

USING BLOG TO INCREASE STUDENTS' READING COMPREHENSION

*(A Pre-Experimental Research at the Eleventh Grade Students of
SMA Batara Gowa)*



A THESIS

*Submitted to the Faculty of Teacher Training and Education
Makassar Muhammadiyah University in Part Fulfillment
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MURNIATI
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MOTTO

**“When you have no choice other than jumping towards the unknown, don’t fear, just arm yourself with hope and faith..”
-Jebraw-**

**“So, verily, with every difficulty,
there is relief. Verily, with every
difficulty there is relief.”**

(Qs. Al-Insyirah 5-6.)

MURNIATI

ABSTRACT

Murniati. 2017.*Using Blog to Increase Students' Reading Comprehension (Pre-Experimental Research at the Eleventh Grade Students of SMA Batara Gowa).* Faculty of Teachers Training and Education, Makassar Muhammadiyah University (supervised by Syamsiarna Nappu and Muh. Astrianto Setiadi)

This research aimed in finding the improvement of the students' reading comprehension by using Blog that focused on literal comprehension in term of main idea and interpretive comprehension in term of conclusion.

The writer applied pre-experimental method with one group pretest-posttest design, and collected the data based on the test. The sample of the research was class XI IPA of SMA Batara Gowa which consisted of 21 students. The sample was taken by using purposive sampling technique.

The research findings showed that the Eleventh Grade Students of SMA Batara Gowa had poor score in pre-test. After treatment, their reading comprehension increase significantly. The result of the research were the mean score literal reading obtained by the students through pre-test was 69 and post-test was 77.2 with the t-test value main idea is greater than t-table ($8.0 > 2.08$). Mean score interpretive reading pre-test 67.3 and post-test 75 with the t-test value conclusion comprehension is greater than t-table ($7.6 > 2.08$).

Literal comprehension improved 11.8% and interpretive improved 11.4%. The result of calculating t-test of the indicators in the student's t-test reading comprehension (literal and interpretative comprehension) was greater than t-table $15.6 > 2.08$. It means that there is significance difference between before and after giving the treatment). It indicated that the alternative hypothesis (H1) was accepted and the null hypothesis (H0) was rejected. It was concluded that the use of Blog in reading English activity increase the students reading comprehension in narrative text exactly in identifying specific information. The use of Blog increased literal comprehension in term of main idea and interpretive comprehension score in term of conclusion.

Keywords: Reading Comprehension, Blog.

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TABLE OF CONTENTS

TITLE PAGE	i
LEMBAR PENGESAHAN.....	ii
APPROVAL SHEET	iii
COUNSELLING SHEET	iv
SURATPERNYATAAN	vii
SURAT PERJANJIAN	viii
MOTTO	ix
ABSTRACT	x
ACKNOWLEDGMENT.....	xi
TABLE OF CONTENTS.....	xiii
LIST OF TABLES	xv
LIST OF GRAPHICS.....	xvi
LIST OF FIGURES	xvii
LIST OF APPENDIX	xviii
CHAPTER I INTRODUCTION	
A. Background	1
B. Research Question	3

C. Objective of the Research	4
D. Significances of the Research.....	4
E. Scope of the Research	4

CHAPTER II REVIEW OF RELATED LITERATURE

A. Previous Related Research Finding	
B. Concept of Reading Comprehension	
1. Reading.....	6
2. Reading Comprehension	10
C. Concept of Using Blog.....	14
D. Conceptual Framework.....	22
E. Hypotheses	23

CHAPTER III METHODOLOGY OF RESEARCH

A. Research Design.....	24
B. Research Variable and Indicators.....	25
C. Population and Sample	25
D. Research Instrument	26
E. Procedures of Collecting Data	27
F. Technique of Data Analysis.....	29

CHAPTER IV FINDING AND DISCUSSION

A. Finding	33
B. Discussion	40

CHAPTER V CONCLUSION AND SUGGESTION

A. Conclusion.....	43
B. Suggestion	44

BIBLIOGRAPHY	45
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APPENDICES

LIST OF TABLES

Table 3.1	Pretest and Posttest	24
Table 3.2	Rubric of Main Idea	29
Table 3.3	Rubric of Conclusion	29
Table 3.4	Classify the Score of the Students	31
Table 3.5	Hypotheses Testing	32
Table 4.1	Students' Literal Reading Comprehension Using Blog.....	33
Table 4.2	Classification of the Students Score Reading Comprehension in Term of Main Idea (Pre-Test).....	34
Table 4.3	Classification of the Students Score Reading Comprehension in Term of Main Idea (Post-Test).....	35
Table 4.4	Students' Interpretive Reading Comprehension Using Blog.....	36
Table 4.5	Classification of the Students Score Reading Comprehension in Term of Conclusion and Moral Value (Pre-Test).	37
Table 4.6	Classification of the Students Score Reading Comprehension in Term of Conclusion and Moral Value (Post-Test).....	37
Table 4.7	The Comparison of T-test and T-table Score of the Students' Reading Comprehension	38

LIST OF GRAPHICS

Graphic 4.1: The Mean Score and Increase of the Students' Reading Comprehension in Term of Main Idea	34
Graphic 4.2: The Mean Score and Increase of the Students' Reading Comprehension in Term of Conclusion and Moral Value	37

LIST OF FIGURES

Figure 2.1: Guidelines for Members.....	21
Figure 3.1: Conceptual Framework	22

LIST OF APPENDICES

Appendix A:	49
Appendix B:	62

CHAPTER I

INTRODUCTION

A. Background

English as a foreign language in Indonesia plays an important role in many aspects of life like education, economy, international relationship, technology, etc. Consequently, the teaching of English became an International enterprise. The widespread need for English as second or foreign language needs a considerable pressure on the educational resources of many countries. Related to the problems in teaching English, Indonesia introduces English since in elementary school as a local content, to give English to children as early as possible in order to prepare them in covering the globalization era. English becomes a compulsory subject in Junior High School, Senior High School and University (Mulyasa in Parmin, 2014: 1).

There were four skills in English language, such as listening, speaking, reading and writing. The students were expected to have ability in those language skills, which reveal receptive and productive language use. Teaching English is not easy, English teachers should not only master the language, but they should also be able to make their students learn. English has now become a priority in Indonesia (Murcia et al in Parmin, 2014: 1).

In Umiyati (2011: 3) who has been stated that reading is clearly one of the most important skills in learning English, it can be seen that many instances around the world argue that reading is the most important foreign language skill, particularly in cases where students have to read English material for their own specialist subject, but may never actually have to speak the language.

Godwin in Montalvo (2013: 28) states that a blog is an example of asynchronous Internet tools. It means that the user can post and be heard not at the same time. Most blogs are personal or journalistic in nature and, as such, allow students express their own opinions with a freedom that cannot be experienced in synchronous tools such as real-time discussion forums, for example. So, the writer hopes that the using Blog can give positive effects in increasing student's reading comprehension.

Based on the writer's observation at the EleventhGradeStudents of SMA Batara Gowa, she found the problem in teaching reading comprehension. It means that the achievement of the students in reading comprehension is still low (3,5) and its need the improvement. The students were difficulties to find out the literal comprehension refers to main idea and interpretive comprehension refers to conclusion of the text that they read.

This condition became the reason of the writer to choose appropriate teaching technique that can cover the problem and the teachers were demanded to create some strategies or activities which can explore the students' reading comprehension by implementing the use of Blog.

The writer thinks that the use of Blog is an effective method to increase reading comprehension of students that forces them to interact critically with the text. The purpose of this method was to provide students' motivation to be active in reading activity. It meant that in a teaching-learning process, students were motivated to improve their ideas or opinion through asking some questions and answering to find out the literal comprehension refers to main idea and

interpretive comprehension refers to conclusion of the text and they can share with the other friends.

Based on the reasons above, the writer wants to conduct an experimental research in reading comprehension with the title: *Using Blog to Increase Students' Reading Comprehension (A Pre-Experimental Research at the Eleventh Grade Students of SMA Batara Gowa)*.

B. Research Question

Related with the background above, the writer formulated the following research questions:

1. Is the use of Blog effective to increase students' literal reading comprehension in term of main idea at the Eleventh Grade Student of SMA Batara Gowa?
2. Is the use of Blog effective to increase students' interpretive reading comprehension in term of conclusion at the Eleventh Grade Student of SMA Batara Gowa?

C. Objective of Research

Based on the problem statements above, the objective of the research was formulated as follows to find out whether or not

1. The use of Blog is effective to increase students' literal reading comprehension in term of main idea at the Eleventh Grade Student of SMA Batara Gowa.
2. The use of Blog is effective to increase students' interpretive reading comprehension in term of conclusion at the Eleventh Grade Student of SMA Batara Gowa.

D. Significances of Research

The result of this research has two aspects. The first aspect was theoretically, this research was used to get knowledge about how to find out the literal comprehension refers to main idea and interpretive comprehension refers to conclusion of the text by using Blog. The second aspect was practically, the research was used to apply the use of Blog in teaching reading comprehension to know students' weakness in learning English, especially in reading comprehension.

E. Scope of Research

This research was focus on using Blog to increase students' reading comprehension at the Eleventh Grade Students of SMA Batara Gowa. The limitation of the research was the students' literal comprehension refers to the

main idea and interpretative comprehension refers to conclusion. The research used narrative text as material in teaching reading comprehension.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Related Research Finding

There have been some researches was related to the reading comprehension by using Blog in teaching and learning process. The first research has been conducted by VanEpps (2012: 44). In her thesis: “*Blogging as a Strategy to Support Reading Comprehension skills*”. She found that the students become an effective and meaningful means of learning by using blogs in reading comprehension.

The second was “*Improving Reading Comprehension and Self-directed Learning through the Use of Explicit Reading Strategies and Personal Blogs on High School Students*” by Montalvo (2013: 8). She found that the use of technology and the teaching of phased explicit reading strategies, such as types of texts, finding the main idea, and summarizing, improved students' reading comprehension.

The third thesis was “*The Effect of Classroom Blogging on Reading Comprehension and Interpersonal Contacts among Fifth Students*” by DeLallo (2011: 6). She found that the use of CSR to structure students' blog posts when

discussing a novel positively impacts and improves students' reading comprehension.

Based on the researches above, it made the writer interest to compose a research by formula title "*Using Blog to Increase Students' Reading Comprehension*" (A Pre-Experimental Research at The Eleventh Grade Students of SMA Batara Gowa in the Academic Year 2016/2017). This research was different with thesis above. Using Blog was kind of the method that interested to be heard, and doing.

B. Concept of Reading Comprehension

1. Reading

a. The Definition of Reading

Pang, et al (2003: 6) states reading is about understanding written texts. It is a complex activity that involves both perception and thought. Reading consists of two related processes: word recognition and comprehension. Word recognition refers to the process of perceiving how written symbols correspond to ones spoken language. Meanwhile, Alyousef (2006: 64) defines reading as an interactive process between a reader and a text which leads to automaticity or (reading fluency). In the process, the reader interacts dynamically with the text as he/she tries to elicit the meaning and where various kinds are knowledge are being used: linguistic or systemic knowledge (through bottom-up processing) as well as schematic knowledge (through top-down processing).

According to Mikulecky (2008: 1) states reading is the basis of instruction in all aspect of language learning using textbook for language course, writing revising, developing vocabulary, acquiring grammar, editing and using computer assisted language learning programs.

Hermida (2009: 21) states a surface approach to reading is the tacit acceptance of information contained in the text. Students taking a surface approach to reading usually consider this information as isolated and unlinked facts. This leads to superficial retention of material for examinations and does not promote understanding or long-term retention of knowledge and information. In contrast, a deep approach to reading is an approach where the reader uses higher-order cognitive skills such as the ability to analyze, synthesise, solve problems, and thinks meta-cognitively in order to negotiate meanings with the author and to construct new meaning from the text.

Goestina (2016: 10) sates:

“Reading is complex, purposeful, social and cognitive processes in which readers simultaneously use their knowledge of spoken and written language, their knowledge of the topic of the text and their knowledge of their culture to construct meaning. Reading Is not a technical skill acquired once and for all in the primary grades, but rather developmental process. A readers’ competence continues to grow through engagement with various types of text and wide reading for various purposes over alife-time”.

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

b. The Objective of Reading

Every action has purpose in doing it. Reading has several purpose or aim when it is done. According to Grabe in Haris (2011: 20), he defines the objectives of reading into several points, they are as follows:

- 1) Reading to search information
- 2) Reading to skim quickly
- 3) Reading to learn (from text)
- 4) Reading to write (or search information needed for writing)
- 5) Reading to analyze the text
- 6) Reading for general information

Based on the objectives above, we can understand that reading need a special attention. It was not surprised if reading was one of the important skills in learning foreign language.

c. The Types of Reading

Wood in Goestina (2016: 11) indicated the types of reading are important categories as follows:

1) Skimming

The eyes run quickly over the text to discover what is about the main idea and the gist. The skimming occurs when the reader looks quickly at the contents page of a book or at the chapter heading, subheadings etc. this is sometimes called previewing. When the reader glances quickly through a newspaper to see the main items of the day are this will often mean just glancing at headlines. What the reader

goes through a particular passage such as newspaper article merely to get the gist.

2) Scanning

The reader looks out for a particular item he believes in the text. The scanning can be done to find name date and static or facts in written text. The eyes start quickly at the lines of a written.

3) Pre-Reading

According to Ajideh (2003: 6)says that pre-reading activities have tended to focus exclusively on preparing the reader for likely linguistic difficulties in a text; more recently attention has shifted to cultural or conceptual difficulties. However, pre-reading, activities may not just offer compensation for eleventh language reader's supposed linguistic or socio-cultural inadequacies; they may also remind readers of what they do, in fact, already know and think, that is to activate existing schematic knowledge. Furthermore, he explains the portions to look at in reading the text book chapters are: (1) Read the title, (2) Read the interaction or opening paragraph, (3) Read each bold face heading, (4) Nice any typographical aids, (5) Notice any typographical aids, (6) Any graphs or pictures, and (7) Read the last paragraph or summary.

d. Reading Technique

Technique can be strategies or tactics. There are so many strategies in reading techniques. Brown in Haris (2011: 21) states in his book about strategies for reading comprehension states below:

- 1) Identify the purpose in reading
- 2) Use of graphemic rules and patterns to aid in bottom-up decoding
- 3) Use efficient silent reading techniques for relatively rapid comprehension
- 4) Skim the text for main ideas
- 5) Scan the text for specific information
- 6) Use semantic mapping or clustering
- 7) Guess when you are certain
- 8) Analyze vocabulary
- 9) Distinguish between literal and implied meaning
- 10) Capitalize on discourse markers to process relationship

2. Reading Comprehension

a. The Definition of Reading Comprehension

According to Klingner, et al (2007: 8) suggests reading comprehension is a process of interaction between readers and what they bring to the text, such as their prior or background knowledge and strategy use. This process also includes the variables related to the text, for example the readers' interest of the texts and their understanding of the genres of the texts. It means that what the readers learn and how they respond and comprehend the text is individualistic. The process of constructing meaning depends on the individual competencies, such as experience and how to interpret the text.

One of the goals Reading is comprehension. Reading can help people to improve their comprehension. Comprehension can be meant the process by which a person understands the meaning of written or spoken language. According to Blachowicz and Ogle in Yazdaniand Mohammadi (2015: 54) state that reading comprehension is a process demanding skill and strategies. Klingner (2007: 8) states that reading comprehension involves much more than readers responses to text. Reading comprehension is a multi of component, highly complex process that involves many interaction between readers and what they bring to the text (previous knowledge, strategy use) as well as variables related to the text its self (interest in text, understanding of text types).

Paragraphs above defined the definitions of reading and comprehension. We can combine into briefly definition about reading comprehension. Reading comprehension is about relating prior knowledge to new knowledge contained in written texts. Prior knowledge, in turn, depends on lived experience (Pang, et al, 2003: 19). According to Anderson in Klingner (2007: 2) defines reading comprehension is the process of constructing meaning by coordinating a number of complex process that include word reading, word and world knowledge and fluency.

It meant that reading with comprehension has meaning that the reader was able to extract from the selection its essential facts and understanding, visualized details and sense the readiness of facts. Reading Comprehension requires motivation, mental frameworks for holding ideas, concentration and good study techniques or strategies Good readers recognize and get meaning from word they see in print, and use their knowledge of the structure of the language to begin forming a mental nation of the topic.

b. The Levels of Reading Comprehension

Teaimah in Al-Sagaby and Allamankhrah (2014: 102) classifies reading comprehension into three levels: comprehending the text, criticizing the text and interacting with the text. The others have identified reading levels suitable for Grade 4 stage and following stages:

- 1) Literal comprehension: This is called “reading on the lines”. It includes the skills of enriching vocabulary, identifying and remembering details, outlining the general idea stated in the text, understanding the organizational structure of the text, and following instructions.
- 2) Interpretative comprehension: This is called “reading between the lines”. It includes interpreting the figurative meanings of words, identifying the writer’s main themes and point of views, drawing conclusions, outlining the central idea not stated in the text, interpreting feelings, and analyzing characters.
- 3) Applied comprehension: This is called “reading beyond the lines”. It includes the following skills: evaluating the writer’s degree of accuracy in expressing ideas, distinguishing between facts and opinions, and finding solutions to problems (Teaimah and Al-Sheibi in Al-Sagaby and Allamankhrah, 2014: 103)

c. The Factors Influencing Reading Comprehension

Inside factors are divided into four components. The first is linguistic component (what the readers know about the language). When the students learn language, they learn three systems (Johnson in Goestina, 2016: 25); they are:

- 1) Phonological Knowledge; It includes of the different phonemes (individual sounds) in the language.

- 2) Syntactic Knowledge; It refers to the orderly arrangement among words in sentence.
- 3) Semantic Knowledge; It refers to our knowledge of words' meaning. It is also includes our knowledge of the relationship among words.

C. Concept of Using Blog

1. The Definition of Blog

A blog is a website that works in the same way as a diary, with the exception that the other users who visit it can give their opinions on what the blog owner writes, who may accompany his/her comments with photos, links and videos (Rubio, et al in Al-Sagaby and Allamankhrah, 2014: 98). A blog can also be defined as a web page that includes entries (blog posts) arranged in an ascending chronological order. It operates through a content management system controlled by the blog manager and contains a mechanism whereby older entries are archived (Sharqawi and El-Razzeq in Al-Sagaby and Allamankhrah, 2014: 98).

A blog is more like of an online newspaper with the exception that materials published on blogs are arranged in an ascending chronological order and configured in a way to show the most recent information firstly (Al-Badri in Al-Sagaby and Allamankhrah, 2014: 98). A blog may also refer to a website of a person who writes a mixture of things in the form of calendar that contains events, biographies and opinions on a web page within which stories, personal experiences, discussions and debates are published with photos and audio records usually attached thereto (Al-Zaran in Al-Sagaby and Allamankhrah, 2014: 98).

De Izquierdo and Reye, (2009: 104) blogs were used as open source and easy to handle web tools. Even people with little technical background can take part in the creation, managing and maintenance of a blog. Blogs

allow teachers and students to upload content pertinent to their courses on the web and reach out to people providing opportunities to promote student-teacher, student-student, and student-others interactions. Another reason for using blogs is that posts are published instantly, without much time investment. Meanwhile, according to Grewling in De Izquierdo and Reyes (2009: 104) gives the biggest reason for using blogs in language teaching is the way they are set up because they invite participation and have the potential to democratize the classroom since each student is given the chance to participate equally. He also brings up the fact that issues like —shyness! become less relevant in a blog than in f2f situations and, furthermore, that quieter student's participation increases in online environments.

Blogs can also be accessed practically anytime and anywhere so contributors can post and comment at their own convenience and determine their own pace and level of contribution (Grewling in De Izquierdo and Reyes 2009: 104). De Izquierdo and Reyes (2009: 104) states that blogs give students more control over their own learning and when created by students themselves, blogs can also give students the ownership of a personal space, a sense of belonging that is not so easily achieved in f2f environments.

Parashar in De Izquierdo and Reyes (2009: 104-105) assures that blogs offer many benefits to our students since they help to enhance the skills of communicating, sharing, analyzing, reflecting, reading, writing, keeping records and promote collaboration among grown-ups.

2. Components of Blog

Duffy and Bruns in Al-Sagaby and Allamankhrah (2014: 100) state that an educational blog consists of ten major elements as follows:

- a. **Blog Title:** This title is chosen by the blogger, preferably a short and innovative one.
- b. **Pages:** An additional page other than the basic one that contains blogger's CV or any information he likes which remains visible without archiving.
- c. **Entries:** Topics that are dated and arranged in a reverse order from newest to oldest.
- d. **Fixed Links:** Links to permanent titles which are called bookmarks.
- e. **Comments:** Opinions which blog readers write regarding blog topics and replies given by the blogger.
- f. **Archive:** A record of older entries which allows readers to access older posts easily.
- g. **RSS:** Allows readers to keep abreast of any updating of the blog without the need to visit it.
- h. **Search Engine:** Blogs offer the opportunity to search for a certain topic within their contents.
- i. **Labels or Tags:** Keywords under which entries are placed in a row.
- j. **Trackback:** Allows tracking references by other users to the blog's topics in other blogs or websites.

- k. Blog Roll is a side list containing links to other blogs which a blogger likes or recommends. Such blogs are often related to the blog's theme.

3. Characteristics of Blog

According to Yang (2009: 19) suggests that there are some characteristics of blogs that make them useful tools for language teaching and learning.

- a. Blogs can stimulate reading and motivate learning

The use of blogs is a way to provide such motivation for reading in a language other than one's mother tongue, through the interactive nature of the blog. Rodzvilla in Yang (2009: 3) said that studies have also shown that Internet access motivates many students to read extensively. In other words, blogs allow people to exchange information without space and time constraints, to broaden their knowledge, and to meet personal needs and interests at the same time.

- b. Community building through blogs

A blog is like a small learning community (Efimova& Fiedler in Yang, 2009: 3). A global community therefore forms through blogs, for example, a pair of readers was highly motivated to read different types of novels, so they collected any related information and compiled it to share the information with novel lovers.

- c. Blogs provide hyperlinks to other resources

There are many ways in which users or teachers can create more learning resources by adding hyperlinks in their blogs. According to

Efimova and Fiedler in Yang, (2009: 4) explain that the use of hyperlinks makes it possible for new readers to learn the previous course of the discussion more easily and to make the blog more enjoyable with pictures or sounds. For example, teachers can make good use of other sites embedded with audio and visual materials to enhance students' learning motivation. As a result, students gain more knowledge through links to many sites if they choose to follow the hyperlink.

d. Blogs provide a learning space

Blogs do not merely establish scaffolding for beginners, nor do they merely allow students to learn from multiple perspectives or receive support from advanced students. They also create a relatively learner-centered environment that allows students to learn at their own pace (Efimova and Fiedler in Yang, 2009: 4). However, if the information that the students are learning is incorrect, then all of the students are being misinformed.

4. The Types of Blog

There are several types of blogs which differ from each other in terms of content or the way of presenting information. These types are as follows (Livingston in Al-Sagaby and Allamankhrah, 2014: 98):

- a. In terms of the media they contain: A blog comprising videos is called vlog, one comprising links is called linklog, and one comprising photos is called photolog.

- b. In terms of method: Types of blogs can be identified via the method through which they are written. A blogs written via mobile is called mblog.
- c. Business blogs such as those used to promote a trademark or a certain commodity and non-profit blogs such as blogs created by government organizations and institutions.
- d. In terms of the topic it tackles: A blog dealing with education is called edublog and one dealing with the blogger himself is called personal blog.

As far as language learning is concerned. Campbell (2003: 2) divides blogs into three main categories as follows:

- 1) Instructor Blog is run by a teacher of a class and serves the objectives of language learning such as:
 - a) Giving daily passages assignments to practice reading and linking the passages source with other websites for further reading or explaining the meanings of some words. This in turn encourages students to discover more language-related websites.
 - b) Reminding students of homework and topics to be discussed in the future. Links to websites that present topics relating to discussion can also be provided.

- 2) Learner Blog is run by students themselves either individually or through small collaborative groups. This may be the most suitable type of blogs to practice reading, writing and free expression.
- 3) Class Blog is the fruit of a collaborative effort of a whole class. It could be used to disseminate ideas about a certain issue. In this type of blogs posting comments is open even for teachers, parents and others.

The research used class blog which was opened to 21 students. The students can increase their reading comprehension, searching reading text, posting and giving a comment about all of the reading texts in the blog. English teachers can also use blogs as discussion forums to increase time and opportunities for students to learn the target language.

5. Procedures of Using Blog

According to Chew and Lee (2013: 158) state that there are some steps in using Blog in the class:

- a) The students were instructed to post materials in the blogs for their course mates to read for a period of one week. The guidelines for students were also posted in both the blog

GUIDELINES FOR MEMBERS

You can...

...share articles, news, comics, stories, poems, jokes & riddles

You should...

...provide a brief description of what you want to share

...post something at least once a week

...read at least half of what has been posted

...comment on what you have read

You must not...

...post material with sensitive content (e.g. about politics or religion)

...post pictures without text

Figure 2.1 Guidelines for Members

(Chew and Lee, 2013: 158)

- b) The students were allowed to select any form of reading material to fulfill the 'freedom of choice'. Evidence that they have read a post was derived from their comments. They were allowed to respond very briefly to avoid deterring them from reading.

D. Conceptual Framework

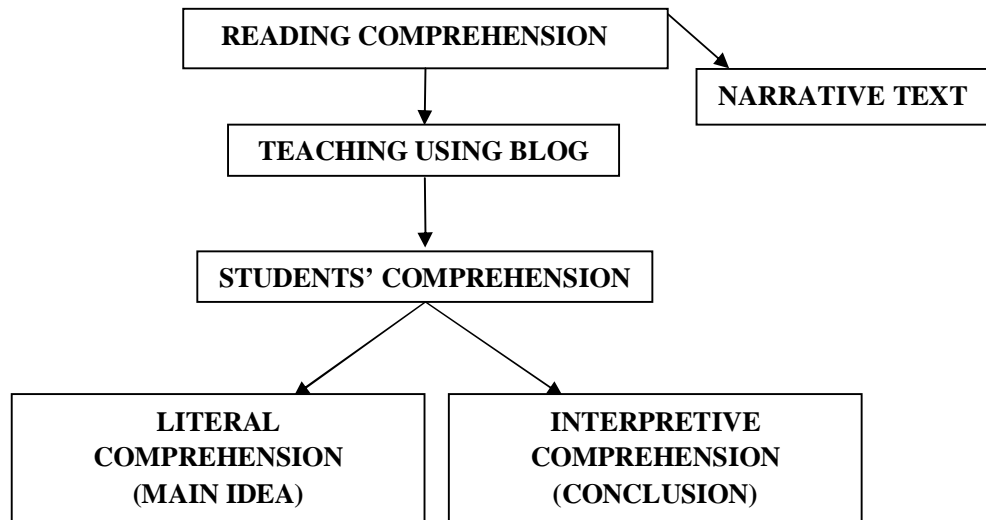


Figure 2.2 Conceptual Framework

Figure 2.2 explained about learning process in increasing students' literal and interpretive of reading comprehension by using Blogin which the students can share and post the reading text that they wanted to read and the other students should read the post and giving their comment about the literal and interpretive of the texts. Then, the students can read the reading text anywhere and anytime using Blog. So, the writer thought that the process would help to increase students' literal and interpretive of reading comprehension.

E. Hypotheses of The Research

In this research, the writer would like to find out whether there was a significant difference achievement in teaching reading comprehension before and after giving the treatment in the class. To accomplish this objective, the writer proposed two hypotheses to be tested:

H_0 : There was no a significant difference of the students' reading comprehension before giving the treatment through using Blog.

H_1 : There was a significant difference of the students' reading comprehension after giving the treatment through using Blog.

CHAPTER III
METHODOLOGY OF RESEARCH

A. Research Design

The research was a pre-experimental design. According to Hadi in Rohaniyah (2008: 31) stated that an experimental design was one of the precise methods to examine the cause and effect. In this research, the writer prepares or set up the use of Blog toward students' reading comprehension.

There were three types of the research design. Those were pre-test, treatment and post-test.

Table 3.1 Pretest and posttest

Pre-test	Treatment	Post-test
O ₁	X	O ₂

Notes:

O₁= Pre-Test

X = Treatment

O₂ = Post-Test

(Emzir, 2008: 97)

B. Research Variable and Indicators

1. Research Variable

In this research the writer also took two variables, these were:

a. Independent Variable (X)

Independent variable was variable which can give influence or response to dependent variable. In this research, the independent variable was the result of the test from the use of Blog.

b. Dependent Variable (Y)

Dependent Variable was variable which caused or influenced by other variable. Dependent variable in this research was the result of the test about students' literal and interpretive comprehension in reading activities at the eleventh grade students of SMA BataraGowa.

2. Research Indicators

1. Literal reading comprehension of related to finding the main idea
2. Interpretive reading comprehension of related to finding conclusion

C. Population and Sample

1. Population

The population of this research was the Eleventh Grade Students of SMA BataraGowawhich consisted of five classes in Academic Year 2016-2017. The total number of population was 113 students. (Source: Tata Usaha SMA BataraGowa).

2. Sample

In selecting the sample, the writer used purposive sampling technique, because the sample was selected based on the writer's observation that it was the best part to be the sample of the research and it was chosen not randomly but only chance by the writer. This technique determined the sample based on certain consideration. One class was selected for the research. The class was XI IPA which consist 21 students.

D. Research Instrument

In this research, the writer used reading test in essay form which consists of 10 items. The reading test was only focus in finding the literal comprehension refers to the main idea and interpretative comprehension refers to conclusion of the text because the students' achievement in reading comprehension is less understandable. The test was used essay questions in which the students were expected to answer the questions based on the students' knowledge about the literal comprehension refer to the main idea and interpretive comprehension refers to conclusion of the text. The pre-test was used to see the students' ability to comprehend the text before treating the using Blog. Then, the post-test was administered to know the students' reading achievement in literal and interpretive reading comprehension after giving treatment by using Blog.

E. Procedures of Collecting Data

To collect the data, the writer used of some procedures:

1. Pretest

Before giving the treatment, the writer gave a pretest. It took in 30 minutes. The writer distributed the material tests that consist of 10 items. That was relevant with the material based on the curriculum at the Eleventh Grade Students of SMA BataraGowa. The pretest was used to know the prior knowledge of the students' reading achievement.

2. Treatment

The writer gave treatment by using Blog. The treatment of the research conducted in six meetings in which each meeting needs 90 minutes.

The procedures of the treatment were as follows:

- a. Opening
 - 1) Teacher gave apperception
 - 2) Teacher gave some question to the students based on the topic to active students' prior knowledge.
- b. Lesson activities
 - 1) The teacher explained the definition of Blog;
 - 2) The teacher explained how to use of Blog;
 - 3) The teacher asked the students to choose reading material that they want to share in the Blog;

- 4) All of the students should read and give a comment about the the main idea, supporting idea and conclusion of the text that was shared by each student.

c. Closing

- 1) The teacher summarized the learning material.
- 2) The teacher closed the class.

3. Posttest

Posttest was carried out in the last meeting. The writer employed posttest to find out the value of treatment whether the result of posttest better then pretest or not. The content of the posttest was same with the pretest.

F. Technique of Data Analysis

The steps were undertaken in quantitative employing the following formulates:

Table 3.2 Rubric of Literal in Term of Main Idea

No	Criteria	Score
1	The answer includes a clear generalization that states or implies the main idea	40
2	The answer states or implies the main idea from the story	30
3	Indicator inaccurate or incomplete understanding of main idea	20
4	The answer includes minimal or no understanding of main idea	10

Pollard (2007: 17)

Table 3.3 Rubric for Interpretive in Term of Conclusion

No	Criteria	Score
1	Conclusion reflects resource readings in development of idea it is excellent.	40
2	Conclusion reflects readings in development of idea it is good.	30
3	Conclusion reflects only reading in development of idea it is poor.	20
4	Conclusion does not reflect any reading of resources in development idea.	10

Pollard (2007: 17)

1. Calculation the mean of the students answered by using formula:

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

Where: \bar{X} = Mean core
 $\sum x$ = The raw of all score
N = The number of subjects

(Subana, et al, 2005: 63)

2. The percentage of increasing achievement used the following formula: X_2-X_1

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

Where: P= Percentage
 X_2 = Average score of Post-test
 X_1 = Average score of Pre-test

(Gay in Goestina, 2016: 39)

3. After collecting the data of the students, we classified the score of the students into the following criteria:

Table 3.4 Classify the Score of the Students

Score	Classifications
96 – 100	Excellent
86 – 95	Very Good
76 – 85	Good
66 – 75	Fairly Good
56 – 65	Fair
36 – 55	Poor
00 – 35	Very Poor

(Depdikbud 2010: 1)

4. The significance difference between the students' pre- test and post- test, the writer applied the formula as follow:

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

Where:

T = Test of significance

D = The difference between the method pairs (X₁ – X₂)

Md = The mean of Ds

$\sum d^2$ = The sum of the square

$(\sum d)^2$ = The square of $\sum d$

N= Number of students

(Subana, et al, 2005: 132)

5. The criteria for the hypothesis testing was as follows:

Table 3.5 Hypothesis Testing

Comparison	Hypothesis	
	H0	H1
t-test < t-table	Accepted	Rejected
t-test > t-table	Rejected	Accepted

(Subana, et al, 2005: 121)

Table 3.5 meant (1) the t-test value was smaller than t-table value, the null hypothesis was accepted, while the alternative hypothesis was rejected, and (2) the t-test value was equal to greater than t-table value, the null hypothesis was rejected while the alternative was accepted.

CHAPTER IV
FINDINGS AND DISCUSSION

A. Findings

The findings of the research that teaching reading comprehension by using Blog could increase students' reading comprehension in literal comprehension and also could increase students' reading comprehension in interpretive comprehension. In the further interpretation of the data analysis were given below:

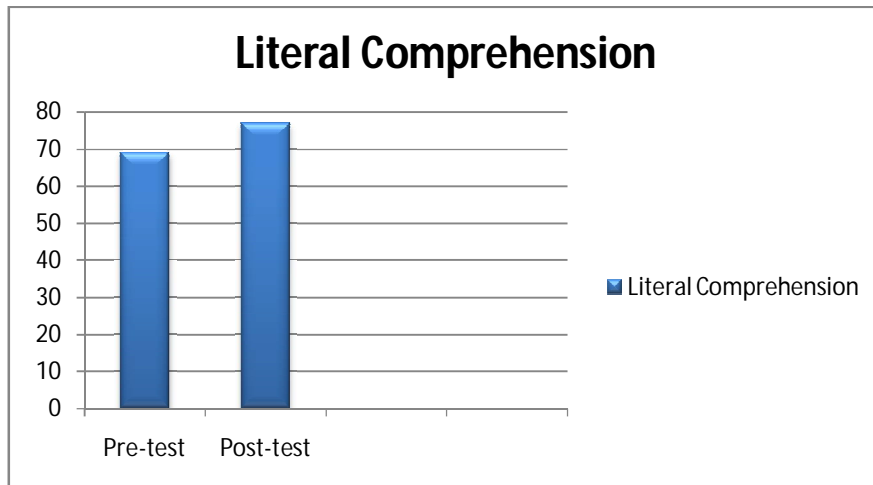
1. Students' Literal Reading Comprehension by Using Blog In Term of the Main Idea

Students' literal reading comprehension by using Blog have different in pre-test and post-test. In pre-test the students' achievement in reading comprehension was less understandable about main idea but after applied the use of Blog the students more understandable about main idea, it can be seen clearly in Table 4.1

Table 4.1 Students' Literal Reading Comprehension by Using Blog

No	Literal Reading Comprehension	The Student's Score		Improvement (%)
		Pre-Test	Post-Test	
	Main Idea	69	77.2	11.8%

Table 4.1 showed that the score of literal 11.8% from of students in post-test improved after teaching reading comprehension in terms of main idea and supporting ideas by using Blog. The mean score of the students in pre-test were 69 and post-test which to be 77.2.



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

Graphic 4.1 showed that there was improvement of the students in reading comprehension in terms of literal comprehension from pre-test with the mean score was 69 to post-test with the mean score was 77.2 and the improvement of pre-test to post-test was 11.8 %.

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

No	Classification	Score	Frequency	Percentage
1	Excellent	96-100	0	0
2	Very Good	86-95	0	0
3	Good	76-85	1	5%
4	Fairly Good	66-75	12	57%
5	Fairly	56-65	7	33%
6	Poor	36-55	1	5%
7	Very Poor	0.0-35	0	0
Total			21	100%

Table 4.2 showed that the Classification of the students Score Reading Comprehension in term of literal comprehension in pre-test there are 1 (5%) student good, 12 (57%) students got fairly good, 7 (33%) students got fairly, and 1 (5%) student got poor.

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

No	Classification	Score	Frequency	Percentage
1	Excellent	96-100	0	0
2	Very Good	86-95	2	10%
3	Good	76-85	11	52 %
4	Fairly Good	66-75	5	24%
5	Fairly	56-65	3	14%
6	Poor	36-55	0	0
7	Very Poor	0.0-35	0	0
Total			21	100%

Table 4.3 showed that the Classification of the students Score Reading Comprehension in term of literal comprehension in post-test there are 2 (10%) students very good, 11 (52%) students got good, 5 (24%) students got fairly good and 3 (14%) students got fairly.

2. Students' Interpretive Reading Comprehension by Using Blog in Terms of Conclusion

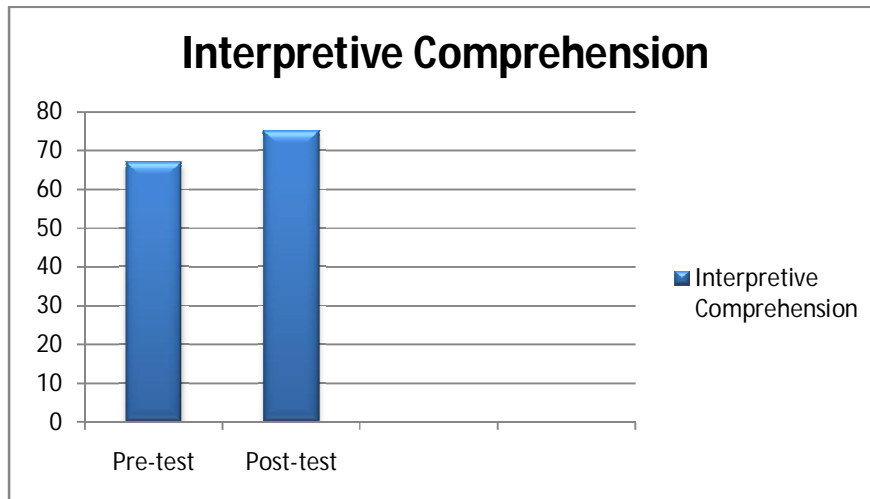
a. Students' Interpretive Reading Comprehension

Students' interpretive reading comprehension by using Blog had different in pre-test and post-test. In pre-test students still less understand about conclusion but after using Blog the students more understand about conclusion, it can be seen clearly in Table 4.4

Table 4.4 Students' Interpretive Reading Comprehension by Using Blog

No	Interpretive Reading Comprehension	The Student's Score		Improvement (%)
		Pre-Test	Post-Test	
	Conclusion	67.3	75	11.4%

Table 4.4 showed that the score of interpretive 11.4 % from of students in post-test improved after teaching reading comprehension in terms of conclusion by using Blog. The mean score of the students in pre-test were 67.3 and post-test which to be 75.



Graphic 4.2The Mean Score and Increase of the Students' Reading Comprehension in Terms of Conclusion

Graphic 4.2 showed that there was improvement of the students in reading comprehension in terms of interpretive comprehension from pre-test with the mean score was 67.3 to post-test with the mean score was 75 and the improvement of pre-test to post-test was 11.4%.

Table 4.5Classification of the Students Score Reading Comprehension in Term of Interpretive Refer to the Conclusion (Pre-Test)

No	Classification	Score	Frequency	Percentage
1	Excellent	96-100	0	0
2	Very Good	86-95	0	0
3	Good	76-85	1	5%
4	Fairly Good	66-75	8	38%
5	Fairly	56-65	11	52%
6	Poor	36-55	1	5%
7	Very Poor	0.0-35	0	0
Total			21	100%

Table 4.5 showed that the Classification of the students score interpretive reading in term of conclusion in pre-test there were 1(5%) student got good, 8 (38%) students fairly good, 11 (52%) students got fairly, and 1 (5%) students got poor.

Table 4.6 Classification of the Students Score Reading Comprehension in Term of Conclusion (Post-Test)

No	Classification	Score	Frequency	Percentage
1	Excellent	96-100	0	0
2	Very Good	86-95	0	0
3	Good	76-85	8	38%
4	Fairly Good	66-75	9	43%
5	Fairly	56-65	4	19%
6	Poor	36-55	0	0
7	Very Poor	0.0-35	0	0
Total			21	100%

Table 4.6 showed that the Classification of the students score interpretive reading in term of conclusion in post-test there were 8 (38%) students good, 9 (43%) students got fairly good, and 4 (19%) students fairly.

b. Hypotheses Testing

The hypothesis was tested by using inferential analysis. In this case, the writer used t-test (test of significance) for independent sample test, that was a test to know the significant difference between the result of students' mean scores in pretest and posttest the writer used t-test analysis on the level of significant (α) = 0.05 with the degree of freedom (df) = N – 1, where N = Number of subject (21 students) then the value of t-table was 2.08 the t-test statistical, analysis for independent sample was applied.

The result of the data analysis t-test of the students' reading comprehension by using Blog in Table 4.7

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

Variables	t-test	t-table	Description
Literal reading comprehension	8.0	2.08	Significance
Interpretive reading Comprehension	7.6	2.08	Significance
X	15.6	2.08	

Table4.7 showed that the value of the t- test was higher than the value of t-table. The t-test value of main idea was greater than t-table (8.0>2.08) and t-test value of conclusion were greater than t-table (7.6> 2.08).The result of calculating t-test of the indicators in the student's t-test in literal and interpretive reading comprehension was greater than t-table (15.6> 2.08).

The value of the t-test was greater than t-table. The score in variable of Reading Comprehension was (15.6> 2.08). It was said that the null hypothesis (Ho) was rejected and the alternative hypothesis (H1) wasaccepted. It meant that there was a significance difference between, the result of the students' literal and interpretive reading comprehension in reading by using Blog after treatment.

If the t-test value was higher than t-table at the level of significance 0.05 and degree freedom (df) 21 (N-1=21-1), thus the alternative hypothesis (H1) was accepted and null hypothesis (HO) was rejected. In

contrary, if the value was lower than t-table at the level of significance 0.05 and the degree freedom 20, thus the alternative hypothesis was rejected and null hypothesis was accepted.

B. Discussion

The research findings indicated that the students' reading comprehension by using Blog showed the improvement of the students reading comprehension in the term of main idea and conclusion. From the improvement showed the process in pretest and post test. The result of the students reading in pretest was low, especially in finding the main idea and conclusion. It showed that the students could not express their ideas and their understandable. It was before using Blog in reading activity.

Based on the problem above, the writer gave the treatment by using Blog, so that the students could show the improvement in post-test. In pretest, only gave the exercise (reading text) to know their prior knowledge before using Blog.

At the beginning, their reading comprehension was very bad. Almost of them were confused and spent much time to think about the meaning of the word in the reading text. They only read, but they did not understand about how to find out the main idea, supporting idea, and conclusion of the reading text.

The writer gave the treatment by using Blog. As the result, students become active and enjoy in reading activity. They would be easy to do the reading activity. Most of their utterance were correct and no need to read for a long time to understand what they read.

The description of the data collection through reading test as explained to the previous finding section that the students' achievement after using Blog was significant. In using Blog in reading activity, the writer found that the mean score of post-test students' achievement is greater than pretest. In table 4.1 showed that the score of find out the main idea which the mean score of pretest was 69 and after using Blog, the mean score of post-test was 77.2. Meanwhile, the means score of find out the main idea in pretest was 67.3 and the mean score of find out the conclusion in post-test was 75. Therefore, the writer indicated that there was a significant improvement after using Blog in the treatment.

According to Poling in DeLallo (2011: 3) suggested that Blog is application that allows for enhanced comprehension and communication among students as well as the ability to build deeper understanding across the curriculum. So, based on the statement before, the writer believed that the use of Blog in reading activity can help the students to interest in doing reading activity and it could make the students understand about the main idea and conclusion of reading text that they read. Then, the use of Blog gave more good contributon for the students to explore their reading skill and their understandable because the students can read the text whenever and wherever they are.

In addition, Ducate and Lomicka in VanEpps, (2012: 4)stated that the function in using Blog inthe classroom is to increase opportunities for interaction outside of the traditional classroom, teachers are beginning to employ different types of social software such as blogs, wikis, chat or instant messaging.

Through the result of pre-test and post-test, the result of t-test value of the level of the significant = 0.05, degree of the freedom (df) = 20 indicated that t-table value was 2.08 and t-test value was 15.6. Therefore, it can be concluded that statistically hypothesis of H_1 was accepted and the statistically hypothesis of H_0 is rejected. It meant that the use of Blog in teaching reading comprehension could improve the students' comprehension of reading.

By seeing the effectiveness of the students' literal and interpretive comprehension in reading skill. It was concluded that the use of Blog improve the students' comprehension in literal and interpretive in reading. It could be showed from the students' reading test in pretest and posttest. In pre-test, some students were difficult to answer the questions and find out main idea, conclusion. But, the students' reading comprehension in post-test, which the content of reading comprehension could be understand. And then, the students were easy to answer the questions and find out main idea, conclusion.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After conducting the Experimental Research about the Use of Blog in teaching reading comprehension and based on the writer findings in the previous chapter, the writer concluded that:

1. The use of Blog is effective to increase the students' *literal reading comprehension in main idea*, it was proved by the mean score of literal comprehension before and after giving treatment is 69 becomes 77.2 improve 11.8% with the t-test value main idea comprehension is greater than t-table ($8.0 > 2.08$) at the Eleventh Grade Students of SMA Batara Gowa.
2. The use of Blog is effective to increase the students' *interpretive reading comprehension in conclusion*, it was proved by the mean score interpretive comprehension before and after giving treatment is 67.3 becomes 75 improve 11.4% with the t-test value interpretive comprehension is greater than t-table ($7.6 > 2.08$). The result of calculating t-test of the indicators in the student's t-test reading comprehension (literal and interpretive comprehension) is greater than t-table $15.6 > 2.08$. It means that there is significance difference between before and after giving the treatment at the Eleventh Grade Students.

B. Suggestion

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

1. It is suggested to the teacher especially for the English Teacher at the Eleventh Grade Students of SMA Batara Gowa, to use a Blog as one alternative among other teaching that can be used in teaching reading comprehension.
2. It is suggested to the English Teacher at English Teacher at the Eleventh Grade Students of SMA Batara Gowa, to use a Blog in presenting the reading comprehension materials because it is effective to increase the students' reading comprehension.
3. It is suggested to the next writer to use this thesis as an additional reference.

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APPENDIX A

A.1 The Students' Row Scores of Pre-test

A.2. The Students' Row Scores of Post-test

A.3. The students' Scores of Pretest (X_1) and Post-test (X_2), Gain/Difference between the Matched Pairs (D), and Square of the Gain (D^2)

A.4. Scoring Classification of the students pretest and posttest

A.5. Calculation of the Mean Score of Students' Reading Comprehension

A.6. The Percentage of the Students' Development in Reading Comprehension

A.7. Calculating test of significance

A.8. Table distribution of T-Value

APPENDIX A.1

The Students' Row of Pre-test

Respondents	Pre-test	
	Literal Comprehension	Interpretative Comprehension
	Main Idea	Conclusion
Abdul Harun	70	75
Anjelus Sapong	75	70
Arham	65	60
Asrul B	68	65
Fadil	55	65
Flora Hayati	65	70
Haryanti Yostan	75	65
Ismail Rifki Syahrani	60	55
Muh. Dandi	75	65
Muh. Ridho	80	75
Muhammad Tamrin	72	70
Muhammad Rais	75	64
Muhammad Syafaat	60	60
Nur Asia	75	70
Paulina Asri	70	75
Rahman Sudirman	70	65
Suci Sutra Syam	75	80
Tanisa Putri	65	65
Aditya Santoso	60	65
Sarianus Nelbut	75	75
Nurhafsani	65	60
Total	$\sum X= 1450$	$\sum X= 1414$
Mean Score (X)	X= 69	X= 67,3

APENDIX A.2

The Students' Row of Post-test

Respondents	Post-test	
	Literal Comprehension	Interpretative Comprehension
	Main Idea	Conclusion
Abdul Harun	80	85
Anjelus Sapong	85	85
Arham	70	70
Asrul B	75	75
Fadil	60	65
Flora Hayati	70	75
Haryanti Yostan	80	80
Ismail Rifki Syahrani	65	70
Muh. Dandi	75	65
Muh. Ridho	90	85
Muhammad Tamrin	80	75
Muhammad Rais	80	70
Muhammad Syafaat	75	65
Nur Asya	85	80
Paulina Asri	80	85
Rahman Sudirman	80	75
Suci Sutra Syam	90	85
Tanisa Putri	82	70
Aditya Santoso	75	75
Sarianus Nelbut	80	80
Nurhafsani	65	60
Total	$\Sigma x = 1622$	$\Sigma x = 1575$
Mean Score (X)	$X = 77,2$	$X = 75$

APPENDIX A.3

The students' Scores of Pretest (X_1) and Post-test (X_2), Gain/Difference between The matched pairs (D), and Square of the Gain (D^2)

1. Literal Comprehension

Respondents	Literal Comprehension			
	Pre-test	Post-test	D (X2-X1)	D ²
Abdul Harun	70	80	10	100
Anjelus Sapong	75	85	10	100
Arham	65	70	5	25
Asrul B	68	75	7	49
Fadil	55	60	5	25
Flora Hayati	65	70	5	25
Haryanti Yostan	75	80	5	25
Ismail Rifki Syahrani	60	65	5	25
Muh. Dandi	75	75	0	0
Muh. Ridho	80	90	10	100
Muhammad Tamrin	72	80	8	64
Muhammad Rais	75	80	5	25
Muhammad Syafaat	60	75	15	225
Nur Asya	75	85	10	100
Paulina Asri	70	80	10	100
Rahman Sudirman	70	80	10	100
Suci Sutra Syam	75	90	15	225
Tanisa Putri	65	82	17	289
Aditya Santoso	60	75	15	225
Sarianus Nelbut	75	80	5	25
Nurhafsani	65	65	0	0
Total	$\sum x = 1450$	$\sum x = 1622$	$\sum d = 172$	$\sum d^2 = 1852$

2. Interpretive Comprehension

Respondents	Interpretive Comprehension			
	Pre-test	Post-test	D (X2-X1)	D ²
Abdul Harun	75	85	10	100
Anjelus Saponng	70	85	15	225
Arham	60	70	10	100
Asrul B	65	75	10	100
Fadil	65	65	0	0
Flora Hayati	70	75	5	25
Haryanti Yostan	65	80	15	225
Ismail Rifki Syahrani	55	70	15	225
Muh. Dandi	65	65	0	0
Muh. Ridho	75	85	10	100
Muhammad Tamrin	70	75	5	25
Muhammad Rais	64	70	6	36
Muhammad Syafaat	60	65	5	25
Nur Asya	70	80	10	100
Paulina Asri	75	85	10	100
Rahman Sudirman	65	75	10	100
Suci Sutra Syam	80	85	5	25
Tanisa Putri	65	70	5	25
Aditya Santoso	65	75	10	100
Sarianus Nelbut	75	80	5	25
Nurhafsani	60	60	0	0
Total	$\sum x=1414$	$\sum x=1575$	$\sum d=161$	$\sum_d 2=1661$

APPENDIX A.4

1. Scoring Classification of the students pretest and posttest Literal

Respondents	Literal Comprehension			
	Pre-test	Classification	Post-test	Classification
Abdul Harun	70	Fairly Good	80	Good
Anjelus Spong	75	Fairly Good	85	Good
Arham	65	Fairly	70	Good
Asrul B	68	Fairly Good	75	Fairly Good
Fadil	55	Poor	60	Fairly
Flora Hayati	65	Fairly	70	Fairly Good
Haryanti Yostan	75	Fairly Good	80	Good
Ismail Rifki Syahrani	60	Fairly	65	Fairly
Muh. Dandi	75	Fairly Good	75	Fairly Good
Muh. Ridho	80	Good	90	Very Good
Muhammad Tamrin	72	Fairly Good	80	Good
Muhammad Rais	75	Fairly Good	80	Good
Muhammad Syafaat	60	Fairly	75	Fairly Good
Nur Asya	75	Fairly Good	85	Good
Paulina Asri	70	Fairly Good	80	Good
Rahman Sudirman	70	Fairly Good	80	Good
Suci Sutra Syam	75	Fairly Good	90	Very Good
Tanisa Putri	65	Fairly	82	Good
Aditya Santoso	60	Fairly	75	FairlyGood
Sarianus Nelbut	75	Fairly Good	80	Good
Nurhafsani	65	Fairly	65	Fairly

2. Scoring Classification of the students pretest and posttest Interpretive

Respondents	Interpretive Comprehension			
	Pre-test	Classification	Post-test	Classification
Abdul Harun	75	Fairly Good	85	Good
Anjelus Saponng	70	Fairly Good	85	Good
Arham	60	Fairly	70	FairlyGood
Asrul B	65	Fairly	75	FairlyGood
Fadil	65	Fairly	65	Fairly
Flora Hayati	70	Fairly Good	75	Fairly Good
Haryanti Yostan	65	Fairly	80	Good
Ismail Rifki Syahrani	55	Poor	70	Fairly Good
Muh. Dandi	65	Fairly	65	Fairly
Muh. Ridho	75	Fairly Good	85	Good
Muhammad Tamrin	70	Fairly Good	75	Fairly Good
Muhammad Rais	64	Fairly	70	Fairly Good
Muhammad Syafaat	60	Fairly	65	Fairly
Nur Asya	70	Fairly Good	80	Good
Paulina Asri	75	Fairly Good	85	Good
Rahman Sudirman	65	Fairly	75	Fairly Good
Suci Sutra Syam	80	Good	85	Good
Tanisa Putri	65	Fairly	70	Fairly Good
Aditya Santoso	65	Fairly	75	Fairly Good
Sarianus Nelbut	75	Fairly Good	80	Good
Nurhafsani	60	Fairly	60	Fairly

APPENDIX A.5

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

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

$$\begin{aligned} \text{Pre-test: } \bar{X}_1 &= \frac{\Sigma X}{N} \\ &= \frac{1450}{21} \\ &= 69 \text{ (Fairly Good)} \end{aligned}$$

$$\begin{aligned} \text{Post-test: } \bar{X}_2 &= \frac{\Sigma X}{N} \\ &= \frac{1622}{21} \\ &= 77,2 \text{ (Good)} \end{aligned}$$

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

$$\begin{aligned} \text{Pre-test: } \bar{X}_1 &= \frac{\Sigma X}{N} \\ &= \frac{1414}{21} \\ &= 67,3 \text{ (Fairly Good)} \end{aligned}$$

$$\begin{aligned} \text{Post-test: } \bar{X}_2 &= \frac{\Sigma X}{N} \\ &= \frac{1575}{21} \\ &= 75 \text{ (Good)} \end{aligned}$$

- c. The students' Mean score of gain (D) literal comprehension

$$Md = \frac{\sum d}{N}$$

$$Md = \frac{172}{21}$$

$$Md = 8,2$$

- d. The students' Mean score of gain (D) interpretive comprehension

$$Md = \frac{\sum d}{N}$$

$$Md = \frac{161}{21}$$

$$Md = 7,6$$

APPENDIX A.6

The percentage of the students' development in reading comprehension

1. Literal Comprehension

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

$$P = \frac{77,2 - 69}{69} \times 100\%$$

$$P = \frac{8,2}{69} \times 100\%$$

$$P = 11,8 \%$$

2. Interpretive Comprehension

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

$$P = \frac{75 - 67,3}{67,3} \times 100\%$$

$$P = \frac{7,7}{67,3} \times 100\%$$

$$P = 11,4 \%$$

APPENDIX A.7

Test of significance

a. Test of significance of Literal Comprehension

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

$$= \frac{8,2}{\sqrt{\frac{1852 - \frac{(172)^2}{21}}{21(21-1)}}$$

$$= \frac{8,2}{\sqrt{\frac{1852 - \frac{29584}{21}}{21(21-1)}}$$

$$= \frac{8,2}{\sqrt{\frac{1852 - 1408}{420}}}$$

$$= \frac{8,2}{\sqrt{\frac{444}{420}}}$$

$$= \frac{8,2}{\sqrt{1,05}}$$

$$= \frac{8,2}{1,02}$$

$$= 8.0$$

b. Test of significance of interpretive comprehension

$$\begin{aligned}
 T &= \frac{Md}{\sqrt{\frac{\sum d^2 - \frac{(\sum d)^2}{N}}{N(N-1)}}} \\
 &= \frac{7,6}{\sqrt{\frac{1661 - \frac{(161)^2}{21}}{21(21-1)}}} \\
 &= \frac{7,6}{\sqrt{\frac{1661 - \frac{25921}{21}}{21(21-1)}}} \\
 &= \frac{7,6}{\sqrt{\frac{1661 - 1234}{420}}} \\
 &= \frac{7,6}{\sqrt{\frac{427}{420}}} \\
 &= \frac{7,6}{\sqrt{1,01}} \\
 &= \frac{7,6}{1,00} \\
 &= 7,6
 \end{aligned}$$

APPENDIX A.8

TABLE DISTRIBUTION OF T-VALUE

Degree of freedom (df) = N - 1 = 21 - 1 = 20, T- table = 2.08596

Pr	0.25	0.10	0.05	0.025	0.01	0.005	0.001
df	0.50	0.20	0.10	0.050	0.02	0.010	0.002
1	1.0000	3.07768	6.31375	12.70620	31.82052	63.65674	318.30
2	0.8165	1.88562	2.91999	4.30265	6.96456	9.92484	22.327
3	0.7648	1.63774	2.35336	3.18245	4.54070	5.84091	10.214
4	0.7407	1.53321	2.13185	2.77645	3.74695	4.60409	7.1731
5	0.7266	1.47588	2.01505	2.57058	3.36493	4.03214	5.8934
6	0.7175	1.43976	1.94318	2.44691	3.14267	3.70743	5.2076
7	0.7111	1.41492	1.89458	2.36462	2.99795	3.49948	4.7852
8	0.7063	1.39682	1.85955	2.30600	2.89646	3.35539	4.5007
9	0.7027	1.38303	1.83311	2.26216	2.82144	3.24984	4.2968
10	0.6998	1.37218	1.81246	2.22814	2.76377	3.16927	4.1437
11	0.6974	1.36343	1.79588	2.20099	2.71808	3.10581	4.0247
12	0.6954	1.35622	1.78229	2.17881	2.68100	3.05454	3.9296
13	0.6938	1.35017	1.77093	2.16037	2.65031	3.01228	3.8519
14	0.6924	1.34503	1.76131	2.14479	2.62449	2.97684	3.7873
15	0.6912	1.34061	1.75305	2.13145	2.60248	2.94671	3.7328
16	0.6901	1.33676	1.74588	2.11991	2.58349	2.92078	3.6861
17	0.6892	1.33338	1.73961	2.10982	2.56693	2.89823	3.6457
18	0.6883	1.33039	1.73406	2.10092	2.55238	2.87844	3.6104
19	0.6876	1.32773	1.72913	2.09302	2.53948	2.86093	3.5794
20	0.6869	1.32534	1.72472	2.08596	2.52798	2.84534	3.5518
21	0.6863	1.32319	1.72074	2.07961	2.51765	2.83136	3.5271
22	0.6858	1.32124	1.71714	2.07387	2.50832	2.81876	3.5049
23	0.6853	1.31946	1.71387	2.06866	2.49987	2.80734	3.4849
24	0.6848	1.31784	1.71088	2.06390	2.49216	2.79694	3.4667
25	0.6844	1.31635	1.70814	2.05954	2.48511	2.78744	3.4501
26	0.6840	1.31497	1.70562	2.05553	2.47863	2.77871	3.4350
27	0.6836	1.31370	1.70329	2.05183	2.47266	2.77068	3.4210
28	0.6833	1.31253	1.70113	2.04841	2.46714	2.76326	3.4081
29	0.6830	1.31143	1.69913	2.04523	2.46202	2.75639	3.3962
30	0.6827	1.31042	1.69726	2.04227	2.45726	2.75000	3.3851
31	0.6824	1.30946	1.69552	2.03951	2.45282	2.74404	3.3749
32	0.6822	1.30857	1.69389	2.03693	2.44868	2.73848	3.3653
33	0.6820	1.30774	1.69236	2.03452	2.44479	2.73328	3.3563
34	0.6817	1.30695	1.69092	2.03224	2.44115	2.72839	3.3479
35	0.6815	1.30621	1.68957	2.03011	2.43772	2.72381	3.3400
36	0.6813	1.30551	1.68830	2.02809	2.43449	2.71948	3.3326
37	0.6811	1.30485	1.68709	2.02619	2.43145	2.71541	3.3256
38	0.6810	1.30423	1.68595	2.02439	2.42857	2.71156	3.3190
39	0.6808	1.30364	1.68488	2.02269	2.42584	2.70791	3.3127
40	0.6806	1.30308	1.68385	2.02108	2.42326	2.70446	3.3068

(Subana, et al, 2005:

APPENDIX B

B.1 Pre-test

B.2 Post-test

B.3. Lesson Plan

B.4. Documentations

Appendix B.1**Pre test****Find the Main Idea**

Name:

The Ugly Duckling

One upon time, a mother duck sat on her eggs. She felt tired of sitting on them. She just wished the eggs would break out. Several days later, she got her wish. The eggs cracked and some cute little ducklings appeared. "Peep, peep" the little ducklings cried. "Quack, quack" their mother greeted in return. However the largest egg had not cracked. The mother duck sat on it for several days. Finally, it cracked and a huge ugly duckling waddled out. The mother duck looked at him in surprise. He was so big and very gray. He didn't look like the others at all. He was like a turkey.

When the mother duck brought the children to the pond for their first swimming lesson. The huge grey duckling splashed and paddled about just as nicely as the other ducklings did. "That is not a turkey chick. He is my very own son and quite handsome" the mother said proudly. However, the other animals didn't agree. They hissed and made fun of him day by day. Even his own sisters and brothers were very unkind. "You are very ugly" they quacked. The little poor duckling was very unhappy. "I wish I looked like them" he thought to himself. One day, the ugly duckling run away and hid in the bushes. The sad duckling lived alone through the cold and snow winter.

Finally the spring flowers began to bloom. While he was swimming in the pond, he saw three large white swans swimming toward him. "Oh, dear. these beautiful birds will laugh and peck me too" he said to himself. But the swans did not attack him. Instead, they swam around him and stroked him with their bills. As the ugly duckling bent his neck to speak to them, he saw his reflection in the water. He could not believe his eyes. "I am not an ugly duckling but a beautiful swam" he exclaimed.

He was very happy. From that day on, he swam and played with his new friends and was happier than he had never been.

- 1. What is the main idea of the first paragraph?**
- 2. Write down two supporting ideas of the first paragraph!**
- 3. What is the main idea of the second paragraph?**
- 4. Write down two supporting ideas of the second paragraph!**
- 5. What is the main idea of the third paragraph?**
- 6. Write down two supporting ideas of the third paragraph?**
- 7. What is the main idea of the last paragraph?**
- 8. Write down supporting ideas of the third paragraph?**

Find the Conclusion**The Ugly Duckling**

One upon time, a mother duck sat on her eggs. She felt tired of sitting on them. She just wished the eggs would break out. Several days later, she got her wish. The eggs cracked and some cute little ducklings appeared. “Peep, peep” the little ducklings cried. “Quack, quack” their mother greeted in return. However the largest egg had not cracked. The mother duck sat on it for several days. Finally, it cracked and a huge ugly duckling waddled out. The mother duck looked at him in surprise. He was so big and very gray. He didn’t look like the others at all. He was like a turkey.

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He was very happy. From that day on, he swam and played with his new friends and was happier than he had never been.

1. Make *inferences* based on the facts based on the story.
2. What lesson can you learn on the story

Appendix B.2

Post test

Find the Main Idea

Name:

Teberu

Once upon a time, there was a king who ruled in Teberu Lombok, who had a beautiful daughter called Puteri Mandalika. Because of her beauty, princes and kings from other kingdom around Teberu wished that she would be their wife. Six of them came to Teberu and ask for her hand of marriage. They were Prince Bumbang, Prince Aryo Johor, Prince Singa Trasak, Prince Daria Loka, Prince Gunung Piring and Prince Bungsu. Each prince wanted to win the hearth of Puteri Mandalika.

Her father, the king of Teberu, was very confused and did not know what to do. If he chose one prince instead of another then it would create jealousy and there could be war against his kingdom. All the princes were handsome and powerful and so the king allowed his daughter to make her own choice. But Puteri Mandalika was confused too and she also knew the dangerous risk that her kingdom and people would get, if she chose either one of the princes.

After several days of serious thinking, Puteri Mandalika met her parents and asked her permission to announce her decision in front of all the princes and the people of Teberu the next day in the beach. Early next morning, everybody gathered on the beach. There was a gentle breeze with small waves breaking softly across the shore. Everybody was looking at Puteri Mandalika, waiting for her announcement.

Meanwhile, the six princes prayed in their heart that he would be the chosen one. Then in a loud and clear voice, Puteri Mandalika Said, "Oh my beloved mother and father, all the princes and especially the people of Teberu Kingdom. Today I would like to announce that I will not give myself to any one of the princes, but rather to all people of Teberu and my own kingdom." Then

Puteri Mandalika threw herself into the sea from the top of a hill and disappeared. Everybody desperately search for her but she could not be found and people believed she was transformed into flowing sea worms called “nyale”

- 1. What is the main idea of the first paragraph?**
- 2. Write down two supporting ideas of the first paragraph!**
- 3. What is the main idea of the second paragraph?**
- 4. Write down two supporting ideas of the second paragraph!**
- 5. What is the main idea of the third paragraph?**
- 6. Write down two supporting ideas of the third paragraph?**
- 7. What is the main idea of the last paragraph?**
- 8. Write down two supporting ideas of the third paragraph?**

Find the Conclusion**Teberu**

Once upon a time, there was a king who ruled in Teberu Lombok, who had a beautiful daughter called Puteri Mandalika. Because of her beauty, princes and kings from other kingdom around Teberu wished that she would be their wife. Six of them came to Teberu and ask for her hand of marriage. They were Prince Bumbang, Prince Aryo Johor, Prince Singa Trasak, Prince Daria Loka, Prince Gunung Piring and Prince Bungsu. Each prince wanted to win the hearth of Puteri Mandalika.

Her father, the king of Teberu, was very confused and did not know what to do. If he chose one prince instead of another then it would create jealousy and there could be war against his kingdom. All the princes were handsome and powerful and so the king allowed his daughter to make her own choice. But Puteri Mandalika was confused too and she also knew the dangerous risk that her kingdom and people would get, if she chose either one of the princes.

After several days of serious thinking, Puteri Mandalika met her parents and asked her permission to announce her decision in front of all the princes and the people of Teberu the next day in the beach. Early next morning, everybody gathered on the beach. There was a gentle breeze with small waves breaking softly across the shore. Everybody was looking at Puteri Mandalika, waiting for her announcement.

Meanwhile, the six princes prayed in their heart that he would be the chosen one. Then in a loud and clear voice, Puteri Mandalika Said, "Oh my beloved mother and father, all the princes and especially the people of Teberu Kingdom. Today I would like to announce that I will not give myself to any one of the princes, but rather to all people of Teberu and my own kingdom." Then Puteri Mandalika threw herself into the sea from the top of a hill and disappeared. Everybody desperately search for her but she could not be found and people believed she was transformed into flowing sea worms called "nyale".

1. Make *inferences* based on the facts based on the story!
2. What lesson can you learn on the story?

Appendix B.4

Documentations



CURRICULUM VITAE



Murniati was born on November 19th, 1992 in Uweya. She has 1 brother and 1 sister. She lives at Uweya, Takalar regency. She is the youngest child from the couple of Muh. Basir Dg. Nassa and Satia Dg. Kebo. She started her education, first was in elementary school at SDI No. 188 Uweya and she graduated in 2004. Then, she continued at MTs Muhammadiyah Cambajawaya, she graduated in 2007. And she continued at MA Muhammadiyah Cambajawaya and graduated in 2010. In the same time, she entered the English Department field at Muhammadiyah University of Makassar.

At the end of her study, she could finish her thesis with title **Using Blog to Increase Students' Reading Comprehension** (*Pre-Experimental Research at the Eleventh Grade Students of SMA Batara Gowa*).