TEACHING READING BY USING WFR (WARMING-UP FOR READING) TO INCREASE READING SKILL AT STUDENTS OF MA DDI ATTAUFIQ PADAELO
(*Pre Experimental Research*)

A Thesis

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

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ABSTRACT

Nur Auliah. 2017. *Teaching Reading by using WFR (Warming-Up for Reading) To Increase Reading Skill at Student of MA DDI Attaufiq Padaelo (An Experimental Research).* Faculty of Teachers Training and Education, Makassar Muhammadiyah University (supervised by Erwin Akib and Ilmiah)

The research aimed to find out the improvement of the students' literal reading comprehension after using WFR (Warming-Up for Reading) method at students' of MA DDI Attaufiq Padaelo and the improvement of the students' interpretative reading comprehension after using WFR (Warming-Up for Reading) method of students at MA DDI Attaufiq Padaelo in the academic year of 2017/2018.

The researcher used a Pre-Experimental Research by applying with one group of pretest and posttest. The sampling technique used was purposive sampling. A number of subject of the research were 30 students in class XI IPS1.

As the quantitative research. The researcher analyzed the data by using t-test. The result showed that students' literal comprehension and interpretative pre test and posttest different significantly. The students mean score of posttest main idea (78.3) was greater than the mean score of pretest (42.5). The mean score of posttest conclusion (75.83) was greater than the mean score of pretest (46.6). Based on the research main idea was improved 84.23% and conclusion was improved 6.51%. It was concluded that the use of WFR (Warming-Up for Reading) in reading English activity increase the students' literal comprehension and Interpretative Reading of narrative text.

Keywords: WFR (Warming- Up for Reading), Narrative text, Reading Comprehension.

MOTTO

Failure Occurs Only

When We Give Up

''Kegagalan Hanya Terjadi Bila Kita Menyerah''

DEDICATION

THE RESEARCHER DEDICATES THIS THESIS TO:

My Beloved Parents

Alm. Muh. Idris and Nur Aeni

My Beloved Sisters Idriana and Idriani

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In writing this thesis the researcher found many difficulties, so the researcher realized that the thesis has a lot of mistakes and weakness. In order to become perfect, the researcher needs correction and suggestion. The researcher would like to say thank you very much for the people who gave spirit, advice, suggestion, and helping to the write as follows:

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The Researcher

NurAuliah

CHAPTER 1

INTRODUCTION

A. Background

Basically English has four main language skill, namelly speaking, writing, reading, and listening. These four basic language are related to each other. Harmest (1991) in Sulastri (2012) state that people who use language have number of different ability. Some are able to speak and write while others are able to listen and read well. Speaking and writing are said to be productive skill, while listening and reading aid to receptive skill.

Reading is an active process to identify idea. Therefore, in reading activity the readers have to look the main idea of each paragraph and try to compreherend the reading material because without comprehending the main idea of each paragraph could make them difficult to understand what they have read and they dont know what the researcher means in reading material.

Teaching and learning reading are not easy matter but they are the complex process. It is not only involved the students ‘’ ability to read the text but also the readers ability to understand the text. In this case pleasing meaningless make the classroom condition boring, hilarious, or make the student play in the class during learning process but pleasing in here have mean as a procedure make gladness joy. This procedure with planning will make enthusiasm of students so they have spirit to involve problem during the learning process.

Pinnel and Fountaf in Limiska (2013:3) explain that effective readers make prediction before, during, and after reading. Before reading, they make prediction and set expectation based on the genre, author, topic, and organization of the text. during reading, effective readers use background knowledge as well as what they have learned about the characters, setting, plot,and theme to predict what migh happen next and expand meaning. After reading, they reflect on content and make predictions beyond the story.

In addition, based on the interview result with an English teacher in the school of MA DDI Attaufiq Padaelo, there are some difficulties face by the students in reading comprehension, they had difficulties to understand the context and get the information of the story so the students faile to understand longer reading materials such as stories and most students had an ability to translate the individual word.

Those cases were quite problematical and should be solved because they can arise further difficulties to the next reading lesson if their low score of reading comprehension is not improved soon. As the effect, they will be continuously difficult to understand any other texts. The students have to work with the materials actively. The conclusion is the teacher is expected to hold an attractive activity to involve students to be active in the classroom. Pre-reading activity could be a way to students to comprehend English text easily. make teaching reading easier, teacher can motivate students by using the pre-reading stage. Pre-reading means that teacher performs activities such as relating passage contents to students' words, presenting key vocabulary prior

to encountering it in texts, and noting the organization of passage so students can use it a tool for understanding. Therefore through pre-reading activities by brainstorming their mind to related topic, they activate their background knowledge that it may take advantage for them to comprehend the text better.

Based on the above statement, the researcher is inspired to conduct a research entitle '' **Teaching Reading by Using WFR (Warming-up for Reading) to Increase Reading Skill at Students of MA DDI Attaufiq Padaelo''**

B. Problem Statement

Based on the background above, the resarch formulated problem statement of this research as follows :

1. How does the use of WFR (Warming-Up for Reading) increase students' literal reading comprehension at MA DDI Attaufiq Padaelo?
2. How does the use of WFR (Warming-Up for Reading) increase students' interpretative reading comprehension at MA DDI Attaufiq Padaelo?

C. Objective of the Research

Relating to the problem statement mentioned above, the research stated that objective of the study were :

1. To know the use of WFR (Warming-Up for Reading) increase students' literal reading comprehension at MA DDI Attaufiq Padaelo.
2. To know the use of WFR (Warming-Up for Reading) increase students' interpretative reading comprehension at MA DDI Attaufiq Padaelo.

D. Significance of Study

This research is expected to be useful information for many people in learning process, such as :

1. For education

   The result of this research expected to give contribution theoritically and practically in the development in english teaching.

2. For the teacher

   This research expected to add information of teaching aproach in the class and the class and to encourage their teaching, especially for teaching english.

3. For the student

   This research is expected to increase the students' achievement in learning english and make them interest to learning english

4. For the other research

   This researches is expected can regarding to increase education quality.

E. Scope of the research

This research was study the ability at the students' of MA DDI Attaufiq Padaelo in using WFR (Warming-Up for Reading) method to improve the students' reading comprehension. Reading comprehension focuses on literal comprehension (the main ideas) and interpretative comprehension (conclusion) of the narrative text.

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CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Related Findings

There are some of previous related researches findings are discussed, as follows:

1. FITRIANI (2016) reported in her thesis *The Effectiveness Of Warming-Up For Reading (WFR) For Teaching Reading (An Experimental Research at Eighth Grade Students of SMP Muhammadiyah 2 Purwokerto in the Academic Year 2015/2016).* concluded that Warming-up For Reading(WFR) was effective for teaching reading at the Eight Grade students of SMP Muhammadiyah.
2. Rahayu (2013) reported in her thesis *Improving Reading Comprehension in Recount Text by Using WFR Method at Eighth Grade in SMP Muhammadiyah 07 Cerme.* The research finding showed that this method was effective to teach reading comprehension for eighth grade at SMP Muhammadiyah 07 Cerme.

Based on the research, the researcher tries to find a way how the student can learn English as a foreign language easily and the researcher has the same ideas with the researcher above, that one way to make the English is an easy lesson for the student is using WFR (Warming-up for reading).

B. Concept of Reading

1. Definition of Reading

Reading is the one of the most important skill in learning language beside listening, speaking, and writing. It has fundamental goal to know enough the concept and the language. It means an activity that the student perform to gain information or massage from the written material they have read. Therefore, in reading activity students have intention to obtain knoledge from their reading.

Perfetti (2005) states that reading skill is an individual's standing on some reading assesment. Skilled readers are those who score above some standard on this assessment and then readers of low skill are those who score below some standard.

Simarjuntak in Harimin Yasin (2010 : 17) state the reading is the process of putting the readers is contact and comunication with ideas reading is also a skill that must be developed and can the reader and the researcher ideas when the researcher send his ideas in the written symbols and catching the ideas in it.

Reading also an active process of with comperhension to establish the meaning, tries to identification and recognition of printed or written symbol and can build our experience about something.

Based on the definitions above, we can conclude if reading is the important skill in teaching learning. By reading it can be a key to achieve the goal of teaching learning especially in English language learning.

2. Types of Reading

Different readers may have their own ways and technique in reading in accordance with their favor and purpose. Some linguistics have proposed many ways of reading, which the mainly used in Francoise grellet in Nurhikmah Laila (2009) summarized as follow :

a. Skimming : quickly running one's eyes accross a whole text (an essay, article, or chapter) to get the gist of it the readers goes through the text extremely quickly. The purpose of skimming is the simply to see what a text is about the reader skims in order to satisfy a very general coriosity about a text.
b. Scanning : reading quickly going to a text to find particular peace of information. Scanning occurs when a reader goes through a text very quickly in order to find a particular point of information. The purpose of scanning is to extract certain spesific information without reading the whole text.
c. Extensive reading : reading longer text usually for someone's pleasure. This is a fluency activity, mainly involved global understanding.
d. Intensive reading : reading short text to extract spesific invormation. This is more on accuracy activity. Involving readinh for detail in this course, each text is read carefully and throughly for maximum comperhension.

3. Reason for Reading

Harmer (1995:190) states that there are reason for reading , there are :

a. Reading in laguage learning

Reading is exercise dominated by the eyes and the brain. The eyes reccives the mesage and the brain has to work out the significance of these message.

b. Reading for Information

In most case , reading for information is relevant to accurate study of the reader. They read to find out information to reduce their uncertain.

c. Reading for pleasure

Reading for pleasure is done without other people order but according to an individual reader wish and taste.

4. Definition of Reading Comprehension

Comperhension is the procces of thingking to understand something and to interpretation what the reader understand about the text and finally the reader make evaluation about the text or passage.

Kee (1997) states that reading comprehension is a process of making sense of a written text. However, it is an active two-way proccess in which the reader and the text interact, the reader text clues from the text againts his knoledge to arrive at an understanding of the text acceptable to the reader.

Smith and Dale in Muhammad Basri (2006:10) state that reading comprehension means understanding, evaluating, utilizing of imformation and gaining through an interaction between reader and author. Reading

comprehension is such a kind of dialogue between reader and author. In which the written language becomes the medium that cause the dialog happen when the two person communicate through the medium of print reading comprehension refers to reading with comprehension. This reading comprehension is reading by comprehension the meaning of passage or what is or has been read. One who read something by understanding it can be said that he does a reading comprehension.

Reading comprehension is not just reading with a loud voice but also to establish and understand the meaning of word, sentence, and paragraph sense the relationship among the ideas. As it is, if a student just reads loudly, but cannto understand the content of passages, it means he/ she fails in comprehending the passage.

From the explanation above, the researcher would like to conclude that reading comprehension means to understanding, to evaluating, to utilizing of imformation and gaining through an interaction between reader and author. Reading comprehension is the process to understand the author's message by combining the meaning of the text and the pictures in the reader's mind.

5. Level of Comprehension

Burnes in Lutfiah (2013: 16) four levels of reading skill. They are literal reading , interpretative reading, critical reading , and creative reading. Each of this skills could be explained as follows :

a. Literal Reading

Literal reading refers to the acquisition of meaning of idea or information that is explicitly started in the text. Some spesific reading skill at the literal level of comprehension are: identifying spesific information or nothing detail,sequencing ideas when explicitly signal are given, and following instruction. These skill, specially in the scanning skill.

1) Identifying specific information

This reading requires one to focus his attention only on one or some particular information or detail which he 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 piece or just anything , the search for which motivates the person to read. In looking for signals in the environment of needed information or in the information itself.

2) Sequencing events or ideas

Meaningfull reading result from the readers ability to follow the flow of thought of the researcher. This is so because any discourse is made up of words and sentence which are not only gramatically linked to one another, but are also logically related and sequence of ideas as presented by the researcher enables him to summarize, outline, and infer correctly.

3) Following instructions

Students can take the lesson and knoledge from the reading.

b. Interpretative Reading

Sometimes an information or concept is not explicitly stated in a text so that the reader has to go through the proccess of inferring beyond the literal meaning. This is the interpretative level or the ‘’ thinking side ‘’ of comprehension (Tinker and Mc cullough, 1998) interpretation is reading or getting. Meaning between the lines which requires the reader’s sensitive to clues and the ability to link these clues to his own experince to arrive at the new information (Romero and Romero 1998). It is mentally exploring and taking position in relation to the facts and related details. When the reader does this he is inferring.

Interferences can be categorized as implication, conclution, generalisation and predictions.

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) Conclution

Conclutions draws together factual evidence into a statement about the nature of phenomenon.

3) Generalization

Generalization is statement about the behavior of a large population based on the observable behaviour of a similar but smaller sample group.

4) Prediction

Prediction is a statement about future behavior or action.

c. Critical Reading

Critical reading is evaluating written material comparing the ideas discovered in the material with known standards and drawing conclusion about their accuracy, appropriateness and timelines. Critical reading compares previous experiences to elements in the new material such as content, style, expression, information, and idea or values of the author.

In this level reader must be an active reader questioning, searching for fact and suspending judgment until he or she has considered all of the materials.

d. Creative Reading

Creative reading involves going beyond the material presented by the author. Creative reading requires reader to think as they read just as critical reading and it requires the reader to use their imagination. In creative reading, the reader tries to propose new alternative solutions to those by the researcher.

6. Factors Affecting Reading Comprehension

According to Unrau in Sahriana (2010:13), reading comprehension is a complex problem. It involves several factors share success in reading comprehension . those factor are :

a. Motivation

Motivation is very important the succes in failure in reading depends an ones motivation read, when students have high motivation to read , they will work hard to overcome the difficult material. One motivation can be influenced by two factors, those are :

1) Internal factors, such as interesting and attitude.

2) External factors, such as the material and the teacher.

b. Concentration

The Concentration means to focus our attention clearly on the purpose. This is very easy to do when we are interesting what we are doing. It is very difficult to do when we are not interesting.

c. Teachers guidance

Teachers guidance influences how the student understand particular assigment, because lack of guidance may also be major factory in low reading comprehension.

d. The leght and the difficulty of materials influence readers for reading.

e. Vocabulary acquisition and the ability to form concept are essential for reading.

C. Concept of Warming-up for Reading (WFR)

1. Warming-up for Reading (WFR)

Pre-reading activities cover a range of possibilities ,all direct at helping learners engage in process of discovery and too feel authorized to engage with the form and content of the text what all successful pre-reading activities have in common is that they are student center. Pre-reading means that the teachers perform activities such as relating passage contents to the students' worlds, presenting key vocabulary prior to encountering it in texts, and noting the organization of a passage so students can use it as a tool for understanding.

Wilfredo Sequero, from Venezuela, calls pre-reading which is the same as warming up for reading (WFR). Sequero state that Warming-up for reading (WFR) is an activity that is completely contained in a single worksheet. Pre-reading activity introduces learners to some of vocabulary and the topics in the text and perhaps motivates them to want to read further. In pre-reading stage teacher is a guide and a facilitator.

Warming Up for reading (WFR) can motivate the students to want to read the assignment and to prepare them to be able to read it. Warming Up for reading (WFR) enabling activities, because they provide a reader with necessary background to organize activity and to comprehend the material. These experiences involve understanding the purpose for reading and building a knowledge base necessary for dealing with the content and the

structure of the material. They say that pre-reading activities elicit prior knowledge, build background, and focus attention.

Based on the explanation above warming-up for reading (WFR) is activities that use single worksheet as a media in learning. It prefer to build background support. Students should know at least something about the topic. Before reading students need to know at least 90% to 95 % of the words they read if they are going to comprehend the text. Therefore, Warming Up for reading (WFR) is one of method that researcher will use to build students' background knowledge.

2. Goals of Pre-Reading Activities

The goals of pre-reading stage are to activate or build the students' knowledge of the subject, to provide any language preparation that might be needed for coping with the passage, and to motivate the learners to want to read the text (Marianne Celce-Murcia in Herni(2017). There are several points that describe the main purposes of pre-reading activities:

a. Assess students' background knowledge of the topic and linguistic content of the text
b. Give students the background knowledge necessary for comprehension of the text, or activate the existing knowledge that the students possess
c. Clarify any cultural information which may be necessary to comprehend the passage
d. Make students aware of the type of text they will be reading

and the purpose(s) for reading

The main goal of the pre-reading stage is founded upon the notion that the students' previous knowledge and experience affect their comprehension of the material. Teacher is helped to help students to understand the text using pre-reading activity.

3. The Implementation of Warming-Up for Reading

Pre-reading is one of the most important steps. Before playing a sport or engaging in other physical activity, it is important to warm up, preparing our bodies for the upcoming task. Reading is the same way. We need to warm up, preparing our minds for reading so that we can perform our best, get the most out of it, and increase our comprehension. During the WFR activity teacher normally explain the instructions to the students. It is always good to introduce the activity to the student. First, the students looked at the title and predicted the possible vocabulary of the story. Afterward, they had to read the story in order to check their predictions. They circled with a red pencil all the words they predicted and with a pencil all the unfamiliar words. Finally, the students were asked to write down all these words in the columns of predicted and unfamiliar words.

In part 1, the teacher provides students with the title of the text. Based on the title, and before reading, students are asked to write the prediction of the words that will appear in the text. At this stage it is important to tell the students that what they are doing is just predicting, and that their predictions do not necessarily have to be true later when they

read the text. Making predictions activates students' period knowledge about the text and help them to the text and helps them make connection between new information and what already know and make the prediction the student will focus on the text at hand, constantly thinking ahead and also refining ,revising, and verifying their prediction this method also helps students make connections between their prior knowledge and the text.

After they finish part 1, the next step for students is to read the text. They read carefully, trying to check if the vocabulary they predicted appears in the text. After check the vocabulary the student will write familiar and unfamiliar words in the text. after that the student will translate the words .

Finally, the teacher may discuss the results with the students, checking how many of their predictions were correct. The teacher may also promote a follow-up discussion about the topic of the text.

D. Narrative Text

1. Definition of Narrative Text

Narrative text is story with complication or problematic events and it tries to find the resolution to solve the problem . the purpose is narrative text is to amuse or to entertain the reader with the story.

Wajnryb (2003:9) Narrative text is a kind of text to retell the story that past tense. The purpose of the text is to entertain or to amuse the

readers or listeners listener about the story. The other words narrative is some kind of retelling, often in words (though it is possible to mime a story), of something that happened (a story). The narrative is not the story itself but rather the telling of the story which is why is so often used in phrases such as written narrative, oral narrative, and etc. While a story just is a sequence of events, a narrative recounts those events, perhaps leaving some occurrences out because they are from some perspective insignificant, and perhaps emphasizing others.

Narrative text is one of the genres taught for the eighth and ninth grade students at Junior High School. According to Rebecca (2003), a narrative text which relates a series of logically, and chronologically related events that are caused or experienced by factors. Futhermore, state that a key to comprehending a narrative is a sense of plot, theme, characters, events, and how they relate.

Anderson and Anderson (2003) explain that narrative is a text that tells a story and entertains the audience. It has character, setting, and action. The characters, the setting, and the problem of the narrative are usually introduced in the beginning. The problem reaches its high point in the middle. The ending resolves the problem.

In Narrative, the incident that make up the story are usually told in the order in which they would really happen. A narrative can tell what happens in a matter of minutes or years. A narrative text usually contains with features of characters, main character, setting, time, problem,

solution, and plot. Some author use plot, structure or rhetorical step interchangeably.

Base on the explanation above, we can define that narrative is a story that tell us about even that happened in the past time.

2. The Generic Structure of Narrative Text

Hansen in Arnilda (2014:21) category the generic structure of narrative text into five types namely: orientation, complication, resolution, and evaluation.

a. Orientation: it set the scene and introduction the participants (it answers the question: who, when, what and where).
b. Complications: Tells the problems of the story and how the main characters solve them.
c. Resolution: The crisis is resolved, for better or worse.
d. Re-orientation: the ending of the story
e. Evaluation: The stepping back to evaluate the story or the moral massage of the story.

Meanwhile, Anderson and Anderson (2003) explain five steps in constructing a narrative text. They are orientation, complication, sequence of events, resolution, and coda. In orientation, the narrator tells the audience who is in the story, when it is happening, where it is happening, and what is happening. In complication, the narrator tells about something that will begin a chain of events. These events will affect one or more of the characters. The complication is the trigger. Then, in the next step,

sequence of events, the narrator tells how the characters react to the complication. In this step, the feelings of the character and what they do are included. In addition, the events can be told in chronological order (the order in which they happen) or with flashbacks. The audience is given the narrator's point of view. In resolution part, complication is sorted out or the problem is solved. Coda is an optional structure in a narrative. In this part, the narrator includes a coda if there is to be a moral or message to be learned from the story.

To make it brief and easier to understand, essentially the generic structures of a narrative comprise three points: orientation, complication, and resolution. The other two components as proposed by Anderson and Anderson (2003) are just variations or can even be considered as optional since the two are not differently essentially.

3. The Purpose of Narrative

Other than providing entertainment can be to make the audience think about an issue, teach them a lesson, or excite their emotions. In well-written narration, a researcher uses insight, creativity, drama, suspense, humor, or fantasy to create a central theme or impression. The details all together to develop an identifiable story line that is easy to follow and paraphrase.

4. Example of Narrative Text

CRYING STONE

One upon a time, lived a poor old widow in a small village namely Halimah. She lived with her daughter, Siti Zahrah. Her daughter was very beautiful but also very lazy and arrogant. She never helped her mother and didn't want to know what problem her mother had. Everyday, she put make up and wears her best clothes. She always wanted to look rich and beautiful.

One day, the mother and her daughter went to the market to buy some food. At first, the daughter refused to accompany her mother, but finally she agreed. "I'll go with you, but you must walk behind me," said the daughter. She didn't want to walk side by side with her mother. Although her mother was very sad, she agreed to walk behind her daughter.

On the way to the market, everybody admired the girl's beauty. But they were also curious. Behind the beautiful girl, there was an old woman with a simple dress. The girl and her mother looked very different. "Hello, beautiful girl. Who is the old woman behind you? Is she your mother?" they asked. "No, she is not my mother. She is my servant," the girl answered. Her mother was very sad to hear that, but she didn't say anything. She could understand that her daughter was ashamed.

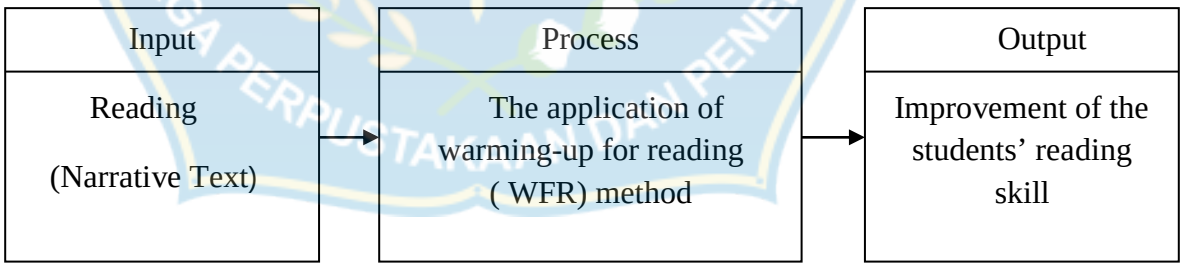
The girl and the mother met other people. Again they asked who the woman behind the beautiful girl. And again the girl answered that her

mother is her servant. She always said that her mother is her servant every time people asked.

At last, the mother cannot hold the pain anymore. She prayed to God to punish her daughter. Suddenly, the girl's leg turns into stone. Slowly, the process continues to the upper part of the girl's body. The girl was in panic. "Mother, please forgive me! Mother!" she cried and asked her mother to forgive her. But it's already too late. Her whole body finally becomes a big stone. Until now, people can still see tears falling down from the stone. People then call it batu menangis (it mean the crying stone).

E. Conceptual Framework

In this research the student gave pre-test, treatment and post-test. The treatment used the information gap method to know the improvement of the students' reading skill included narrative text.



The diagram above describe as follows:

a. Input refers to the use of teaching material that will be use to teach reading in the classroom.
b. Process refers to the process of teaching and learning reading during the classroom interaction by using Warming-Up for Reading (WFR) method.

c. Output refers to the students' reading skill after being taught by using Warming-Up for Reading (WFR) method.

F. Hypothesis

Realated to the previous explanation the research formulated the hypothesis has follow :

1. Null Hipothesis (H0) : there is no significance differences between the students' reading comprehension applying warming-up for reading (WFR).

2. Alternative hypothesis (H1) : there is significance differences between the students' reading comprehension applying warming-up for reading (WFR).

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CHAPTER III

METHOD OF THE RESEARCH

A. Design of the Research

The design was pre experimental design with pre-test and post-test design. The comparison between the pretest and post test score depends on the success of the treatment. The design was explain as follows:

Pre – Test	Treatment	Post – Test
01	X	02

Notes :

01 = the result of the students' pre-test.

X = the treatment by warming-up for reading

02 = the result of the students post-test.

(Gay, 1981 :366)

1. Pre-test

Before done the treatment, the students was given pre-test to know their achievement in reading. In this pre-test, the teacher asksed the students to read a text before using warming-up for reading (WFR), the students used 2 X 40 minutes.

a. The researcher distributed the test in paper to let the students' work.

b. The researcher gave the students' instruction of the test.

c. The researcher control the students when they do the test.

d. The researcher collected the students' paper after they finish do the test.

2. Treatment

The treatment was given after students do pre-test. The researcher was used procedure as follow :

a. In the first meeting the teacher opened the class.

b.The teacher introduced the material to the students.

c. The teacher was applied to the students about warming-up for reading.

1) The teacher provide students with the title of the text.
2) Ask the students to write their predictions of the words that will appear in the text.
3) The next step for the students was read the text with the carfully, tried to check if the vocabulary they predicted appears in the text.
4) Ask the student to write familiar and unfamiliar word in the text.
5) The students write down the main idea each paragraph of the text and the conclution of the text.

3. Post-test

The post-test aims to know the significance diffrences between the students' achievement before and after apply warming-up for reading (WFR). The researcher were do the procedures as follows:

a. The researcher distributed the test in paper to let the students' work.

b. The researcher gave the students' instruction of the test.

c. The reseacher control the students when they do the test.

d. The researcher collected the students' paper after they finish do the test.

B. Research Variables and Indicators

1. Variables

There were two variables in this research, namely independent variable and dependent variable. Independent variable was the variable which influence the object, while dependent variable was the variable which influence by the project. They were :

a. Independent variable

Independent variable of the research was influence the object used of Warming-Up For Reading (WFR) method in teacing reading skill.

b. Dependent variable

Dependent variable was influence by the project teaching reading comprehension by using narrative text.

2. Indicators

The indicators of this research was :

a. The indicators of the students' literal comprehension was main idea.

b. The indicators of the studens' interpretative comprehension was the conclusion.

C. Population and Sample

1. Population

The population of this research was the eleventh year at the MA DDI Attufiq Padaelo in academic yearof 2017/2018. It consisted of 2 classes for the eleventh year students. The total number of population was 59 students.

2. Sample

The sample of this research was take by using purposive sampling technique. Thus, the researcher chose the class XI IPS 1 that consist of 30 students to be sample.

D. Instruments of the Research

The instrument of this research was a reading test both in pre-test and post-tets. The pre-test was intended to measure the students' reading comprehension before treatment and post-test was given after treatment to know the effectiveness of the method. Kinds of reading test such as an essay test give to the students to find recognition the main idea and conclusion in the text.

1. The assesment of reading coprehension focused on literal (main idea) and interpretative (conclusion).

a) Finding Main Idea

Indicator	Score
The answer include a clear generalization that state or implies the main idea	40
The answer state or implies main idea	30
Indicator innacurate or incomplet understanding of main idea	20
The answer include minimalor no understanding of main idea	10

(Harmer, in Arsyam 2012 :33)

b) Making Conclusion

Indicators	Score
Student explain all the characters telling the story what would like and make very good conclusion	40
Student explain most the characters telling the story what would like and make very good conclusion	30

Student explain litle of the characters telling the story what would like and make very good conclusion	20
Student does not explain of the characters telling the story what would like and make very good conclusion	10

(Waltres in Arsyam 2012 : 34)

E. Procedure of Collecting Data

Collecting the data, the researcher was used some procedures such as follows:

1. Distributing the pre-test to the samples

   In this section, the students was given test about narrative text ant the students must answer the questions.

2. Treatment

   When the treatment section is going on, the researcher apply the *Warming-Up For Reading Method*. The treatments carry out in six meeting.

3. Distributing the post-test to the samples

   After conducted the treatment, In the post-test the students was given test. The test is same as the test in the pre-test and the post-test to the students in order to know whether there was improvement in students' Reading skill or not.

4. Comparing the results of pre-test and post-test.

F. Techniques of Data Analysis

To analize the data, the researcher used some procedures such as follows:

1. Calculating the mean score of the students' pre-test and post-test using this formula:

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

Notation: $\bar{X}$ = The mean score

$\sum X$ = The total score

N = the number of students

(Gay, 1981:298)

2. To calculate the percentage of the students score, the formula which use as follow :

$$P = \frac{fq}{N} \times 100$$

P = percentage

Fq = number of correct

N = number of sample

(Gay in Limiska :28)

3. The percentage of the students' Reading skill, the researcher used the formula as follow;

$$P = \frac{X^2 - X^1}{X^1} \times 100$$

Where:

P : percentage of the students

X^1 : The mean score of pre-test

X^2 : The mean score of post-test

(Harmer in Jumriani: 2016)

4. After colleting the data of the students' the rescarcher classified the score of the students. To classify the students' score, there were seven classiificasionts which used as follows :

No	Classification	Score
1	Excellent	96-100
2	Very good	86-95
3	Good	76-85
4	Fairly good	66-75
5	Fair	56-65
6	Poor	36-55
7	Very poor	0-35

(Depdikbud,1985: 45)

5. To know the significant of differences between the score of the pre-test and the post-test the researcher calculated the value of test by used the following Formula :

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

Where : t = Test of significant of differences

D = Test differences between two score compared

$\bar{D}$ = The mean of different score

$\sum D$ = The sum of D score

$(\sum D)^2$ = The square of D scores

N = The total number of students

(Gay, 1981 : 361)

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CHAPTER IV

FINDINGS AND DISCUSSION

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

A. Findings

1. Students' Literal Reading Comprehension for Reading) in Terms of Main Idea

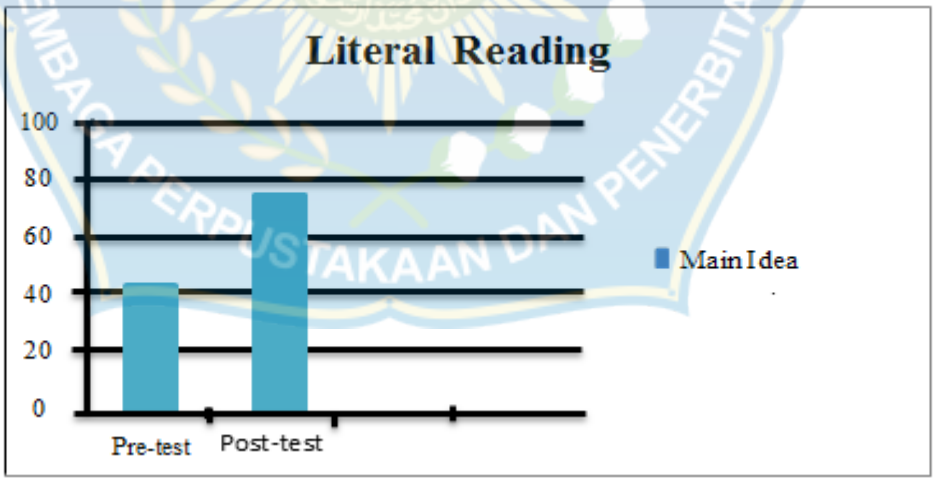
Students' literal reading comprehension using WFR (Warming-Up for Reading) have different in pre-test and post-test. In pre-test students still less understand about main idea but after applied WFR (Warming-Up for Reading) the students more understand about main idea can be seen clearly in the following table:

Table 4.1 Students' Literal Reading Comprehension Using WFR (Warming-Up for Reading) in terms of Main Idea

No	Literal Reading Comprehension	The Students mean Score		Improvement (%)
		Pre-Test	Post-Test	
	Main Idea	42.5	78.3	84.23

Based on the table 4.1 above, it shows that there are differences of students' score of pretest and posttest of main idea in narrative text. The data analysis shows that the students' mean score improves from pretest to post test. The students mean score of pretest in main idea is 42.5. it is classified poor . However, after applying treatment to students using WFR (Warming-Up for Reading) method improved. It is proved by students' mean score of posttest in main idea is 78.3. It is classified as good. Thus, the improvement of students' literal reading comprehension in term of main idea is 84.23%. It means that, using WFR (Warming-Up for Reading) was effective to improve students' literal reading comprehension in term main idea of narrative text.

Graphic 4.1. The Mean Score and improve Students' Reading Comprehension in Terms of Main Idea



The graphic 4.1 above shows the difference of students' mean score on the generic structure in pretest and posttest. The students' mean score of literal reading comprehension in terms of main idea in pretest was 42.5

and The students' mean score of literal reading comprehension in terms of main idea in posttest was 78.3 and the improvement of pretest and posttest was 84.23%. It means that students' score in pretest was greater than students' score in posttest. Thus, using WFR (Warming-Up for Reading) is effective to improve students' of literal reading in terms of main idea in narrative text.

Table 4.2. Classification of the Students Score Reading Comprehension in term of Main Idea (Pre-Test)

No	Classification	Score	Frequency	Percentage
1	Excellent	96-100	0	0
2	Very Good	86-95	0	0%
3	Good	76-85	0	0%
4	Fairly Good	66-75	2	6.66%
5	Fairly	56-65	0	0
6	Poor	36-55	17	56.67%
7	Very Poor	0.0-35	11	0
Total			30	36.67%

Based on the table 4.2 above, it shows that the classification of the students score reading comprehension in term of main idea in pre-test there are 2 (6.66%) students got fairly good, 17 (56.67%) students got poor, and 11 (36.67%) students got Very poor.

Table 4.3. Classification of the Students Score Reading Comprehension in terms of Main Idea (Post-Test)

No	Classification	Score	Frequency	Percentage
1	Excellent	96-100	8	26.67%
2	Very Good	86-95	0	0%
3	Good	76-85	0	0%
4	Fairly Good	66-75	18	60%
5	Fairly	56-65	0	0%
6	Poor	36-55	4	13.33%

7	Very Poor	0.0-35	0	0%
Total			30	100%

Based on the table 4.3 above, it shows that the classification of the students' score of reading comprehension in terms of main idea in post-test after doing treatment changed 8 (26.67%) student got excellent, 18 (60%) students got fairly good, 3 (10%), and 4 (13.33%) students got poor.

2. Students' Interpretative Reading Comprehension Using WFR (Warming-Up for Reading) in Terms of Conclusion

Students' interpretative reading comprehension using WFR (Warming-Up for Reading) have different in pre-test and post-test. In pre-test students still less understand about main idea but after applied WFR (Warming-Up for Reading) the students more understand about Conclusion can be seen clearly in the following table:

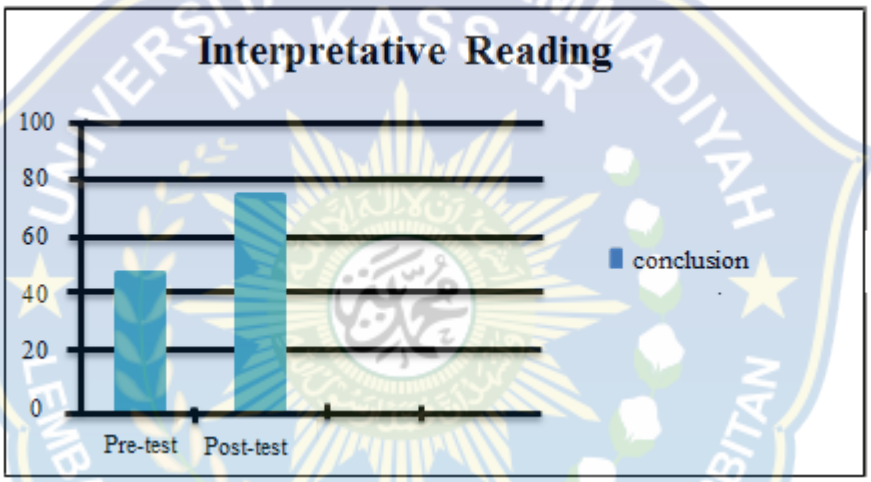
Table 4.4 Students' Interpretative Reading Comprehension WFR (Warming-Up for Reading) in term of Conclusion

No	Interpretative Reading Comprehension	The Student's mean Score		Improvement (%)
		Pre-Test	Post-Test	
	Conclusion	46.6	75.83	62.51

Based on the table 4.4 above, it shows that there were differences of students' score of pretest and posttest of conclusion in narrative text. The data analysis shows that the students' mean score improved from pretest to post test. The students mean score of pretest in conclusion is 46.6. it is classified poor . However, after applying treatment to students using WFR

(Warming-Up for Reading) method improved. It was proved by students' mean score of posttest in main idea is 75.83. It was classified as good. Therefore, the improvement of students' literal reading comprehension in terms of main idea is 62.51%. It means that, using WFR (Warming-Up for Reading) was effective to improve students' interpretative reading comprehension in term conclusion of narrative text.

Graphic 4.2. The Mean Score and increase of The Students' Reading Comprehension in Terms Conclusion



The graphic 4.2 above shows the difference mean score of students' the generic structure in pretest and posttest. The students' mean score of interpretative reading comprehension in term of conclusion in pretest was 46.6 and The students' mean score of interpretative reading comprehension in term of conclusion in posttest was 75.83 and the improvement of pretest and posttest was 62.51%. It means that students' score in pretest was greater than students' score in posttest. Thus, using WFR (Warming-Up for Reading) is effective to improve students' interpretative reading comprehension in term conclusion of narrative text.

Table 4.5. Classification of the students Score Reading Comprehension in term of Conclusion (Pre-Test)

No	Classification	Score	Frequency	Percentage
1	Excellent	96-100	0	0%
2	Very Good	86-95	0	0%
3	Good	76-85	0	0%
4	Fairly Good	66-75	5	16.67%
5	Fairly	56-65	0	0%
6	Poor	36-55	16	53.33%
7	Very Poor	0.0-35	19	30
Total			30	100%

Based on the table 4.5 above, it shows that the Classification of the students Score Reading Comprehension in term of conclusion in pre-test there are 5 (16.67%) students got Fairly Good, 16 (53.33%) students got Poor, 6 (20%) students got fairly good, and 19 (30%) students got very Poor.

Table 4.6. Classification of the Students Score Reading Comprehension in term of conclusion (Post-Test)

No	Classification	Score	Frequency	Percentage
1	Excellent	96-100	6	20%
2	Very Good	86-95	0	0%
3	Good	76-85	0	0%
4	Fairly Good	66-75	19	63.33%
5	Fairly	56-65	0	0%
6	Poor	36-55	5	16.67%
7	Very Poor	0.0-35	0	0%
Total			30	100%

The table 4.6 above, i shows that the Classification of the students Score Reading Comprehension in terms of conclusion in post-test

changed. There were 6(20%) students got Excellent, 19(63.33%) students got Fairly good, and 5 (16.67%) students got Poor.

3. Hyphothesis Testing

The hypothesis is tested by using inferential analysis. In this case, the researcher used t-test (test of significance) for independent sample test, that is, a test to know the significant difference between the result of students' mean scores in pretest and posttest the researcher used t-test analysis on the level of significant (α) = 0.05 with the degree of freedom (df) = N – 1, where N = Number of subject (30 students) then the value of t-table is 2.04 the t-test statistical, analysis for independent sample is applied.

The result of the data analysis t-test of the students' reading comprehension through WFR (warming-up for reading)table below;

Table 4.7 The Comparison of T-test and T-table Score of the Students' Reading Comprehension.

Variables	t-test	t-table	Description
Main Idea	10.35	2.045	Significance
conclusion	10.85	2.045	Significance

The table above shows that the value of the t- test is higher than the value of t-table. The t-test value of main idea is higher than t-table

(10.35>2.04) and t-test value of conclusion are greater than t-table (10.85> 2.04).

The value of the t-test is greater than t-table. The score in variable of Reading Comprehension is (10.85> 2.045).It is said that the null hypothesis (Ho) is rejected and the alternative hypothesis (H1) is accepted. It means that there is a significance difference between, the result of the students' literal and interpretative reading comprehension in reading through WFR (warming-up for reading) after treatment.

If the t-test value is higher than t-table at the level of significance 0,05 and degree freedom (df) 30 (N-1=30-1), thus the alternative hypothesis (H1) is accepted and null hypothesis (HO) is rejected. In contrary, if the value is lower than t-table at the level of significance 0.05 and the degree freedom 29, this the alternative hypothesis is rejected and null hypothesis is accepted.

B. Discussion

The description the analysis of the data from reading test as explaines in the previous section shows that the students' comprehension in literal and interpretative reading comprehension. It examines the result of treatment teaching and learning process toward the effectiveness of WFR (warming-up for reading) method to increase of reading skill dealing with literal and interpretative reading comprehension at the eleventh grade student of MA DDI Attaufiq Padaelo which is conducted with pre-test, treatment and post-tesst during 6 meetings.

Based on the result, to analyze the data the researcher used some procedures. Calculating the mean score of the student‘ pre-test and post-test the researcher used Gays’ formula. The percentage of reading skill, the researcher used the Harmers’ formula. And to know the significant of differences between the score of the pre-test and post-test the researcher calculated the value of test by used gays’ formula.

The students’ mean score after presenting in teaching Reading Comprehension using WFR (warming-up for reading) was better than before the treatment is gave to the students. Before giving treatment, the students’ comprehension in literal fair. After giving the treatment, their comprehension is significantly improve and categorized as good.

1. **Students’ Literal Reading Comprehension Using WFR (Warming-Up for Reading) in Terms of Main Idea**

   Students’ literal reading comprehension is supported by the mean score of students on pre-test and post-test in main idea were 46.6 and 75.83 Before applied WFR (warming-up for reading) the students could not decide clearly identified main idea by providing strong evidence, details relating to the main idea. But after applied WFR (warming-up for reading) the students easily for decide main idea.

   After calculating the students’ score of the indicator of Literal Reading Comprehension in pre-test and post-test also explain the classification of students’ improvement of literal reading comprehension. In pre-test there are 2(6.66%) students got fairly good, 17(56.67%)

students got poor, and 11(36.67%) students got poor. After doing treatment, the students' score classification in post-test are changed 8(26.67%) student got excellent, 18(60%) students got fairly good, 3 (10%), and 4 (13.33%) students got poor.Based on the finding above in applying WFR (warming-up for reading)in the class, the data is collected through the test as explains in the previous finding section shows that the students' comprehension in the literal is significantly improved. The data on Table 4.1 shows that the score of literal is improved 84.23% from the mean score in pre-test is 42.5 to be 78.3 in post-test. The score of the students' post-test is higher than the mean score of the students' pre-test. Therefore, it can be concluded that WFR (warming-up for reading) could improve the students' comprehension in literal reading comprehension.

2. Students' Interpretative Reading Comprehension Using WFR (Warming-Up for Reading) in terms of Conclusion

Students' Interpretative reading comprehension it is supported by the mean score of students on pre-test and post-test Conclusion were 46.6 and 75.83 which are classified as Fairly good classification. Before applied WFR (warming-up for reading) that is the students difficult to get information reading in development idea but after applied the method they are easily for decide detail information text. It means that the using of WFR (warming-up for reading) effective on the students' reading comprehension.

After calculating the students' score of the indicator of literal Reading Comprehension in pre-test and post-test also explain the classification of students' development of Interpretative reading comprehension. In pre-test there are5 (16.67%) students got Fairly Good, 16 (53.33%) students got Poor, 6 (20%) students got fairly good, and 19 (30%) students got very Poor. After doing treatment, the students' score classification in post-test are changed 6(20%) students got Excellent, 19 (63.33%) students got Fairly good, and 5(16.67%) students got Poor.

Based on the finding above in applying WFR (Warming-Up for Reading) effective in the class, the data is collected through the test as explains in the previous finding section shows that the students' comprehension in the literal and interpretative were significantly improved.

The data on table 4.4 shows that the score of conclusion improve 62.51% from the mean score 46.6 on pre –test to be 75.83 on post-test. The main score of the students' post-test is higher than the mean score of the students' pre-test. Therefore, it can be concluded that WFR (Warming-Up for Reading) were effective could improve the students' comprehension in literal and interpretative comprehension.

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

Through the result of pre-test and post-test, the result of t-test value of the level of the significant = 0.05, degree of the freedom (df) = 29 indicated that t-table value is 2.04. Therefore, it can be concluded that

statistically hypothesis of H_I is accepted and the statistically hypothesis of H_O is rejected. It means that the using of WFR (Warming-Up for Reading) was effective in teaching reading comprehension, and could improve the students' comprehension of reading.

By seeing the effectiveness of the students' literal and interpretative comprehension in reading skill. It is concluded that WFR (Warming-Up for Reading) effective improve the students' comprehension in literal and interpretative reading. It could be showed from the students' reading test in pretest and posttest. In pre-test, some students were difficult to answer the questions and find out main idea and conclusion. But, the students' reading comprehension in post-test, which the content of reading comprehension could be understand. And then, the students were easy to answer the questions and find out main idea and conclusion.

From the discussion above, it could be concluded that the eleventh grade Students of MA DDI Attaufiq Padaelo have good skills in reading after being taught through WFR (Warming-Up for Reading) especially in comprehending a text.

CHAPTER V

CONCLUSION AND SUGGSTION

This chapter contains conclusion and suggestion based on the research findings in previous chapter, the writer puts forward the following conclusion and suggestions:

A. Conclusion

After conducting The Experimental Research about The WFR (Warming-Up for Reading) in Teaching Reading Comprehension and based on the researcher findings in the previous chapter, the researcher concluded that:

1. The application of WFR (Warming-Up for Reading) in Reading skill at the eleventh students of MA DDI Attaufiq Padaelo is effective to improve the students' literal reading comprehension in terms of main idea. it was improved by the mean score of literal comprehension 42.5 and after giving treatment is becomes 78.3 and main idea improved 84.23% with the t-test value main idea is higher than t-table (10.35>2.04).
2. The application of WFR (Warming-Up for Reading) in Reading skill at the eleventh students of MA DDI Attaufiq Padaelo is effective to improve the students' Interpretative reading comprehension in terms conclusion, it was improved by the mean score of interpretative comprehension 46.6 and after giving treatment is becomes 75.83 and conclusion improved 84.23% with the t-test value main idea is higher than t-table (10.85>2.04).

B. Suggestion

Based on the conclusion above, the researcher would like to give some suggestion as follows:

1. For the Students

   The students need practice and learn more, not only in formal education but also in informal education to improve their Reading ability. They also have to know much vocabulary as a key to be easy in Reading.

2. For English Teacher

   In Reading process, the teacher had better to apply information WFR (Warming-Up for Reading) to improve the students' abilty especially in Reading narrative text. So, teaching process be more interesting.

3. For the Next Researcher

   To improve the students' Reading ability generally, there are many other matters which must be improved such as: main ideas, sequence, generalization, prediction and conclusion. But the researcher focused attention improving the students' Reading ability in terms of main ideas and conclusion in narrative text. So for the next researchers, they can take the other cases of Reading to be improved neither they use this method or the other method. Yet, it is better to use this method in order to know the improvement of the students' Reading ability with different discussions.

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APPENDIX

THE STUDENTS' ROW OF PRE-TEST

Respondents	Pre-test	
	Literal	Interpretative
	Main Idea	conclusion
S-1	25	50
S-2	50	50
S-3	50	50
S-4	25	25
S-5	25	50
S-6	50	50
S-7	50	75
S-8	50	50
S-9	75	25
S-10	25	50
S-11	50	50
S-12	50	75
S-13	25	50
S-14	50	75
S-15	50	50
S-16	25	50
S-17	50	25
S-18	50	50
S-19	75	75
S-20	50	25
S-21	50	25
S-22	25	25
S-23	50	50
S-24	25	50
S-25	25	25
S-26	25	25
S-27	50	50
S-28	50	25
S-29	50	75
S-30	25	50
Total	**$\sum$ X= 1275**	**$\sum$ X= 1400**
Mean Score (X)	**X= 42.5**	**X= 46.6**

THE STUDENTS' ROW OF POST-TEST

Respondents	Post-test	
	Literal	Interpretative
	Main Idea	conclusion
S-1	75	75
S-2	100	75
S-3	75	75
S-4	75	50
S-5	50	75
S-6	75	75
S-7	75	100
S-8	100	75
S-9	75	75
S-10	100	100
S-11	50	100
S-12	75	100
S-13	75	75
S-14	50	75
S-15	75	75
S-16	100	75
S-17	75	50
S-18	75	75
S-19	100	75
S-20	75	50
S-21	100	100
S-22	75	75
S-23	100	75
S-24	75	75
S-25	50	50
S-26	75	75
S-27	100	75
S-28	75	50
S-29	75	100
S-30	75	75
Total	**$\sum$ X= 2350**	**$\sum$ X= 2275**
Mean Score (X)	**X= 78.3**	**X= 75.83**

THE STUDENTS' SCORES OF PRETEST (X_1) AND POST-TEST (X_2), GAIN/DIFFERENCE BETWEEN THE MATCHED PAIRS (D), AND SQUARE OF THE GAIN (D^2)

1. Literal Reading Comprehension in Term of Main Idea

Respondents	Main Idea			
	Pre-test	Post-test	D (X2-X1)	D^2
S-1	25	75	50	2500
S-2	50	100	50	2500
S-3	50	75	25	625
S-4	25	75	50	2500
S-5	25	50	25	625
S-6	50	75	25	625
S-7	50	75	25	625
S-8	50	100	50	2500
S-9	75	75	0	0
S-10	25	100	75	5625
S-11	50	50	0	0
S-12	50	75	25	625
S-13	25	75	50	2500
S-14	50	50	0	0
S-15	50	75	25	625
S-16	25	100	75	5625
S-17	50	75	25	625
S-18	50	75	25	625
S-19	75	100	25	625

S-20	50	75	25	625
S-21	50	100	50	2500
S-22	25	75	50	2500
S-23	50	100	50	2500
S-24	25	75	50	2500
S-25	25	50	25	625
S-26	25	75	50	2500
S-27	50	100	50	2500
S-28	50	75	25	625
S-29	50	75	50	2500
S-30	25	75	50	2500
Total	**1275**	**2350**	**$\sum$ D= 1100**	**$\sum$ D^2=51250**

2. Interpretative Reading Comprehension in Term of Conclusion

Respondents	**Conclusion**			
	Pre-test	**Post-test**	**D (X2-X1)**	**D^2**
S-1	50	75	25	625
S-2	50	75	25	625
S-3	50	75	25	625
S-4	25	50	25	625
S-5	50	75	25	625
S-6	50	75	25	625
S-7	75	100	25	625
S-8	50	75	25	625
S-9	25	75	50	2500
S-10	50	100	50	2500
S-11	50	100	50	2500
S-12	75	100	25	625

S-13	50	75	25	625
S-14	75	75	0	0
S-15	50	75	25	625
S-16	50	75	25	625
S-17	25	50	25	625
S-18	50	75	25	625
S-19	75	75	0	0
S-20	25	50	25	625
S-21	25	100	75	5625
S-22	25	75	50	2500
S-23	50	75	25	625
S-24	50	75	25	625
S-25	25	50	25	625
S-26	25	75	50	2500
S-27	50	75	25	625
S-28	25	50	25	625
S-29	75	100	25	625
S-30	50	75	25	625
Total	$\sum$ **X= 1400**	$\sum$ **X= 2275**	$\sum$ **D= 875**	$\sum$ **D^2 = 31875**

SCORING CLASSIFICATION OF THE STUDENTS PRETEST AND POSTTEST

1. Scoring Classification of the students Pretest and Posttest Main Idea

Respondents	Main Idea			
	Pre-test	Classification	Post-test	Classification
S-1	25	Very poor	75	Fairly good
S-2	50	Poor	100	Excellent
S-3	50	Poor	75	Fairly good
S-4	25	Very poor	75	Fairly good
S-5	25	Very poor	50	Poor
S-6	50	Poor	75	Fairly good
S-7	50	Poor	75	Fairly good
S-8	50	Poor	100	Excellent
S-9	75	Fairly good	75	Fairly good
S-10	25	Very poor	100	Excellent
S-11	50	Poor	50	Poor
S-12	50	Poor	75	Fairly good
S-13	25	Very poor	75	Fairly good
S-14	50	Poor	50	Poor
S-15	50	Poor	75	Fairly good
S-16	25	Very poor	100	Excellent
S-17	50	Poor	75	Fairly good
S-18	50	Poor	75	Fairly good
S-19	75	Fairly good	100	Excellent
S-20	50	Poor	75	Fairly good
S-21	50	Poor	100	Excellent
S-22	25	Very poor	75	Fairly good

S-23	50	Poor	100	Excellent
S-24	25	Very poor	75	Fairly good
S-25	25	Very poor	50	Poor
S-26	25	Very poor	75	Fairly good
S-27	50	Poor	100	Excellent
S-28	50	Poor	75	Fairly good
S-29	50	Poor	75	Fairly good
S-30	25	Very poor	75	Fairly good

2. Scoring Classification of The Students Pretest and Posttest Conclusion

Respondents	Conclusion			
	Pre-test	Classification	Post-test	Classification
S-1	50	Poor	75	Fairly good
S-2	50	Poor	75	Fairly good
S-3	50	Poor	75	Fairly good
S-4	25	Very poor	50	Poor
S-5	50	Poor	75	Fairly good
S-6	50	Poor	75	Fairly good
S-7	75	Fairly good	100	Excellent
S-8	50	Poor	75	Fairly good
S-9	25	Very poor	75	Fairly good
S-10	50	Poor	100	Excellent
S-11	50	Poor	100	Excellent
S-12	75	Fairly good	100	Excellent
S-13	50	Poor	75	Fairly good
S-14	75	Fairly good	75	Fairly good
S-15	50	Poor	75	Fairly good

S-16	50	Poor	75	Fairly good
S-17	25	Very poor	50	Poor
S-18	50	Poor	75	Fairly good
S-19	75	Fairly good	75	Fairly good
S-20	25	Very poor	50	Poor
S-21	25	Very poor	100	Excellent
S-22	25	Very poor	75	Fairly good
S-23	50	Poor	75	Fairly good
S-24	50	Poor	75	Fairly good
S-25	25	Very poor	50	Poor
S-26	25	Very poor	75	Fairly good
S-27	50	Poor	75	Fairly good
S-28	25	Very poor	50	Poor
S-29	75	Fairly good	100	Excellent
S-30	50	Poor	75	Fairly good

CALCULATING

Mean score of the Pre-test and Post-test and Gain (D)

a. The students' mean score of pre-test and post-test in reading for literal comprehension in term of main idea

Pre-test: $\overline{X} = \frac{\sum X}{N}$

Where:

$\overline{X}$ = Mean score

$\sum x$ = The sum of all score

N = Total number of students

The mean score of pretest

$$\overline{X} = \frac{1275}{30}$$

= 42.5 (Poor)

The mean score of Post-test:

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

$$\overline{X} = \frac{2350}{30}$$

= 78.3 (Good)

b. The students' mean score of pre-test and post-test in reading for interpretative comprehension in term of conclusion

The mean score of Pre-test:

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

$$\overline{X} = \frac{1400}{30}$$

$$= 46.6 \text{ (Poor)}$$

The mean score of Post-test:

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

$$\overline{X} = \frac{2275}{30}$$

$$= 75.83 \text{ (Fairly Good)}$$

c. The students' Mean score of gain (D) main idea

$$\overline{D} = \frac{\sum D}{N}$$

$$\overline{D} = \frac{1100}{30}$$

$$\overline{D} = \mathbf{36.66}$$

d. The students' Mean score of gain (D) conclusion

$$\overline{D} = \frac{\sum D}{N}$$

$$\overline{D} = \frac{875}{30}$$

$$\overline{D} = \mathbf{29.16}$$

The percentage of the students' development in reading comprehension

1. Main idea

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

$$P = \frac{78{,}3 - 42{,}5}{42{,}5} \text{ x } 100$$

$$P = \frac{35{,}8}{42{,}5} \text{ x } 100$$

$$P = 84.23\%$$

2. Conclusion

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

$$P = \frac{75{,}83 - 46{,}66}{46{,}66} \text{ x } 100$$

$$P = \frac{29{,}17}{46{,}66} \text{ x } 100$$

$$P = 62.51\%$$

Test of significance

a. Test of significance of main idea

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

Where:

T = Test of Significant
$\overline{D}$ = The means score
$\sum D$ = The sum of total score of difference
D^2 = The square of the sum score of difference
N = The total number of students

$$t = \frac{36.66}{\sqrt{\frac{51250 - \frac{(1100)}{30}}{30(30-1)}}} 2$$

$$t = \frac{36.66}{\sqrt{\frac{51250 - \frac{1210000}{30}}{30(29)}}}$$

$$t = \frac{36.66}{\sqrt{\frac{51250 - 40333.33}{870}}}$$

$$t = \frac{36,66}{\sqrt{\frac{10916,6}{870}}}$$

$$t = \frac{36.66}{\sqrt{12.54}}$$

$$t = \frac{36,66}{3,54}$$

t=10.35

b. Test of significance of conclusion

$$T = \frac{\overline{D}}{\sqrt{\frac{\sum D^2 - \frac{\left(\sum D\right)^2}{N}}{N(N-1)}}}$$

$$t = \frac{29.16}{\sqrt{\frac{31875 - \frac{(875)}{30}}{30(30-1)}}}2$$

$$t = \frac{29.16}{\sqrt{\frac{31875 - \frac{765625}{30}}{30(29)}}}$$

$$t = \frac{29.16}{\sqrt{\frac{31875 - 25520.83}{870}}}$$

$$t = \frac{29,16}{\sqrt{\frac{6354,17}{870}}}$$

$$t = \frac{29.16}{\sqrt{7.30}}$$

$$t = \frac{29,16}{2,70}$$

t=10.8

TABLE DISTRIBUTION OF T-VALUE

Degree of freedom (DF) = N – 1=30 – 1= 29

T- table= 2.04523

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

Post-Test

The Rats And The Elephants

Once upon a time there lived a group of mice under a tree in peace. However, a group of elephants crossing the jungle unknowingly destroyed the homes of all the rats. Many of them were even crushed to death.

Then taking of rats decided to approach the elephant's chief and request him to guide his herd through another route. On hearing the sad story, the elephant's king apologized and agreed to take another route. And so the lives of the rats were saved.

One day elephant-hunters came to the jungle and trapped a group of elephants in huge nets. Then the elephant king suddenly remembered the king of the rats. He summoned on of the elephants of his herd, which had not been trapped, to go seek help from the king and told him about the trapped elephants.

The rat's king immediately took his entire group of rats and they cut open the nets which had trapped the elephant's herd. The elephant herd was totally set free. They danced with joy and thank the rats.

1. Write the main idea of the paragraph in your own words?
2. How did the characteristic of the participant in the story?
3. Write the conflict on the story?
4. What lesson can you learn on the story?
5. Write the conclusion of the paragraph in your own words?

Pre-Test

The Lion and the Mouse

A lion was sleeping peacefully when he was woken by something running up and down Jims back and over his face. Pretending to be still asleep, the lion slowly opened one eye and saw that it was a little mouse. With lightening speed the lion reached out and caught the little mouse in one of his large paws. He dangled it by it is and roared, “I’m the King of Beast! You’ll pay with your life for showing me such disrespect.”

The lion held the little mouse over his huge open jaws and prepared toswallow it. “Please, please don’t eat me, Mr. King of Beasts, Sir,” squeaked themouse. “If you forgive me this time and let me go I’ll never, never forget it.”“I’m being able to do you a good turn in the future to repay yourkindness,” it squeaked. “You do me a favor!” roared the lion with laughter. “Thatis the funniest thing I’ve ever heard.”Still laughing, the lion put the mouse down on the ground and said;“You’ve made me laugh so much I can’t eat you now. Go on, off you go before Ichange my mind.” The little mouse scurried away as fast as its little legs could go.

Not long after this the lion was caught in a trap by some hunters. They tiedhim to a tree with rope while they went to get their wagon. The title mouse wasnearby and came when he heard the mighty Lion’s roar for hell. The mousegnawed the rope with his sharp teeth and set the Lion free.“I know you didn’t believe me, but I told you I could help you one day,”squeaked the title mouse. “Even a little mouse like me can help someone as bigand strong as you.”Thank you my little friend. I won’t forget that lesson.” Said the lion as the run away before the hunters returned.

1.Write the main idea of the paragraph in your own words?

2.How did the characteristic of the participant in the story ?

3.Write the conflict on the story ?

4.What lesson can you learn on the story ?

5.Write the conclusion of the paragraph in your own words ?

Narrative Text

1. Definition of Narrative Text

Narrative text is story with complication or problematic events and it tries to find the resolution to solve the problem. the purpose is narrative text is to amuse or to entertain the reader with the story

2. The Generic Structure of Narrative Text

- Orientation: it set the scene and introduction the participants (it answers the question: who, when, what and where).
- Complications: Tells the problems of the story and how the main characters solve them.
- Resolution: The crisis is resolved, for better or worse.
- Re-orientation: the ending of the story
- Evaluation: The stepping back to evaluate the story or the moral massage of the story.

3.The Purpose of Narrative

The purpose of the text is to entertain or to amuse the readers or listeners listener about the story

Two Brothers

Long ago ,there were two brothers called Akomi and ombah. They were ambitious and winning. Akomi, the elder brother, said, ”if we become the king’s employees, we can make laws to collect more money from the people. We will become very rich.”

They went to see king Aruya. Akomi said, ”your majesty, let us be your ministers. We will make good laws. All your subjects will be happy. I am wise and clever. I know everything.”

King Aruya said angrily, ”that is not true! Nobody knows everything. For example, do you know how many starts there are in the sky ? Guards! Throw this liar into the river of crocodiles!.”

Ombah’s hands trembled. Then he thought to himself, ”king aruya will also punish me if I say the wrong thing. My brother said he knew everything and his answer was wrong. So if I say the opposite, my answer will be right.” Ombah then said, to king aruy, ”your majesty, I know nothing.”

King aruya said, ”that is also a lie. Nobody knows nothing, truly! Everybody knows at least something. For example, you know your father’s name,don’t you? Guards! Throw him into the river of crocodiles, too!”

The Story of the Smart Parrots

A man in Puerto Rico had a wonderful parrot. There was no another parrot like it. It was very, very smart. This parrot would say any word-except one. He would not say the name of the town where he was born. The name of the town was Catano.

The man tried to teach the parrot to say Catano. But the bird would not say the word. At first the man was very nice, but then he got angry. “You are a stupid bird! Why can’t you say the word? Say Catano, or I will kill you!” but the parrot would not say it. Then the man got to so angry that the shouted over and over, “Say Catano, or I’ll kill you!” but the bird would not talk.

One day after trying for many hours to make the bird say Catano, the man got very angry. He picked up the bird and threw him into the chicken house. “You are more stupid than the chickens. Soon I will eat them, and I will eat you, too.”

In the chicken house there are four old chickens. They were for Sunday’s dinner. The man put the parrot in the chicken house and left.

The next day the man came back to the chicken house. He opened the door and stopped. He was very surprised at what he saw!

He saw three dead chickens on the floor. The parrot was screaming at the fourth chicken, “Say Catano, or I’ll kill you

A clever prisoner

A potato farmer was sent to prison just at the time when he should have dug the ground for planting potatoes. He knew that his wife was not strong enough to do the digging, altough she could manage to do the planting. He also knew that none of his friends or neighbours would be willing to do the digging for him. So he wrote a letter to his wife saying," please do not dig the potato field. I hid the money and the gun there."

Ten days later, he got a letter from his wife saying, " I think somebody must have read your letter before i left the prison. Some policemen came two days ago and dug up the entire potato field. what should I do now?" the prisoner wrote back at once," plant the potatoes, of course."

How the Chipmunk Got Its Stripes

Long ago, the Earth was covered in darkness. None of the creatures living there knew what daylight looked like.

Many years ago, all of the animals of the forest gathered together in a clearing. They wondered if it would be better to remain in darkness, or if it would be better to also have light. Deer, Chipmunk, Raccoon, Wolf, Bear, and many other creatures climbed to the top of the highest mountain. The mountain stood so tall that there were no trees on its top, and it was covered only with rocks. Millions of stars blinked in the dark sky overhead. The biggest and most powerful animal in the forest was the bear, and he was the first to reach the mountaintop. Bear stood on the highest peak, looked out over the forest below, and argued for remaining in darkness. He said that the creatures of the forest would be able to sleep better in darkness because there would be no light to keep them awake. Most of the other animals were afraid, and they agreed with Bear. Raccoon said that he did not mind the darkness because he was so smart that he could find plenty of food, even in the dark. Wolf was easy to please, too. She didn't mind the darkness because she could howl in darkness or in light.

But one animal did stand up to Bear. Chipmunk, the smallest of the animals, argued that it would be better to have both light and dark. Chipmunk was very clever. As Bear continued to argue for darkness, she made many good arguments for light.

Slowly, the night passed. Bear grew tired of talking, but Chipmunk chattered on and on, as if she had all of the energy in the world. As the other

animals dropped off to sleep, one by one, Chipmunk kept arguing. Finally, the first sunrise ever seen by the animals appeared over the top of the mountain. They woke up and were amazed by what they saw.

Chipmunk began to dance from rock to rock. Bear became angry because he didn't get his way. He roared loudly and ran after Chipmunk. He chased Chipmunk all the way down the mountain. Bear was fast, and he reached out his giant paw to grab Chipmunk. Chipmunk got away, but not before Bear managed to scratch her back with his long claws. And that is why, to this day, you can see stripes on Chipmunk's back!.

Rencana pelaksanaan pembelajaran

(RPP)

Sekolah **:** MA DDI Attaufiq Padaelo

Mata pelajaran : Bahasa inggris

Kelas/semester : XI/A

Pertemuan : Ke-1 (satu)

Alokasi Waktu : 2 x 40 menit

Skill : Reading

A. STANDAR KOMPETENSI

1. Memahami makna teks monolog/esei berbentuk narrative secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan mengakses ilmu pengetahuan.

B. KOMPETENSI DASAR

1.1 Memahami Dan Merespon Makna Dalam Teks Monolog/Esei Yang Menggunakan Ragam Bahasa Tulis Secara Akurat,Lanvar Dan Berterima Dalam Teks Berbentuk *Narrative.*

C. INDIKATOR

- Mengidentifikasi Ide Pokok Dalam Teks
- Memahami makna/imformasi yang terkandung dalam teks.
- Memberi kesimpulan pada teks bacaan.

D. Tujuan pembelajaran siswa dapat :

a. Siswa dapat menemukan ide pokok dalam teks.
b. Siswa dapat memahami makna/informasi yang terkandung dalam teks.
c. Siswa dapat memberikan kesimpulan tentang isi teks

E. Materi pembelajaran : NARRATIVE TEXT

F. Metode pembelajaran /teknik : warming-up for reading

G. Langkah-langkah kegiatan

a. Kegiatan pendahuluan

1. Salam dan membaca Doa
2. Mengabsensi siswa
3. Apresiasi

b. Kegiatan inti

1. Guru menjelaskan metode warming-up for reading dan narrative teks
2. Guru memeberikan materi ajar berupa teks bacaan
3. Mengimplementasikan metode warming-up for reading (WFR)
    1) Guru menyampaikan matri yang akan disajikan
    2) Guru memberikan judul pada teks pada siswa
    3) Guru meminta siswa menulis kosa kata terkait dengan teks.
    4) Guru meminta setiap siswa membaca teks dengan hati-hati dan memeriksa apakah pertanyaan yng dirumuskan sebelumnya dijawab dalam teksdan juga memeriksa apakah kosa kata mereka muncul dalam teks
    5) Guru menyuru siswa untuk menulis kosa kata yang familiar dan tidak
    6) Kemudian siswa menulis ide-ide pokok yang terdapat dalam bacaan pada setiap paragraph dan mampu menyimpulkan isi teks bacaan

c. Kegiatan penutup

1. Menanyakan kesulitan yang dihadaapi oleh siwa
2. Guru menyimpulkaan materi pembelajaran
3. Guru menutup kegiatan pembelajaran

H. Alat sumber belajar

- Alat : Spidol,papan tulis,dan penghapus
- Sumber : Buku paket yang relevan

I. Penilaian

- Teknik : test tertulis dan partisipasi
- Bentuk instrument : menjawab pertanyaan sesuai isi teks

Pedoman penilaian

- Tiap jawaban benar diberi skor 4

$$\text{Nilai akhir} = \frac{\text{Perolehan skor}}{\text{skor maksimum}} \times 10 =$$

BARRU, Juli 2017
Penelitian

Nur auliah
Nim : 10535 5319 12

UNIVERSITAS MUHAMMADIYAH MAKASSAR
LEMBAGA PERPUSTAKAAN DAN PENERBITAN

Rencana pelaksanaan pembelajaran

(RPP)

Sekolah **:** MA DDI Attaufiq Padaelo

Mata pelajaran : Bahasa inggris

Kelas/semester : XI/A

Pertemuan : Ke-2 (dua)

Alokasi Waktu : 2 x 40 menit

Skill : Reading

A. STANDAR KOMPETENSI

1. Memahami makna teks monolog/esei berbentuk narrative secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan mengakses ilmu pengetahuan.

B. KOMPETENSI DASAR

1.1 Memahami Dan Merespon Makna Dalam Teks Monolog/Esei Yang Menggunakan Ragam Bahasa Tulis Secara Akurat,Lanvar Dan Berterima Dalam Teks Berbentuk *Narrative*.

C. INDIKATOR

- Mengidentifikasi Ide Pokok Dalam Teks
- Memahami makna/imformasi yang terkandung dalam teks.
- Memberi kesimpulan pada teks bacaan.

D. Tujuan pembelajaran siswa dapat :

a. Siswa dapat menemukan ide pokok dalam teks.
b. Siswa dapat memahami makna/informasi yang terkandung dalam teks.
c. Siswa dapat memberikan kesimpulan tentang isi teks

E. Materi pembelajaran : NARRATIVE TEXT

F. Metode pembelajaran /teknik : warming-up for reading

G. Langkah-langkah kegiatan

a. Kegiatan pendahuluan
    1. Salam dan membaca Doa
    2. Mengabsensi siswa
    3. Apresiasi

b. Kegiatan inti

1. Guru menjelaskan metode warming-up for reading dan narrative teks
2. Guru memeberikan materi ajar berupa teks bacaan
3. Mengimplementasikan metode warming-up for reading (WFR)
    1) Guru menyampaikan matri yang akan disajikan
    2) Guru memberi judul teks pada siswa.
    3) Guru meminta siswa menulis kosa kata terkait dengan teks.
    4) Guru meminta setiap siswa membaca teks dengan hati-hati dan memeriksa apakah pertanyaan yng dirumuskan sebelumnya dijawab dalam teksdan juga memeriksa apakah kosa kata mereka muncul dalam teks
    5) Guru menyuru siswa untuk menulis kosa kata yang familiar dan tidak
    6) Kemudian siswa menulis ide-ide pokok yang terdapat dalam bacaan pada setiap paragraph dan mampu menyimpulkan isi teks bacaan

c. Kegiatan penutup

1. Menanyakan kesulitan yang dihadaapi oleh siwa
2. Guru menyimpulkaan materi pembelajaran
3. Guru menutup kegiatan pembelajaran

H. Alat sumber belajar

- Alat : Spidol,papan tulis,dan penghapus
- Sumber : Buku paket yang relevan

I. Penilaian

- Teknik : test tertulis dan partisipasi
- Bentuk instrument : menjawab pertanyaan sesuai isi teks

Pedoman penilaian

- Tiap jawaban benar diberi skor 4

$$\text{Nilai akhir} = \frac{\text{Perolehan skor}}{\text{skor maksimum}} \times 10 =$$

Makassar, Juli 2016
Penelitian

Nur auliah
Nim : 10535 5319 12

Rencana pelaksanaan pembelajaran

(RPP)

Sekolah **:** MA DDI AttaufiqPadaelo

Mata pelajaran : Bahasa inggris

Kelas/semester : XI/A

Pertemuan : Ke-3 (tiga)

Alokasi Waktu : 2 x 40 menit

Skill : Reading

A. STANDAR KOMPETENSI

1. Memahami makna teks monolog/esei berbentuk narrative secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan mengakses ilmu pengetahuan.

B. KOMPETENSI DASAR

1.1 Memahami Dan Merespon Makna Dalam Teks Monolog/Esei Yang Menggunakan Ragam Bahasa Tulis Secara Akurat,Lanvar Dan Berterima Dalam Teks Berbentuk *Narrative*.

C. INDIKATOR

- Mengidentifikasi Ide Pokok Dalam Teks
- Memahami makna/imformasi yang terkandung dalam teks.
- Memberi kesimpulan pada teks bacaan.

D. Tujuan pembelajaran siswa dapat :

a. Siswa dapat menemukan ide pokok dalam teks.
b. Siswa dapat memahami makna/informasi yang terkandung dalam teks.
c. Siswa dapat memberikan kesimpulan tentang isi teks

E. Materi pembelajaran : NARRATIVE TEXT

F. Metode pembelajaran /teknik : warming-up for reading

G. Langkah-langkah kegiatan

a. Kegiatan pendahuluan
    1. Salam dan membaca Doa
    2. Mengabsensi siswa
    3. Apresiasi

b. Kegiatan inti

1. Guru menjelaskanmetode warming-up for reading dan narrative teks
2. Guru memeberikanmateri ajar berupateksbacaan
3. Mengimplementasikanmetode warming-up for reading (WFR)
    1) Guru menyampaikanmatri yang akandisajikan
    2) Guru memberikanjudulpadatekspadasiswa
    3) Guru memintasiswamenuliskosa kata terkaitdenganteks.
    4) Guru memintasetiapsiswamembacateksdenganhati-hatidanmemeriksaapakahpertanyaanyngdirumuskansebelumnyadijawabdalamteksdanjugamemeriksaapakahkosa kata merekamunculdalamteks
    5) Guru menyurusiswauntukmenuliskosa kata yang familiar dantidak
    6) Kemudiansiswamenulis ide-ide pokok yang terdapatdalambacaanpadasetiap paragraph danmampumenyimpulkanisiteksbacaan

c. Kegiatan penutup

1. Menanyakan kesulitan yang dihadaapiolehsiswa
2. Guru menyimpulkaanmateripembelajaran
3. Guru menutupkegiatanpembelajaran

H. Alat sumber belajar

- Alat : Spidol,papan tulis,dan penghapus
- Sumber : Buku paket yang relevan

I. Penilaian

- Teknik : test tertulis dan partisipasi
- Bentuk instrument : menjawab pertanyaan sesuaiisi teks

Pedomanpenilaian

- Tiapjawabanbenardiberiskor 4

Perolehanskor
Nilaiakhir= ———————— x 10 =
skormaksimum

Makassar, Juli 2016
Penelitian

Nurauliah
Nim : 10535 5319 12

Rencana pelaksanaan pembelajaran

(RPP)

Sekolah **:** MA DDI AttaufiqPadaelo

Mata pelajaran : Bahasa inggris

Kelas/semester : XI/A

Pertemuan : Ke-4 (empat)

Alokasi Waktu : 2 x 40 menit

Skill : Reading

A. STANDAR KOMPETENSI

1. Memahami makna teks monolog/esei berbentuk narrative secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan mengakses ilmu pengetahuan.

B. KOMPETENSI DASAR

1.1 Memahami Dan Merespon Makna Dalam Teks Monolog/Esei Yang Menggunakan Ragam Bahasa Tulis Secara Akurat,Lanvar Dan Berterima Dalam Teks Berbentuk *Narrative*.

C. INDIKATOR

- Mengidentifikasi Ide Pokok Dalam Teks
- Memahami makna/imformasi yang terkandung dalam teks.
- Memberi kesimpulan pada teks bacaan.

D. Tujuan pembelajaran siswa dapat :

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E. Materi pembelajaran : NARRATIVE TEXT

F. Metode pembelajaran /teknik : warming-up for reading

G. Langkah-langkah kegiatan

a. Kegiatan pendahuluan
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- Alat : Spidol,papan tulis,dan penghapus
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I. Penilaian

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Pedomanpenilaian

- Tiapjawabanbenardiberiskor 4

Perolehanskor
Nilaiakhir= ———————— x 10 =
skormaksimum

Makassar, Juli 2016
Penelitian

Nurauliah
Nim : 10535 5319 12

CURRICULUM VITAE

The writer **Nur Auliah**, was born in Lalabata on July 7th 1995, from the marriage of her parents, Alm. Muh.Idris (father) and Nur Aeni (mother). She is the last child, she has two sisters in her family. She began elementary school at the SDI no 27 lalabata in Barru regency and graduated in 2006.

Then continued her study at MTS Attaufiq Padaelo in Barru regency in 2006 and graduated in 2009. In the same year she continues her study at MA DDI Attaufiq Padaelo and graduated in 2012. One year later she continued her study at English Department, Faculty and Teacher Training and Education Makassar Muhammadiyah University In academic 2012.