

**THE EFFECTIVENESS OF USING CURSORY READING TECHNIQUE
IN INCREASING STUDENTS' READING COMPREHENSION**

(A Pre Experimental Research at the eleventh grade students' of MA Manongkoki Takalar)



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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FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN UNIVERSITAS MUHAMMADIYAH MAKASSAR

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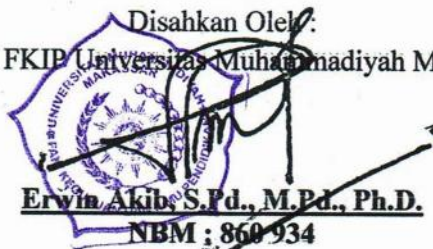
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STUDENTS' READING COMPREHENSION AT THE
ELEVENTH GRADE OF MADRASAH ALIYAH
MANONGKOKI TAKALAR**
(A Pre Experimental Research)

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Motto

*You will never fall if you are afraid to climb. But
there is no joy in living your entire life on the
ground.*

*I dedicate this thesis special to my parents, my family
Thanks for everything.*

ABSTRACT

ABUSTANUL ARIFIN, 2017.“*The effectiveness of using cursory reading technique in increasing students’ reading comprehension at the eleventh grade of Madrasah Aliyah Manongkoki Takalar*”(A Pre Experimental Research, under the thesis of English Education Department the Faculty of Teachers Training and Education, Makassar Muhammadiyah University (supervised by Abd. Muin, And Amar Ma’ruf).

This research aimed to find out the improvement of the students’ reading Comprehension by using Cursory Reading Technique that focused on level of Reading comprehension which consisted of literal comprehension and inferential Comprehension in terms of main idea and supporting details.

The research applied Pre-experimental Research with one group pre-test and post-test. The researcher used purposive sampling technique. The sample of the research was class XI.IPA of MA Manongkoki Takalar in academic year 2016/2017 which consisted of 29 students. The researcher used reading material of reading test as instrument in pre-test and post-test.

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

The result of improvement is also proved with t-test value. The researcher found that the value of t-test (13.09) was greater than t-table (2.048). This value means that there was significantly difference between the result of the students’ pre-test and post-test. It was concluded that the use of Cursory Reading Technique can improve students’ reading comprehension at the Eleventh Grade of MA Manongkoki Takalar.

Keywords: *Cursory Reading Technique, Reading Comprehension, Literal Comprehension and Inferential Comprehension.*

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Finally, the writer believes that this thesis is still far for being perfect. Therefore, a constructive criticism will be appreciated. May Allah SWT always be with us wherever we are.

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Makassar, September 2017

The Writer

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CHAPTER I

INTRODUCTION

A. Background

In Indonesia, teaching English as a foreign language is obligatory subject in many levels of school from elementary school until University. The objective of teaching English for junior high school is to make the students to be able to use the language for communication. Saukah (1997:20) describes that the teaching of English for EFL should be directed to develop the students' skill in listening, reading, speaking and writing for communication purpose.

One of the English Language skills is reading. Reading is a source of learning and a source of enjoyment, Nation (2005:132). It is a complex process, which involves not only the readers' ability to read the text but also their ability to comprehend it, because reading has an important role when a reader wants to understand a message from a writer for a purpose. Through reading, the reader can understand things that explained by the writer, and the result reader can get information by reading the written message. Because of this reason, some teachers of English at junior high school and senior high school find difficulties in teaching reading.

Reading comprehension is a term used to understand and apply information contained within written materials. Smith (1988:27) states that, "Reading is a complex process in which the reader uses mental content to obtain the meaning from written materials".

Based on researchers' experience when researcher taught in senior high school many students think that reading is a boring activity, and most of the students thought that making conclusion and answering reading test is a boring task. They feel bored to make conclusion and lazy to find the answer of reading text because they have to read more, especially if the conclusions and answers are not explicitly stated on the text.

One of the necessary factors that can promote reading comprehension is reading technique. Many empirical studies have indicated that improving readers' reading strategies leads to substantial reading comprehension benefits Cain (2004:674). Furthermore, Gascoigne (2008:674) states that reading comprehension strategies can help readers gain a better understanding of text. A lot of reading strategies such as making connections, inferring, asking questions, visualizing, using context clues, and determining main ideas are embedded in one another. In order to succeed in reading comprehension, the readers should be able apply the reading strategies to texts, Beers (2003:674).

Dealing with the problem above, the researcher is expected to help the students in order to improve their reading comprehension by Cursory Reading Technique. According to Kathleen (1988:289) Cursory reading describes something done quickly with only a small attention to detail skills involved in reading quickly, skimming and scanning, reading speed. This technique can make students' quickly understand about the text.

Considering the explanation above, the researcher proposes a research proposal entitle “*The effectiveness of using Cursory Reading Technique in Increasing students Reading Comprehension (An Experimental study at the Eleventh Grade Students of Madrasah Aliyah Mannongkoki)*”

B. Research Question

Relating to above the background previous the writer formulates research questions as follows:

1. Does the students’ literal comprehension improve using Cursory Reading Technique at the Eleventh Grade of MA Manongkoki Takalar?
2. Does the students’ inferential comprehension improve using Cursory Reading Technique at the Eleventh Grade of MA Manongkoki Takalar?

C. Objective of the Study

The objectives of the research are to find out:

1. To find out whether or not the students’ literal comprehension improve using Cursory Reading Technique at the Eleventh Grade of MA Manongkoki Takalar.
2. To find out whether or not the students’ inferential comprehension improve using Cursory Reading Technique at the Eleventh Grade of MA Manongkoki Takalar.

D. Significance of the Study

This research is expected to give significant contribution both theoretical and practical point of view. For theoretical significance, the finding of this study reinforced the effectiveness of Cursory Reading Technique in Increasing Students' Reading Comprehension. Then, for the practical significance, it will be expected to give contribution for students, teachers, and next researches. First, by this research, the process will be useful for the students to improve their reading comprehension. Second, the teachers can use this technique as an alternative technique in teaching English especially in reading comprehension. Finally, the researcher hopes that this research will be developed by the next researcher in different skill and participant.

E. Scope of the Study

This research was focused in the Cursory Reading Technique and improvement of students literal reading comprehension and inferential reading comprehension at the Eleventh Grade of MA Manongkoki Takalar. Reading comprehension here means the students' proficiency to understand a narrative text and answer the question about the text. Reading comprehension focused on teaching literal reading comprehension and inferential reading comprehension recognition of main ideas and recognition of supporting details based on Barrett Taxonomy.

CHAPTER II

REVIEW OF RELATED LITERATURE

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

A. Previous Related Research

Susanti (2012). in her thesis, “The Effectiveness of Using Cursory Reading Technique to Increase the Second Grade Students Reading Achievement of SMP Kartika Wirabuana XX-2 Makassar (An Experimental Research)”. She found that Cursory Reading Technique can improve the students’ ability in interpretative reading in descriptive text. It was proven by the mean score in pre-test (53) and post-test (65). It was indicated there was improvement students’ reading achievement by using Cursory Reading Technique.

Sri Wahyuni (2011). in her thesis, “Improving the Reading Comprehension through Cursory Reading Technique at the First Years Students of SMA Negeri 1 Belopa”. She found out difference of the reading comprehension in narrative text after students who are taught the use of Cursory Reading Technique at the second year students of SMA Negeri 1 Belopa. It was proven by the mean score in pre-test (46) and post-test (70). It was indicated there was improvement students’ reading comprehension by using Cursory Reading Technique.

Hajrah (2012). In her thesis, “Developing of cursory reading technique in increasing students reading comprehension at the Second Grade students of SMP 1 Lilirilau Soppeng”. She found that Cursory Reading Technique can improve students reading comprehension in terms of critical thinking in narrative text. It was proven by the mean score in pre-test (53) and post-test (65). It was indicated that there was improvement students’ reading comprehension in critical thinking by using Cursory Reading Technique.

Based on previous findings of Susanti, Sri Wahyuni and Hajrah, they have used Cursory Reading Technique in their thesis, but, they have different focus. Susanti focuses in interpretative reading in descriptive text by using Cursory Reading Technique, Sri Wahyuni focuses on reading comprehension in narrative text after students who are taught the use of Cursory Reading Technique and Hajrah focuses on critical thinking in narrative text by using Cursory Reading Technique also. And then, same as Susanti, Sri Wahyuni, and Hajrah, the researcher will also investigate about reading comprehension but different focus. The researcher will focus on literal reading comprehension to find out main idea and inferential comprehension to find out supporting details from the text.

B. Some Pertinent Ideas

1. Concept of Reading

a. Defenition of Reading

Reading has various definitions: it depends on the variety of people’s point of view, so the writer presents as follow definition of reading: Shriver

(2007:1) argues that reading is the way a person gets information from written letters and words.

Lodge (2010:1) states that Reading has definition, such as:

- a. Identifying of written or printed words: the process of identifying and understanding the meaning of the characters and words in written or printed material.
- b. Material that is read: written or printed material that can be read.
- c. Occasion of reading something: an occasional during which somebody reads something to an audience or congregation.
- d. Text read to audience or congregation: a piece of literature that is read to an audience, or a passage from a sacred text that is read to a congregation.
- e. Interpretation of something: an interpretation or understanding of a situation or of something that has been written or said.
- f. Technology information taken from equipment: a piece of information or a measurement taken from a piece of equipment or with the help of equipment.

Main (2010:1) states that reading is one of language skill: reading, writing, listening and speaking. It is receptive skill, like listening. The means it involves responding to text, rather than producing it. Very simply we can say that reading involves making sense of text. To do this we need to understand the language of the text at word level, sentence level and whole text level. We also need to connect the text to our knowledge of the world.

In a general sense, reading is what happens when people look at a text and assign meaning to the written symbols in that text. The text and the reader are the two physical entities necessary for the reading process to begin. It is however the interaction between the readers that constitutes actual reading. Granted, the meaning the reader gets from the text may not be exactly the same as the meaning the writer of the text wished to convey (Aebersold and Field, 2008:1).

About reading activity, the experts have different definitions but basically they have similar perceptions about it that is reading a process. Allen and Valette (1997:32) state that reading is a developmental process. In early stages, reading is word recognition which is in a discourse.

Reading defined by Carrel (1987:12) is an activity between the reader and a writer. The writer sends its idea in a written form and the reader catches the idea from the printed pages.

Leipzig (2001:1) states that reading is a multifaceted process involving word recognition, comprehension, fluency, and motivation. Learn how readers integrate these facets to make meaning from print.

Reading is making meaning from print. It requires that we:

- a. Identify the words in print – a process called word recognition
- b. Construct an understanding from them – a process called comprehension
- c. Coordinate identifying words and making meaning so that reading is automatic and accurate – an achievement called fluency.

Alyousef (2005:144) states that reading can be seen as an interactive process between a reader interacts dynamically with the text as the reader tries to elicit the meaning and where various kinds of knowledge are being used linguistics or system knowledge (through bottom-up processing) as well as schematic knowledge (through top down processing).

Many students who struggle to learn to read are able, with appropriate instruction, to compensate for initial reading problems by becoming accurate decoders but fail to reach a level of sufficient fluency to become fast and efficient readers. Thus, the development of techniques for improving automaticity and fluency is critical. Although current research has given us some direction about effective methods for increasing fluency, further systematic research is need to give us more comprehensive answers to questions concerning the best methodologies, types of materials, and length/intensity of interventions necessary for optimal gains (Hook and Jones, 2002:1).

Furthermore, Weaver (1994:15) has identified three conflicting definitions of reading, they are: (1) reading means learning to pronounce words, (2) reading means learning to identify words and get their meaning, and (3) reading means learning to bring meaning to a text in order to get meaning from it.

Based on the some definition above the researcher concludes that reading is a process understanding the meaning of word in written text.

b. Kinds of Reading

There are three kinds of reading (Bowyer, 2009:1) such as:

a. Study Reading

Study reading is done at slightly less than your normal reading rate. While you are reading, be sure to think about the material, and how it relates to what you are learning in class. Take notes. Use a survey method. At the very least, write down the main idea and some supporting details (Bowyer, 2009:1).

b. Skimming

What is skimming? Skimming is used by people who need to hunt for information in print. According to Norman (1986:74), skimming is a process of moving your eyes across a page of print as rapidly as possible looking for one answer to one question may be as abstract as what is the main theme of a section? Or it may be as concentrated as what is the main product of the coastal areas of Peru? In either case you know in advance what you are looking for, and you orient your thinking and your eye movement toward finding a precise solution.

Further, Robert (1983: 107): states that skimming should be used when you want to cover large amounts of material quickly and do not intend to read material completely at a later time. Skimming is used to get a general impression of the material and not for a high level of comprehension. Skimming can be a very valuable reading aid when properly used. You never skim reading technical or very detailed material.

c. Scanning

What is scanning? Scanning is one of the techniques applied for reading rapidly but efficiently to find a particular piece for information. Nuttal (1987:84) states that scanning is to achieve an initial impression whether the text is appropriate for a given purpose; for example, whether a book on Gardening deals with the cultivation of particular vegetable.

Grellet (1985:19) states that scanning on the contrary is far more limited since it only means retrieving what information is relevant to our purpose. Yet it is usual to make use of these two activities together when reading a given text. For example: we may well skim through an article first just to know whether it worth reading; then reading it through more carefully because we have decided that it is of interest. It is also possible afterward to scan the same article in order to note down a figure or a name which we particularly want to remember.

According to Maggio (2010:1) that there are three kinds of reading:

a. Reading aloud

Reading aloud is a valuable skill for learners of all ages and languages. Practicing reading aloud can help those learning a foreign language to pronounce words more accurately, and help with comprehension and fluency. Reynolds (2004:1) states that Reading aloud is Part of the key to helping students read difficult text is to allow them to

“hear” difficult text. And the other side, Tamarav (2010:1) states that Read-aloud develop imagination, creativity and memory.

b. Silent reading

Try extending silent reading (a few pages instead of few paragraphs, or a short chapter or book for advanced students) and may be surprise at how much your learners can absorb when they study the text uninterrupted at their own pace. When introducing extend texts, work with materials at or slightly below your student’s level; a long text fill with new vocabulary and the students will get caught up in language details rather than comprehending the text as a whole (Colorado State University 2011:2).

c. Speed Reading

Speed reading is reading faster to get the ideas answering some specific question. Speed reading need speed eyes (eyes speed) that help to find the ideas very quickly. If someone’s eye speed is normal will give him help in doing speed reading. If the eye speed is getting trouble, it means that a reader will get trouble in speed reading. In apply speed reading, teacher should evaluate the students about how far they are finding out some certain ideas regarded to give questions his student’s competence in reading comprehension (Smith, 1980:193).

c. The Purpose of Reading

Considering Marksheffel (1966:25) definition of reading stated above we may have four purpose of reading as follows:

- 1) To acquire the knowledge
- 2) To evolve ideas
- 3) To solve problems
- 4) To relax

Reading is an active attempt, on the part of reader, to understand the writer message. The reader interact Smith and Johnson (1980:6) states that reading with and tries to reconstruct what the writer wishes to communicative.

Definition of reading is that it is a process whereby one looks at understands what has been read. Similarly, Anderson, et al. (1984:177-189) divides reading comprehension into four categories i.e.

Literal reading interpretative reading, critical reading, and creative reading:

a. Literal reading

Literal reading is the skill of getting the primary, direct literal meaning of a word, idea, or sentence in context. Literal comprehension is generally expected as little thinking of reasoning. Smith (1980: 107) states that literal level of comprehension is fundamental to all reading skills at any levels because the reader must first understand what the author said before he could draw an inference or make an evaluation.

b. Interpretative reading

Interpretative reading involves thinking skills which readers identify ideas and meanings that are not explicitly in the written text. In the interpretative levels, readers may generalize, determine cause and effect, identify motives, and find relationship with other and make comparison.

c. Critical reading

Critical reading includes both literal comprehension and interpretation, but also occurs after those two levels of comprehension, when reads critically; he evaluates what he has read.

d. Creative reading

Creative reading occurs when a readers applies ideas to new situation and recombines the author's ideas with the other ideas to the new idea through the creative reading, the reader creates something new, for instance, an idea, the solution to the problem, a new of looking at something from the idea got from the text.

d. The Importance of Teaching Reading

Hedge (2003:1) states that any reading component of an English language course may include a set of learning goals for:

- a. The ability to read a wide range of texts in English. This is the long-range goal most teachers seek to develop through independent readers outside EFL/ESL classroom.

- b. Building knowledge of language which will facilitate reading ability.
- c. Building schematic knowledge.
- d. The ability to adapt the reading style according to reading purpose (i.e. skimming, scanning).
- e. Developing an awareness of the structure of written texts in English.
- f. Taking a critical stance to the contents of the texts (Alyousef, 2005:147).

e. Aspects of Reading

According to Alexander (1988:10) that there some aspects of reading which have been suggested by well-known authorities:

a. Visual in Sensory Aspect of Reading

The role of eye in reading is the most essential thing. Where without eye, someone cannot read, even less understand the meaning of the message in printed materials. When reading some one must focus his eyes on a text. During the reading process, eye movement is considered as one that determines reading speed and comprehension.

b. Sequential Aspect of Reading

The written material generally has sequences on a page, namely, the sequence from left-to-right side and from top to bottom. Therefore, someone's eyes must follow these sequences when reading.

c. Thinking Aspect of Reading

Reading without involving thinking process is useless. Therefore when reading, someone must involve thinking process. Furthermore, he

explains that when reading, a reader relates the message potential meaning to what is already known in order to comprehend the message.

d. Associational Aspect of Reading

Reading process involves several types of association. When reading, a reader associates the spoken words with the written words, and spoken words with ideas and objects.

e. Learning Aspect of Reading

A person who wants to know and understand a written message, he will take the material and read it. He reads word by word, sentence by sentence, paragraph by paragraph and so on. During the reading process, he relates the meaning of the words being read with his background knowledge. Hence, the meaning or information obtained through reading increase his knowledge. Finally, the knowledge influences his behavior and action.

f. Main Idea

The main idea of passage or reading is the central thought or message, in contrast to the term *topic*, which refers to the subject under discussion, the term *main idea* refers to the point or thought being.

Columbia College published (2003:1) the main idea of a paragraph is the author's message about the topic, and the ways founded main idea, such as:

1. To identify a main idea that is directly expressed in the text.
 - a. Main ideas are often found at the beginning of paragraphs. The first sentence often explains the subject being discussed in the passage.
 - b. Main ideas are also found in the concluding sentences of a paragraph. The main idea can be expressed as a summation of the information in the paragraph as well a link to the information in the next paragraph.
2. The main idea is not always clearly stated. It is more difficult to identify a main idea when it is inferred or implied. It can be implied through other words in the paragraph. An implied main idea can be found in several ways.
 - a. Several sentences in a paragraph can imply the main idea by introducing facts about the topic before actually stating the topic.
 - b. Implied ideas can be drawn from facts, reasons, or examples that give hints or suggestions concerning the main idea in the selected text.
 - c. Try the passage below to see if you can pick out the main idea.

According to Roell (2011:1) that finding the main idea of paragraph along with making an inference or understanding vocabulary words in context is one of the reading skills needed to master before taking the reading comprehension section on any standardized test. Summarize the passage and look for repetition of ideas were two ways founded main idea.

g. Paragraph

Bizeelan (2007:1) states that paragraph is a collection of related sentences dealing with a single topic. Learning to write good paragraph will help the student as writer stay on track during drafting and revision stages. Good paragraphing also greatly assists reader in following a piece of writing. To be as effective as possible, a paragraph should contain each of the following: Unity, Coherence, A topic sentence, and Adequate Development.

a. Unity

The entire paragraph should concern itself with a single focus. If it begins with a one focus or mayor point discussions, it should not end with another or wander within different ideals (Bizeelan, 2007:1).

b. Coherence

Coherence is the trait that makes the paragraph easily understandable to a reader and to connect between sentences with other sentences to form a paragraph.

c. A topic sentece

According to Manal (2010:2) that the topic sentence is the main sentence of the paragraph, which describes it is content and direction. It details the main controlling idea of the paragraph. It also set the tone for the organization of the supporting sentences that further explain the concept established by the topic sentence. Topic sentence state a claim that the

supporting sentences describe further. It unifies the direction of the paragraph and its content. The point that is stated by the topic sentence is then expounded upon through reasons and examples expressed in the other sentences of the paragraph.

Topic sentences are most often written at the beginning of the paragraph. By writing it in the beginning, the writer is informing the reader of what is coming. However, in more creative writings, topic sentences may be placed in the middle or at the end of the paragraph.

The difference between main idea and topic sentence is the topic sentence is usually the first or last sentence in the introduction paragraph. The main idea, you can find throughout the whole essay. It may be in the body or the conclusion. You must discover what the author's message to the audiences.

- a. A topic sentence
- b. Supporting sentence
- c. A concluding sentence

Hoffman (2010:1) states that in each college freshman English, and a main body paragraph ranges from 7-10 sentences. A paragraph should never go on one of the problems students have is not developing paragraphs adequately. A good thesaurus helps students write better paragraphs.

C. The Concept of Reading Comprehension

1. Definition of Reading Comprehension

Harris and Sipay (1980: 8) state that reading comprehension as the result interaction between the perception of graphic symbols that present language skills and knowledge of the world. According to Grellet (1981: 3) defines reading comprehension as understanding a written text means extracting the required information from it as efficiently as possible. Comprehension is a “construction process” because it involves all of the elements of the reading process working together as a text is read to create representation of the text in the reader’s mind.

According to Robert J. Tierney (1980:1) comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language.

Meanwhile, Comprehension is the process of deriving meaning from connected text. It involves word knowledge (vocabulary) as well as thinking and reasoning. Therefore, comprehension is not a passive process, but an active one. The reader actively engages with the text to construct meaning. This active engagement includes making use of prior knowledge. It involves drawing inferences from the words and expressions that a writer uses to communicate information, ideas and viewpoints (Elizabeth, 2003:14).

2. Factors Affecting Reading Comprehension

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

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

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

- a. **Background experience.** It refers to the previous experience that the reader has already known before and relates to the reading materials that they read.
- b. **Language ability.** In this case, the readers have to know about some elements of language, for example: vocabulary, grammar, etc.
- c. **Thinking ability.** It means that the readers ability to analyze reading materials.
- d. **Affection.** It means that the readers have to know about some psychological factor that can affect the readers' comprehension. The factors are interest, motivation, attitudes, etc.
- e. **Reading purpose.** It refers' purpose why they read the reading materials. It usually done by making some question or predicting as at stepping stone to get comprehension.

Based on the explanation above, Reading comprehension referred to the students' ability to read and understood information presented in written form. Reading comprehension will a process of understanding the meaning of content in the text or process of constructing meaning depend on the students' experiences and prior knowledge. Reading without comprehension or understanding was not reading. The comprehension skills required to help students understanding text.

D. The concept of Cursory Reading Technique

1) Definition of Cursory Reading

According to Kathleen (1988:289) Cursory Reading describes something done quickly with only a small attention to detail skills involved in reading quickly, skimming and scanning, reading speed.

Sager (1984:322) Cursory Reading is a technique of knowledge acquisition by which a text is read very rapidly and selectively in order to capture its main line of argument or its main elements of information.

Based on explanation above, the researcher concludes that cursory reading is a technique to read quickly a text. It aims to find out the main line of argument or elements of information. The aim is appropriate to find the specific information in descriptive text. Therefore, the researcher will apply this technique to improve students reading comprehension in descriptive text.

a. The characteristic of Cursory Reading Technique

According to Kathleen in Susanti (2012:5), the characteristic of cursory reading technique as follows:

- a. Cursory reading more than focus attention to looking information.
- b. The eyes move to follow the line to recognize word by word to be recognized the meaning, and the content of the whole sentences
- c. Cursory Reading Technique quickly with only a small attention to detail.

b. The technique of Cursory Reading

According to Kathleen (1988:332), there are seven techniques of cursory reading as mind follows:

- a. Focus in your mind specifically what information you are looking for, phrase it in question from if possible.
- b. Anticipate how the answer will appear and what clues you might use to help you located their answer.
- c. Determine the organization of the materials.
- d. When you reach the fact you are looking for you will find that the word phase will stand out, and you will notice it immediately.
- e. When you have found the needed information carefully read the sentences in which it appears in order to confirm that you have located the correct information.

E. The Concept of Barrett Taxonomy

The Barrett Taxonomy (Clymer,1968:120), design originally to assist classroom teachers in developing comprehension question and or test question 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, thus result in closed question 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 remain 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 question at these levels must incorporate the information that could have been gathered by "fact" question. Therefore, as much or more can be gained for teacher and for students from a lesson with only a

few higher level question and the varied responses, since all the “fact” are checked while the students get practice in using higher cognitive thinking processes.

2. The Complete Barrett Taxonomy

a. Literal Comprehension

According Clymer, (1968:87), 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 or 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.

In the Barrett Taxonomy, the Researcher just focused on giving literal comprehension in term of main ideas and inferential comprehension in term of supporting details.

F. Conceptual Framework

The conceptual framework underlying in this research was given below:

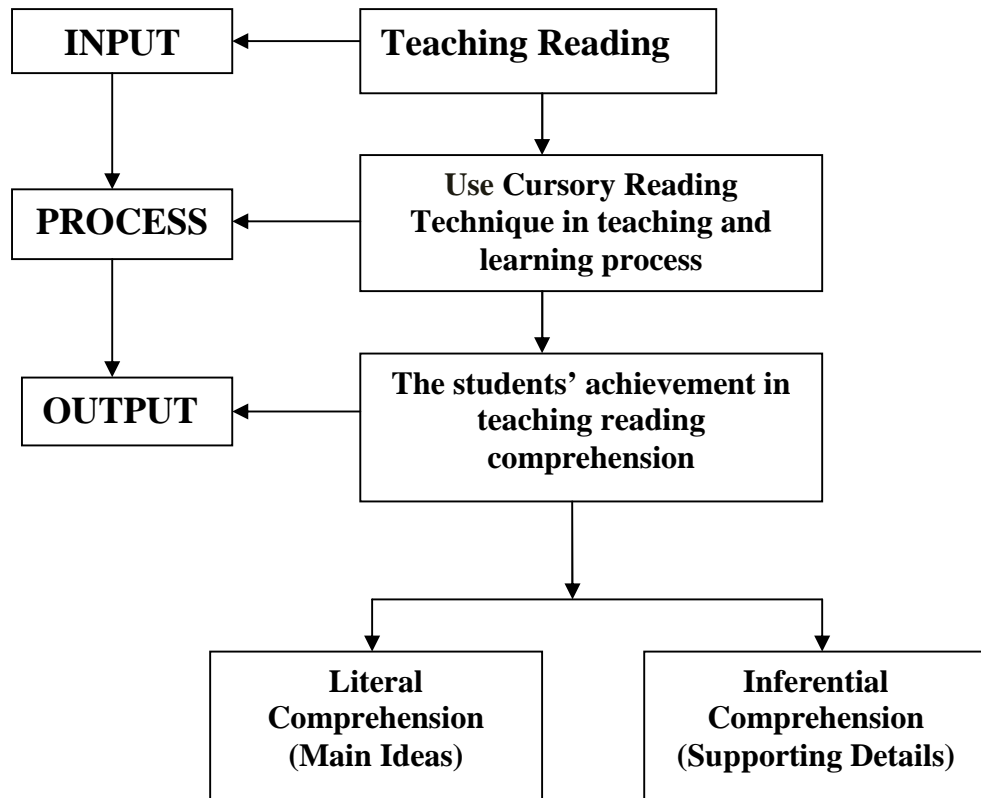


Figure 2.1 Conceptual Framework

In the diagram above input, process and output classified briefly in the following:

1. Input refers to reading material.
2. Teaching reading through Cursory Reading Technique
3. Output or post-test referred to the students' achievement in teaching reading comprehension that focused on literal comprehension and inferential comprehension.

G. Hypothesis

The hypothesis of this research is formulated as follows:

1. Null Hypothesis (H0): There is no significant difference between the students' reading comprehension after applying Cursory Reading Technique at the Eleventh Grade of MA Manongkoki Takalar.
2. Alternative Hypothesis (H1): There is significant difference between the students' reading comprehension after applying Cursory Reading Technique at the Eleventh Grade of MA Manongkoki Takalar.

CHAPTER III

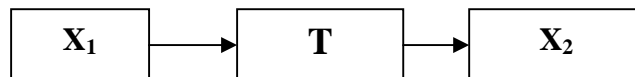
RESEARCH METHODOLOGY

This chapter consists of research design, population and sample, research variable instrument of the research, procedures of collecting data and technique of data analysis.

A. Research Design

The research design was a pre-experimental method, with one group pretest and posttest design. In this research, t-test was use to test the significance difference of students' reading comprehension before and after conducting treatment.

The design was present as follows:



Where:

X₁: Pre-test

T: Treatments (4x meetings)

X₂: Post-test, (Hatch, 1991:87).

1. Pre-test

Before doing the treatment, the student was given pretest to know their prior knowledge. In this case, the researcher gives pretest before presenting reading text; pretest is administered to the students by spending 35 minutes.

2. Treatment

Treatment was the teaching and learning process. The treatment is carried out four meetings and each meeting the researcher gave one narrative text by as a teaching material. The procedures during the treatments were as follows:

- a. The teacher checked students' attendance.
- b. Before teaching, the teacher gives motivation to students.
- c. Purposed of learning.
- d. The teacher explained the learning procedures of Cursory Reading Technique
- e. The teacher explained to students about narrative text.
- f. The teacher explained to students about main ideas and supporting details.
- g. The teacher gives handout containing narrative text.
- h. The students asked to read and understand narrative text and find the contents of the reading.
- i. The teacher asked the students to made main ideas and supporting details of the text.

3. Post-test

Post-test was given after the students did the task of reading materials. Posttest is carried out to find out the students' achievement in learning reading comprehension after learning using narrative text through Cursive Reading Technique.

B. Population and Sample

1. Population

The population of this research is the Eleventh grade students of Madrasah Aliyah Mannongkoki in academic year 2016- 2017.

Table: 3.1. Population

NO	CLASS	NUMBER OF STUDENT'S
1	XI.IPA	29 Students'
2	XI.IPS	12 Students'
TOTAL		41 Students'

(Source: Data of students in Madrasah Aliyah Mannongkoki)

2. Sample

The researcher applied the purposive sampling technique in choosing the sample of the research. The researcher decided to choose XI.IPA class which consisted of 29 students. This class was taken as a sample of the research based on information from the English teacher of the class.

C. Research Variables and Indicators

1. Variable

The variables of the research were independent variable and dependent variable:

- a. The independent variable of this research of Cursory Reading Technique in teaching reading comprehension. It is very important process to which allow the students to share and develop ideas/opinion to improve the reading skill.
- b. The dependent variable of this research of the students' reading comprehension especially at the literal comprehension and inferential comprehension.

2. Indicators

The indicator in this research is the students ' in reading a text after learning process using Cursory Reading Technique that focus on literal comprehension and inferential comprehension, The main ideas and supporting details is the most important that the researcher is communicating to the reader. Main idea is like the heart of the text or paragraph. It is the controlling ideas; all the other supporting details in the text or within paragraph should tell us more about the main ideas. The supporting detail in the passage is specific ones, supporting details is evidence such as reasons or examples that back up main ideas. Those details help you understand main ideas and supporting details.

D. Instrument of the Research

The researcher use reading test for pre-test and post-test to assess students' reading comprehension. The pre-test is given before the treatment to know the students' prior knowledge in reading comprehension. The post-test is conduct after applying Cursory Reading Technique. The reading test consisted of questions related to the text gave covering the main ideas and supporting ideas.

E. Procedure of Collecting Data

In collecting the data, the researcher used some procedure as follows:

1. Giving pretest to find out students' prior ability in reading comprehension.
2. Applying Cursory Reading Technique in the treatment. The steps of Cursory Reading Technique were:
 - a. Giving the text to the students related to the topic. In this case the researcher used the narrative text.
 - b. Before the students read the text, the researcher gave key word and stimulated students to activate their background knowledge and encouraged them to made general schemata about what they were about to read and taught them how to connected their prior knowledge to the text.
 - c. The students read the title of the text.
 - d. Each student read the text to check whether their predictions were correct.

- e. If the students' prediction is still wrong or cannot be confirm, the students correct their prediction by paying attention the content of the text.
 - f. The researcher asked the students to make main ideas and supporting details of the text.
3. Conducting post-test to evaluate students' reading comprehension using Cursory Reading Technique.

F. Techniques of Data Analysis

1. Scoring the students' answer the researcher use the following formula:

Table 3.4. The score Classification of Reading

Score	Classification
96 – 100	Excellent
86 – 95	very good
76 – 85	Good
66 – 75	fairly good
56 – 65	Fair
46 – 55	Poor
0 – 45	very poor

(Depdikbud: 1985: 6)

2. Calculating the mean score of the students' answer by using the formula :

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

Where:

\bar{X} = Mean score

$\sum X$ = Total score

N = The number of subjects, (Gay, 1981:298)

3. Finding out the significance difference between the pre-test and posttest by calculating the value of the test. The following formula is employed :

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

Where:

$T = t$ significant

D = the difference between the scores of pre-test and post-test

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

N = the number pairs of subject in the study, (Gay, 1981: 331).

CHAPTER IV

FINDINGS AND DISCUSSION

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

A. Findings

The findings of the research consist of the result data analysis through the pre-test and post-test in reading comprehension focus on literal comprehension (main ideas) and inferential comprehension (supporting details) using Cursory Reading Technique can improve the students' reading comprehension at the Eleventh Grade of MA Manongkoki Takalar.

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

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

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

Classification	Score	Pre-Test		Post-Test	
		F	%	F	%
Excellent	96 – 100	0	0	0	0
very good	86 – 95	0	0	8	27.59%
Good	76 – 85	2	6.90%	10	34.48%
fairly good	66 – 75	14	48.28%	9	31.03%
Fair	56 – 65	6	20.69%	1	3.45%
Poor	46 – 55	7	24.13%	1	3.45%
very poor	0 – 45	0	0	0	0
TOTAL		29	100%	29	100%

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

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

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

Classification	Score	Pre-Test		Post-Test	
		F	%	F	%
Excellent	96 – 100	0	0	0	0
very good	86 – 95	0	0	6	20.69%
Good	76 – 85	2	6.90%	14	48.28%
fairly good	66 – 75	13	44.83%	9	31.03%
Fair	56 – 65	9	31.03%	0	0
Poor	46 – 55	5	17.24%	0	0
very poor	0 – 45	0	0	0	0
TOTAL		29	100%	29	100%

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

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

2. The Improvement of Students' Literal Comprehension

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

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

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

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

Based on these result, it is concluded that using Cursory Reading Technique could improve the students' reading comprehension in terms of literal comprehension.

3. The Improvement of Students' Inferential Comprehension

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

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

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

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

Based on these result, it is concluded that using *Cursory Reading Technique* can improve the students' reading comprehension in terms of inferential comprehension.

Table 4.5. The Students' Improvement in Reading Comprehension

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

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

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

The result of t-test is higher than t-table value, the null hypothesis (H₀) is rejected, and if the result of t-test is lower than the t-table value, the null hypothesis (H₀) is accepted. The result of the statistical analysis of t-test at the level of significance 0.05 with degree of freedom (df) = n – 1, where n: number of students are 29. It can be seen as follows:

$df = n-1,$

$df = 29-1, df = 28$

Based on the level of significance and the degree of freedom (df) = 28 (p) = 0.05 above, the value of the t-table = 2.048. The result of t-test for reading comprehension focused on main ideas and supporting details could be seen below:

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

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

Table 4.6, shows that t-test value for reading comprehension focus on literal comprehension (main ideas) and inferential comprehension (supporting details) with the t-test value is $13.09 > 2.048$. It indicates that the result of t-test value in all of variable and indicator is high than t-table value. It means that there were a significant different between the result of pretest and posttest in reading comprehension.

Based on these result, it is concluded that there were significant difference of the students' reading comprehension deal with literal and inferential comprehension before and after using Cursory Reading Technique.

4. Discussion

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

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

After calculating the score variable, is shows that the students' reading comprehension improve (21.05%) from the mean score in pre-test is 65.36 and posttest is 79.12. It shown by the mean score post-test are higher than pre-test. Therefore, Cursory Reading Technique is able to improve the students' reading comprehension at the Eleventh Grade of MA Manongkoki Takalar.

Through the result of pre-test and post-test, the result of t-test value of the level of the significant (p) = 0.05 with degree of freedom (df) = 28 indicates t-test value is greater than t-table value is $13.09 > 2.048$ there is significant different. Therefore, it can be concluded that statistically hypothesis of (H_0) is rejected and the statistically hypothesis of (H_1) is accepted. It means that the use Cursory

Reading Technique could improve the students' reading comprehension in literal and inferential comprehension.

Based on discussion above, it can be concluded that using Cursory Reading Technique is one of method that can improve the students' reading comprehension especially on literal and inferential comprehension at the Eleventh Grade of MA Manongkoki Takalar.

CHAPTER V

CONCLUSION AND SUGGESTION

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

A. Conclusion

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

1. Cursory Reading Technique is effective to improve the students' literal reading comprehension in term of main ideas at the Eleventh Grade of MA Manongkoki takalar. It is improved by the mean score of literal comprehension is (20.34%) from the mean score in pretest is 65.27 and posttest is 78.55. It indicates that the score of literal comprehension each indicator in posttest is higher than pretest.
2. Cursory Reading Technique is effective to improve the students' inferential reading comprehension in term of supporting details at the Eleventh Grade of MA Manongkoki takalar. It is improved by the mean score of inferential comprehension is (21.77%) from the mean score in pretest is 65.44 and posttest is 79.69. It indicates that the score of inferential comprehension each indicator in posttest is higher than pretest.

B. Suggestion

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

1. The English teacher use Cursory Reading Technique as alternative in presenting the reading comprehension materials, because it is effective to improve the students' achievement.
2. In order to improve the students' comprehension by reading material through Cursory Reading Technique, the teacher should give more guidance, motivation, especially in comprehending the text.
3. The teacher of English that use Cursory Reading Technique in teaching reading comprehension in terms on literal comprehension and inferential comprehension because it could bring an improvement in reading comprehension for students.

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APPENDIX D

THE LIST NAME OF THE STUDENTS OF CLASS XI.IPA MADRASAH ALIYAH MANONGKOKI TAKALAR

NO	NAMA SISWA	CODE
1	AWALUDDIN RAHMAT	S-1
2	FAHMI SYAM AMIR	S-2
3	GANDHY MAHARDIKA	S-3
4	MUH ALWI	S-4
5	MUH ASWAN SUDARMO	S-5
6	MUH FAJRI DANIAL	S-6
7	MUH NUR WAHID N	S-7
8	MUH RAFIK HASAN	S-8
9	MUH ZULKIFLY	S-9
10	MUHAMMAD AQSHA	S-10
11	RACHMAT ARYADI RACHIM	S-11
12	RENALDY	S-12
13	RIFKY MAULANA	S-13
14	SUNARDI	S-14
15	A. DITA OKTAVIANA PRAMESTY	S-15
16	ANDI ARISHA ADELIA HB	S-16
17	ARUM MELI RIDHOWATI	S-17
18	DINA SARDINAH H. S	S-18
19	FIRDAYANISA NOOR	S-19
20	HAFIFAH ADILA Y	S-20
21	HASRIANI NURDIN	S-21
22	NINDY AULIA AZZAHRA	S-22
23	NOVIA RIZKY SHAYIB	S-23
24	NUR AISYAH	S-24
25	NUR AZIZAH PUTRI SARI	S-25
26	NUR FHIRA JUNIAR ANANDA BT	S-26
27	NUR IFANI AISYAH INAYAH	S-27
28	REZKI NURSYIFAH HUSAIN	S-28
29	RIZDA WAHYUNI TAMRIN	S-29

APPENDIX E

**DAFTAR HADIR SISWA KELAS XI.IPA MADRASAH ALIYAH
MANONGKOKI TAKALAR**

NO	NAMA SISWA	Pertemuan Ke-					
		1	2	3	4	5	6
1	S-1		.	.	.	.
2	S-2		.	.	.	.
3	S-3		.	.	.	.
4	S-4		.	.	.	.
5	S-5		.	.	.	.
6	S-6		.	.	.	.
7	S-7		.	.	.	.
8	S-8		.	.	.	.
9	S-9	P	.	.	.	.	P
10	S-10	R	.	.	.	.	O
11	S-11	E	.	.	.	.	S
12	S-12		.	.	.	.
13	S-13		.	.	.	.
14	S-14		.	.	.	.	T
15	S-15		.	.	.	.
16	S-16	T	.	.	.	.	T
17	S-17		.	.	.	.
18	S-18	E	.	.	.	.	E
19	S-19		.	.	.	.
20	S-20	S	.	.	s	.	S
21	S-21	T	.	.	.	.	T
22	S-22		.	.	.	.
23	S-23		.	.	.	.
24	S-24		.	.	.	.
25	S-25		.	.	.	.
26	S-26		.	.	.	.
27	S-27		.	.	.	.
28	S-28		.	.	s	.	
29	S-29		.	.	.	.

APPENDIX K

THE STUDENTS' MEAN SCORE OF THE STUDENTS' TEST

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

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

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

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

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

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

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

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

APPENDIX L

THE IMPROVEMENT OF STUDENTS IN LITERAL COMPREHENSION AND INFERENTIAL COMPREHENSION

1. Improvement students in literal comprehension (main ideas)

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

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

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

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

$$= 20.3$$

The students' improvement= **20.33%**

2. Improvement students in inferential comprehension (supporting details)

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

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

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

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

$$= 21.7$$

The students' improvement= 21.75%

APPENDIX M

CALCULATING THE T-TEST ANALYSIS

Calculating the t-test analysis of reading comprehension

NOTES: $\bar{D} = 13,75$

$(\sum D) = 208,17$

$N = 29$

$$\bar{D} = \frac{(\sum D)}{N} = \frac{(13.75) \cdot 29}{29} = \frac{189.06}{29}$$

$$\bar{D} = 6.519$$

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

$$t = \frac{6.519}{\sqrt{\frac{208.17 - \frac{(13.75)^2}{29}}{29(29-1)}}$$

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

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

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

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

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

$$t = 13.09$$

APPENDIX J

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

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

APPENDIX I

THE SCORE OF POST TEST IN READING COMPREHENSION

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

APPENDIX H

THE SCORE OF PRE TEST IN READING COMPREHENSION

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

APPENDIX G

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

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

APPENDIX F

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

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

TEACHING MATERIAL

Second Meeting

Name :
Reg. No :
Class :

The Legend of Beowulf

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

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

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

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

Answer the question below!

1. Find out the main idea of each paragraph?
2. What are the supporting details of each paragraph?
3. Who was half-man and half-monster?
4. Were the king and his men succeed in killing Grendel? Why?
5. How long did Beowulf become king?

Answer :

1. a. there was a horrible monster called Grendel.
b. The monster came into the castle and killed a knight.
c. Beowulf killed Grendel's mother with a special sword.
d. Beowulf went back to his country and became a king. He was king for fifty years.

2. a. A knight called beowulf and he went to Denmark to help the king.
b. Grendel died and Grendel's mother was very angry
c. The king was very happy and the king gave beowulf presents and money
d. a dragon came to his country, The dragon was very big and breathed fire the king beowulf and his men went to cave to fight the dragon
3. Grendel
4. No, because their swords were useless
5. He was king for fifty years

Third Meeting

Name :

Class :

The Lion and The Mouse

Once, when a lion was asleep, a little mouse began running up and down upon him; this soon awakened the lion, who placed his huge paw upon him, and opened his big jaws to swallow him. "Pardon, O king," cried the little mouse, "Forgive me this time, I shall never forget it; who knows but what I may be able to do you a turn some of these days?"

The lion was so tickled at the idea of the mouse being able to help him that he lifted up his paw and let him go.

Sometime after, the lion was caught in a trap and the hunters, who desired to carry him alive to the king, tied him to a tree while they went in search of a wagon to carry him on.

Just then the little mouse happened to pass by and see the sad plight in which the lion was. He went up to the lion and soon gnawed away the ropes that bound the king of the beasts. "Wasn't I right?" said the little mouse.

Answer the question below!

1. What is the main idea of the first paragraph?
2. What is the supporting idea of the first paragraph?
3. Why a lion was wakened from his sleep?
4. Who is setting a trap?
5. Why a lion let the mouse go?

Answer :

1. A lion was wakened from sleep by a mouse running over his face.
2. A lion caught him and was about to kill him when the mouse piteously entered.
3. Because there is a mouse runs over his face.
4. The Hunter
5. Because someday the lion got the disaster, the mouse could help him remember the kindness of the lion.

Fourth Meeting

Name :

Class :

The Legend of Surabaya

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

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

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

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

Answer the question below!

1. Find out the main idea of each paragraph?
2. What are the supporting details of the text above?
3. What grabs sura and baya?
4. Where did the story take place?
5. Why baya was very angry with sura?

Answer :

1. a. There were a shark named Sura and Crocodile named Baya
b. When Sura and Baya looking for some food. Baya see a nice goat
c. Sura went to the ground and look for some food in the river
d. Their Final City named SuraBaya
2. a. They lived in a deep sea
b. - Sura banned Baya to ate the goat
- Later they fought for goats . After several hours of fighting, they were very tired .
- Feels tired of fighting , they live in different places .
- Sura and Baya lived in the water and stay in their country.
c. - Baya was very angry when he knew that Sura broke a promise
- They fight again.
- They both punching and kicking

- d. He bit very hard until Sura finally gave up and returned to the sea.
- 3. The goat
- 4. The sea
- 5. Because sura broke a promise.

Fifth Meeting

Name :

Class :

Monkey and Crocodile

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

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

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

"What's for?" asked the crocodile.

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

"Where is your heart?" asked the crocodile.

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

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

Answer the question below!

1. Find the main idea of the first paragraph of the text above?
2. What is the supporting details of the text above?
3. Where did the story take place?
4. Find how many characters are there in the text, and then analyze the good/the bad character?
5. What the Monkey does after reached the river bank?

Answer

1. Main idea : One day a monkey wanted to cross a river. He saw a crocodile in the river, so he asked the crocodile to take him across the other side.
2. The crocodile told the monkey to jump on its back. Then the crocodile swam down the river.
3. It happened in the river.
4. There are 2 characters in the text, the bad character is the Crocodile and the good character is the Monkey.
5. The monkey jumped of the crocodile's back and climbed up to the top of a tree to save his life.

Appendix B

RENCANA PELAKSANAAN PEMBELAJARAN (RPP 1)

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

A. Standar Kompetensi :

Memahami makna dalam esai pendek sederhana berbentuk recount dan narrative untuk berinteraksi dengan lingkungan sekitar.

B. Kompetensi Dasar :

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

C. Indikator Pembelajaran :

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

D. Tujuan Pembelajaran :

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

E. Materi Pembelajaran :

- Siswa diberi bacaan yang berjudul "The Legend of Beowulf"

The Legend of Beowulf

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

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

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

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

F. Metode Pembelajaran :

- Cursory Reading Technique

G. Kegiatan Pembelajaran :

No.	Kegiatan	Alokasi Waktu
1.	<p>Kegiatan awal</p> <ul style="list-style-type: none"> a. Memberi salam dan membaca do'a. b. Apersepsi, motivasi dengan mengarahkan siswa pada situasi pembelajaran. c. Memeriksa kehadiran siswa. d. Menyampaikan tujuan pembelajaran. 	5 Menit
2.	<p>Kegiatan inti</p> <ul style="list-style-type: none"> a. Guru menjelaskan materi yang akan dibahas b. Guru menjelaskan tentang prosedur pembelajaran Top-Down strategy. c. Guru memberikan penjelasan kepada siswa mengenai text narrative. d. Guru membagikan handout yang berisi text narrative. e. Siswa diminta untuk membaca dan memahami text narrative dan menemukan inti atau isi dari bacaan. f. Guru memberikan pertanyaan dan meminta siswa untuk menjawab pertanyaan sesuai bacaan. 	35 Menit
3.	<p>Kegiatan Akhir</p> <ul style="list-style-type: none"> a. Guru menanyakan kesulitan siswa selama proses pembelajaran. b. Guru menyimpulkan pelajaran. c. Guru menutup pelajaran. 	5 Menit

H. Sumber dan Media Pembelajaran :

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

I. Penilaian

$$n \quad s_i \quad = \frac{s \quad m}{s \quad p} \times 100$$

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RENCANA PELAKSANAAN PEMBELAJARAN (RPP 3)

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

A. Standar Kompetensi :

Memahami makna dalam esai pendek sederhana berbentuk recount dan narrative untuk berinteraksi dengan lingkungan sekitar.

B. Kompetensi Dasar :

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

C. Indikator Pembelajaran :

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

D. Tujuan Pembelajaran :

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

E. Materi Ajar :

- Siswa diberi bacaan yang berjudul "The Legend of Surabaya"

The Legend of Surabaya

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

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

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

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

F. Metode Pembelajaran :

- Cursory Reading Technique

G. Kegiatan Pembelajaran :

No.	Kegiatan	Alokasi Waktu
1.	<p>Kegiatan awal</p> <ul style="list-style-type: none"> a. Memberi salam dan membaca do'a. b. Apersepsi, motivasi dengan mengarahkan siswa pada situasi pembelajaran. c. Memeriksa kehadiran siswa. d. Menyampaikan tujuan pembelajaran. 	5 Menit
2.	<p>Kegiatan inti</p> <ul style="list-style-type: none"> a. Guru menjelaskan materi yang akan dibahas b. Guru menjelaskan tentang prosedur pembelajaran Top-Down strategy. c. Guru memberikan penjelasan kepada siswa mengenai text narrative. d. Guru membagikan handout yang berisi text narrative. e. Siswa diminta untuk membaca dan memahami text narrative dan menemukan inti atau isi dari bacaan. f. Guru memberikan pertanyaan dan meminta siswa untuk menjawab pertanyaan sesuai bacaan. 	35 Menit
3.	<p>Kegiatan Akhir</p> <ul style="list-style-type: none"> a. Guru menanyakan kesulitan siswa selama proses pembelajaran. b. Guru menyimpulkan pelajaran. c. Guru menutup pelajaran. 	5 Menit

H. Sumber dan Media Pembelajaran :

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

I. Penilaian

$$n \quad s_i \quad = \frac{s \quad m}{s \quad p} \times 100$$

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RENCANA PELAKSANAAN PEMBELAJARAN (RPP 4)

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

A. Standar Kompetensi :

Memahami makna dalam esai pendek sederhana berbentuk recount dan narrative untuk berinteraksi dengan lingkungan sekitar.

B. Kompetensi Dasar :

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

C. Indikator Pembelajaran :

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

D. Tujuan Pembelajaran :

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

E. Materi Ajar :

- Siswa diberi bacaan yang berjudul “Monkey and Crocodile”

Monkey and Crocodile

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

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

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

“What’s for?” asked the crocodile.

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

“Where is your heart?” asked the crocodile.

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

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

F. Metode Pembelajaran :

- Cursory Reading Technique

G. Kegiatan Pembelajaran :

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

H. Sumber dan Media Pembelajaran :

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

I. Penilaian

$$n \quad s_i = \frac{s}{s} \frac{m}{p} \times 100$$

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CURRICULUM VITAE



ABUSTANUL ARIFIN is the third child of marriage Masdar Saleh and Sakirah. He was born on Mei 16th, 1994 in Soppeng. He has one brother and one sister. He graduated his Elementary school in 2006 at SD INPRES TAMALANREA V Makassar,

In the same year he continued his study at SMPN 30 Makassar and graduated in 2009. He then registered in Senior High school, SMK MUHAMMADIYAH 2 BONTOALA Makassar and graduated in 2012. In 2012, he accepted at English Department of FKIP Muhammadiyah University of Makassar.