

**THE EFFECT OF USING BARRETT TAXONOMY ON STUDENTS'  
READING COMPREHENSION**

*(Quasi Experimental Method at Seven Grade of SMPN 1 Sungguminasa)*



*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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## ***Motto***

*“Telah semakin dekat kepada manusia perhitungan amal mereka, sedang mereka dalam keadaan lalai (dengan dunia), berpaling (dari akhirat)”*

***Qs. Al-Anbiya : 1***

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AISYAH



## ABSTRACT

Aisyah. 2019. *“The Effectiveness of Using Barrett Taxonomy on Students’ Reading Comprehension”* guided by Sitti Asriati and Ratu Yulianti Natsir. A thesis of English Departement, the Faculty of Teacher Training and Education Muhammadiyah University of Makassar

The objective of this research was to find out Barrett Taxonomy improves the students’ reading comprehension at the seven grade of SMPN 1 Sungguminasa.

The method employed in this research was Quasi Experimental method involving two groups of students. The research population was class VII SMP Negeri 1 Sungguminasa, Gowa Regency, consisted of about 408 students and the sample was 62 students that consist of 31 students of control class and 31 students of experimental class. The sampling method used was not random sampling method. The instrument of the research was reading test shaped Multiple Choice consisting of four alternative answers. Which was given pre-test to find out the students prior knowledge of reading comprehension before treatment and as post-test to find out the students’ knowledge and achievement of reading comprehension after treatment.

The result of data analysis the researcher found how does Barrett taxonomy improve the students reading comprehension with in learning experiment class and control class. Experiment class was given treatment at the category high with averages in learning was 78.38 of 31 students with standard deviation 12.47 and control class with averages value students’ was 74.67 of 31 students’ with standard deviation 13.97. From to examined hypothesis with using T test- and significant level 0.03 show that T count (9.86) > T table (2.000), so that can be concluded that there was differences significant achievement in learning between experimental class and control class.

**Keywords:** Barrett Taxonomy, reading comprehension.

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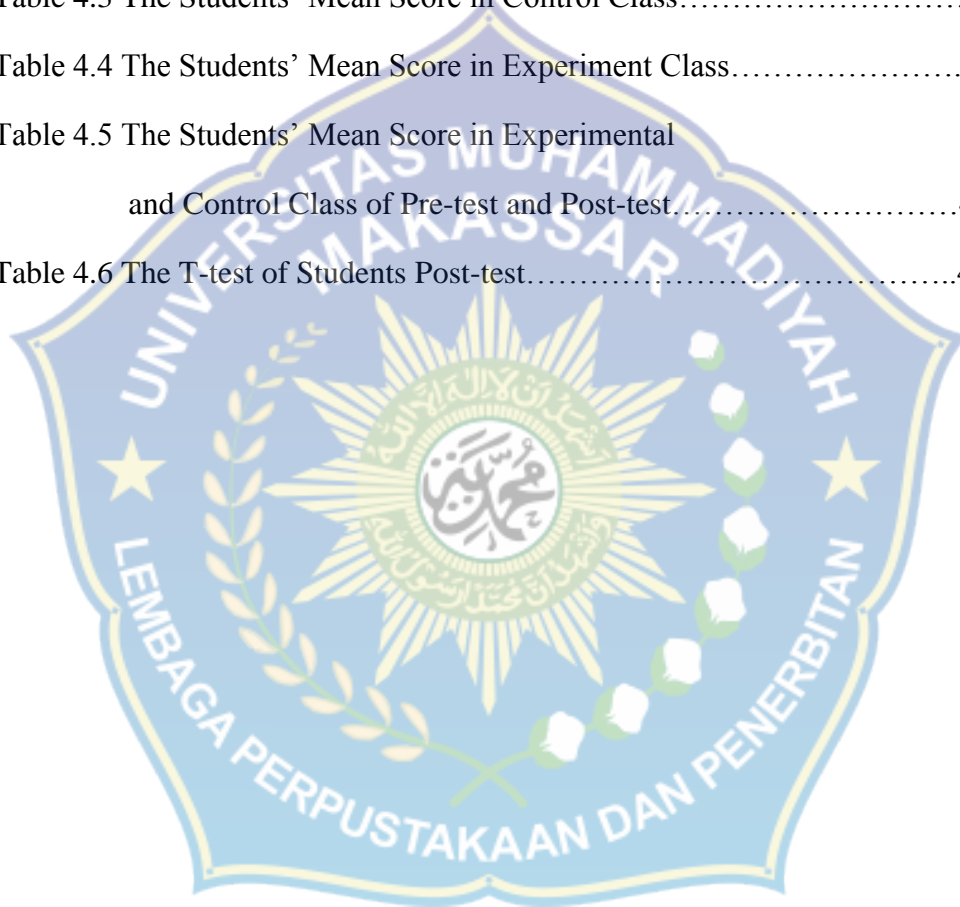
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## **CHAPTER 1 INTRODUCTION**

### **A. Background of the Research**

Learning is a process whereby knowledge is created through the transformation of experience. The interaction of the experience and environment takes a role in developing the content of learning and instruction. Teaching and learning in school can be done successfully through the appropriate use of language (Schleppegrell, 2004:19). The language plays an important role in the teaching and learning process. It means that starting school for children leads to confronting new ways using and acquiring a certain language.

In learning English the reader have to know that there were four skills in English that should be mastered, one of them was reading. Reading was an activity that can be done by all people without high cost. Reading ability was one of the most important skills that we needed in increasing our personal welfare and social progress. In every subject, students' learning activities involve reading. Balsiger (2010) state that reading is crucial for the success in school. The academic learning in subject such as science, history, social studies, and literature occurs through reading.

Students with poor reading comprehension may struggle in multiple academic areas and begin to lose confidence in their learning abilities. Moreover, Sujana in argarani (2008) notes that reading ability can influence that level of students' competence in any subject. Therefore, it was underabled that reading was one of important activities of learning process.

Reading comprehension is the core of the teaching/learning process in all disciplines. Students cannot understand history, biology, social science or math if they do not read proficiently and critically. As a result, using Barrett Taxonomy must emphasize reading comprehension strategies and guide students to read critically while reading in the language lessons. When students acquire these skills by practicing them on various texts, they will be able to transfer them while reading in different disciplines and later while reading outside the school scope, which is the main goal of teaching.

Barrett's taxonomy is a taxonomy made by Thomas C. Barrett in 1968; it is used for reading. As stated by Blair, Helman and Rupley (1981), Barrett's taxonomy is representative of a comprehension taxonomy that can be used when developing instructional activities, identifying questions and specifying reading comprehension instruction (p. 242). It consists of four levels: (1) literal recognition or recall, (2) inferential, (3) evaluation, and (4) appreciation. These levels are divided based on their difficulties.

If the reading comprehension questions are made based on Barrett's taxonomy, the students can enhance their reading ability because they can train themselves to comprehend the text by answering questions that are made based on appropriate levels of thinking skills.

Reading comprehension is not an easy task, especially for junior high school students. Hence, the students must have ability to interpret the meaning of the words, expression, and sentence. Comprehension is much

needed to catch the meaning of the text or written information. According to Hill in Ika (2006: 15), reading is what the reader does to get the meaning he needs from textual sources. In other words, students cannot get the purposes of messages of author without comprehension properly, if students read without understanding, they will get nothing from what they have read.

Based on the explanation above, the researcher found a problem on the students. The problem is the students still confuse and difficult to comprehend the text well especially on finding information from the text. It happened because there were many factors that influence students' reading comprehension such as low vocabularies, word meaning and cannot read the text. It makes the students difficult to comprehend the text. They need concentration in order to get comprehension properly. So the teacher should choose good technique to improve students' reading comprehension.

To improve students' reading comprehension, the teacher should apply a good technique to help students to activate their prior knowledge. But in this research the researcher tries to use Barrett Taxonomy technique. Barrett's taxonomy is a taxonomy made by Thomas C. Barrett in 1968 it consists of four levels: (1) literal recognition or recall, (2) inferential, (3) evaluation, and (4) appreciation. These levels are divided based on their difficulties.

If the reading comprehension questions are made based on Barrett's taxonomy, the students can enhance their reading ability because they can

train themselves to comprehend the text by answering questions that are made based on appropriate levels of thinking skills.

Related to the previous explanation, the researcher wants to help the teachers to find out the ability of students about Barrett Taxonomy that are used in their learning, and it is known that the researcher is interest to identify some problems of the students through intends to investigate about “ *The Effect of Using Barrett Taxonomy to Improve Students Reading Comprehension* ”

In additions, the researcher wants to explored Barrett Taxonomy performed by the students’ reading comprehension in Barrett Taxonomy.

### **B. Problem Statement**

Based on the previous background, the researcher formulates the problem statement as follow :

Does the use of Barrett Taxonomy give a better effect to reading comprehension than to the use of direct method?

### **C. Objective of Study**

In relation to the problem statement above, the objective the researcher is :

To find out the effect of using Barrett Taxonomy on students’ reading comprehension.

### **D. Significance of Study**

Based on the researcher, this research gives the reader information and understanding about the students' reading comprehension. Besides that, this research can be used as reference for other researcher who are interest in doing methodology research especially dealing of Barrett Taxonomy. In this study has a statement conducted by :

1. For the teacher
  - a. Giving inspiration fun activities in English lessons.
  - b. Improving the teacher's creativity in using various teaching methods.
  - c. Proving language skills attainment achieved using these methods.
  - d. Improve the effectiveness of English learning.
2. For students
  - a. Increase the ability of students in English learning.
  - b. Improve the spirit and confidence of students.
  - c. Enhances students' ability in reading comprehension.
  - d. Increase students interest in English learning

#### **E. Scope of Study**

In a research it is very important to make scope of the research to get the relevant data. Thus, it is better to make some limitation to know what the effect of using Barrett taxonomy on students' reading comprehension. In this scope focus on literal comprehension in Recognition and Recall with reading text in narrative text of SMPN 1 Sungguminasa.



## CHAPTER II

### REVIEW OF LITERATURE

#### A. Previous Related Research Finding

Eric (1970) in this thesis entitled "*An Analysis of Reading Comprehension Questions in Basal Reading Series According to the Barrett Taxonomy*". This previous study discusses about reading comprehension questions selected from readers, teacher manuals, and workbooks of three current, widely used and representative basal reading series were analyzed according to the Barrett Taxonomy to determine cognitive objectives.

Dr. Kasim (2012) in this thesis entitled "*A system to be used by teachers to evaluate students' reading comprehension skills: Barrett taxonomy*". This previous study discuss about while reading is the most important underlying skill of learning in different subject areas, reading comprehension is the essence of reading success. It is documented that questioning is one of the significant predictors of reading comprehension.

For explanation above, the researcher concluded that learning reading comprehension is most important for students to improving their ability in read some text and understand the word meaning in the text.

## **B. Some Partinents Idea**

### **1. Concepts of Barrett Taxonomy**

In reading methods courses, textbook manuals, and lists of behavioural objectives, three kinds of questions are usually mentioned: 1) literal, 2) inferential, and 3) assimilative, which includes critical questioning for factual material and creative questions for stories, poems, plays, etc.

The Barrett Taxonomy (Clymer, 1968) the reading manuals are usually very helpful to the teacher in guiding questioning, but the other subject areas rarely have manuals with such explicit help. Teachers often try to use the literal, inferential, and assimilative categories in the content areas, but find there is need for clarification or examples of the categories. Designed originally to assist classroom teachers in developing comprehension questions and / or test questions for reading, is especially useful for classroom questioning in other content areas as well.

The first two categories, literal comprehension and reorganization, deal with the facts as presented orally or in the books the students have read, and thus result in closed questions that have a single correct response. A possible exception is Synthesizing if the combination of facts presented leads to a totally new idea. Under those conditions, the student has creatively added his or her uniqueness to the presented information.

However, in classroom learning, synthesis is most often the putting together of facts to reach a generalization or concept or definition. The remaining categories will always involve the student's own background of experience.

As a result, it is possible to have as many different, but correct, responses as there are students present, since each brings to school a different background of home, family, friends, and learning. These categories therefore lead to the development of open-ended questions.

Although the classroom teacher who focuses on these higher questions has to allow more time for the varied responses, the degree of learning that can be evaluated is at least as great, and often greater, since adequate response to questions at these levels must incorporate the information that could have been gathered by "fact" questions. Therefore, as much or more can be gained for teacher and for students from a lesson with only a few higher level questions and the varied responses, since all the "facts" are checked while the students get practice in using higher cognitive thinking processes.

## 2. The Levels of Barrett Taxonomy

### Literal Comprehension

Literal comprehension focuses on ideas and information which are explicitly stated in the selection. Purposes for reading and teacher's questions designed to elicit responses at this level may range from simple to complex. A simple task in literal comprehension may be the recognition or recall of a single fact or incident. A more complex task might be the recognition or recall of a series of facts or the sequencing of incidents in a reading selection. (Or these tasks may be related to an exercise which may itself be considered as a reading selection). Purposes and questions at this level may have the following characteristics:

#### a. Recognition

Recognition requires the student to locate or identify ideas or information explicitly stated in the reading selection itself or in exercises which use the explicit ideas and information presented in the reading selection. Recognition tasks are:

##### (1) Recognition of Details

The student is required to locate or identify facts such as the names of characters, the time of the story, or the place of the story (or just about any other kind of explicit fact or detail requiring literal comprehension.)

(2) Recognition of Main Ideas

The student is asked to locate or identify an explicit statement in or from a selection which is a main idea of a paragraph or a larger portion of the selection.

(3) Recognition of a Sequence

Recognition of a Sequence The student is required to locate or identify the order of incidents or actions explicitly stated in the selection.

(4) Recognition of Comparison

The student is requested to locate or identify likenesses and differences in characters, times, and places that are explicitly stated in the selection.

b. Recall

Recall requires the student to produce from memory ideas and information explicitly stated in the reading selection. Recall tasks are:

(1) Recall of Details

The student is asked to produce from memory facts such as the names of characters, the time of the story, or the place of the story.



(2) Recall of Main Ideas

The student is required to state the main idea of a paragraph or a larger portion of the selection from memory, when the main idea is explicitly stated in the selection.

(3) Recall of a Sequence

The student is asked to provide from memory the order of incidents or actions explicitly stated in the selection. (A sequence will be constituted only when order of occurrence is specifically required.)

(4) Recall of Comparison

The student is required to call up from memory the likenesses and differences in characters, times, and places that are explicitly stated in the selection.

(5) Recall of Cause and Effect Relationships

The student is requested to produce from memory explicitly stated reasons for certain happenings or action in the selection.

(6) Recall of Character Traits

The student is asked to call up from memory explicit statements about characters which illustrate the type of persons they are.

## **Reorganization**

Reorganization requires the student to analyze, synthesize, and/ or organize ideas or information explicitly stated in the selection. To produce the desired thought product, the reader may utilize the statements of the author verbatim or he or she may paraphrase or translate the author's statements. Reorganization tasks are:

a. **Classifying**

In this instance the student is required to place people, things, places, and / or events into categories.

b. **Outlining**

The student is requested to organize the selection in outline form using direct statements or paraphrased statements from the selection.

c. **Summarizing**

The student is asked to condense the selection using direct or paraphrased statements from the selection. (This level is interpreted as also being applicable when less than the entire selection is condensed.)

d. **Synthesizing**

In this instance, the student is requested to consolidate explicit ideas or information from more than one source.

## **Inferential Comprehension**

Inferential comprehension is demonstrated by the student when he or she uses the ideas and information explicitly stated in the selection, his or her intuition, and his or her personal experience as a basis for conjectures and hypotheses. Inferences drawn by the student may be either convergent or divergent in nature and the student may be asked to verbalize the rationale underlying his or her inferences.

In general, then, inferential comprehension is stimulated by purposes for reading and teachers' questions which demand thinking and imagination that go beyond the printed page.

### **a. Inferring Supporting Details**

In this instance, the student is asked to conjecture about additional facts the author might have included in the selection which would have made it more informative, interesting, or appealing.

### **b. Inferring Main Ideas**

The student is required to provide the main idea, general significance, theme, or moral which is not explicitly stated in the selection. (Such questions may pertain to part of a selection.)

### **c. Inferring Sequence**

The student, in this case, may be requested to conjecture as to what action or incident might have taken place between two explicitly stated actions or incidents, or he or she may be asked to

hypothesize about what would happen next if the selection had not ended as it did but had been extended.

d. Inferring Comparisons

The student is required to infer likenesses and differences in characters, times, places, things, or ideas. Such inferential comparisons revolve around ideas such as : here and there, then and now, he and she, and she and she.

**Evaluation**

Purposes for reading and teacher's questions, in this instance, require responses by the student which indicate that he or she has made an evaluative judgment by comparing ideas presented in the selection with external criteria provided by the teacher, other authorities, or other written sources, or with internal criteria provided by the reader's experiences, knowledge, or values. In essence evaluation deals with judgment and focuses on qualities of accuracy, acceptability, desirability, worth, or probability of occurrence. (Evaluative judgment is the key to this category.) Evaluative thinking may be demonstrated by asking the student to make the following judgments.

a. Judgments of Reality or Fantasy

Could this really happen? Such a question calls for a judgment by the reader based on his or her experience.

b. Judgments of Fact or Opinion

Questions of this type require the student to analyze and evaluate the writing on the basis of the knowledge he or she has on the subject as well as to analyze and evaluate the intent of the author.

c. Judgments of Adequacy and Validity

Is the information presented here in keeping with what you have read in the subject in other sources? Questions of this nature call for the reader to compare written sources of information with an eye toward agreement and disagreement and completeness and incompleteness.

d. Judgments of Appropriateness

Such a question requires the reader to make a judgment about the relative adequacy of different parts of the selection to answer the question.

e. Judgments of Worth, Desirability and Acceptability

Questions of this nature call for judgments based on the reader's moral code or his or her value system. The same holds true for judging the moral character of a political, social, or economic policy in informational or expository text as well as evaluating an author's proposal.



## **Appreciation**

Appreciation involves all the previously cited cognitive dimensions of reading, for it deals with the psychological and aesthetic impact of the selection on the reader. Appreciation calls for the student to be emotionally and aesthetically sensitive to the work and to have a reaction to the worth of its psychological and artistic elements. Appreciation includes both the knowledge of and the emotional response to literary techniques, forms, styles, and structures.

### **a. Emotional Response to the Content**

The student is required to verbalize his or her feelings about the selection in terms of interest, excitement, boredom, fear, hate, amusement, etc. It is concerned with the emotional impact of the total work on the reader.

### **b. Identification with Characters or Incidents**

Teachers' questions of this nature will elicit responses from the reader which demonstrate his or her sensitivity to, sympathy for, and empathy with characters, happenings, and ideas portrayed by the author.

c. Reactions to the Author's Use of Language

In this instance the student is required to respond to the author's craftsmanship in terms of the semantic dimension of the selection, namely, connotations and denotations of words.

d. Imagery

In this instance, the reader is required to verbalize his or her feelings with regard to the author's artistic ability to paint word pictures which cause the reader to visualize, smell, taste, hear, or feel



# The Barrett Taxonomy

Literal comprehension focuses on the ideas and information that are explicitly stated. A simple task in literal comprehension may be the recognition or recall of a single fact or incident. A more complex task might be the recognition or recall of a series of facts or the sequencing of incidents.

LITERAL COMPREHENSION	Recognition	Details	What's this? Who? What? Where? Why?
		Main Idea	What happened when or during ___? Find out what ___ is going to do
		Sequence	What did ___ do first/next/last?
		Comparison	Find/tell me the differences between ___ and ___ Are ___ and ___ the same? Find similes; find metaphors
		Cause and Effect	Find out the reasons for ___? What caused ___?
		Character Traits	Find/tell me the words and phrases which describe the characters
	Recall	Details	Write/tell me a list of all the details you can remember
		Main Idea	What happened to ___?
		Sequence	Tell in correct order Look at the illustrations and retell the story
		Comparison	How was this ___ different from the others? In what ways were ___ and ___ similar/different?
		Cause and Effect	Why was ___ so determined to ___? What was the purpose of ___?

Reorganisation requires the student to analyse, synthesis, and/or organise ideas or information explicitly stated in the selection. The student may utilise the statements of the author verbatim or may paraphrase or translate the author's statements.

<b>REORGANISATION</b>	Classifying	Which of the following are ___?  Which of the following ___ does not belong?
	Outlining	Divide the story into ___ parts
	Summarising	What has happened up to this point?  Tell the story in your own words
	Synthesising	How long did the entire ___ last?  How many times did ___ take place?  On what day did ___ happen?



The student demonstrates inferential comprehension when he or she uses ideas and information explicitly stated, his or her intuition, and his or her personal experience as a basis for conjecture and hypotheses. Prior knowledge, regardless of where his knowledge came from, in an integral part of inference.

<b>INFERENTIAL</b>	Supporting Details	Did he realise ___?  Do you think ___?
	Main Ideas	What is the main idea of this ___?  Discuss the significance of ___?

<b>INFERENTIAL</b>	Sequence	What will happen next?  What happened between ___ and ___?  Please these ___ in logical order
	Comparisons	How does ___ resemble ___?  Compare ___ with ___  Are ___ and ___ related?
	Cause and Effect	What was it necessary to ___?  How did ___ know ___?  What is the result of ___?
	Character Traits	What did ___ prove about their attitudes toward ___?  What does ___ tell us about her?  What kind of person is ___?
	Outcomes	Do you think ___ will ___?  What do you think will happen?
	Figurative Language	What is meant by the phrase ___?



Evaluation deals with judgement and focuses on qualities of accuracy, acceptability, desirability, worth or probability of occurrence. Evaluative thinking may be demonstrated by asking the students to make the following judgements.

<b>EVALUATION</b>	Judgements of Reality or Fantasy	<p>Is ___ imaginary?</p> <p>How many unreal things can you find?</p> <p>Did ___ really happen?</p> <p>Is ___ fact or fiction?</p> <p>Is ___ possible?</p>
	Judgements of Fact or Opinion	<p>Do you think ___ had anything to do with ___?</p> <p>Which ___ seem to be correct?</p>
	Judgements of Adequacy and Validity	<p>Did ___ ever actually ___?</p> <p>Is ___ really ___?</p>
	Judgements of Appropriateness	<p>What part of the story best describes the main character?</p>
	Judgements of Worth, Desirability and Acceptability	<p>Do you like this character?</p> <p>How do you feel about this character?</p> <p>Why was it wrong for ___ to ___?</p>

Appreciation calls for students to be emotionally and aesthetically sensitive to the work and to have a reaction to the work of its psychological and artistic elements. Appreciation includes both the knowledge of the emotional response to literary techniques, forms, styles and structures.

APPRECIATION	Emotional Response to the Content	Are you surprised? Why do you like or dislike this selection?
	Identification with Characters or Incidents	What words will describe the feelings of ___? What would you do if you were ___?
	Reactions to the Author's Use of Language	Why is ___ a good term? How did the author express the idea of ___?
	Imagery	Dramatise the story. Read/say the part the way the character might have talked. How does ___ make you feel?

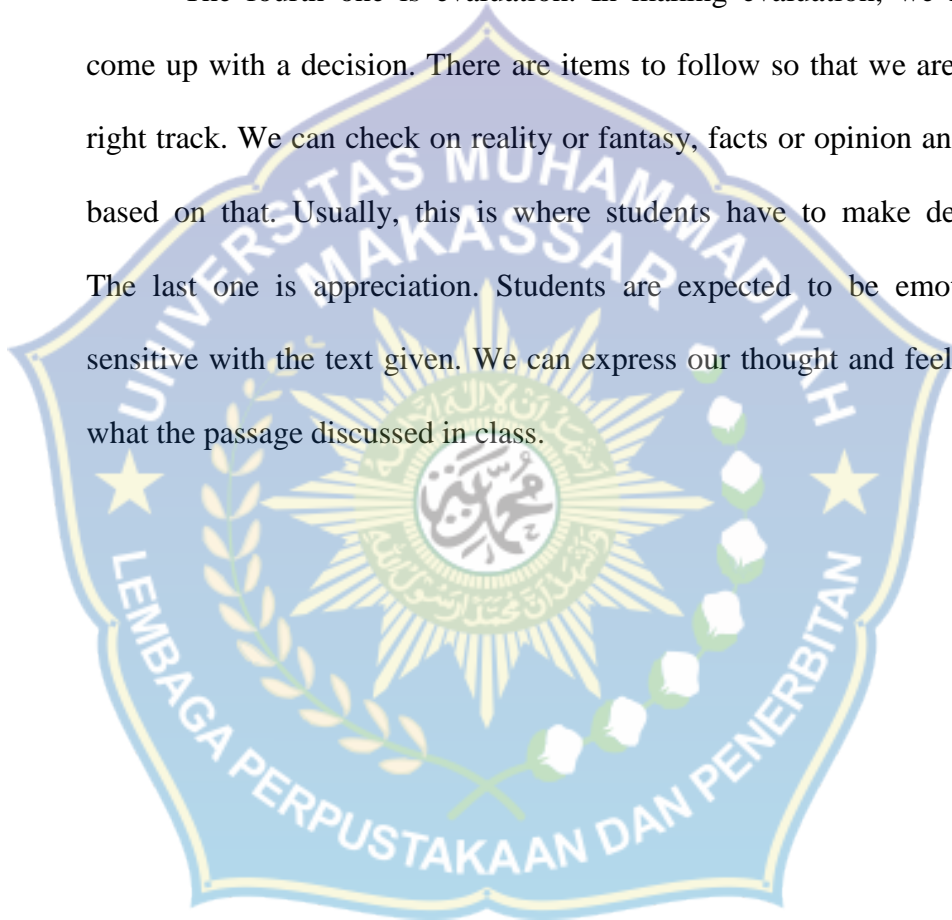
(Barrett 2014)

There are five levels altogether and each level explains on how we as readers should follow and understand. The first level is literal comprehension. Two ideas are brought up here which is recognition and also recall. This level identifies the clear part of reading comprehension. Recognition is a bit direct while recall requires details information.

As for reorganization which is the second level of Barrett Taxonomy, it deals with the organization of ideas. As the root word is organize, the sequence of order is very essential. As a student, they have to analyze and classify the information they get. Students must be familiar with classifying, outlining, summarizing and synthesizing.

Inferential comprehension will be in the third level of Barrett's Taxonomy. Students must make inference based on their prior knowledge. This is because, the students have to make hypothesis. This can be used to support main idea and supporting details.

The fourth one is evaluation. In making evaluation, we have to come up with a decision. There are items to follow so that we are on the right track. We can check on reality or fantasy, facts or opinion and judge based on that. Usually, this is where students have to make decision. The last one is appreciation. Students are expected to be emotionally sensitive with the text given. We can express our thought and feelings on what the passage discussed in class.



## **C. Concept of Reading and Reading Comprehension in Barrett Taxonomy**

### **1. The Definitions of Reading**

Reading is one of English skills besides speaking, listening and writing. It is the way to understand written messages. According to Nuttal (2000:2) reading means a result of interaction between the writer's mind and the reader's mind. It is the way how to the reader tries to get the message or the intended meaning from the writer. In this process, the reader tries to create the meanings intended by the writer, the reader can get the message, and the writer's meaning sense.

According to Pang (2003:6) reading is defined as understanding written texts. He says that reading consists of two related processes: word recognition and comprehension. Word recognition is defined as the process of getting how written symbols correspond to one's spoken language while comprehension is the process of making the meaning of words, sentences and connected text. He adds his statement that the reader who has background knowledge, vocabulary, grammatical knowledge, experience with text and other strategies can help them understand written texts.

### **2. Definitions of Reading Comprehension**

According to Klingner (2007:2) reading comprehension is "the process of constructing meaning by coordinating a number of complex processes that included word reading, word and world knowledge, and fluency". It refers to the ability in interpreting the words, understanding

the meaning and the relationships between ideas conveyed in a text. He summarized reading comprehension instruction for the teacher as following a three-step procedure: mentioning, practicing, and assessing. That is, teachers mention the skills that the students want to use, then they give them opportunities to practice those skills through workbooks or work sheets, and finally assess whether or not they use the skill successfully.

According to Pang (2003:14) comprehension is the process of making sense of words, sentences and connected text. He says that comprehension is the processes of deriving the meaning of one word to another in a text. Readers typically make use of background knowledge, vocabulary, grammatical knowledge, experience with a text and other strategies to help them understand the written texts.

### 3. Teaching Reading

Kimbly and Garmezy in *Brown (2000:7)* define that teaching is the activities to show or help someone to learn how to do something, give instructions, guide in the study of something, provide with the knowledge, cause to know, understand know ledge and give new knowledge.

Brown (2000:7) also says that “teaching cannot be defined apart from learning. Teaching is guiding and facilitating learning, enabling the learners to learn, setting the conditions for learning”. Meanwhile learning is getting the knowledge or the acquisition of the knowledge.



From the definitions above, we can define teaching as helping, facilitating, and giving instructions how to learn and get something or knowledge. Here the teacher is the subject in doing those because the teacher has the obligation to help the students getting or acquiring the second language that is English.

#### 4. Teaching Reading Comprehension

In teaching reading comprehension, the teacher needs some strategies to make the students comprehend the reading texts.

According Brown (2000: 306-311), the following are ten strategies which can be applied in the teaching reading comprehension in the classroom:

a. Identifying the purpose in reading

By knowing the purpose of what the reader reads, the reader can throw the unwanted distraction or information. By doing this, students know what information they want to know in reading the texts. (Brown, 2000: 306).

b. Using graphemic rules and patterns to aid in bottom up decoding

(especially for the beginning level learners) At the beginning levels of learning English, one of the difficulties that students encounter in learning to read is making the correspondences between spoken and written English. Here teacher also need to teach how to read the sound words with sort vowel sound such as (bat, leg, wish, etc)

and the sound words with final silent “e” such as (late, time, bite, etc). (Brown, 2000: 306).

c. Using efficient silent reading techniques for relatively rapid comprehension(for intermediate to advanced levels)In advanced learner, teacher can apply reading fast to reduce time consuming in reading.

d. Skimming the text for the main ideas

Skimming is the one of the most valuable reading strategies for learners. Skimming consist of quickly running one’s eyes across a whole text(such as an essay, article, or chapter) to find out what the text tells about or to find out the main idea of the text. Skimming gives readers the advantages of being able to guess the purpose of the passage, the main topic, or message, and possibly some of the developing or supporting ideas (Brown, 2000: 308)

e. Scanning the text for specific information

Scanning is quickly searching for some particular piece or pieces of information that the reader needs in reading a text. Scanning exercises may ask students to look for names or dates, to find a definition of a key concept, or to list a certain number of supporting details (Brown, 2000: 308).

f. Using semantic mapping or clustering

Readers can resume the long string of ideas or events by grouping the important key of the word they get from the reading. The strategy of semantic mapping, or grouping ideas into meaningful clusters, helps the reader to remember the contents of the text. (Brown, 2000: 308).

#### **D. Conceptual Framework**

This study is conducted to improve the students reading comprehension although teaching what is Barrett taxonomy. According (Clymer, 1968) Barrett Taxonomy is the reading manuals are usually very helpful to the teacher in guiding questioning, but the other subject areas rarely have manuals with such explicit help. That is many students did not like to read. But there were also some people like to read.

However, the researcher will use Barrett taxonomy to measure the ability of the students in classroom to improve students reading comprehension. According to Klingner (2007:2) reading comprehension is “the process of constructing meaning by coordinating a number of complex processes that included word reading, word and world knowledge, and fluency”. It refers to the ability in interpreting the words, understanding the meaning and the relationships between ideas conveyed in a text. In other word, the level of Barrett taxonomy used especially the level of literal comprehension and the researcher was use just two types they are recognition and recall.

In applying Barrett taxonomy in teaching classroom can make student more know how to analysis the text before read with used the types of literal classroom of Barrett taxonomy. They are Recognition and Recall. Pang cited that (2003:6) reading is defined as understanding written texts. He says that reading consists of two related processes: word recognition and comprehension.

In this research, the researcher wants to implement an action that could improve the quality of students' reading comprehension in teaching and learning through use Barrett taxonomy. To conduct the research, the researcher needs to do some steps. First, the researcher needs to observe the school where the researcher is going to conduct the research. In the observation, the researcher notices some problems about the reading in the field. After finding some problems during the observation, the researcher thought about the action to solve those problems. Then she planned and employed some effort to improve the students' reading comprehension teaching and learning process of seven grades students of SMPN 1 Sungguminasa through the use of Barrett Taxonomy

**CHAPTER III**  
**RESEARCH METHOD**

**A. Research Design**

This research used Quasi-experimental design in which two groups are involved. They are experimental group and control group. The researcher used pre-test as a test for students before give them treatment, and for post-test the researcher give a test for students after treatment.

The design is follow:

**Table 3.1 Quasi Experimental Design**

Sample	Pre-test	treatment	Post-test
Experimental group	O <sub>1</sub>	X <sub>1</sub>	O <sub>1</sub>
Control group	O <sub>2</sub>	X <sub>2</sub>	O <sub>2</sub>

*(Gay, 1998: 225)*

Where :

O<sub>1</sub> : The pre-test distributed before the experimental

X<sub>1</sub> : the learning used Barrett taxonomy to group experimental

X<sub>2</sub> : the learning used traditional method to group control

O<sub>2</sub> : The post-test distributed after the experimental treatment

This research will use intact groups, the first class as the experimental group and the second class as the control group. An **experimental group** is the group that receives an experimental procedure or a test sample. This group is exposed to changes in



the independent variable being tested. The values of the independent variable and the result on the dependent variable are recorded. An experiment may include multiple experimental groups at one time. A **control group** is a group separated from the rest of the experiment such that the independent variable being tested cannot influence the results. This isolates the independent variable's effects on the experiment and can help rule out alternative explanations of the experimental results. The purpose of the research is to find out the effect of using Barrett Taxonomy to improve reading comprehension.

In conducting this research, the researcher assigned intact groups the experimental and control treatments, using pre-test and post-test to both groups. The pre-test will use to measure the students reading comprehension before being taught by Barrett taxonomy. The post-test will use after give a treatment both of classes. So it will compare between pre-test and post-test to find out Barrett taxonomy improve the students reading comprehension.

## **B. Population and Sample**

### **1. Population**

Population of the research was students at the seven Grade of SMPN 1 Sungguminasa consisting of thirteen classes. So which each class consist of the number of students 408 people.

## 2. Sample

According to Creswell sample is a subgroup of the target population that the researcher plans to study for generalizing about the target population. The seven grade consisted of thirteen classes, the researcher just take two classess which both of them as a sample. The first as class VII C for experimental group. The second as class VII E for control group.

## C. Research Variables and Indicators

### 1. Variables

This research consisted of two variables. They are independent variables and dependent variables.

- a. Independent variable is used Barrett taxonomy technique. It is used by researcher when teaching the material.
- b. Dependent variable is the student reading comprehension in narrative text.

### 2. Indicators

Based on the variable above, the indicators of the Barrett taxonomy were literal comprehension (recognition and recall) for reading text in narrative text.

## D. Procedure of Collecting Data

The data collection procedure is the stage where the process of conducting research to obtain good results. The data collection procedures in this study were:

### Pre-test

For the first meeting, both group experiment and controlled were given pre-test. The researcher gave reading test to find the students' achievement before giving treatment. The test allocated 80 minutes. The students have to answer 20 multiple choice test. The procedures are :

- a. The researcher distributed the test material the students.
- b. The researcher gave direction of the test to the students.
- c. The researcher controlled the students when they do the test.
- d. The researcher collected worksheet of the students after the test.

### Treatment

The treatment was done after pretest. The method of treatments used to teach the groups were different, where the experimental group was taught by using Barrett Taxonomy and the control group not using Barrett Taxonomy (traditional method).

For the treatment the researcher were meet for four meeting and do two times of treatments its follow below :

## 1. Treatment of Experimental Group

The first treatment was held on Wednesday, November 28th 2018. The topic is “Snow White”.

- a. The researcher set up situation that focus students attention on the structure of the language.
- b. The researcher work with the students,
- c. The researcher gave one by one the reading text to students after that allow them to read the text.
- d. After that, the researcher asks the students to remember their text and ask them to recognizing and recalling what they have read.
- e. Then write in their book what they know if they are finish to write.
- f. Closing the class

2nd Treatment The second treatment was held on Wednesday, December 5th 2018. The topic is reading comprehension. In experimental group,

- a. The researcher give the students about narrative text “snow white”
- b. After that ask to students to read the story for 10 minutes
- c. Then, after read the researcher ask to remember and understand the story about snow white
- d. The students explain the story in front of class without text

- e. The researcher ask the students about the story to know the students understand and remembering what have they read.
- f. Make a conclusion
- g. Closing the class.

#### Treatment of Control Group

1st Meeting The 1st meeting was conducted on Tuesday , December 27th 2018.

- a. The researcher uses English Students' workbook based on the syllabus for the control group.
- b. The researcher ask to student to read fluently about reading text that have been giving to them.
- c. The researcher allow to students to give their argument about what they have read.
- d. The researcher gave the conclusion.

2nd Meeting The 2nd meeting was held on Tuesday, June 4th 2018. In the second meeting,

- a. The researcher defined some group in the class
- b. After that make story about their experience.
- c. The researcher asks to the students to explain what they have made and read fluently.
- d. The researcher ask question about their story to know they are understand or not what have their read

- e. After that, the student tried that activity with the other group.
- f. Then student show in front of class what they know and what the got with their group.
- g. The researcher ask to make conclusion
- h. Closing the class.

#### Post-test

After giving treatment, the researcher administered post-test to both groups. The post-test was intended to see what is achievement in reading comprehension using Barrett Taxonomy with not, there was differences a significant statistically.

#### **E. Instrument of the Research**

The instrument of this research was reading comprehension about test narrative consist of pre-test and post-test with test Multiple Choice. The post-test is meant to find out the students' reading comprehension after giving treatment. Firstly, the researcher will give a pre-test to the students that were doing before the researcher given the material. The test consist of 20 numbers of multiple choice.

To score both the test, the researcher gives one point for each right answer, the allocation time that will give the students to dine pre-test is used to find out the students reading comprehension before they were given treatment.



Secondly, the post-test will use to find out how are far their reading comprehension students after giving treatment. The allocation time in post-test is similar the pre-test.

## F. Technique of Data Analysis

The data obtained from the test is analyzed by using the procedures as follows :

1. Scoring the students' correct answer at pre-test and post-test by using this formula :

$$\text{Score} : \frac{\text{Total corrected answer}}{\text{Total number of item}} \times 100$$

(Gay in Vivi, 2012 : 30)

2. Calculating the mean score of students answer in both pre-test and post-test by this formula :

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

Note :  $\bar{x}$  : Mean

$\sum x$  : The sum of all score

N : The number students/sample

(Gay,1981:298)

3. Calculating about Classification of the Students' Score

Interval Class	Classification
96-100	Excellent
86-95	Very Good
76-85	Good
66-75	Fairly Good
56-65	Fair
46-55	Poor
0 – 45	Very Good

*Layman (1972:216)*

4. Finding standard deviation of the students pre-test and post-test by

applying formula below :  $SD = x = \sqrt{\frac{\sum x^2 - \frac{(\sum x)^2}{N}}{N-1}}$

Note : SD : standard deviation

$\sum x$  : Sum of all Score

$\sum x^2$  : Sum Square of all Score

N : Number of Students

*(Gay 2006 : 321)*

5. To find out whether the differences between pre-test and post-test value is significant, the following t-test formula is used:

$$x_1 - x_2$$

$$t = \frac{\sqrt{(n_1 - 1)s_1^2 + 1(n_2 - 1)s_2^2} \left( \frac{1}{n_1} + \frac{1}{n_2} \right)}{n^1 + n^2 - 2}$$

*Arikunto (2010)*

Description :

$X_1$  = average learning students in learning using Barrett Taxonomy in Experiment class

$X_2$  = average learning students in learning using Traditional Method in Control class

$N_1$  = Number of experimental class

$N_2$  = Number of control class

$S_1$  = achievement in learning class experiment

$S_2$  = achievement in learning class control

$t$  = The result count of the t distribution

criteria examined with df (degrees of freedom)  $n_1 + n_2 - 2$  and the significance level 0.03 is as follows: rejected  $H_0$  if  $t$  count  $>$   $t$  table and accepted  $H_0$  if  $t$  count  $<$   $t$  table

## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

This chapter presents the findings and discussion of the research. The finding consist of the data obtained through achievement test to see the students' achievement after being taught the materials of reading comprehension through of Barrett Taxonomy method, data collected through test multiple choice to see the students improvement in learning reading comprehension after given treatment in the pre-test and post-test of the research.

#### **A. FINDING**

The result of the data findings found that teaching reading comprehension through Barrett Taxonomy method could improve the students' achievement in reading comprehension. The data were average score and percentage, frequency, standard deviation the highest score percentage and the lowest score percentage which were analysed through Independent T-test by SPSS version 25. From the data research had been obtained the basic calculation statistic in control group and experiment group are as follows :

## 1. Students' Reading Comprehension in Pre-Test

The rate percentages of the students were presented in the following tables:

**Table 4.1 The rate percentage in control class**

No	Interval Class	Classification	Pre-test		Post-test	
			F	%	F	%
1	96-100	Excellent	0	0%	0	0%
2	86-95	Very Good	0	0%	5	16,1%
3	76-85	Good	0	0%	12	38,7%
4	66-75	Fairly Good	0	0%	5	16,1%
5	56-65	Fair	0	0%	4	12,9%
6	46-55	Poor	5	16,1%	1	3,2%
7	0-45	Very poor	26	83,9%	4	12,9%
Total			31	100,0	31	100,0%

Table 4.1 Shows that before the treatment was given, there were 5 students (16.1%) got "Poor", 26 students (83.9%) got "Very Poor", and in pre-test there is no students got excellent, very good, good, fairly good and fair. And after the treatment was given, there were 5 students (16.1%) got "Very Good". 12 students (38.7%) got "Good", 5 students (16.1%) got "Fairly Good", 4 students (12.9%) got "Fair", 1 student (3.2%) got "Poor", and 4 students (12.9%) got "Very Poor". And in post-test there is no students got excellent.

Based on the result, it could be concluded that the rate percentage in the post-test was higher than the rate of percentage in the pre-test.

**Table 4.2 The rate percentage in experimental class**

No	Interval Class	Classification	Pre-test		Post-test	
			F	%	F	%
1	96-100	Excellent	0	0%	1	3,2%
2	86-95	Very Good	0	0%	6	19,4%
3	76-85	Good	0	0%	12	38,7%
4	66-75	Fairly Good	0	0%	6	19,4%
5	56-65	Fair	0	0%	5	16,1%
6	46-55	Poor	6	19,4%	0	0%
7	0-45	Very poor	25	80,6%	1	3,2%
Total			31	100,0	31	100,0%

Table 4.2 Shows that before the treatment was given, there were 6 students (19.4%) got “Poor”, 25 students (80.6%) got “Very Poor”, and in pre-test there is no students got excellent, very good, good, fairly good and fair. And after the treatment was given, there were 1 students (3.2%) got “Excellent”, 6 students (19.4%) got “Very Good”. 12 students (38.7%) got “Good”, 6 students (19.4%) got “Fairly Good”, 5 students (16.1%) got “Fair”, and 1 student (3.2%) got “Very Poor”, and in the post-test there is no students got poor.

Based on the result, it could be concluded that the rate percentage in the post-test was higher than the rate of percentage in the pre-test.



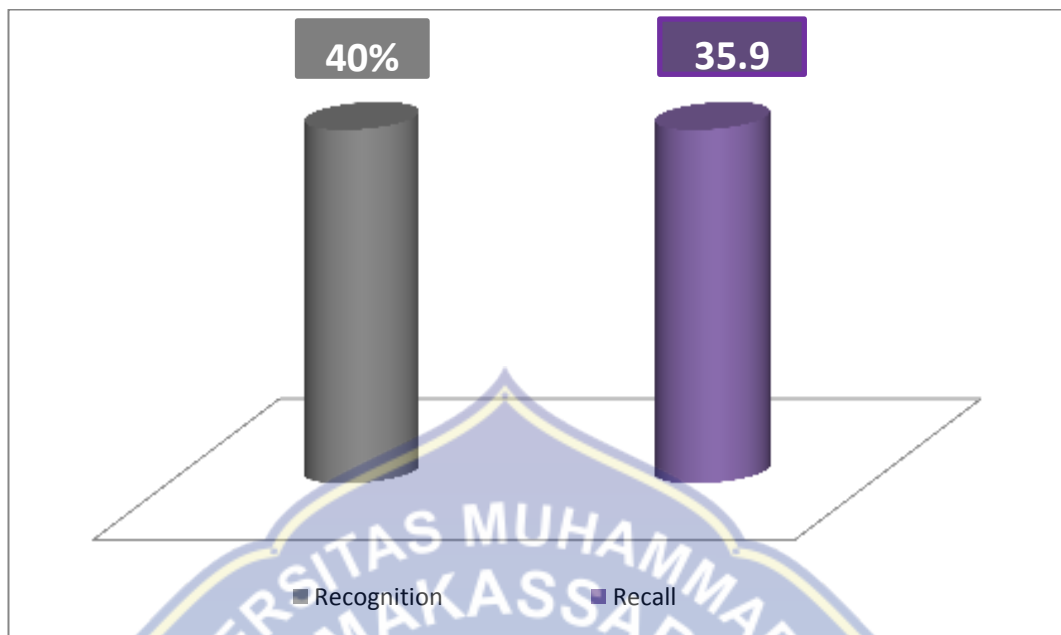
## 2. The improvement of the student's learning achievement with reading comprehension narrative text in Post-test

After calculating the data of both of classes, the mean of both of classes were presented the following table:

**Table 4.3 The Students' Mean Score in Control Class**

The indicators of Narrative text	Control		Improvement
	Post-test	Pre-test	
<b>Recognizing</b>	74.67	34.67	41.6%
<b>Recalling</b>	68.58	32.68	39.2%

Table 4.3 shows that the researcher found that in control class before giving the treatments or in pre-test, the students mean score in reading narrative text term of recognition was 34.67 and the students mean score in reading narrative text in term of recall was 32.68. After giving treatments or in post-test, the students mean score in reading narrative text in term recognition was 74.67 and the students mean score in reading narrative text in term recall was 68.58. While the improvement of the students in reading narrative text in term recognition was improved 40% and in term recall was approved 35.9%.



**Chart 4.1 The Students' Percentage in Control Class**

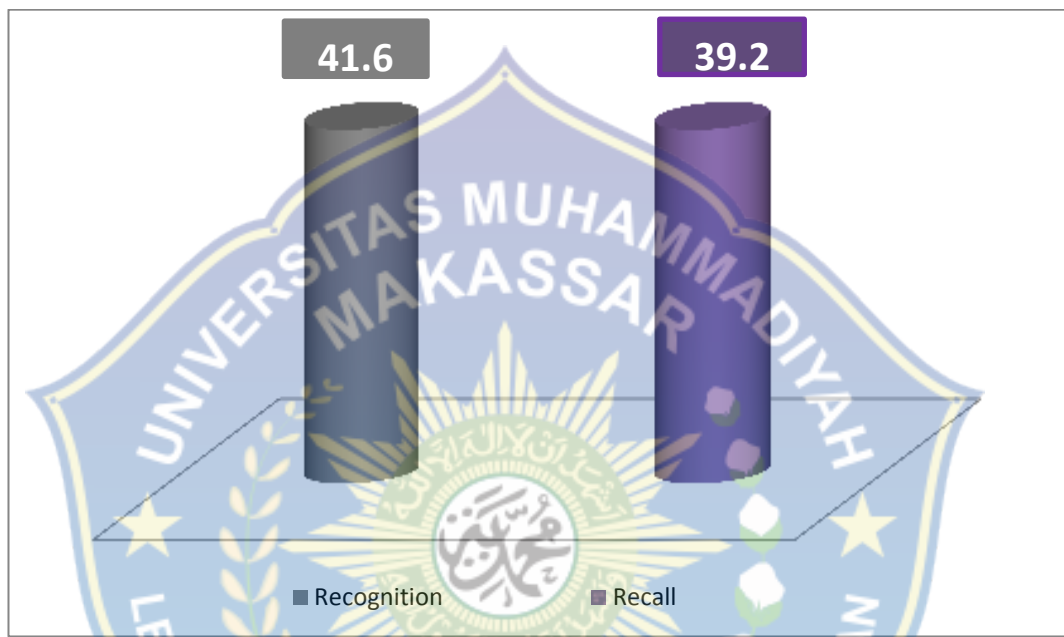
This diagram shows that there was improvement of the students' ability in reading narrative text in term of recognition was 40% and recall was 35.9%.

**Table 4.4 The Students' Mean Score in Experiment Class**

The indicators of Narrative text	Experiment		Improvement
	Post-test	Pre-test	
Recognizing	78.38	36.77	41.6%
Recalling	72.88	33.65	39.2%

Table 4.4 shows that the researcher found that in experimental class before giving the treatments or in pre-test, the students mean score in reading narrative text term of recognition was 36.77 and the students mean score in reading narrative text in term of recall was 33.65. After giving treatments or in post-test, the students mean score in reading narrative text

in term recognition was 78.38 and the students mean score in reading narrative text in term recall was 72.88. While the improvement of the students in reading narrative text in term recognition was improved 41.6% and in term recall was approved 39.2%.



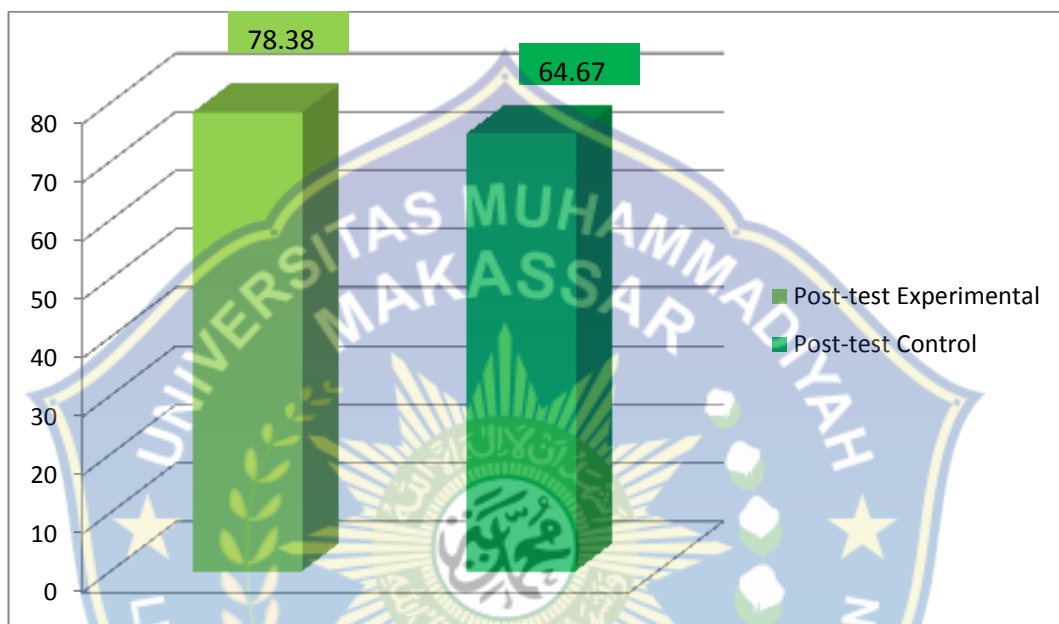
**Chart 4.2 The Students' Percentage in Experiment Class**

This diagram shows that there was improvement of the students' ability in reading narrative text in term of recognition was 41.6% and recall was 39.2%.

**Table 4.5 The Students' Mean Score in Experimental and Control Class of Pre-test and Post-test**

Variable of narrative text each class	Pre-test	Post-test	Improvement %
Experiment	36.77	78.38	41.61%
Control	34.67	74.67	40%

The students' mean score of experimental class in reading narrative text of pre-test was 36.77 and post-test 78.38 with the improvement was . And the students mean score of control class in reading narrative text in pre-test was 34.67 and post-test 74.67 with the improvement.



. **Chart 4.3 The Mean Score of the Experimental Class and Control Class in Post-test**

The diagram shows that the significantly different mean score between post-test experimental class and control class. After the treatment conducting (post-test) of experimental class, the mean score of the experimental class was 78.38 and the mean score of post-test control class after giving the treatment, the mean score was 64.67. it was concluded that the progress happened after the Barrett Taxonomy Method applied in the experimental class.

In conclusion, it was relatively fair to state that the use of Barrett Taxonomy in teaching reading comprehension on the seven grade students of SMPN 1 Sungguminasa could improve the students' reading comprehension.

### 3. T-Test and T-Table Value Students' of Post test

In order to know whether or not the mean score of both groups is statistically different at the level of significant 0.03 with degree of freedom ( $df = n_1 + n_2 - 2$ ) 60, where N is number of subject, the result of calculation can be seen in the following table.

**Table 4.6 The T-test of Students Post-test**

Variable	t-test value	t-table value
Post-test	9.86	2.000

The result of t-test statistical analysis shows that there was significant difference between the experimental classes who got treatment by using Barrett taxonomy with control class who got traditional method. The statement was provided by the t-test value (9.86) which higher than t-table value (2.000), at the level significance 0.03 and  $df$  (the degree of freedom) = 60. The significance value of means of both groups for equal variances assumed is 0.000.

It is more than level significance 0.03 ( $0.000 < 0.03$ ). It means that the Null hypothesis (HO) was rejected and alternative hypothesis (HI) was accepted.

## **B. Discussion**

After the pre-test is conducted to both experimental and control class, a description of the students' achievement of reading comprehension is given. Since the purpose of this research is finding out the use of Barrett Taxonomy strategy while teaching reading skill, it is expected that these activities improve students' achievement of reading comprehension. Therefore, the treatment was given to the experimental class. The treatment was using Barrett Taxonomy strategy that the teacher used in building students' background knowledge, motivating the students, and also setting the purpose of reading. After the treatment had been given to the experimental group, post-test was conducted in order to find out whether there is difference achievement of students' reading comprehension between experimental and control group or not, and whether the students' achievement of reading comprehension improve or not.

Using Barrett Taxonomy strategy gave many advantages to the teacher and also to the students. Teacher could improvise their teaching method by using Barrett Taxonomy. There were some levels that were used as Barrett Taxonomy, such as: literal comprehension, inferential comprehension, evaluation, and appreciation. In Barrett taxonomy the



researcher focus one level it was Literal comprehension because to analysis their reading comprehension based on title. Each activity had its own advantage to the students.

From the observation it shows that using one level of Barrett taxonomy namely literal comprehension they are recognition and recalling can helped students making their purpose in a text they were going to read by writing down what they have known, what they want to know, and what they have learned. It could be seen from their activities during filling in the page (47). As stated by Blair, Helman and Rupley (1981), Barrett's taxonomy is representative of a comprehension taxonomy that can be used when developing instructional activities, identifying questions and specifying reading comprehension instruction . It consists of four levels: (1) literal recognition or recall, (2) inferential, (3) evaluation, and (4) appreciation.

Furthermore, the teacher also give notes some story to students about reading text. The main aim was to focus the students to the text they were going to read. Sujana in argarani (2008) notes that reading ability can influence that level of students' competence in any subject. Therefore, it was under abled that reading was one of important activities of learning process

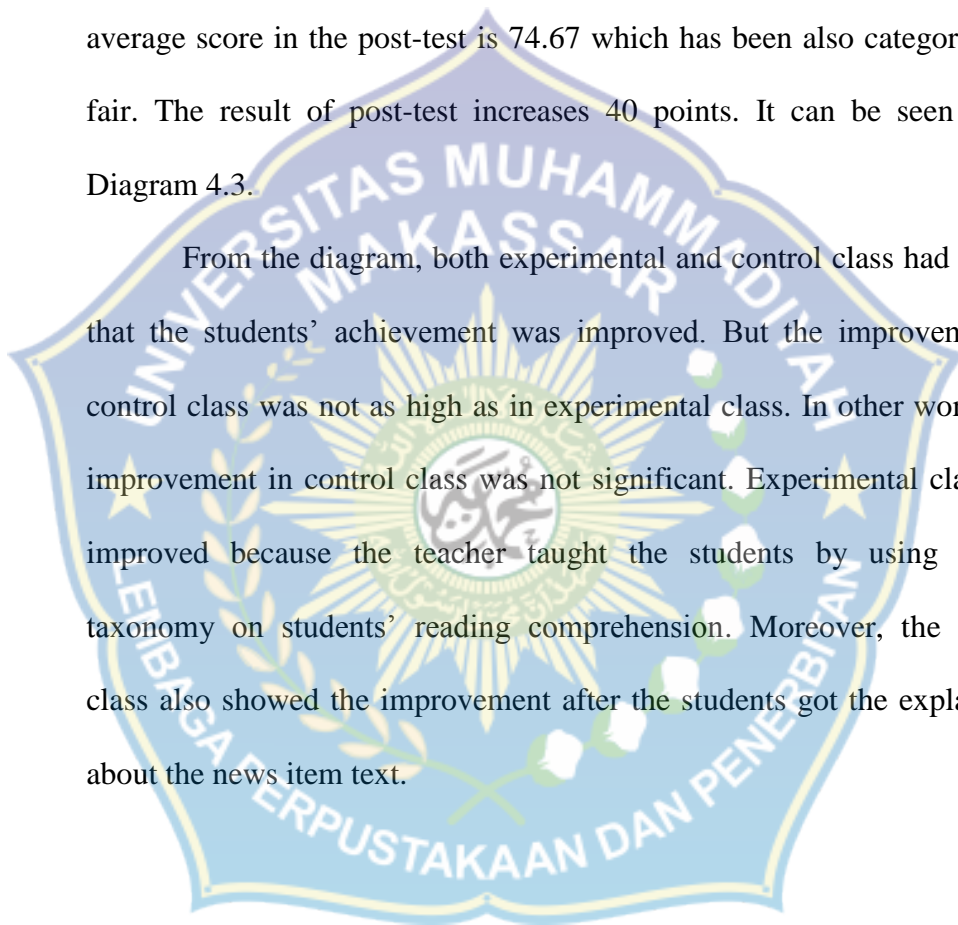
Based on the reading syllabus of English on tenth grade of SMP, students are demanded to be able to identify the meaning of words in the text they read. Using vocabulary building helped students to enrich their vocabulary that they were going to use in comprehending the text. Thus, the use of vocabulary building as Barrett Taxonomy could help the students to reach the objective in the syllabus.

From the observation on the last meeting, the teacher asked the students to understand and analysis the content of the text by telling them the text title. Most of the students could understand the content of the text even though a few students still could not. According to Hill in Ika (2006: 15), reading is what the reader does to get the meaning he needs from textual sources. In others word, students cannot get the purposes of messages of author without comprehension properly, if students read without understanding, they will get nothing from what they have read.

The use of Barrett taxonomy in narrative text activities has made different achievement of students' reading comprehension between experimental and control class. It has also improved the students' achievement of reading comprehension. It was proven by the results of pre-test and post-test of both classes.

The experimental class got 36.77 as the average score in the pre-test which has been categorized as poor, while in the post-test the average score is 78.38 which has been categorized as good. The result of post-test increases 41.61 points. Meanwhile, the average score in the pre-test of control class is 34.67 which has been categorized as poor, while the average score in the post-test is 74.67 which has been also categorized as fair. The result of post-test increases 40 points. It can be seen in the Diagram 4.3.

From the diagram, both experimental and control class had proved that the students' achievement was improved. But the improvement in control class was not as high as in experimental class. In other words, the improvement in control class was not significant. Experimental class had improved because the teacher taught the students by using Barrett taxonomy on students' reading comprehension. Moreover, the control class also showed the improvement after the students got the explanation about the news item text.



## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter presents the conclusion and suggestion based on finding and discussion of the data analysis.

#### A. Conclusion

Based on the finding and discussion of the research, it can be concluded that the use of Barrett Taxonomy method in teaching Reading Comprehension is improve students' achievement at the eleventh year students of SMP Negeri 1 Sungguminasa in 2019/2020 academic year. It is proved by the t-test value of students' achievement that is 9,867 which are greater than t table are 2.000. So  $2.000 \leq 9.867$ . It means that there was a significant difference before and after using Barrett Taxonomy method.

#### B. Suggestions

Based on the result of the data analysis and conclusion, the writer proposes some suggestions as follows :

1. It is suggested that the teachers should use some different media and method to attract the students' attention in learning English.
2. It is suggested that the teachers use Barrett Taxonomy method in teaching reading comprehension as one alternative technique to stimulate the students to be active in the classroom.

3. It is suggested that English teachers to be more creative in presenting material, and when teaching English may using Barrett Taxonomy method, so that the students can be able to use the language in the target language.
4. This thesis is a result of analysis and research about the effectiveness of one of the way to improve English reading comprehension of students, therefore this thesis hoped to become a contribution especially for teachers, to become as a teacher has obligatory to create our students to be the best, and compete with other schools.





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## 1. Rate Percentage of the Students' Score

Table 4.1: the rate percentage in experiment class

No	Interval Class	Classification	Pre-test		Post-test	
			F	%	F	%
1	96-100	Excellent	0	0%	1	3,2%
2	86-95	Very Good	0	0%	6	19,4%
3	76-85	Good	0	0%	12	38,7%
4	66-75	Fairly Good	0	0%	6	19,4%
5	56-65	Fair	0	0%	5	16,1%
6	46-55	Poor	6	19,4%	0	0%
7	0-45	Very poor	25	80,6%	1	3,2%
Total			31	100,0	31	100,0%

Table 4.2: the rate percentage in control class

No	Interval Class	Classification	Pre-test		Post-test	
			F	%	F	%
1	96-100	Excellent	0	0%	0	0%
2	86-95	Very Good	0	0%	5	16,1%
3	76-85	Good	0	0%	12	38,7%
4	66-75	Fairly Good	0	0%	5	16,1%
5	56-65	Fair	0	0%	4	12,9%
6	46-55	Poor	5	16,1%	1	3,2%
7	0-45	Very poor	26	83,9%	4	12,9%
Total			31	100,0	31	100,0%

## 2. The Mean Score of the Pre-Test and Post-test Scores of Experimental Class and Control Class

### Mean Score of the Pre-test

$$X1 = \frac{\sum x_1}{n_1} = \frac{1140}{31} = 36.77$$

$$X2 = \frac{\sum x_2}{n_2} = \frac{1075}{31} = 34.67$$

### Mean Score of the Post-test

$$X1 = \frac{\sum x_1}{n_1} = \frac{2430}{31} = 78.38$$

$$X2 = \frac{\sum x_2}{n_2} = \frac{2315}{31} = 74.67$$

## 3. The T-test Value of Students and T-table Value in Experimental Class and Control Class

Deviation sum of square of Post-test and Pre-test

### Data of T-test of Post-test

1. Average post-test group Experiment and Control
  - a. Average post-test Experimental,  $X1 = 78.38$
  - b. Average post-test Control,  $X2 = 74.67$
2. Variance pre-test group Experimental and Control
  - a. Variance post-test group Experimental,  $S1^2 = 155.50$
  - b. Variance post-test group Control,  $S2^2 = 195.16$
3. Determine the principle  $t_{test}$  :

$$t = \frac{X1 - X2}{\sqrt{\frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2} \left( \frac{1}{n_1} + \frac{1}{n_2} \right)}}$$

$$t = \frac{78.38 - 74.67}{\sqrt{\frac{(31-1)155.50 + (31-1)195.16}{31+31-2}}} \left( \frac{1}{31} + \frac{1}{31} \right)$$

$$t = \frac{3.71}{\sqrt{\frac{(4.665 + 5.855)}{62}}} \left( \frac{2}{62} \right)$$

$$t = \frac{3.71}{\sqrt{(4.7625)(0.03)}}$$

$$t = \frac{3.71}{\sqrt{0.142}}$$

$$t = \frac{3.71}{0.376}$$

$$t = 9.867$$

4. Determine the price  $t_{table}$  at the level significant = 0.03 with (df = 31+31-2), then obtained  $T_{table}$  as big as 2.000.
5. Compare the value  $T_{test}$  with  $t_{table}$ , so that known  $T_{test}$  greater from  $t_{table}$  (9.867 > 2.000).

#### Data of t-table

$$D = 0.03$$

$$Df = (31+31-2)$$

$$= 60$$


$$t\text{-table} = 2.000$$

#### Data of T-test of Pre-test

1. Average pretest group Experiment and Control

- a. Average pre-test Experimental,  $X_1 = 36.77$
- b. Average pre-test Control,  $X_2 = 34.67$
2. Varian pre-test group Experimental and Control
  - a. Varian pre-test group Experimental,  $S_1^2 = 91.01$
  - b. Varian pre-test group Control,  $S_2^2 = 138.06$

3. Determine the price  $t_{\text{test}}$  :



$$t = \frac{X_1 - X_2}{\sqrt{\frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2} \left( \frac{1}{n_1} + \frac{1}{n_2} \right)}}$$

$$t = \frac{36.77 - 34.67}{\sqrt{\frac{(31 - 1)91.01 + (31 - 1)138.06}{31 + 31 - 2} \left( \frac{1}{31} + \frac{1}{31} \right)}}$$

$$t = \frac{2.1}{\sqrt{\frac{(2730.3 + 4141.8) \left( \frac{2}{62} \right)}{60}}}$$

$$t = \frac{2.1}{\sqrt{(2799.33)(0.03)}}$$

$$t = \frac{2.1}{\sqrt{0.83}}$$

$$t = \frac{2.1}{0.91}$$

$$t = 2.307$$

4. Determine the price  $t_{\text{table}}$  at the level significant = 0.03 with (df = 31+31-2), then obtained  $T_{\text{table}}$  as big as 2.000.
5. Compare the value  $T_{\text{test}}$  with  $t_{\text{table}}$ , so that known  $T_{\text{test}}$  greater from  $t_{\text{table}}$  (2.307 > 2.000).



### Data of t-table

$$D = 0.03$$

$$df = (31+31-2)$$

$$= 60$$

$$T\text{-table} = 2.000$$

### Data Pre-Test Experiment Group and Control Group

No	Class Experiment(x1)	Class Control(x2)
1	45	40
2	30	40
3	30	35
4	40	45
5	25	55
6	30	35
7	25	50
8	35	20
9	50	45
10	30	55
11	40	20
12	55	45
13	40	50
14	25	15
15	30	35
16	50	30
17	45	25
18	35	25
19	30	25
20	35	25
21	50	50
22	50	40
23	30	25
24	30	15
25	25	30
26	25	40
27	45	25
28	45	40
29	50	45
30	25	20
31	40	30

Known :

$$N1 = 31,$$

$$N2 = 31$$

$$\sum x_1 = 1140$$

$$\sum x_2 = 1075$$

$$\text{Mean } X1 = 36,77$$

$$\text{Mean } X2 = 34,67$$

$$S1 = 9,54$$

$$S2 = 11,75$$

$$S1^2 = 91,01$$

$$S2^2 = 138,06$$

### Data Post-Test Experiment Group and Control Group

No	Class Experiment(x1)	Class Control(x2)
1	60	80
2	85	60
3	70	80
4	95	80
5	75	40
6	65	85
7	80	80
8	85	90
9	95	85
10	60	80
11	90	85
12	90	55
13	85	75
14	80	90
15	75	80
16	85	90
17	85	75
18	60	65
19	80	75
20	80	80
21	60	70
22	70	80
23	80	60
24	90	45
25	80	75
26	45	90
27	100	65
28	90	85
29	75	90
30	75	80
31	85	45

Known :

$$N_1 = 31,$$

$$N_2 = 31$$

$$\sum x_1 = 2430$$

$$\sum x_2 = 2315$$

$$\text{Mean } X_1 = 78,38$$

$$\text{Mean } X_2 = 74,67$$

$$S_1 = 12,47$$

$$S_2 = 13,97$$

$$S_1^2 = 155,50$$

$$S_2^2 = 195,16$$



DF	$\alpha = 0.1$	0.05	0.025	0.01	0.005	0.001	0.0005
$\infty$	$t_{\alpha} = 1.282$	1.645	1.960	2.326	2.576	3.091	3.291
1	3.078	6.314	12.706	31.821	63.656	318.289	636.578
2	1.886	2.920	4.303	6.965	9.925	22.328	31.600
3	1.638	2.353	3.182	4.541	5.841	10.214	12.924
4	1.533	2.132	2.776	3.747	4.604	7.173	8.610
5	1.476	2.015	2.571	3.365	4.032	5.894	6.869
6	1.440	1.943	2.447	3.143	3.707	5.208	5.959
7	1.415	1.895	2.365	2.998	3.499	4.785	5.408
8	1.397	1.860	2.306	2.896	3.355	4.501	5.041
9	1.383	1.833	2.262	2.821	3.250	4.297	4.781
10	1.372	1.812	2.228	2.764	3.169	4.144	4.587
11	1.363	1.796	2.201	2.718	3.106	4.025	4.437
12	1.356	1.782	2.179	2.681	3.055	3.930	4.318
13	1.350	1.771	2.160	2.650	3.012	3.852	4.221
14	1.345	1.761	2.145	2.624	2.977	3.787	4.140
15	1.341	1.753	2.131	2.602	2.947	3.733	4.073
16	1.337	1.746	2.120	2.583	2.921	3.686	4.015
17	1.333	1.740	2.110	2.567	2.898	3.646	3.965
18	1.330	1.734	2.101	2.552	2.878	3.610	3.922
19	1.328	1.729	2.093	2.539	2.861	3.579	3.883
20	1.325	1.725	2.086	2.528	2.845	3.552	3.850
21	1.323	1.721	2.080	2.518	2.831	3.527	3.819
22	1.321	1.717	2.074	2.508	2.819	3.505	3.792

23	1.319	1.714	2.069	2.500	2.807	3.485	3.768
24	1.318	1.711	2.064	2.492	2.797	3.467	3.745
25	1.316	1.708	2.060	2.485	2.787	3.450	3.725
26	1.315	1.706	2.056	2.479	2.779	3.435	3.707
27	1.314	1.703	2.052	2.473	2.771	3.421	3.689
28	1.313	1.701	2.048	2.467	2.763	3.408	3.674
29	1.311	1.699	2.045	2.462	2.756	3.396	3.660
30	1.310	1.697	2.042	2.457	2.750	3.385	3.646
60	1.296	1.671	2.000	2.390	2.660	3.232	3.460
120	1.289	1.658	1.980	2.358	2.617	3.160	3.373
1000	1.282	1.646	1.962	2.330	2.581	3.098	3.300



## **Rencana Pelaksanaan Pembelajaran (RPP)**

Sekolah : SMPN 1 Sungguminasa

Kelas : VII

Jenis teks : Narrative Text

Apek / Skill : Reading

Alokasi Waktu :

### **I. STANDAR KOMPETENSI : 11. Membaca**

Memahami makna teks fungsional pendek dan multiple choice berbentuk narrative, spoof dan hortatory eexposition dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan.

### **II. KOMPETENSI DASAR : 11.2 Membaca**

Memahami makna teks fungsional pendek dan multiple choice berbentuk narrative, spoof dan hortatory eexposition dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan.

### **III. INDIKATOR :**

#### **1. Kognitif**

##### **a. Proses**

Memahami dan mengidentifikasi langkah retorika dari teks

##### **b. Produk**

Memahami teks narrative dengan baik

#### **2. Psikomotorik**

Terampil mendeskripsikan fisik, suasana tempat, dan keadaan



### 3. Afektif

- a. Karakter :
  - ✓ Teliti
  - ✓ Hati-hati
  - ✓ Jujur
- b. Keterampilan social
  - ✓ Bertanya
  - ✓ Mengeluarkan pendapat
  - ✓ Tekun mendengarkan materi
  - ✓ Berkomunikasi

## IV. TUJUAN PEMBELAJARAN

### 1. Kognitif

#### Proses

Setelah selesai pembelajaran ini siswa mampu :

- a. Dengan diberikan penjelasan beberapa teori tentang teks narrative, siswa mampu memahami tentang teks narrative
- b. Dengan diberikan beberapa contoh macam-macam teks, siswa mampu membedakan dan mengidentifikasi tek narrative.
- c. Dengan diberikan masalah, siswa dapat merumuskan hipotesis sesuai dengan rambu-rambu atau langkah-langkah yang ditetapkan.

#### Produk

Setelah selesai pelajaran ini siswa mampu :

- a. Memahami dan mengidentifikasi teks narrative dengan baik
- b. Membuat cerita atau pengalaman melalui teks narrative.

## **2. Afektif**

### a. Karakter :

Teliti dalam membaca dan menceritakan mengenai suasana, tempat dan kondisi akan suatu hal dalam bahasa Inggris

Hati-hati mengucapkan ungkapan-ungkapan dalam teks percakapan

### b. Keterampilan social :

Siswa aktif bertanya, mengeluarkan pendapat, dan tekun mendengarkan materi pada saat belajar.

## **3. Psikomotorik**

Siswa terampil mendeskripsikan fisik, suasana tempat dan kondisi dalam bentuk teks tertulis bahasa Inggris.

## **V. MATERI PEMBELAJARAN**

Teks narrative merupakan salah satu jenis teks dari beberapa jenis teks lainnya dalam membaca. Teks narrative adalah jenis teks yang berisi sebuah cerita, baik tertulis ataupun tidak tertulis dan terdapat rangkaian peristiwa yang saling berhubungan. Biasanya, teks narrative berisi tentang cerita, baik cerita fiksi, non-fiksi, dongeng, cerita rakyat, cerita binatang/fable dll.

## **VI. METODE PEMBELAJARAN**

- ✓ Traditional Method

## **VII. LANGKAH-LANGKAH KEGIATAN**

### **1. Kegiatan Pendahuluan**

- Guru membuka pelajaran dengan memberi salam
- Guru mengabsen siswa
- Guru memberikan motivasi kepada siswa
- Guru menyampaikan tujuan pembelajaran dan menginformasikan metode pembelajaran yang akan dilakukan

## 2. Kegiatan Inti

- a. Guru menjelaskan materi pembelajaran
- b. Guru menjelaskan tentang jenis-jenis teks dan paragraph, juga memberi beberapa contoh teks khususnya teks narrative.
- c. Guru membagikan teks bacaan kepada siswa
- d. Guru memberi kesempatan kepada setiap kelompok membaca materi masing-masing dan menjawab pertanyaan.

## 3. Kegiatan penutup

- a. Guru meminta siswa untuk menyimpulkan materi yang sudah diajarkan
- b. Guru memberi tugas rumah
- c. Guru menutup pelajaran dengan mengucapkan salam

## VIII. SUMBER BELAJAR

- ✓ Buku ajar Bahasa Inggris unu SMP kelas VII
- ✓ Lembar kerja siswa
- ✓ Internet

## IX. PENILAIAN

Rubric penilaian

Indikator	Score
The answer is corret	1
The answer	0

Gowa, 2018

Mahasiswa

Aisyah

Nim : 10535587914

# DOKUMENTASI



**Experiment Class**

**Control Class**





## CURRICULUM VITAE

**AISYAH** is a student of English Department in Muhammadiyah University of Makassar. She was born on 31<sup>st</sup> December 1997 in Malaysia. She is the second daughter of marriage between Taming and Sajerah. She has two sisters (Nursia and Nia Ramadhani) and one (Muhammad Ali )

In 2002, she started in elementary school at SD 3/77 Raja, graduated in 2008. Then she continued her junior high school at SMP Negeri 2 Kahu and graduated in 2011. After that she continued her senior high school at MAN 2 Sinjai and graduated in 2014. In 2014, she was accepted in Muhammadiyah University of Makassar as a student at English Department of Faculty of Teacher Training and Education. At the end of her study, she could finished her thesis in 2019 entitle “*The Effect of Using Barrett Taxonomy on Students’ Reading Comprehension*”.