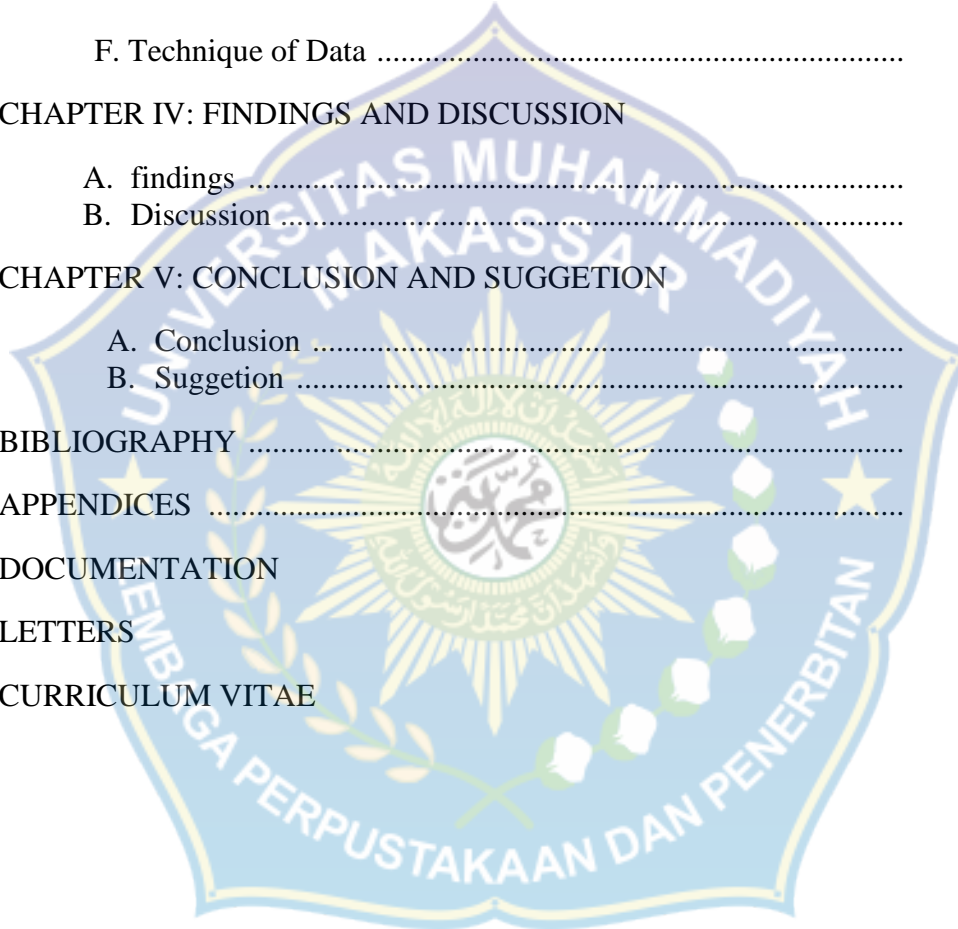
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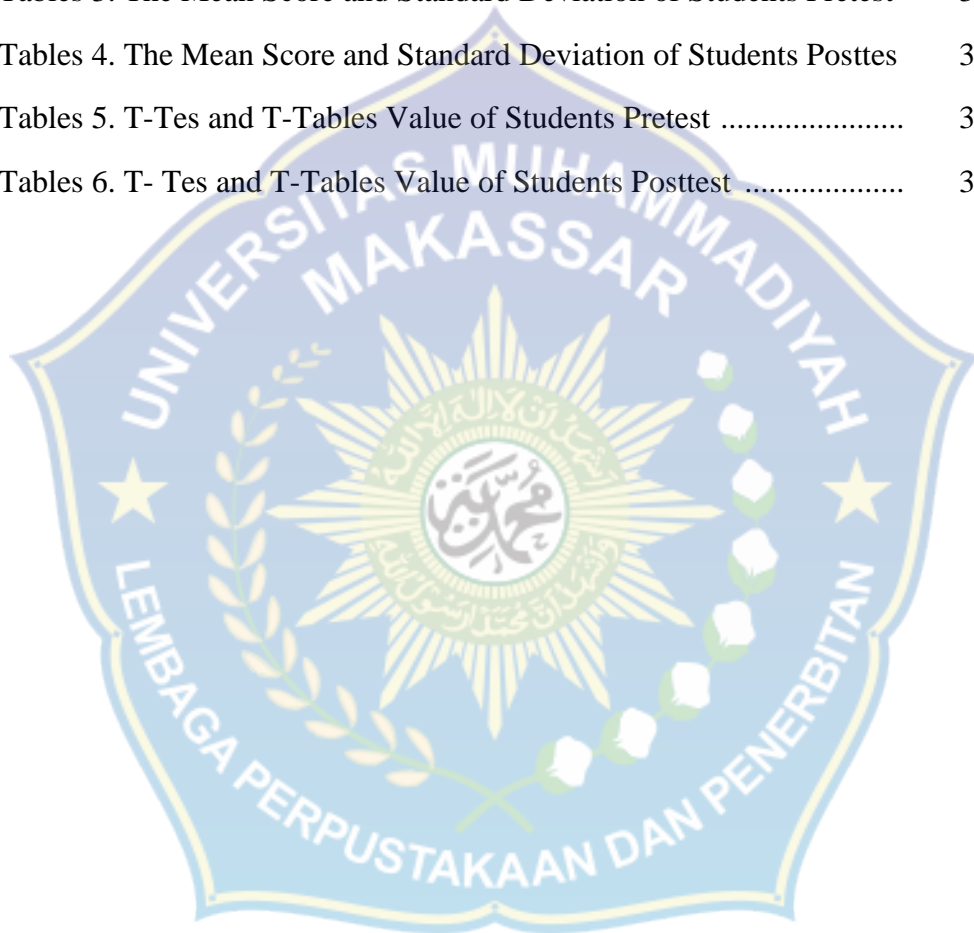
Makassar,　Juni 2018

The Writer

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CHAPTER I

INTRODUCTION

A. Background

Reading is one of the important aspects in learning English, which is applied in elementary levels until university levels of education. Reading is a very important for the learners, when they are undergoing their education. Therefore, reading cannot be considered as isolate subject in our study, both of language and learning other disciplines. Harmer (1998: 68) states that reading is useful for other purposes, any exposure to English (provided students understand it more or less) is a good thing for language students. At the very least, some of the language sticks in their minds as part of these processes of language acquisition, and, if the reading text is especially interesting and engaging, acquisition is likely to be even more successful.

Through reading, people can improve their own knowledge which ensures the continuing personal growths and adapts the change in the word. Harmer (1998: 68)argues that many of students want to be able to read text in English either for their careers, for study purposes or simply for pleasure. Anything we can do to make reading easier for them must be good idea.

When teaching how to read English texts, the main goal is comprehension of reading materials. Yet, the majority of the students do not have any competence in English well. Most students encounter the problem in the comprehending an English text. They are at frustration level although they have been learning

English for years.In the relation to the condition of the teaching of English reading comprehension faced by secondary school students, the teachers supposed of classroom activity. The students, who come to English class, should be given sufficient opportunities to use their knowledge of language.

Based on information from an English teacher and observer,the result of the students' achievement especially in reading at SMP PGRI 1 Makassar of the first semester students in the last semester of the students' score is still low, where the average still got 40.01 while the standard reading in curriculum is 65. It is happened because the students difficult to identify the main idea.

By looking these fact, teachers give variations of teaching technique. One of them is by using Title, Examine, Look, and Setting Strategy (TELLS). TELLS aims to engage students in reading text and analyze whole the text. Students are taught to look at the title and then requires student to examine the material, then students look for hard word and important word. The last step students skim passage for clues about the setting. It is a good method to help students activate their prior knowledge related to the material.

This possibility motivates the writer to conduct a research under the title "The Use of Title, Examine, Look and Setting Strategy (TELLS) to improve Reading Comprehension at the First Grade of SMP PGRI 1 MAKASSAR".

B. Problem Statements

By reading the description above, the writer formulates the problem statements as follows:

1. Does the students' literalcomprehension improve using TELLS Strategy at the Third Grade of SMP PGRI 1 Makassar?

2. Does the students' inferential comprehension improve using TELLS Strategy at the Third Grade of SMP PGRI 1 Makassar?

C. Objective of the Study

The objectives of research are:

1. To find out whether or notthe students' literalcomprehension improves using TELLS Strategy at the Third Grade of SMP PGRI 1 Makassar.

2. To find out whether or not the students'inferential comprehension improves using TELLS Strategy at the Third Grade of SMP PGRI 1 Makassar.

D. Significance of the Study

The result of the research is expected to be useful information and a reference for the English teacher of the first year of SMP PGRI 1 Makassar and also it will be to give a new insight in improving English reading comprehension by using TELLS.

In Practically, the result of this study is suggested to apply TELLS strategy to increase the student's competence in English reading comprehension.

The use of TELLS strategy in reading can make the students are more enjoyable in doing their tasks associated with the reading materials.

E. The Scope of the Study

The scope of the study is the writer will focus on improving the students' achievement in literal comprehension(main idea, detail information and following instruction) and the students' achievement in inferential comprehension (drawing conclusion) at the Third Grade of SMP PGRI 1 Makassar.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents review of related literature with some previous research findings, the concept of term, and hypothesis.

A. Previous Related Research Findings

Skinner, CH and Ridge, A. D. (2010). In their journal, "Using the TELLS Prereading Procedure in to Enhance Comprehension Levels and Rates in Secondary Studens". The University of Tennesse. A multiple-baseline design was used to evaluate the effects of the Title, Examine, Look, Look, andSetting (TELLS) prereading procedure on reading comprehension in 3, ninth-grade students withreading skills deficits. Results suggest that the TELLS procedure enhanced both comprehensionlevels and rates across all three students. These comprehension skills, however, did not appearto generalize across passages, suggesting that TELLS may be an effective, but not a particularlyefficient prereading strategy. Additional studies are needed to determine if the TELLS procedurecan cause meaningful increases in generalizable reading comprehension skills. Discussion focuses on applied and theoretical implications and directions for future researchers.2010 Wiley Periodicals, Inc.

Abdul Mustakim (2007). In his thesis, "Improving the Students' Reading Comprehension Through "TELLS" Strategy at the First Year Students of SMA Muhammadiyah 9 Perumnas Makassar. This research aimed to improve students'

reading comprehension by using strategy of title, examine, look, look, and setting. research used Classroom Action Research by implementing two cycles (cycle 1 and 2). This research tried to find out the students' achievement in literal comprehension through TELLS Strategy and the students' achievement in interpretative comprehension through TELLS strategy. He found the results based on the goals of the research, those were the students' improvement in literal reading comprehension was 62.50% from 48.34% as well as the students' improvement in interpretative reading comprehension 62.12% from 48.34%. It was reached by the implementation of TELLS Strategy in the classroom.

Sri Rahmayani (2005). In her thesis, "The Effectiveness of Using TELLS Strategy to increase the Second Grade Students Reading Achievement of SMP Kartika Wirabuana XX-2 Makassar (An Experimental Research)". She found that TELLS strategy can improve the students' ability in interpretative reading in descriptive text. It was proven by the mean score in pretest (53) and post-test (65). It was indicated there was improvement students' reading achievement by using TELLS strategy.

Base on previous findings of Skinner. CH and Ridge, Abdul Mustakim, Sri Rahmayani, they have used TELLS Strategy in their journal and thesis, but, they have different focus and applied. Skinner and Ridge use TELLS to Enhance Comprehension Levels and Rates in Secondary Studens, but These comprehension skills, however, did not appearto generalize across passages, suggesting that TELLS may be an effective, but not a particularly efficient prereading strategy, Abdul Mustakim use Classroom Action Research (CAR) to

find out the students' achievement in literal comprehension and Interpretative comprehension through TELLS strategy, and Sri Rahmayani focuses in interpretative reading in descriptive text by using TELLS strategy.The researcher will use narrative text to find out literal reading comprehension and Interpretative Reading Comprehension by using TELLS Strategy.

B. TELLS (Title, Examine, Look, Look and Setting) Strategy

1. Definition of TELLS Strategy

Idol-Maestas (1985) developed TELLS as pre-reading strategy to enhance comprehension. The advantage of this strategy is for guiding students' probing while reading a story. TELLS is an acronym that prompts students to follow a series of steps:

    a. **T**: Study story titles

    b. **E**: Examine and skim pages for clues

    c. **L**: Look for important words

    d. **L**: Look for difficult words

    e. **S**: Think about the story settings

According to Klinger, Vaughn and Boardman (2007: 85), TELLS Strategy can be posted on a wall in the classroom and/or provided individually to students. Moreover, the teacher helps students learn how to apply each steps one at a time and then use them all when reading a story. Idol-Maestas (1985) suggests that it is important to continue prompting students to use this and other comprehension strategies even after they appear to have become proficient in strategy

implementation. Explicit instruction using transfer activities to help students internalize strategies and generalize their usage to the other tasks is important, especially for students with learning disability.

Using a multiple-baseline design, Idol-Maestas (1985) evaluates the procedure of TELLS Strategy in four elementary and two secondary students from special education classes. After training, reading comprehension improved for both the elementary and secondary students; however, comprehension performance gains are not maintained at high levels after the procedure of TELLS Strategy is removed.

The primary purpose of the current study was to extend research on the procedure of TELLS Strategy by evaluating the effects of TELLS on comprehension levels and rates. TELLS Strategy is effective at improving reading comprehension, it could help to prevent a downward spiral of reading skill development caused by poor readers choosing to read less (Skinner, 1998; Stanovich, 1986).

Williams and Skinner (2004) implements the procedure of TELLS Strategy almost every school day, with an elementary student with learning disabilities in reading, who appeared to be highly motivated. In the current study, the TELLS Strategy intervention was implemented two or three times per week, with secondary students who had stronger reading skills, and who appeared less motivated (e.g., several instances when students appeared to rush through the question answering). Researchers could conduct studies designed to determine if more frequent and consistent administration of TELLS Strategy is needed for

students to develop and maintain generalizable comprehension skills. Additional studies should be conducted with less skilled readers, younger readers, and students with disabilities. TELLS Strategy is more likely to cause generalized improvement in reading comprehension in students with disabilities and/or students reading at lower grade levels. Finally, future researchers should consider implementing similar studies and supplementing the procedure of TELLS Strategy with performance feedback or reinforcement contingent on reading comprehension to determine if such procedures enhance theeffectiveness of TELLS Strategy (Saecker, et. al).

1. **Procedure of TELLS Strategy**

   These are the procedure of TELLS Strategy:

   a. The first step, students are taught to look at the *Title* and form clues as to what the material is covering.

   b. The second step, *Examine*, requires the students to skim the passage for clues about the content of the passage.

   c. The third step is to *Look* for important words (e.g., words that are used often). These steps may enhance comprehension because they may activate prior knowledge related to the content (Kueker, 1990).

   d. The fourth step is to *Look* for hard words (e.g., unknown words) and find their meaning. Knowing the meaning of words is critical for comprehension (Stahl, 2003).

   e. During the final step, *Setting*, readers skim the passage for clues about the setting, including places, areas, descriptions, dates, or references to time

periods. This activity may enhance comprehension by activating prior knowledge and causing students to form more complex hypotheses regarding the content of the material.

Procedure of TELLS Strategy may have activated prior knowledge related to the specific previewed passages, which allowed for more effective information processing (Kueker, 1990). Providing definitions of unknown words may have enhanced comprehension on previewed passages (Stahl, 2003). Unless the same background knowledge or those same unknown words were used across passages, we would expect little impact regarding the un previewed passages. Perhaps TELLS Strategy enhanced reading speed on targeted passages, which may have reduced the cognitive resources applied to aloud word reading, making more resources available to apply to comprehension (Reynolds, 2000).

2. **The Implementation of TELLS Strategy in the Classroom**

After escorting the participant to the testing area, the researcher starts the tape recorder. Next, the experimenter presents the student with a copy of the modified TELLS Strategy worksheet (see the figure below). Each step of the TELLS Strategy worksheet is completed orally. During the first two sessions, the TELLS procedures are described to the student in detail. After these sessions, the researcher provides additional prompts and/or instructions, as needed.

The first step in the TELLS procedure (T) is to prompt the students to read the title and form clues as to the subject of the story. The researcher encourages the students to form a hypothesis about the content of the passages by reading the

title. The second step (E) is to examine. The students are prompted to skim the passages for clues. This step should cause students to develop new hypotheses about the nature of the passage. In step three, Look (L), the students are instructed to scan the passages for important words (e.g., words used frequently). During the fourth step, Look (L), students are taught to look for hard words (e.g., unfamiliar words that the student may not recognize, know the meaning of, and/or be able to pronounce). During the final step, the students are taught to skim the passages for clues about After describing the TELLS procedure, the researcher prompts the student through the TELLS procedures before they read the text aloud. The students provide verbal responses to theTELLS prompts. When the students identify a hard word, the researcher reads the word aloud and provides him or her with the meaning of the word as it is used in the text. After finishing the TELLS procedure, the student is given the same instructions used for the baseline (assessment-only condition). During this assessment, the student read the passage that is just previewed usingTELLS and then answered the comprehension questions.

C. Reading Comprehension

1. The Definition of Reading

Reading is one of the most important skills in learning language besides listening, speaking and writing. It has the fundamental goal to know enough the concept and the language. It operational means an activity that the students perform to gain information or massage from the written

material the read. Therefore, in reading activity students have intention to obtain knowledge from their listening.

Hornby (1994: 1043) defines reading as an action of a person who reads. Carillo (1976:1) concludes that educators and psychologists differ as to what should be included in the definition of reading in tree categories.

a. Reading is purely a mechanical process in reading skill by the following:

   1) A reader's accuracy in recognizing words and attacking words that are known.

   2) The amount of print recognized at each fixation of the eyes.

   3) The rate of recognizing of words and phrases.

   4) Rhythmic progress along the line of print an easy return sweep to the next line.

b. Reading is mechanical process plus the acquisition of meaning advocates of this broader view hold that in addition to acquisition efficiency in the mechanical aspect given above; the reader must fuse the meaning represented by the printed words into a chain of related ideas.

c. Reading is combination of mechanics, understanding, retention, and use. In this broadest of the three views, the reader should be able not to perform the mechanics and comprehend and the meanings meaning of the words, but to critically evaluate the ideas expressed and apply then to his or her situation.

Nuttal (1982: 5) states that reading is to recall, to understand, to interpret, and analyze the printed page. Smith and Robinson (1980: 6) state that reading an active attempt, on the part of the reader, to understand a writer message. The reader interacts with and try to reconstruct what the writer wishes to communicates.

Haris and Sipay (1980: 8) state reading is the meaningful interpretation of printed or written verbal symbols. Nuttal (1982: 4) remarks that reading is process of getting a massage from a text or understanding a written text mean extracting the information from the text as efficiency as possible.

According to Clark and Silberstein in Anita (2006: 12) define that reading is an active cognitive process of interacting with print and monitoring comprehension to establish meaning.

From this point of view, it can be concluded 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. Steps of Reading

A good method of approaching these problems look at the reading session in term of three phases: pre-reading, while reading, and post-reading. In line with the three phases in teaching reading, and focuses on reading as follows:

a) Pre reading

A teacher who starts the lesson in the way is hardly to motivate the learners. Some examples of learning activities that can be adapted to the pre-reading activities are follows:

1) Teacher writes down some key words on the blackboard and explain to the students by using the words into context.

2) Teacher shows the picture related to the topic and ask the students some question based on the given picture.

3) Teacher writes down key words of context in the blackboard and ask students.

4) Teacher writes such themes (e.g. Environment) in the board, then asks the to generate the theme into list of some topics. Teacher, further, asks the students to predict the title of the reading text material.

5) Teacher asks students some questions orally. The questions should tend to the topic of the reading material.

6) Teacher writes down such topics (e.g. Health) in the board, then asks students to predict some vocabularies that will be used in the reading text.

7)Teacher writes down some key words of the reading text on the board, then asks students to predict the topic of the text.

b) *Whilst-reading actives*

Whilst-reading activities are such learning activities in other to develop reading skill. In this phase, students understand or comprehend

the content of reading text materials. This comprehensive activity can offer some activities such as:

1) Reading Quickly in order to gain:

(a) General ideas (skimming)

(b) Specific ideas (scanning)

2) Reading intensively in order to gain:

(a)Detailed information

(b) Referred

(c)Words, phrases, and sentences references (referencing)

(d)The meaning of certain words, phrases, and sentences based on the context (deducing meaning from context).

c). Post-reading activities

Post reading activities are such activities to use to correlate the students' gaining knowledge or information after reading the text and their prior knowledge. Some activities that can use in this phase:

1) Find out synonym and antonym or some words in the text.

2) Find out the meaning of certain symbols (e.g. the symbols of PON, symbols of scout, act., Abbreviation, and technical terms related to the text).

3. Reading Principles

Harmer (2007: 101) divides six reading principles. They are:

a. Encourage students to read as often and as much as possible.

The more students read, the better. Everything we do should encourage them to read extensively as well as if not more than intensively. It is a good idea to discuss this principle with students.

b. Students need to be engaged with what they are reading.

Outside normal lesson time, when students are reading extensively, they should be involved in joyful reading. We should try to help them get as much pleasure form it as possible. But during lesson, too, we will do our best to ensure that they are engaged with the topic of a reading text and the activities they are asked to do while dealing with it.

c. Encourage students to respond to the content of a text.

It is important for students to study reading texts in class in order to find out such things as the way they use language, the number of paragraphs they contain and how many times they use relative clause. But the meaning, the message of the text, is just as important as this. As a result, we must give students a chance to respond to that message in some way.

d. Prediction is major factor in reading.

When we read texts in our own language, we frequently have a good idea of the content before we actually star reading. Book covers give us a clue what is in the book; photographs and headlines hint at

articles are about; we can identify reports as reports from their appearance before we read a single world.

e. Match the task to the topic when using intensive reading text.

Once a decision has been taken about what reading text the students are going to read (based on the topic of the text), we need to choose good reading tasks the right kind of questions, appropriate, activities before during and after reading, and useful study exploitation. The most useful and interesting text can be undermined by boring and inappropriate tasks.

f. Good teachers exploit reading text to the full.

Any reading text is full of sentences, words ideas, description, etc. Good teachers integrate the reading text into interesting lesson sequences, using the topic for discussion and further tasks, using the language for the study and then activation , and using a range of activities to bring the text to life.

4. Reading Rules

Brothers (1962: 84) divides three reading rules that can improve the reading skill:

a. Cultivate the habit of reading

Someone never learn to become an efficient reader or to evaluate what you have read unless you have first become a steady reader.

b. Learning to read actively

This means, thinking while you read, you learned that mistake in reasoning are easy to make bit often hard to spot. Thus ,when you read especially when you read anything of controversial nature, you must be on alert for pitfalls in reasoning. if you try to absorb material without thinking about it, the scope of your reading ability will remain very narrow.

c. Learning to apply a principle of subordination to what you read

It means that you must learn to recognize important ideas and to separate them from less important ideas and details.
When reading to learn, students need to follow four basic steps:

1) Figure out the purpose of reading. Active background knowledge of the topin on order predict or anticipate content and identify appropriate

2) Attend to the parts of the next text are relevant to the identified purpose and ignore the rest. This selectivity enables students to focus on specific items in the input and reduce the amount of information they have to hold in short-term memory.

3) Select strategies that are appropriate to the reading task and use them flexibly and interactively. Students' comprehension improves and their confidence increase when they use top down and bottom-up skills simultaneously to construct meaning.

4) Check comparison while reading and when the reading task is completed. Monitoring comprehension helps students detect

inconsistencies and comprehension failures, helping them learn to use alternative strategies.

5. **The Kinds of Reading**

Indriati (2002: 7-8) classifies reading into three kinds, namely; reading aloud, silent reading and speed reading.

a. Reading Aloud

Reading Aloud is very important device that can not be over looked in achieving the goal because it is a great aid in the developing our habits to practice, in reading aloud. The students will get experiences as many times as possible.

b. Silent reading

Silent Reading tends to reinforce the reader to find out the meaning of the words. This kind of reading leads the reader to a better comprehension. Silent reading is a skill to criticize what is writes to discus something write means to draw inferences and conclusion as well as to express a new idea on the basic of what is read.

c. Speed Reading

This kind of reading is use to improve speed and comprehension in reading. This skill is very important for students. This skill of speed reading must run side comprehension. The rate of reading speed however, depends on the kind of reading material. The rate of speed reading story or narration will be different from the reading scientific materials.

6. Types of Reading

Abbort, et. al (1981:92) determine the types of reading for the purpose of reading.

a.   Skimming

The eyes run quickly over the next 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.

b.   Scanning

The readers are on the lookout for a particular item he believes in the next. The scanning can be done to find name, data, statistic, or fact in writing. The eyes start quickly at the lines of writing.

c.   Intensive Reading

It also called study reading. This involves closed reading of the text as the amount of comprehension should be high. The speed of reading is correspondently slower.

Woridijoyo (1989:10-11) puts forward some state or reading process as follow:

a. Perception

The perception here indicates the ability to read word a significant unit.

b. Comprehension

The Comprehension refers ability to make the author or writer word conductive to useful trough as read in the contexts.

c. Reaction

The Reaction is the action that requires consideration in connection with what has been by the author.

d. Integration

The integration levels to the ability comprehend or understanding trough concept toward the experiences of the writer that can be useful as a part of the reader's experience.

D. The Concepts of Reading comprehension

1. The Definition of Reading Comprehension

Harris and Sipay (1980: 8) state reading comprehensions the result interaction between the perception of graphic symbols that the present language skills and knowledge of the world.

Kustaryo in Anita (2006: 15) states that reading comprehension is an active thinking process, which not only depend on comprehension understand what has been read. It is on active thinking process that depend not only comprehension skill but also the students experience and prior knowledge comprehension involves understanding vocabulary, seeing the relationship among words and concepts, meaning judgment and evaluating.

According to Mayor (2005), reading comprehension is understanding a text that is read, or the process of "constructing meaning" from a text. Comprehension is a "constructing process" because it involves

all of the elements of the reading process working together as a text is read to create representation of the text in the reader's mind.

Alexander (1998) points out that reading comprehension involves taking meaning to a text in order to obtain from the text. Comprehension is the act or process of comprehending. Beside, Holt (1996:175) states that reading comprehension is the minds act or power of understanding.

According to Reinking and Sceiner in Anita (2006: 16), reading comprehension understanding what has been read. It is active thinking process that depend not only comprehension skill but also the students experiences and prior knowledge comprehension involves understanding vocabulary, seeing the relationship among words and concept, making judgment and evaluating.

Based on the definition above, we may concluded that reading comprehension is such a kind of language between an author and a reader in which the written language become the medium that cause the dialogue happen when the two persons communicative through the medium print.

2. **Reading Comprehension Levels**

The term 'level' does no mean simply different degrees of difficulty. It refers to the attitude and reaction to what is read. There are several levels of comprehension.

into four levels, as give below:

a. Literal Comprehension

Literal reading refers to the acquisition of meaning of ideas or information that is explicitly stated in the text. Some specific reading skill at the literal level of comprehension are: identifying specific information or nothing details, sequencing ideas when explicitly signal are given, and following instructions. These skills, specially the first two are scanning skill.

1) Identifying Specific Information

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

2) Sequencing Events or Ideas

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

3) Following Instructions

b. Interpretive or inferential Comprehension

Sometimes an information or concept is not explicitly stated in a text so that the reader has to go through the process of inferring beyond the literal meaning. This is the interpretative level or the "Thinking Side" of comprehension, interpretation is reading or getting meaning between the lines which requires the reader's sensitivity to clues and the ability to link these clues to his own experience to arrive at the new information. It is mentally exploring and taking position in relation to the facts and related details. When the reader does this he is inferring.

Inferences can be categorized as implications, conclusions, and generalisation.

1) Implication

   Implication is any inference expectancy that maybe logically implied or understood,but not directly stated, form 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 or applied Reading

Critical reading is evaluating written material comparing the ideas discovered in the material with known standard and drawing conclusion about their accuracy, appropriateness, and timeliness (McCarty, 1999: 201). Critical reading compares previous experience to element in the new material such as content style, expression, information, and ideas or values of the author. In this level of reading skill, the reader must be an active reader, questioning, searching for fact, and suspending judgment until her or she has considered all the material.

d. Creative Reading

Creative reading involves going beyond the material presented by the author, creative reading require the readers to think as they read just a criticalreading and it also require the reader to use their imagination, in creative solution to those by the writer

3. **Factors Affecting Reading Comprehension**

Anderson in Anita (2006: 18) describes the factors affecting reading comprehension. In this opinion means reside in the text it self. Meaning is reached when the reader integrates the personal background knowledge, purpose for reading strategies, and text to get meaning.

The description above implies that to get a perfect comprehension I the reading process, there are some factors either internal or external that should be monitored.

There are five categories of the factors affecting reading comprehension, namely:

a. Background experience. It refers to the previous experience that the reader has already known before and relates to the reading materials that they read.

b. Language ability. In this case, the readers have to know about some elements of language, for example: vocabulary, grammar, etc.

c. Thinking ability. It means that the readers ability to analyze reading materials.

d. Affection. It means that the readers have to know about some psychological factor that can affect the readers' comprehension. The factors are interest, motivation, attitudes, etc

E. Conceptual Framework

The theoretical framework of this research in the following diagram:
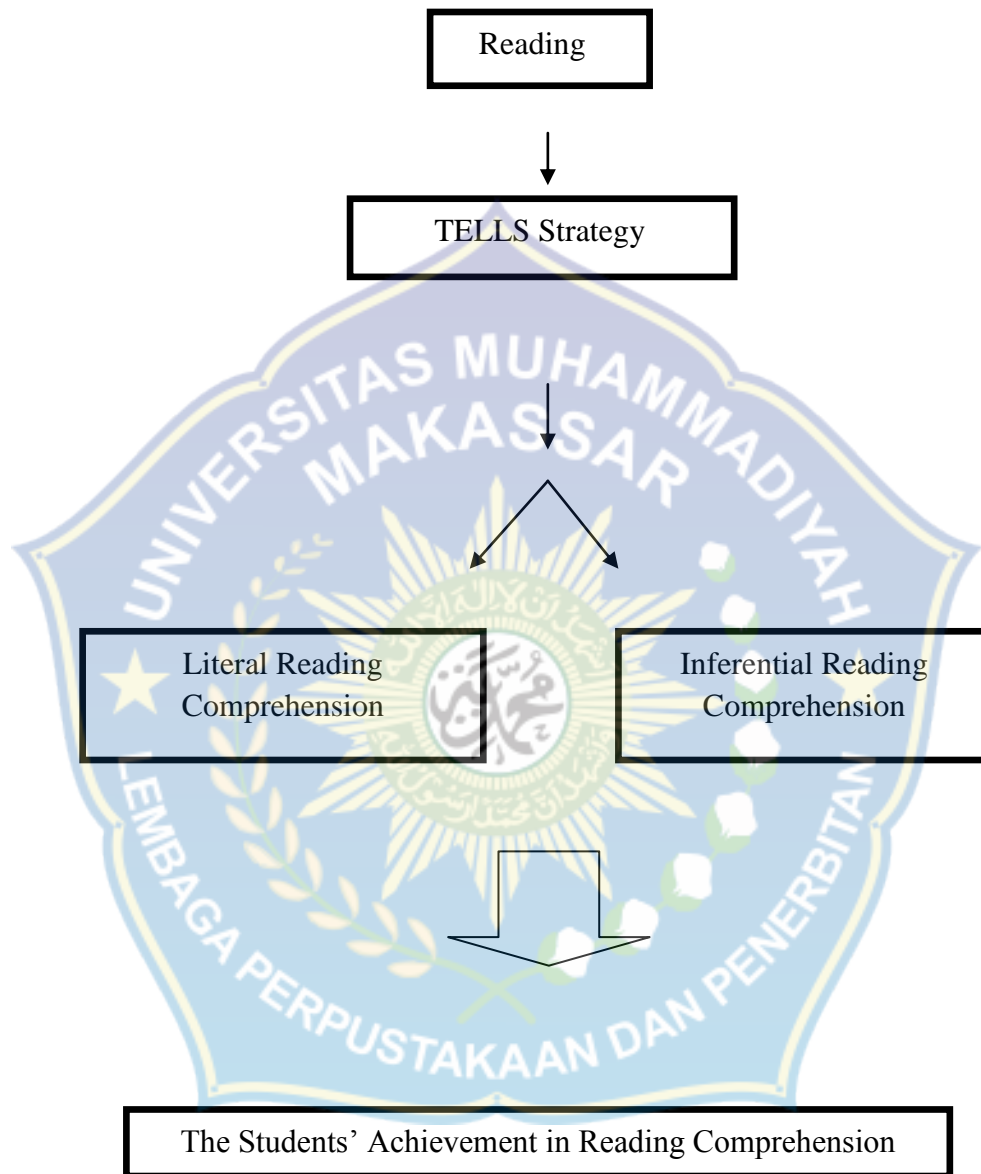
Figure 2.1: Conceptual Framework of TELLS

The conceptual Framework picture is the use of TELLS in teaching Reading Comprehension. It also indicates that the researcher is going to use Literal Reading Comprehension and Inferntial Reading Comprehenion to measure the students' improvement or achievement in Reading.

CHAPTER III

RESEARCH METHOD

A. Research Design

This research was applied pre-experimental research and it designed to run the research. Specifically, With one group design through pre-test and post-test design for experimental group which consisted of three procedures: pre-test, treatment and post-test.

Figure 3.1 Research Design

$$\boxed{X_1} \longrightarrow \boxed{T} \longrightarrow \boxed{X_2}$$

Where:

X_1 : Pre-Test

T : Treatment (4x meetings)

X_2 : Post-Test

(Hatch, 1991:87)

B. Research Variables and Indicators

1. Variables

There were two variables in this research those are as follows:

a. The independent variable of TELLS strategy was the important process to which allows the students to share ideas/opinion to improve the reading skills.

b. The dependent variable of the research consisted of students' reading comprehension.

2. Indicator

The following were the main indicators of each variables:

a. The indicators of the students 'literal comprehensions were main ideas and content (detail information).

b. The indicators of the students' inferential comprehension were drawing conclusion and prediction of contents were taken from the explicit and implicit information.

C. Population and Sample

1. Population

The population of this research was the students of the third grade of SMP PGRI 1 Makassar in academic year 2017-2018. There were six classes those are class X-A, X-B, X-C, X-D, X-E,X-F. The number of the population was 218 students.

2. Sample

In selecting the sample, the researcher used *purposive sampling technique.* This technique determined the sample based on certain consideration. After doing observation, the researcher take X-C class, according to information of the English teacher of SMP PGRI 1 Makassar, X-C class was one of class which has a low reading comprehension than the other classes. The class consisted of 29 students. Thus, the total number of sample was 29 students.

D. Research Instrument

The instrument of this research was reading comprehension test. It applied in pre-test and post-test segment. Pre-test aimed to find out the prior knowledge of the students' reading comprehension and it was conducted at the first meeting. While, the post-test aimed to find out the significant of the treatment by using title, examine, look and setting strategy (TELLS) and it was conducted at the last meeting in the class after treatment.

E. Procedures of Collecting Data

1. The researcher asked permission to the teacher of the class.

2. The researcher came to the class as a sample of this research to did pre-test.

3. After doing pre-test, the researcher applied title, examine, look and setting strategy (TELLS) in four times as the treatment.

4. After that, the researcher gave post-test to the student in the last meeting.

G. Technique of Data Analysis

1. To Score the students' answer of reading comprehension test, the researcher was used formulation as follows:

Table 3.1 The Criteria of Reading Comprehension Test

No	Criteria	Score
1	The meaning and grammar are correct	4
2	The meaning is correct and some errors of grammar	3
3	Some errors of meaning and grammar	2
4	The meaning and grammar are incorrect	1
5	No answer	0

Maximum score = 4

$$Scoring = \frac{Correct\ answer\ score}{Maximum\ score} x100$$

Table 3.2: The Classification of Score:

Score	Clasification
96-100	Excellent
86-95	Very Good
76-85	Good
66-75	Fairly Good
56-65	Fair
36-55	Poor
0-35	Very Poor

(Depdikbud, 1985:6)

2. To find out the mean score of students' reading comprehension through TELLS by using the following formula:

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

Where:

$\bar{X}$:Mean score

$\sum X$:The total raw score

N :The number of students

(Gay, 1981: 298)

3. To know the percentage of the students' development in reading comprehension:

$$P = \frac{X2 - X1}{X1} x100$$

Where: P : Percentage of the students' improvement score

X1   **:**Mean score

X2   **:**Mean score

<div align="right">(Hasan in Rahma2011: 51)</div>

4. To find out the significant differences between the score of pre-test and post-test, the researcher used the following formula:

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

Where:

t   = test of Significant

D   = The difference between the scores of pre-test and post-test (X1-X2)

$\overline{D}$ = The mean score of the difference between the scores of pre-test and post-test

$(\sum D)^2$ = The Sum of the difference scores

N   = The number pairs of subject in the study

1   = Constant Number

<div align="right">(Gay, 1981:331)</div>

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter consists of particularly present the finding of the research and discussion. The finding deals with rate of frequency of the students score obtain through the test in learning reading. It presents the result of the students' reading comprehension on literal comprehension and inferential comprehension using (TELLS), while the discussion of the research covers further explanation of the findings.

A. Findings

The findings of the research consist of the result data analysis through the pre-test and post-test in reading comprehension focus on literal comprehension (main ideas) and inferential comprehension (supporting details) using (TELLS) can improve the students' reading comprehension at the Third Grade of SMP PGRI 1 Makassar.

1. **Students' Literal Comprehension and Inferential Comprehension in Terms of Main Ideas and Supporting Details.**

   The data of reading test of the studentswere obtained by literal comprehension in term of main ideas and inferential comprehension in term of supporting details. In order to know the students' reading comprehension, the score of the literal comprehension and inferential comprehension observe as follows:

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

Classification	Score	Pre-Test F	%	Post-Test 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%
fairly 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 is found that there are no 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 is not student got very poor. Then, in post-test it is found that there is not student 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 is not students got very poor.

Based on Table 4.1 the researcher concludes that students' reading comprehension in literal comprehension in term of main ideas most of them get good with 2 students (6.90%) in pre-test then in post-test get good with 10 students (34.48%).

Table 4.2: Rate Percentage and Frequency of the Students' Inferential Comprehension in Term of Supporting Details

Classification	Score	Pre-Test		Post-Test	
		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%
fairly 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 is found that there is not student 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 isnot student got very poor. Then, in posttest it is found that there is 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 is not student got very poor.

Based on Table 4.2, the researcher concludes that students' reading comprehension in inferential comprehension in term of supporting details most of them get good with 2 students (6.90%) in pretest, and then in posttest get 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.

Indicators	Pre-Test	Post-Test	Improvement %
Main ideas	65.27	78.55	20.34%

Based on Table 4.3 shows that the score of main ideas improve (20.34%) from the mean score in pre-test is 65.27 and post-test is 78.55. It indicatesthat the score of literal comprehension each indicator in post-test is high than pretest.

Based on these result, it is concluded that using (TELLS) Strategy could improve the students' reading comprehension in terms of literal comprehension.

3. The Improvement of Students' Inferential Comprehension

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

Table 4.4: The Mean Score of Students' Inferential Comprehension in Term of Supporting Details.

Indicators	Pre-Test	Post-Test	Improvement %
Main ideas	65.44	79.69	21.77%

Based on Table 4.4, shows that the score of supporting details improve (21.77%) from the mean score in pre-test is 65.44 and post-test is 79.69. It indicates that the score of inferential comprehension each indicator in posttest were high than pretest.

Based on these result, it is concluded that using (TELLS) Strategy can improve the students' reading comprehension in terms of inferential comprehension.

Table 4.5: The Students' Improvement in Reading Comprehension

Indicators	Pre-Test	Post-Test	Improvement %
Reading Comprehension	65.36	79.12	21.05%

Based on Table 4.5, shows that the mean score of pretest is 65.36 and posttest is 79.12. The improvement of the pretest and posttest is 21.05%. Based on the result, it concludes that the using of *Cursory Reading Technique* is able to give greater contribution in teaching and learning reading comprehension.

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

The result of t-test is higher than t-table value, the null hypothesis (H0) is rejected, and if the result of t-test is lower than the t-table value, the null hypothesis (H0) is 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 are 29. It can 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 details could be seen below:

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

Mean scoreof Pre-test	Mean scoreof Post-test	t-test	t-table	Comparison	Classification
65.36	79.12	13.09	2.048	t-test>t-table	Significantly Different

Table 4.6, shows that t-test value for reading comprehension focus on literal comprehension (main ideas) and inferential comprehension (supporting details) with the t-test value is 13.09>2.048. It indicates that the result of t-test value in all of variable and indicator is high 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 is concluded that there were significant difference of the students' reading comprehension deal with literal and inferential comprehension before and after using Cursory Reading Technique.

B. Discussion

Based on the result of finding that before giving the treatment, the students' literal comprehension is categorized into fair in main ideas on pre-test but after treatment, categorize into good in main ideas on post-test. The main ideas improve (20.34%) from the mean score in pre-test is 65.27 and post-test is 78.55. It indicates that the score of main ideas (literal comprehension) in post-test is high than pre-test.

Based on the result of finding that before giving the treatment, the students' Inferential Comprehension is categorized into fair in answering questions on pre-test but after treatment, categorize into good in answering questions on post-test. The score of supporting details improve (21.77%) from the mean score in pre-test is 65.44 and post-test is 79.69. It indicates that the score of Inferential Comprehension in post-test is high than pre-test.

After calculating the score variable, isshows that the students' reading comprehension improve (21.05%) from the mean score in pre-test is 65.36 and posttest is 79.12. It shown by the mean score post-test is higher than pre-test. Therefore, (TELLS) Strategy is able to improve the students' reading comprehension at the Ninth Grade of SMP PGRI 1 Makassar.

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 indicates t-test value is greater than t-table value is 13.09>2.048 there is significant different. Therefore, it can be concluded that statistically hypothesis of (H_0) is rejected and the statistically hypothesis of (H_1) is accepted. It means that the use Cursory Reading Technique could improve the students' reading comprehension in literal and inferential comprehension.

Some of students still make a mistake to analyze the main idea and supporting idea of the text. One of the reason is the students does not too know how to understand the content the text. The other reason is the students have a lack vocabulary, so the students do not know the meaning of the text. The less of meeting also can influence the knowledge of the students. The more of the

students learn about materials of reading comprehension, the more knowledge can achieve by the students. The using of TELLS can influence the improvement of the students' learning about how to know the main idea and supporting idea, because its strategy is highly motivate the students, according to William and Skinner.

Based on discussion above, it can be concluded that using (TELLS) Strategy is one of method that can improve the students' reading comprehension especially on literal and inferential comprehension at the Third Grade of SMP PGRI 1 Makassar.
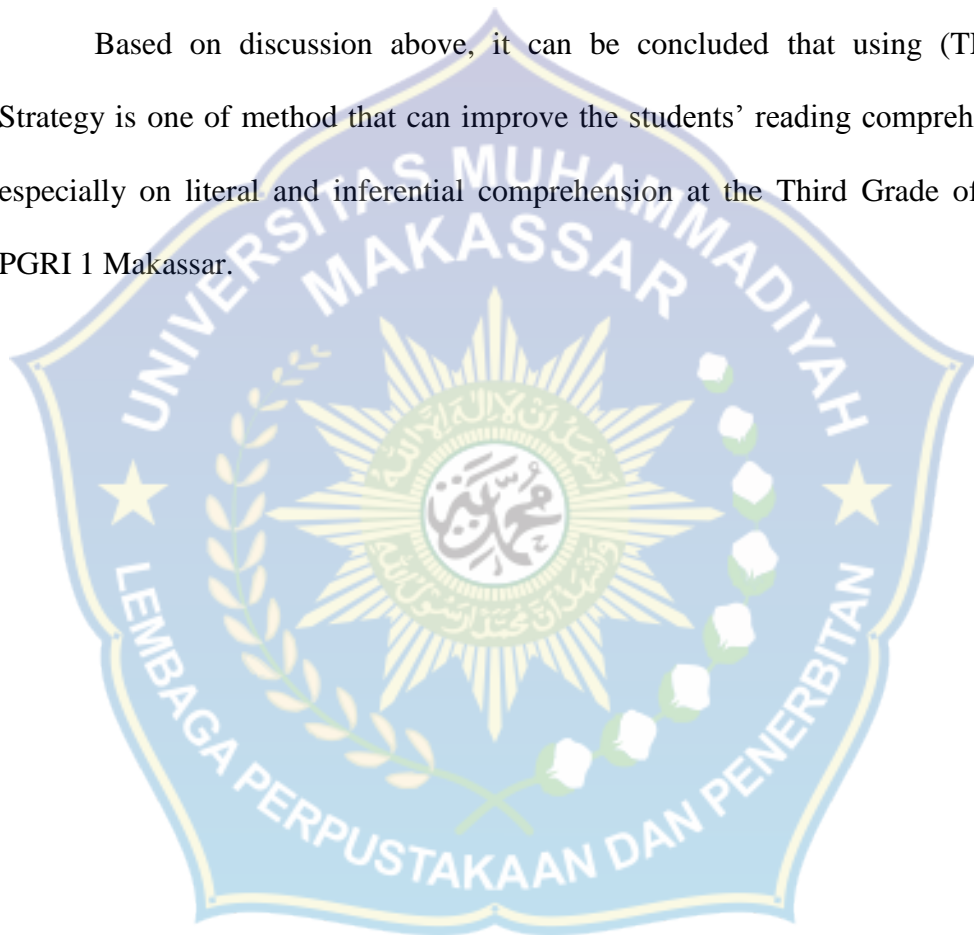
CHAPTER V

CONCLUSION AND SUGGESTION

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

A. Conclusion

Based on discussion propose in previous chapter, the following conclusions are present:

1. TELLS Strategy is effective to improve the students' literal reading comprehension in term of main ideas at the Third Grade of SMP PGRI 1 Makassar. It is improved by the mean score of literal comprehension is (20.34%) from the mean score in pretest is 65.27 and posttest is 78.55. It indicates that the score of literal comprehension each indicator in posttest is higher than pretest.

2. TELLS Strategy is effective to improve the students' inferential reading comprehension in term of supporting details at the Third Grade of SMP PGRI 1 Makassar. It is improved by the mean score of inferential comprehension is (21.77%) from the mean score in pretest is 65.44 and posttest is 79.69. It indicates that the score of inferential comprehension each indicator in posttest is higher than pretest.

B. Suggestion

Based on the conclusion above, the researcher presents some suggestionsas follows:

1. The English teacher uses TELLS Strategy as alternative in presenting the reading comprehension materials, because it is effective to improve the students' achievement.

2. In order to improve the students' comprehension by reading material through TELLS Strategy, the teacher should give more guidance, motivation, especially in comprehending the text.

3. The teacher of English that useTELLS Strategy in teaching reading comprehension in terms on literal comprehension and inferential comprehension because it could bring an improvement in reading comprehension for students.

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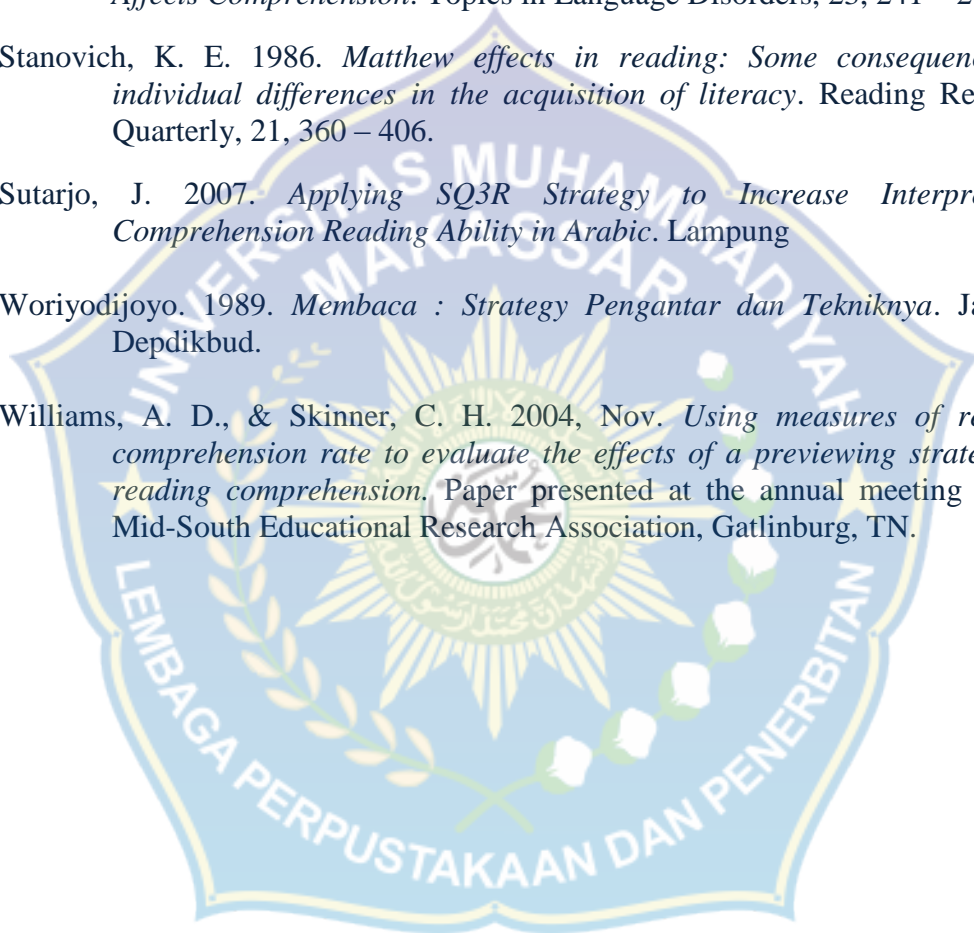
Loro Jonggrang

Loro Jonggrang was the daughter of giant king called Ratu Baka. She had a proposal from a young noble, Bandung Bandawasa. He was handsome, wealthy, and powerful but Loro Jonggrang didn't want to marry him. Ratu Baka gave a task to Bandung Bandawasa. She had to make 1,000 temples in one night, to prepare his marriage to Loro Jonggrang.

Bandung Bandawasa used his supranatural power to call the genies, and he made the temples in unbeliveble speed. LoroJonggrang saw the task was almost complete. Then she ordered her servants to help her hit the rice punches and made the sound of cooking. These action would make the genies think that morning had come.

They would run away Bandung Bandawasa was angry with Loro Jonggrang. He already finished 9999 temples, and when he built the 1000^{th,} he cursed Loro Jonggrang into a stone statue to fill the 1,000th temple.

Answer these following questions based on the text above!

1. Where did the story take place and when (time period)!
2. Find how many characters are there in the text, and then analyze the good/the bad character!
3. Find the main idea of the second paragraph of the text above!
4. Find the moral message of the story by using your own words!
5. Consider what the best title of the text is and draw the conclusion of the text above by using your own words!

The Dinner Party

Once there lived a fox and a crane in a forest. One day they cunning fox invited the crane for a dinner. The crane accepted the invitation and went to the fox's place at sunset.

The fox had prepared soup for dinner. When the crane sat down to eat, the fox brought two bowls of hot soup. The fox started to enjoy the soup.

But the crane could not drink the soup from the bowl with its long beak. It waited for the fox to finish the dinner and bid goodbye. It had to get back home hungry.

After a few days, the crane invited the fox for a dinner. The fox agreed and went to the crane's house well in time. The crane gave him a warm welcome. It served the soup in a jar with a long and narrow neck.

The crane enjoyed the soup using his long beak. The fox's mouth could not reach the soup through the narrow neck of the jar. It tried hard, but could not drink the soup. Then the crane brought a bowl of soup and said to the fox, "When I came to your house for dinner, u served me soup in a bowl, which I could not drink. I wanted to teach you a lesson. That's why I first served soup in a jar. Please drink the soup now and go home happily."

The fox realized his mistake and drank the soup. From then on both became good friends.

Answer these following questions based on the text above!

1. Where did the story take place and when (time period)!
2. Find how many characters are there in the text, and then analyze the good/the bad character!
3. Find the main idea of fifth paragraph of the text above!
4. Find the moral message of the story by using your own words!
5. Consider what the best title of the text is and draw the conclusion of the text above by using your own words!

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP 1)

Satuan Pendidikan   : SMP PGRI 1 TAMALATE
Mata Pelajaran   : Bahasa Inggris
Kelas/Semester   : XI/Ganjil
Alokasi Waktu   : 1 x 45 Menit
Aspek/skill   : Membaca (Reading)

A. Standar Kompetensi :
Memahami makna dalam essai pendek sederhana berbentuk recount dan narrative untuk berinteraksi dengan lingkungan sekitar.

B. Kompetensi Dasar :
Merespon makna dalam teks tulis fungsional pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar.

C. Indikator Pembelajaran :
- Mengidentifikasi makna kata dalam teks yang dibaca.
- Mengidentifikasi main ideas dan supporting details dari sebuah paragraph.
- Mengidentifikasi makna kalimat dalam teks yang dibaca.

D. Tujuan Pembelajaran :
- Siswa dapat mengidentifikasi makna dalam teks fungsional pendek.
- Siswa menentukan main ideas dan supporting details dalam teks bacaan.
- Menjawab berbagai pertanyaan tentang informasi dalam teks yang dibaca.

E. Materi Pembelajaran :
- Siswa diberi bacaan yang berjudul "The Legend of Beowulf"

The Legend of Beowulf

Once upon a time, there was a horrible monster called Grendel. He was hlafman and half-monster. He lived in Denmark. One day, he went to the king's castle. The king and his men tried to kill the monster but their swords were useless. A knight called beowulf heard about the problem and went to Denmark to help the king.

That night, beowulf and his men took off their armour and put away their swords and went to sleep. The monster came into the castle and killed a knight. Beowulf woke up and fought the monster-he pulled off an arm! Grendel went back to his home in a lake and died. Grendel's mother was very angry and the next night she went to the castle and killed a knight.

In the morning, Beowulf went to the lake. He killed Grendel's mother with a special sword. When he came back, the king was very happy and he gave Beowulf presents and money.

Beowulf went back to his country and became a king. He was king for fifty years. But one day, a dragon came to his country, and it attacked people. It lived in a cave with treasure. The dragon was very big and breathed fire. The knights were afraid and they didn't want to fight the dragon. King Beowulf was an old man but he put on his armour again and went to the dragon's cave with his men.

F. Metode Pembelajaran :
• TELLS Strategy

G. Kegiatan Pembelajaran :

No.	Kegiatan	Alokasi Waktu
1.	**Kegiatan awal** a. Memberi salam dan membaca do'a. b. Apersepsi,motivasi dengan mengarahkan siswa pada situasi pembelajaran. c. Memeriksa kehadiran siswa. d. Menyampaikan tujuan pembelajaran.	**5 Menit**
2.	**Kegiatan inti** a. Guru menjelaskan materi yang akan dibahas b. Guru menjelaskan tentang prosedur pembelajaran TELLS strategy. c. Guru memberikan penjelasan kepada siswa mengenai text narrative. d. Guru membagikan handout yang berisi text narrative. e. Siswa diminta untuk membaca dan memahami text narrative dan menemukan inti atau isi dari bacaan. f. Guru memberikan pertanyaan dan meminta siswa untuk menjawab pertanyaan sesuai bacaan.	**35 Menit**
3.	**Kegiatan Akhir** a. Guru menanyakan kesulitan siswa selama proses pembelajaran. b. Guru menyimpulkan pelajaran. c. Guru menutup pelajaran.	**5 Menit**

H. Sumber dan Media Pembelajaran :
- Sumber : - Buku yang relevan
- Media : Spidol, Penghapus, whiteboard, papers.

I. Penilaian

$$nilai\ siswa = \frac{\text{skor maksimal}}{\text{skor perolehan}} X\ 100$$

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RENCANA PELAKSANAAN PEMBELAJARAN
(RPP 3)

Satuan Pendidikan : SMP PGRI 1 TAMALATE
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : XI/Ganjil
Alokasi Waktu : 1 x 45 Menit
Aspek/skill : Membaca (Reading)

A. Standar Kompetensi :
Memahami makna dalam essai pendek sederhana berbentuk recount dan narrative untuk berinteraksi dengan lingkungan sekitar.

B. Kompetensi Dasar :
Merespon makna dalam teks tulis fungsional pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar.

C. Indikator Pembelajaran :
- Mengidentifikasi makna kata dalam teks yang dibaca.
- Mengidentifikasi main ideas dan supporting details dari sebuah paragraph.
- Mengidentifikasi makna kalimat dalam teks yang dibaca.

D. Tujuan Pembelajaran :
- Siswa dapat mengidentifikasi makna dalam teks fungsional pendek.
- Siswa menentukan main ideas dan supporting details dalam teks bacaan.
- Menjawab berbagai pertanyaan tentang informasi dalam teks yang dibaca.

E. Materi Ajar :
- Siswa diberi bacaan yang berjudul "Thr Legend of Surabaya"

The Legend of Surabaya

Once upon a time, there were two animals, Sura and Baya name. Sura is the name of the shark and Baya the crocodile. They lived in the deep sea.

After Sura and Baya were looking for some food. Suddenly, Baya see a nice goat. "Yummy is good, this is the most delicious lunch," said Baya.' No way! This is my lunch. You greedy "Sura said. Later they fought for goats. After several hours of fighting, they were very tired. Feels tired of fighting, they live in different places. Sura Baya live in the water and stay in the country.

Border is the beach, so they do not will fight again. Someday, Sura went to the ground and look for some food in the river. He was very hungry and there was not much food in the sea. Baya was very angry when he knew that Sura broke a promise. They fight again. They both punching and kicking. Tail Sura Baya fight. Baya did the same thing to Sura.

He bit very hard until Sura finally gave up and returned to the sea. Baya was happy. Named of they final city is Surabaya.

F. Metode Pembelajaran :
• TELLS Strategy

G.Kegiatan Pembelajaran :

No.	Kegiatan	Alokasi Waktu
1.	**Kegiatan awal** a. Memberi salam dan membaca do'a. b. Apersepsi,motivasi dengan mengarahkan siswa pada situasi pembelajaran. c. Memeriksa kehadiran siswa. d. Menyampaikan tujuan pembelajaran.	**5 Menit**
2.	**Kegiatan inti** a. Guru menjelaskan materi yang akan dibahas b. Guru menjelaskan tentang prosedur pembelajaran TELLS Strategy. c. Guru memberikan penjelasan kepada siswa mengenai text narrative. d. Guru membagikan handout yang berisi text narrative. e. Siswa diminta untuk membaca dan memahami text narrative dan menemukan inti atau isi dari bacaan. f. Guru memberikan pertanyaan dan meminta siswa untuk menjawab pertanyaan sesuai bacaan.	**35 Menit**
3.	**Kegiatan Akhir** a. Guru menanyakan kesulitan siswa selama proses pembelajaran. b. Guru menyimpulkan pelajaran. c. Guru menutup pelajaran.	**5 Menit**

H. Sumber dan Media Pembelajaran :
- Sumber : - Buku yang relevan
- Media : Spidol, Penghapus, whiteboard, papers.

I. Penilaian

$$nilai\ siswa = \frac{skor\ maksimal}{skor\ perolehan}X\ 100$$

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RENCANA PELAKSANAAN PEMBELAJARAN
(RPP 4)

Satuan Pendidikan   : SMP PGRI 1 TAMALATE
Mata Pelajaran   : Bahasa Inggris
Kelas/Semester   : XI/Ganjil
Alokasi Waktu   : 1 x 45 Menit
Aspek/skill   : Membaca (Reading)

A. Standar Kompetensi :
Memahami makna dalam essai pendek sederhana berbentuk recount dan narrative untuk berinteraksi dengan lingkungan sekitar.

B. Kompetensi Dasar :
Merespon makna dalam teks tulis fungsional pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar.

C. Indikator Pembelajaran :
- Mengidentifikasi makna kata dalam teks yang dibaca.
- Mengidentifikasi main ideas dan supporting details dari sebuah paragraph.
- Mengidentifikasi makna kalimat dalam teks yang dibaca.

D. Tujuan Pembelajaran :
- Siswa dapat mengidentifikasi makna dalam teks fungsional pendek.
- Siswa menentukan main ideas dan supporting details dalam teks bacaan.
- Menjawab berbagai pertanyaan tentang informasi dalam teks yang dibaca.

E. Materi Ajar :
- Siswa diberi bacaan yang berjudul "Monkey and Crocodile"

Monkey and Crocodile

One day a monkey wanted to cross a river. He saw a crocodile in the river, so he asked the crocodile to take him across the other side. The crocodile told the monkey to jump on its back. Then the crocodile swam down the river.

Now, the crocodile was very hungry, so when it was in the middle of the river, it stopped and said to the monkey, "Monkey, my father is very sick. He must eat the heart of the monkey. Then he will be strong again."

The monkey thought for a while. Then he told the crocodile to swim back to the river bank.

"What's for?" asked the crocodile.

"Because I didn't bring my heart with me," said the monkey. "I left it under the tree, near some coconuts."So, the crocodile turned around and swam back to the bank of the river. As soon as they reached the river bank, the monkey jumped off the crocodile's back and climbed up to the top of a tree.

"Where is your heart?" asked the crocodile.

"You are foolish," the monkey said to the crocodile. "Now I am free and you have nothing."

The monkey told the crocodile not to try to fool him again. The crocodile swam away, hungry.

F. Metode Pembelajaran :

- TELL Strategy

G.Kegiatan Pembelajaran :

No.	Kegiatan	Alokasi Waktu
1.	**Kegiatan awal** a. Memberi salam dan membaca do'a. b. Apersepsi,motivasi dengan mengarahkan siswa pada situasi pembelajaran. c. Memeriksa kehadiran siswa. d. Menyampaikan tujuan pembelajaran.	**5 Menit**
2.	**Kegiatan inti** a. Guru menjelaskan materi yang akan dibahas b. Guru menjelaskan tentang prosedur pembelajaran Top-Down strategy. c. Guru memberikan penjelasan kepada siswa mengenai text narrative. d. Guru membagikan handout yang berisi text narrative. e. Siswa diminta untuk membaca dan memahami text narrative dan menemukan inti atau isi dari bacaan. f. Guru memberikan pertanyaan dan meminta siswa untuk menjawab pertanyaan sesuai bacaan.	**35 Menit**
3.	**Kegiatan Akhir** a. Guru menanyakan kesulitan siswa selama proses pembelajaran. b. Guru menyimpulkan pelajaran. c. Guru menutup pelajaran.	**5 Menit**

H. Sumber dan Media Pembelajaran :
- Sumber : - Buku yang relevan
- Media : Spidol, Penghapus, whiteboard, papers.

I. Penilaian

$$nilai\ siswa = \frac{skor\ maksimal}{skor\ perolehan} X\ 100$$

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APPENDIX D

DAFTAR HADIR SISWA KELAS IX SMP PGRI 1 TAMALATE MAKASSAR

NO	NAMA SISWA	Pertemuan Ke-					
		1	2	3	4	5	6
1	S-1		.	.	.	.	
2	S-2		.	.	.	.	
3	S-3		.	.	.	.	
4	S-4		.	.	.	.	
5	S-5		.	.	.	.	
6	S-6		.	.	.	.	
7	S-7		.	.	.	.	
8	S-8		.	.	.	.	
9	S-9		.	.	.	.	
10	S-10		.	.	.	.	
11	S-11	P	.	.	.	.	P
12	S-12		.	.	.	.	
13	S-13	R	.	.	.	.	O
14	S-14		.	.	.	.	
15	S-15	E	.	.	.	.	S
16	S-16		.	.	.	.	
17	S-17		.	.	.	.	T

18	S-18		.	.	.	.	
19	S-19	T	.	.	.	.	T
20	S-20		.	.	s	.	
21	S-21	E	.	.	.	.	E
22	S-22		.	.	.	.	
23	S-23	S	.	.	.	.	S
24	S-24		.	.	.	.	
25	S-25	T	.	.	.	.	T
26	S-26		.	.	.	.	
27	S-27		.	.	.	.	
28	S-28		.	.	s	.	
29	**S-29**		.	.	.	.	

APPENDIX E

THE STUDENTS' MEAN SCORE OF THE STUDENTS' TEST

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

$$\overline{X} = \frac{1893}{29}$$

$$= 65.27$$

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

$$\overline{X} = \frac{2278}{29}$$

$$= 78.55$$

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

$$\overline{X} = \frac{1898}{29}$$

$$= 65.44$$

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

$$\overline{X} = \frac{2311}{29}$$

$$= 79.69$$

APPENDIX F

**THE IMPROVEMENT OF STUDENTS IN LITERAL COMPREHENSION
AND INFERENTIAL COMPREHENSION**

1. Improvement students in literal comprehension (main ideas)

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

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

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

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

$$= 20.33$$

The students' improvement= **20.33%**

2. Improvement students in inferential comprehension (supporting details)

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

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

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

$$P = \frac{41300}{1893}$$

$$= 21.75$$

The students' improvement= 21.75%

APPENDIX G

CALCULATING THE T-TEST ANALYSIS

Calculating the t-test analysis of reading comprehension

NOTES: $\Sigma = 13,75$

   $(\Sigma\ D) = 208,17$

   $N = 29$

$$\overline{D}\ \frac{(\Sigma D)_2}{N} = \frac{(13.75)_2}{29} - \frac{189.06}{29}$$

$$\overline{D} = 6.519$$

$$t = \frac{\overline{D}}{\sqrt{\dfrac{\Sigma D_2 - \dfrac{(\Sigma D)_2}{N}}{n(n-1)}}}$$

$$t = \frac{6.519}{\sqrt{\dfrac{208.17 - \dfrac{(13.75)_2}{29}}{29(29-1)}}}$$

$$t = \frac{6.519}{\sqrt{\dfrac{208.17 - \dfrac{(189.06)}{29}}{29(28)}}}$$

$$t = \frac{6.519}{\sqrt{\dfrac{208.17 - 6.519}{812}}}$$

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

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

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

$$t = 13.09$$

APPENDIX H

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

Kode Siswa	Reading Comprehension			
	Pre-test	Post-test	D	D²
S-1	62.5	75	12.5	156.25
S-2	60	72.5	12.5	156.25
S-3	62.5	80	17.5	306.25
S-4	64	78	14	196
S-5	66.5	76.5	10	100
S-6	72.5	85	12.5	156.25
S-7	62.5	72.5	10	100
S-8	71	80.5	9.5	90.25
S-9	55	68.5	13.5	182.25
S-10	59	67.5	8.5	72.25
S-11	72.5	90	17.5	306.25
S-12	61	71	10	100
S-13	73	83.5	10.5	110.25
S-14	55	73.5	18.5	342.25
S-15	63.5	80	16.5	272.25
S-16	67.5	80	12.5	156.25
S-17	71	89	18	324
S-18	72.5	80	7.5	56.25
S-19	67.5	83	15.5	240.25
S-20	66	85	19	361
S-21	70	81.5	11.5	132.25
S-22	65	79.5	14.5	210.25
S-23	71.5	80	8.5	72.25
S-24	67.5	78	10.5	110.25
S-25	62.5	80	17.5	306.25
S-26	52.5	80.5	28	784
S-27	67.5	79.5	12	144
S-28	60	79	19	361
S-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 I

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 J

THE SCORE OF PRE TEST IN READING COMPREHENSION

NO	MAIN IDEAS	SUPPORTING DETAILS	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	55
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 K

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

Students'	Indicators (supporting details)			
	Pre-test		Post-test	
	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

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

Students'	Indicators (supporting details)			
	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

DOCUMENTATION OF THE LEARNING PROCES

a. Pre- test Experimental Class

b. Post- Test Experimental Class and Control Class

CURRICULUM VITAE

ELISWANDI is the second child of marriage Ambo Dalle and Yuliana. He was born on Mei 16th, 1994 in Wajo.He has one brother and one sister. He graduated his Elementary school in 2006 at SDN 232 Tellesang,Kabupaten Wajo.

In the same year he continued his study at SMPN 3 Pitumpanua and graduated in 2009. He then registered in Senior High school, SMAN 1 Larompong Selatan, Kabupaten Luwu and graduated in 2012.

In 2012, he accepted at English Departmen At the end of her study, she could finish her thesis with title " The Use of Title, Examine, Look, Look, and Setting (TELLS) Strategy to Improve the Students Reading Comprehension (An Experimental Research at the Third Grade of SMP PGRI 1 Tamalate Makassar). of FKIP Muhammadiyah University of Makassar.