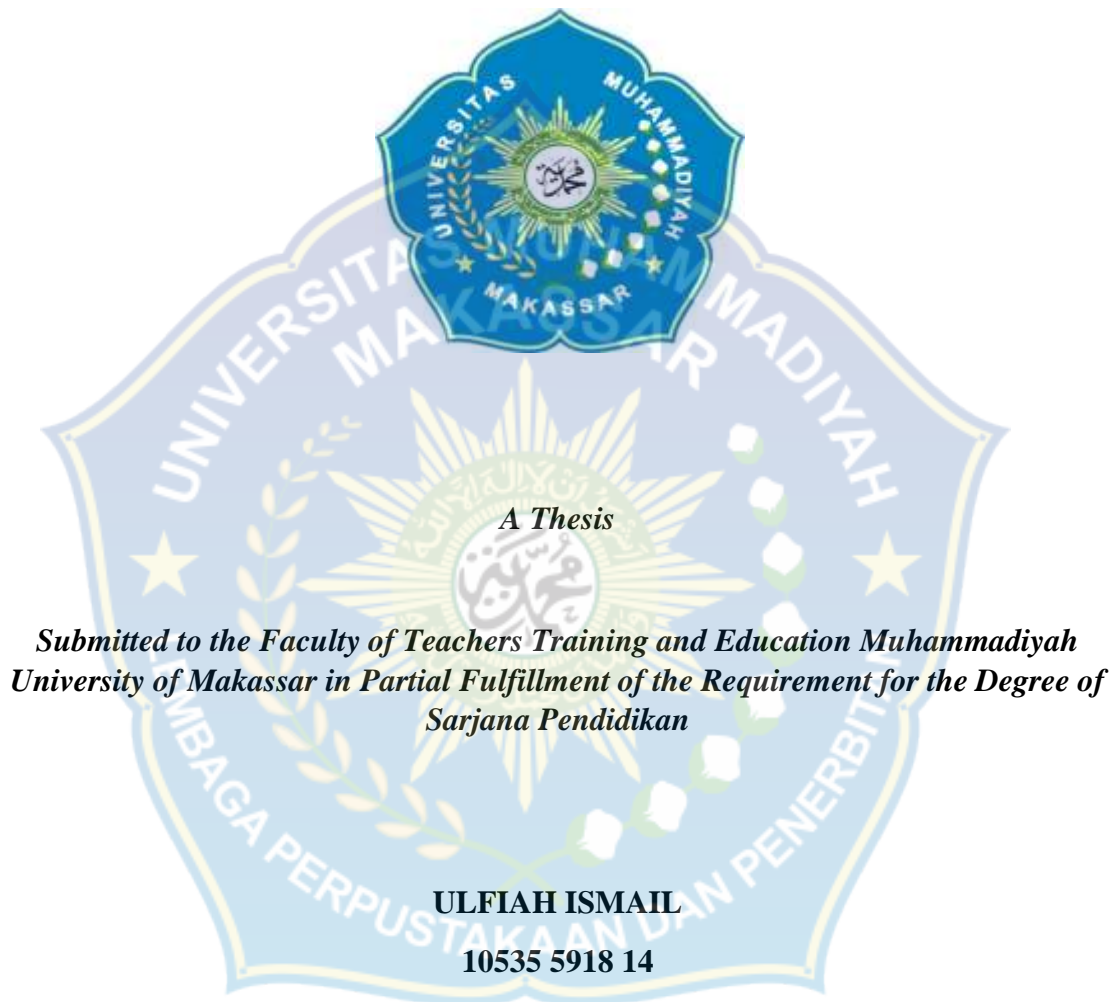


**ENHANCING THE STUDENTS' READING COMPREHENSION THROUGH
HERRINGBONE TECHNIQUE at Eleventh Grade of SMA Negeri 9 Makassar**

(Pre-Experimental Research)



A Thesis

*Submitted to the Faculty of Teachers Training and Education Muhammadiyah
University of Makassar in Partial Fulfillment of the Requirement for the Degree of
Sarjana Pendidikan*

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MUHAMMADIYAH UNIVERSITY OF MAKASSAR**

2019



بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

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DEDICATION:

I DEDICATE THIS THESIS FOR MY BELOVED PARENTS, ISMAIL AND (ALMH) TAKKO WHO NEVER STOP GIVING ME ADVICES, ALWAYS STAY BY MY SIDE IN EVERY SITUATION AND ALSO NEVER MAD AT ME BECAUSE I LATE FINISH MY COLLEGE

MOTTO:

JANGAN PERNAH PUTUS ASA.

JANGAN PERNAH PATAH SEMANGAT.

JATUH.

BANGKIT LAGI.

JATUH.

BANGKIT LAGI.

INGAT ADA ALLAH YANG MAHA KUASA.



ABSTRACT

Ulfiah Ismail, 2019. Enhancing the Students' Reading Comprehension through Herringbone Technique. A thesis of English Education Department Faculty of Teacher Training and Education Muhammadiyah University of Makassar. Guided by Arief Paturusi and Andi Asri Jumiati.

The objective of the research was to find out the use of Herringbone Technique improve the students' literal and interpretative comprehension in term of main idea and conclusion in English teaching. The researcher conducted a pre-experimental design with pre-test and post-test as instrument. The subject of research was the second grade of SMAN 9 Makassar. The sample was class XI Science 2 taken by purposive sampling technique which consisted 34 students.

The result of the analysis showed that there was significant difference between pre-test and post-test. The mean score of post-test in main idea item (78.41) was greater than mean score of pre-test (57.30). It was improved by the improvement percentage of literal comprehension in term of main idea was (36.84%) and the mean score of post-test in conclusion item (80) was greater than mean score of pre-test (57.36). It was improved by the improvement percentage of interpretative in term of conclusion was (39.47%).

The result of improvement was also proved with t-test value. The researcher found that t-test value of students reading comprehension was greater than table value ($15.18 > 2.034$) and degree of freedom ($df = 33$). It is said that the null hypothesis (H_0) was rejected and alternative hypothesis (H_1) was accepted. It means that was significant difference of the students' reading comprehension before and after using Herringbone Technique in classroom.

Keywords: *Herringbone Technique, Reading Comprehension, and Pre-Experimental*

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Makassar, Juli 2019

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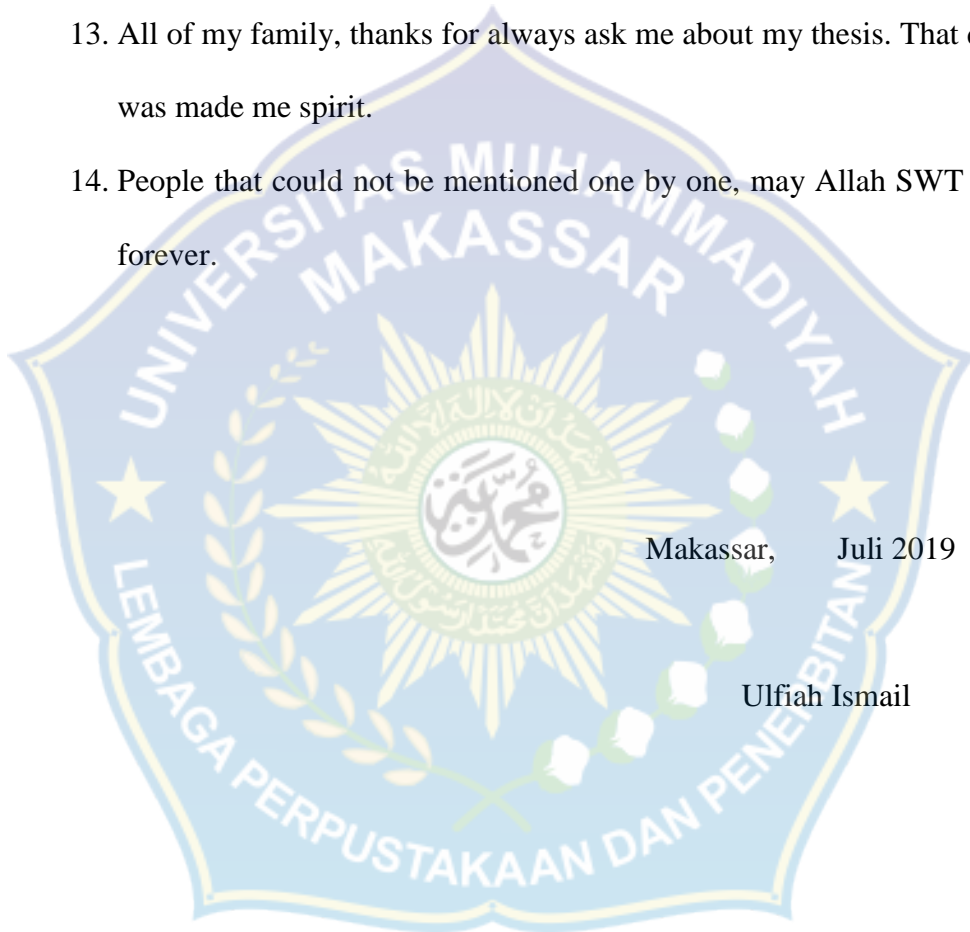


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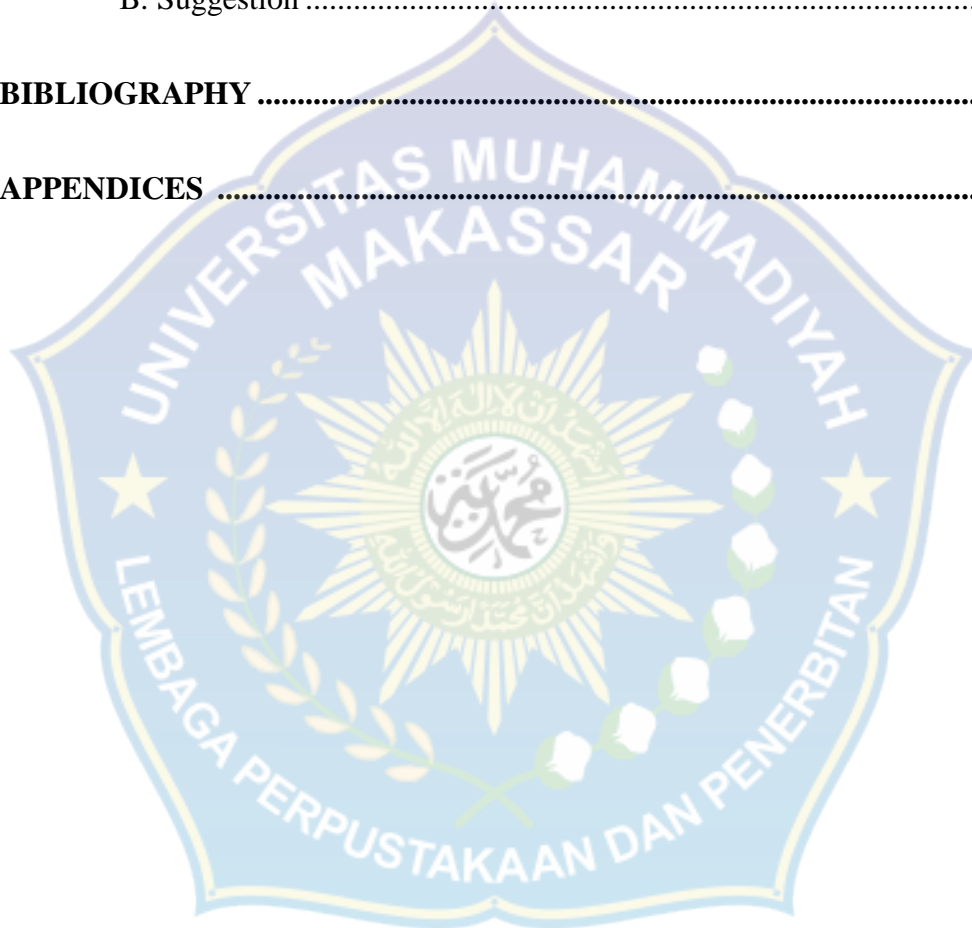
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CHAPTER I

INTRODUCTION

A. Background

In this world, the people cannot live without a language. Language is a tool of communication which is used by human for sharing their opinion, an idea, talking about feeling, and so on. There are many language that can be learned one of them is English. English is a language which known as an International language that has been some countries. In Indonesia English included foreign language. So, Indonesia Ministry of Education make English as one of the subject that must be learn from elementary school to college school.

There are four skills have to know in English. They are reading, writing, listening and speaking. Each skill has relation each other. For example speaking and writing called productive skills which make us can give information while listening and reading called receptive skills which make us getting information. Reading skill become very important in the education field, students need to be exercise and trainee in order to have a good reading skill.

Reading is one of the important aspects in learning English, which in applied in elementary level until university level of education. Reading is very important for the learners, when they are undergoing their education. Therefore, reading cannot be consider as isolate subject in our study, both of language and learning other discipline. Reading is also something crucial an indispensable for the students

because the success of their study depends on the greater part of their ability to read. If their reading skill is poor they are very likely to fail in their study or at least they will have difficulty in making progress. On the other hand, if they have a good ability in reading, they will have a chance to succeed in their study.

According to Charles in Rahmad (2013: 2) states that reading is a transmitting of information process where author tells all the readers about his idea or message such as, the author is regard as the information's (sender) and the reader on the another it means that the reader can be done during reading activity is only grasping and decoding information, mean whilee cannot author directly. Reading is one of the important factors in all language teaching because by reading someone will get the information. There are many people who can read the text in English but few of them understand or comprehend what they read. This problem is faced by many lecturers and students who are not fluent in English. One of the difficulties encountered by the students is how to remember what they have read. It is important to realize that the teacher need to vary reading rate according to our intention in reading and the students cannot find main idea what they after read.

Danielle (2007) reading comprehension is consider the real core for reading process; and a big process around which all other process are century. The students' also have comprehend what author is talking about in the text. That means coming in about what the students' see, hear, and taste. Reading comprehension means the students' comprehension what they read. Comprehension is a complex process in

reading. In reading comprehension, the students' do not only read but also comprehend the text in order to catch some ideas from the text.

Teaching Strategy also needs media to support the teacher in applying the Strategy. For students' in senior high school, the media should be relate to the students' age and level of learning the language, mainly on the reading comprehension. The research knew, some factors base on the observation in the classroom and interview with English teacher in SMA Negeri 9 Makassar that make students' have difficulty to comprehend reading text. First, it is cause by lack of students' background knowledge about the topic of a text given. As a result, when the reading process is occurring, it is difficult for them to catch the main point of the text. The students' should have existing knowledge and active it before reading done it is an important role.

The second one is the lack of attitude to reading. Uninteresting topic can be one of the factors that made the students is not interest in reading a text. For example, the topic is too unfamiliar from their knowledge or environment. Thus, the students' do not want to read text. Fur there more, the next factor cause by students' limit vocabulary relate to the real messages of the text. Having many vocabularies to the topic of the text is really helpful for students' when students' are reading a text. If students' have enough vocabularies, students' can find the meaning of the text easily. Students' also easy in predicting what the words mean because one word has more than one meaning.

According to Dara (2016) states that the herringbone technique is a structure outlining procedure designed to help students organize important information in a text. In addition according to Deegan in Dara (2016) states that herringbone technique is a technique that develop comprehension of the main idea by plotting who, what, when, where, why, and how question on a visual diagram of a fish skeleton in which the students write the main idea across the backbone of the fish diagram. By using Herringbone technique the teacher can provide insight to construct a visual representation of the student in determining the details of which are used to draw conclusion and observation. Concluding those mention researcher finding, students' seem to confirm that Herringbone can help the students' to comprehend the text. Using Herringbone technique might help to organize important information in a text.

Using Herringbone technique is one of important technique to make the reading comprehension is effective. Some method have used in teaching learning process of teaching English, but sometime the methods do not develop the students' knowledge. Therefore the writer wants to use this technique to improve the students reading comprehension. In writer point of view, one of the easiest strategies in improving student reading comprehension is herringbone pattern, because it is a very simple instruction that can ease student to comprehend a reading passage as well as finding the main idea.

Based on the problem above, the researcher decided to conduct an experimental research under the title “Enhancing the Students’ Reading Comprehension through Herringbone Technique” in SMA Negeri 9 Makassar.

B. Problem Statement

Based on the statement in the background above, the writer then formulates the research question as follow:

1. Does the use of Herringbone Technique improve the students’ literal comprehension at the Eleventh Grade of SMA Negeri 9 Makassar?
2. Does the use of Herringbone Technique improve the students’ interpretative comprehension at the Eleventh Grade of SMA Negeri 9 Makassar?

C. Objective of the Research

Based on the problem statements above, the objective of this research are:

1. Whether or not to find out the use of Herringbone Technique improve the students’ literal comprehension at the eleventh grade of SMA Negeri 9 Makassar
2. Whether or not to find out the use of Herringbone Technique improve the students’ interpretative comprehension at the eleventh grade of SMA Negeri 9 Makassar

D. Significance of the Research

The result of this research is expected to give theoretical and practical benefits, as follows:

1. Theoretically

This research expected to find out a method, strategy, or technique of enhancing the students' reading comprehension through herringbone technique.

2. Practically

a. Teacher

The teacher can apply this technique to be an interesting strategy for students to improve the students reading comprehension.

b. Students

- Students will be easy to get main idea and make conclusion
- It will improve the students reading comprehension

c. Researcher

- Can use the result of this research as a reference
- Can search the same variable

E. The Scope of the Research

The research was emphasized on the students reading comprehension in the term of the main idea and made conclusion of the text with activity that is given to the answering "WH-question" designed by Herringbone technique.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous of Related Research Findings

Several studies have been already conducted about reading comprehension in Herringbone technique. In this part of discussion, the researcher would be briefly explain several of studies which is related to the previous study:

1. Listiyanti (2017) in her thesis "*The Use of Herringbone Technique to Improve the Students' Reading Comprehension in Recount Text of The Eight Grade Students of SMPN 2 Tuntang in the Academic Year 2016/2017*" found that there is an improvement of students' reading comprehension in recount text. It can be seen from the result of the score where in cycle I post-test is higher than pre-test and in post-test cycle II is higher than cycle I. So, it can be conclude that students' reading comprehension is improved using Herringbone technique.
2. According to Rafain, dkk (2013) in their thesis "*The Effect of Herringbone Technique on Students' Reading Comprehension in Recount Text at Second Grade of SMPN 2 Enam Lingkungan Padang Pariaman*" investigate that the use of Herringbone technique can improve students' reading comprehension in recount text through experimental methods. This is evidenced by the increasing of students' score where the initial average is 68.33 to 80.33.

3. Asita (2015) in her thesis *“Using Herringbone Technique to Improve the Students’ Reading Comprehension Ability of the Students of SMU Bhakti Ibu I Palembang”* found that using Herringbone technique was applicable to improve students’ ability in reading comprehension and also there was a significant difference between reading comprehension ability of students’ who were taught by using Herringbone technique and those who were taught by using the traditional approach. It was evidenced by the calculation of t-test.

Moreover, from the aspect of the similarities between this research and previous research above could be seen from the use of technique is Herringbone technique and also there is improved of students’ ability in reading comprehension through Herringbone technique. However, the difference that the researcher can find from the result above is in the use of methods. There are using classroom action research methods and also experimental group methods.

B. Some of Pertinent Ideas

1. Concept of Reading

a. Definition of Reading

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

Nuttal in Ahmad (2014) stated that reading is to recall, to understand, to interpret, and to analyze the printed page. Robinson, dkk (1980: 7) state that reading an active attempt, on the part of the reader, to understand a writer message. The reader interacts with and try to reconstruct what the writer wishes communicate.

Djoni (2015) Reading is an active process which consists of recognition and recognition and comprehension skill. Reading is an important activity in life with which one can update his/her knowledge. Reading skill is an important tool for academic success. Reading is not only a source of information and a pleasurable activity but also as a means of consolidating and extending one's knowledge of the language Reading is very necessary to widen the mind and gain and understanding of the foreign culture.

From this point of view, it can be concluded that reading is a mean of language acquisition, of communication, and of sharing information and ideas, an active thinking process where the reader try to gain information given by the author and understanding what actually the purpose of the author.

b. Types of Reading

1) Independent Reading

Students read silently by themselves and at their own pace. The selections must be at students' reading level in order for them to comprehend what they are reading.

2) Reading Aloud to Students

Teacher use the interactive read-aloud procedure to share selections that is appropriate for students' interest level but too difficult for them to read by themselves.

3) Guided Reading

Teachers scaffold students' reading to teach reading strategies. Guided reading is conducted with small groups of students who read at the same level.

4) Shared Reading

Students follow along as the teacher reads a selection aloud. Primary-grade teachers often use big books-enlarged versions of the selection-for shared reading.

c. Reading Comprehension

Good in Subhan (2014) state that reading comprehension as interaction between thought and language. Smith and Johnson (1980) state that reading comprehension means the understanding the utilizing of information and gained through an interaction between reader's and author and reader in which the written language becomes the medium.

Alexander (1998) points out that reading comprehension involves taking meaning to a text in order to obtain meaning from the text. Comprehension is the act or process of comprehending. Beside, Holt in Subhan (2014) state that reading comprehension is the minds act or power of understanding.

According to Kustaryo in Pratiwi (2013) defines that reading comprehension is an active thinking process which not only depends on comprehension skills the state. “Reading comprehension understanding what has been read it is an active thinking process that depends not only on comprehension involves understanding the vocabulary seeing the relationship among words and concept, organizing, ideas, recognizing author’s purpose, making judgment, and evaluating”.

Remirez in Pratiwi (2013) state that the comprehension of written text is a complex process involving many linguistics sub skills and system of knowledge, including the social uses of written language and structures for organizing information. The reading process can be conceived as an interaction between the writer and reader.

Duke & Pearson (2002) states that reading comprehension is the research has a long and rich history. There is much that we can say about both the nature of reading comprehension as a process and about effective reading comprehension instruction. We believe that part of the reason behind this steep learning curve has been the lack of controversy about teaching comprehension. Unlike decoding, oral reading, and reading readiness, those who study reading comprehension instruction have avoided much of the acrimony characteristic of work in other Aspects of reading as it should be, much work on the process of reading comprehension has been ground in studies of good readers.

The great deal about what good readers do when they read.

- a. Good readers are *active* readers.

- b. From the outset they have clear goals in mind for their reading
- c. They constantly evaluate whether the text, and their reading of it, is meeting their goals.
- d. Good readers typically look over the text before they read, noting such things as the structure of the text and text sections that might be the most relevant to their reading goals.
- e. As they read, good readers frequently make predictions about what is to come.
- f. They read selectively, continually making decisions about their reading what to read carefully, what to read quickly, what not to read, what to reread, and so on.
- g. Good readers construct, revise, and question the meanings they make as they read.

Based on the some definition above, the researcher concludes that reading comprehension is the process of constructing meaning from text such a kind of language between an author and a reader. From this process will be make sense for the reader so that the text will save in the long term memory of the reader. It is also involves the background knowledge of the reader that will help them to comprehend the text.

d. Levels of Reading Comprehension

Burns in Satriana (2014) states four levels of reading comprehension. They are literal reading, interpretive reading, and creative reading. Each of these skills could be explain as follows :

a. Literal Reading

Literal reading refers to the acquisition of meaning of ideas or information that is explicitly stated in the text. Literal comprehension is getting the primary, direct, literal meaning of an idea in context. The readers are only able to use the information which is stated explicitly in the text. The readers are able to answer such a question that simply, demand them to recall from memory what the exact words given in the book.

Although it only needs little or no thinking on the part of the readers, it gives them opportunity to practice in recalling and reproducing statements of facts and have a place in detailed factual reading. The parts of literal comprehension:

a) Main idea

The author's message, idea, point, concept, or meaning he or she wants to portray to the reader is what is known as the main idea of the passage. It may also be referred to as the controlling idea, central idea. We, as the reader, must understand the importance in grasping the main idea the author portrays.

The main idea is commonly found in the beginning and is followed by supporting sentences. Very often the writer begins with supporting evidence and places the main idea in the last sentence. Sometimes the writer uses a few sentences to introduce the topic, places the main idea in the middle and follows it with supporting sentences. So, the main idea may be stated at the beginning, middle, or end.

The main idea of a passage falls into two types. The two types of main idea are stated main idea and implied idea. A stated main idea is openly expressed in a sentence or two. They are usually, but not necessarily, located in the first or last sentence. Implied main idea cannot be immediately pointed out by skimming the passage. It is derived from various places in the text.

b) Supporting idea

The question about supporting idea asks the reader to find detail information that is printed explicitly in the text. It is commonly signed by words such as: who, what, when, where, why, how, which.

b. Interpretative Reading

Interpretative comprehension involves reading between the lines or making inferences, it is the process of deriving ideas that are imply rather that directly. Reader makes inferences base on their schemata. It is

important to realize that children have less prior knowledge than adults and do not make inferences spontaneously; even they possess the necessary schemata or background knowledge.

Inferences can be categorized as implications, conclusions, generalization and predictions.

1) Implication

Implication is any inference expectancy that maybe logically imply or understood, but not directly states, form the author's arguments in a text or utterance.

2) Conclusion

Conclusion draws together factual evidence into a statement about the nature of phenomenon. As a general rule, any type of conclusion is better than no conclusion at all, so it is important to write a concluding statement even if it is short. The characteristic of a good conclusion are the following:

- a) It restates the thesis sentences but does not use the exact words.
- b) It restates the topic sentences from the developmental paragraphs but does not use the exact words.
- c) If appropriate, it states an opinion, make a prediction, or gives a solution.

- d) It concludes with a statements that sums up the essay.
- e) It uses a transition word(s) of summary (i.e., in other words, in short, in summary, in conclusion, to sum up, that is, and therefore) in order to cue the reader that the ideas are coming to an end.

3) Generalization

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

4) Prediction

Prediction is a statement about future behavior or action. Making prediction while reading informational texts is just as important as making predictions when reading texts because it shows that students; comprehend the material, can predict what will come next, and understand the structure or layout, noting the importance of reading subtitles, heading, footnes, and words in bold or italics.

c. Critical Reading

Critical reading is evaluating written material comparing the ideas discovery in the material with known standard and drawing conclusion about their accuracy, appropriateness, and timeliness. The reader must be an active reader, questioning, searching for fact, and suspending judgment until her or she has consider all the material.

d. Creative Reading

Creative reading involves going beyond the material present by the author, creative reading require the readers to think as they read just as critical reading and it also require the reader to use their imagination, in creative solution to those by the researcher.

2. The Definition of Herringbone Technique

According to Steel in Sriwahyuni (2012) Herringbone pattern is a formed by some diagonal lines and each of those diagonal lines designed by “WH” question, started from 1) what, 2) who 3) when 4) why 5) where 6) how. In the center of Herringbone technique is main idea. “WH-questions” are question begun by using “WH” letters such as where, when, what, whom, which, whose, etc.

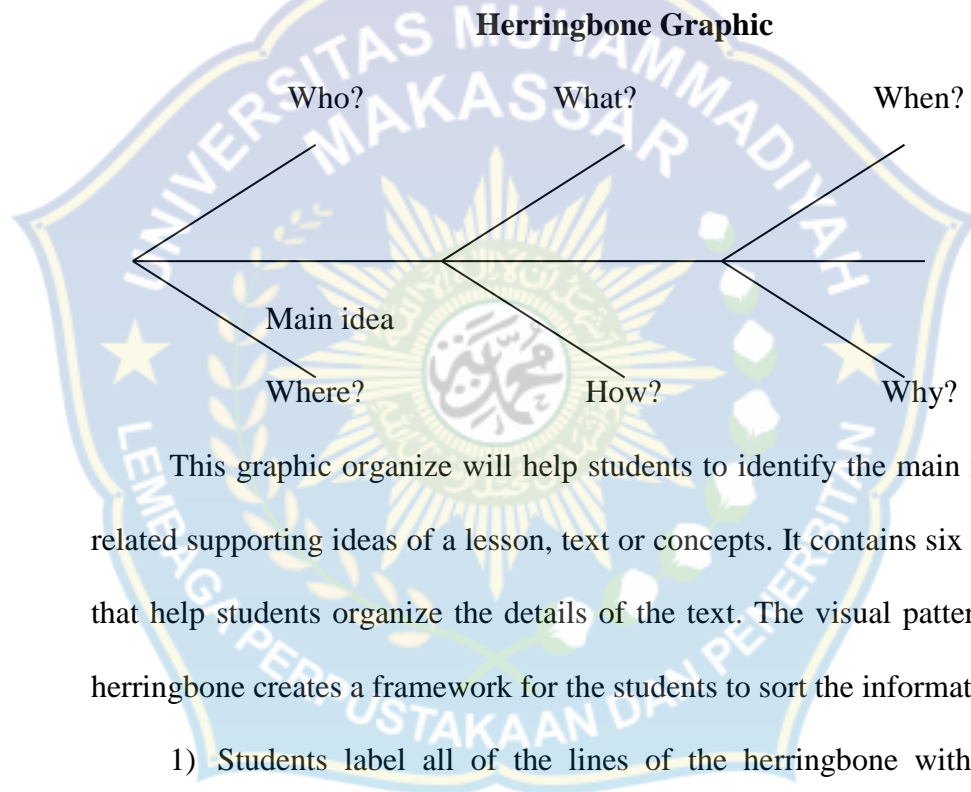
Herringbone technique is one way to identify the main idea through graphic. This graphic organizer is used to help students identify the main idea and related supporting ideas of a lesson, text, or concept. It contains six question that help students organize the details of the text. The visual pattern of the herringbone technique creates a framework for students to sort the information (Kristina, 1986).

According to Gallmeyer in Sriwahyuni (2012) the Herringbone pattern is used for synthesizing information after students have read and discussed a chapter. This comprehension and study technique visually identifies, in a modified outline form, the main idea or concept and related supporting ideas

of a lesson. It is versatile in its application and provides a structure to summarize their lesson.

3. The Procedure of Herringbone Technique

According to Meller and Binkey in Tuti (2013) explain that the herringbone pattern is used for synthesizing information after pre-reading or skimming chapter. The graphic of herringbone technique is as follows:



This graphic organizer will help students to identify the main idea and related supporting ideas of a lesson, text or concepts. It contains six questions that help students organize the details of the text. The visual pattern of the herringbone creates a framework for the students to sort the information.

- 1) Students label all of the lines of the herringbone with the six questions as shown on the sample organizer.
- 2) Remind the students to look for and to identify the answer to the six questions while they are reading the text or listening to the presentation. Remind the students that the question “Who?” will not always be answered a character or subject of a text.

- 3) After reading, students should fill in the answers to the six questions.
- 4) After all six questions have been answered, students should create a main ideas sentence from the information they have organized. This main idea can be written across the backbone of the herringbone, or for easier readability, as a sentence at the bottom of the page.

In addition in ways to use herringbone graphic are the first, give students a sort amount of time to skim a chapter, and then have them fill the Herringbone pattern with the main ideas of the chapter, including: what is the main idea? Who is speaking? Who is the reading talk about? When did this occur? Where did it occur? How was it brought into being? Why was it done this way? Students write this phrase answering these questions on the diagonal lines designated by each question. Notice that in the center of the Herringbone pattern is “main idea”, which is what each “W” question should be referred back to.

4. The Use of Herringbone

In addition Moeller (2007) states that the main idea of a paragraph answers the question: what is the main point the author is expressing about the topic? The state main idea is found in one two sentence within the paragraph. The main idea answers two important questions:

- Who or what have I just read about?

- What was the main point or points the author made topic?

An explicit main idea may be anywhere in the paragraph, but is typical found in these locations: first sentence, last sentence, middle paragraph, or combination of two sentences.

An implied main idea is a sentence that the reader composes rather than a statement found in the selection. This the reader develop sentence answer the same basic questions: who or what did I just read about? And what was the main point or points the author made? To determine the implied main idea, reader should follow these steps:

- 1) Read the paragraph and ask. "Who or what did I just read about?"
- 2) What are important details from the reading?
- 3) What is the single most important point the author is making about the topic based on the details?
- 4) Use the information from the paragraph that answers these questions to formulate a sentence that states the main idea.

5. Advantage and Disadvantage of Herringbone Technique

1. The Advantage of Herringbone Technique

Herringbone technique provides many advantage for the process of reading. Based on Degan as cited in Handayani (2015) Herringbone technique has some advantages as follows:

- a. It helps students for encoding the information in a manner that enhances their ability to answer essay question.

- b. It helps students to draw relationship between facts and main idea in the text.
- c. The students can find facts and put into the diagram.
- d. The students can construct a main idea from the facts in the paragraph.
- e. The students are more active in a group discussion after using the Herringbone Technique.

From those advantages, it can be concluded that Herringbone Technique is an effective graphic organizer that can be easily used by students in constructing main idea, encoding the information and gaining their active participation in a group discussion. Herringbone Technique also gives students the fun reading activity in teaching learning process.

2. Disadvantages of Herringbone Technique

According to Bouchard as cited in Rohmah (2018) explain that teaching and learning technique there are some disadvantages of using Herringbone Technique in teaching learning process such as the following:

- a. Students might have different ideas about what the main idea is and make confused their peers with different answer.
- b. Students may get off the topic while working in group.

To overcome the disadvantages of Herringbone Technique, the researcher would be guide the students how to pick the correct main idea by giving them some tips. If the students get off the topic, the researcher would be ask them to focus on their paper work or make a deal with the students who deviated from the topic or paperwork.

C. Conceptual Framework

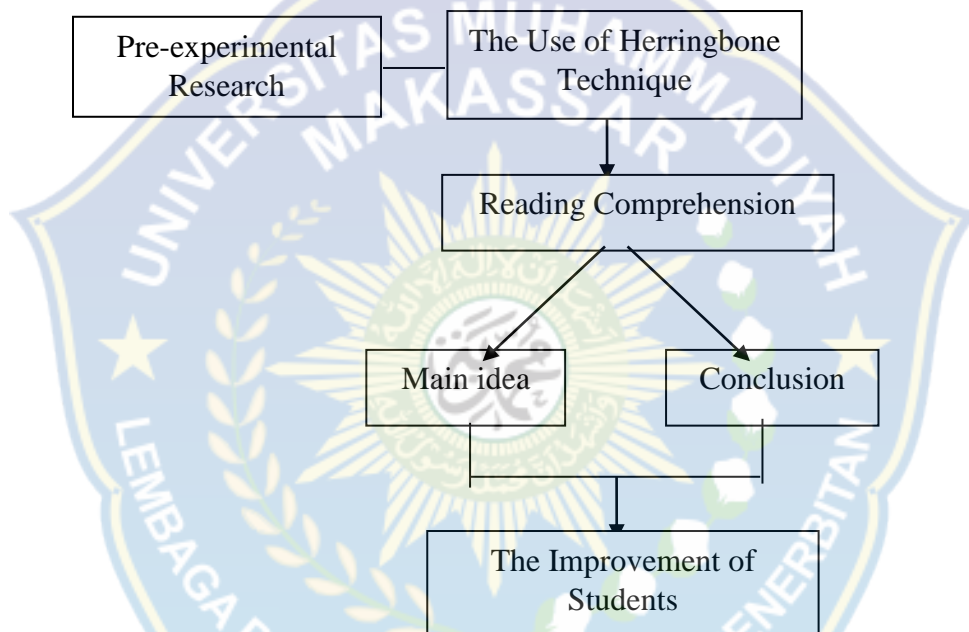


Figure 2.1. Conceptual Framework

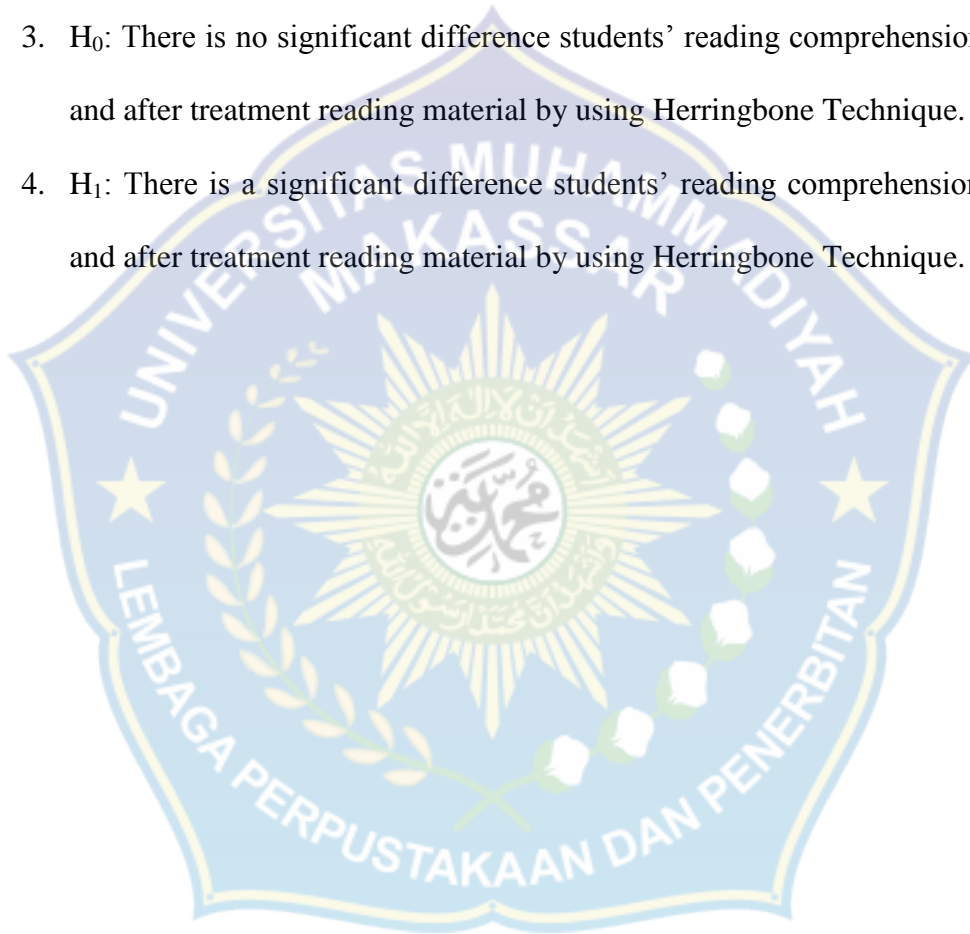
Based on the conceptual framework above, it showed the process of research in conducted this study. This study would be used pre-experimental research as method. At the first time, the researcher gave pre-test to students' to know score of students before giving treatment. Next, the researcher gave some treatments by used herringbone technique in learning process reading comprehension. Furthermore, the researcher gave post-test to students whether or not to find out the main and

conclusion from the text. After all the processed, we can got the improvement of students' by teaching herringbone technique.

D. Hypothesis

The hypothesis of this research was formulated as follow:

3. H_0 : There is no significant difference students' reading comprehension before and after treatment reading material by using Herringbone Technique.
4. H_1 : There is a significant difference students' reading comprehension before and after treatment reading material by using Herringbone Technique.



CHAPTER III

RESEARCH METHOD

This chapter was presented the research design, variables of the research, population and sample research instrument, data collecting and data analysis.

A. Research Design

In this research, the research was applied a pre-experimental design. The treatment was conducted after pre-test and post-test. The design presented in the following table:

E	:	X ₁	O	X ₂
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Note:

E ★ : Experimental Group

X₁ : Pre-test

X₂ : Post-test

O : Treatment by using herringbone technique

(Gay as cited in Ariana Usman, 2015: 28)

B. Research Variable

1. Independent Variable

Independent variable of the research was herringbone technique in teaching reading.

2. Dependent Variable

Dependent variable was used the students' reading comprehension.

C. Population and Sample

1. Population

The population of this research was the second grade in SMA Negeri 9 Makassar in the Academic Year of 2018/2019. The students in second grade consists of six science classes in IPA and three social classes with the average of 34 students for each classes. Thus, the total students is 304 students.

2. Sample

The sampling technique in this research is purposive sampling technique. The researcher would chose one class second grade at SMA Negeri 9 Makassar. Based on English teacher's suggestion, the researcher used eleventh grade of MIA 4 consist 34 students in SMA Negeri 9 Makassar as a sample, because eleventh grade of MIA 4 have lower reading comprehension.

D. Research Instrument

In collecting data, the researcher used test that consists of pre-test and post-test. The kind of test was reading test. The pre-test would be given before applying the Herringbone technique in the class, so that the researcher would be able to know the ability of the students in reading, while the post-test would be given after treatment of after applying Herringbone technique as the teaching strategy. To assess and examine the students reading comprehension,

both pre-test and post-test used to find out the development of the students after being treated by the Herringbone technique.

E. Procedure of Collecting Data

1. Pre-Test

The first step that would be given for students was pre-test. In pre-test, the researcher asked the students to answer reading test based on their ability. This test was given to measure the students' ability in reading comprehension.

Each students should submitted their tasked. Then, after the researcher got the score from this step, the researcher could continue the next step.

2. Post-Test

Post-test was last step of this research before the researcher found the result. In this step, the researcher given the task to students like the pre-test. After passed the good treatment, the students asked to answer reading test. Then, the researcher could be seen the changed of students reading comprehension.

F. Data Analysis

The data would obtained from the analysis the test by using procedures as follow:

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

$$\text{Score} = \frac{\text{students a correct answer score}}{\text{the total number of items}} \times 100$$

2. Classifying the students' score into seven classification:

Score	Classification
90-100	Excellent
80-89	Very Good
70-79	Good
60-69	Fair
Less than 60	Poor

(Harmer as cited in Asmayana, 2015: 31)

3. a) Giving score of the students' main idea through the following:

No.	Criteria	Score
1.	The answer include a clear generalization that state or implies the main idea	4
2.	The answer state or implies the main idea from the story	3
3.	Indicator inaccurate or incomplete understanding of main idea	2
4.	The answer include minimal or no understanding of main idea	1

(Brown as cited in Ariana Usman, 2015: 27)

b) Giving the score of the students' conclusion through the following:

No.	Criteria	Score
1.	Conclusion reflect resource reading in development of idea it is excellent	4
2.	Conclusion reflect reading in development of idea it is good	3
3.	Conclusion reflect only reading in development of idea it is poor	2
4.	Conclusion do not reflect any reading of resource in development idea	1

(Marzano as cited in Tuti Sriwahyuni, 2012: 28)

4. Computing the frequency and rate percentage of students' score:

$$P = \frac{F}{N} \times 100\%$$

Where: P = Percentage

N = Total number of students

F = Frequency

(Gay as cited in Ariana Usman, 2015: 28)

5. Calculating the mean score of students' answer in both pre-test and post-test

by this formula: $\bar{x} = \frac{\sum x}{N}$

Note : \bar{x} = Mean

$\sum x$ = The sum of all score

N = Number of subject

(Gay as cited in Ariana Usman, 2015: 29)

6. Finding out the improvement of percentage:

$$\% = \frac{x_2 - x_1}{x_1} \times 100$$

Where:

% = The percentage of the students' improvement

X₁ = Score of pre-test

X₂ = Score of post-test

(Gay as cited in Ariana Usman, 2015: 29)

7. Finding the significant difference between the pre-test and post-test by calculating the value of the test. The following formula is employee:

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

Where:

\bar{D} = Deviation

$\sum D$ = Standard Deviation

N = the number of subject

$$SD = \frac{\sqrt{\sum X^2 - \frac{(\sum X)^2}{N}}}{N-1}$$

Where:

SD : Standard Deviation

$\sum x$: Total row score

N : Number of Students

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

Where:

SD : Standard Deviation

$\sum x$: Total row score

N : Number of Students

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

Where:

t : test of significance

\bar{D} : Different between the matcher pairs

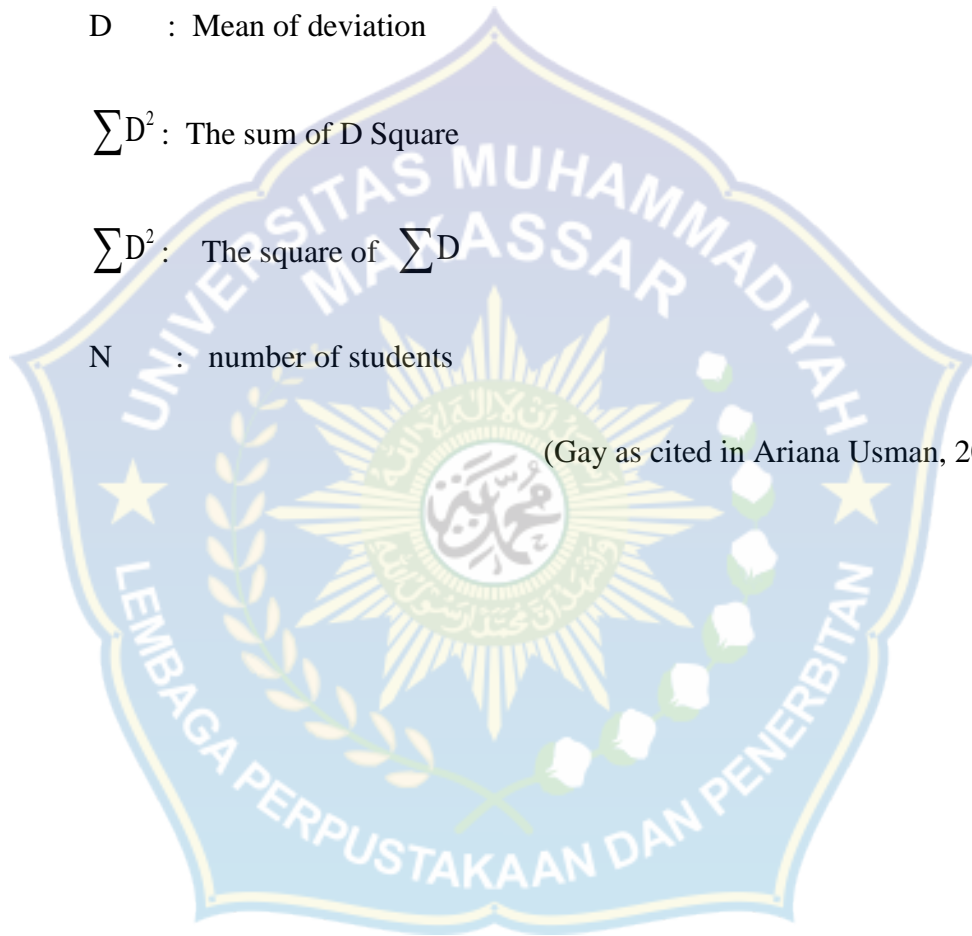
D : Mean of deviation

$\sum D^2$: The sum of D Square

$\sum D^2$: The square of $\sum D$

N : number of students

(Gay as cited in Ariana Usman, 2015: 30)



CHAPTER IV

FINDINGS AND DISCUSSION

This chapter particularly presents the findings of the research with the description of the result of data collected through pre-test and post-test. It presented the result of the students' reading comprehension in terms of main idea and conclusion by using Herringbone Technique. While in discusses part, the research describes the findings in details.

A. Findings

The purpose of this research was to find out whether there is the significance differences the students' reading comprehension between the students' who were taught by using Herringbone Technique. This research was conducted at the XI Science 2 grade students of SMAN 9 Makassar in the academic year of 2018/2019 which consists of 34 students.

The result of data findings found that teaching reading comprehension through Herringbone Technique can improve the students' achievement in Literal Comprehension especially in main idea and also can improve the students' achievement Interpretative Comprehension especially in conclusion at the second year of SMAN 9 Makassar. It could be seen the result data analysis was follow:

1. The Students' Literal Comprehension in Terms of Main Idea

The data of reading test of the students' were obtained by literal comprehension in terms of main idea. In order to know the students' reading comprehension, the score of the literal comprehension observed as follow:

Table 4.1 Frequency and Percentage Score of Students' Reading Comprehension in Term of Main Idea in Pre-test and Post-test.

Score	Classification	Pre-Test		Post-Test	
		F	%	F	%
90-100	Excellent	-	0	4	11.76
80-89	Very Good	1	2.94	10	29.41
70-79	Good	5	14.71	18	52.94
60-69	Fair	5	14.71	2	5.89
0-59	Poor	23	67.64	-	0
Total		34	100%	34	100%

Based on the rate percentage on table 4.1 in pre-test it was found that there were not students get excellent, 1 (2.94%) students got very good, 5 (14.71%) got good, 5 (14.71%) students got fair and 23 (67.64%) students got poor. Then, in post-test there was significant improvement of students' reading comprehension. There is 4 (11.76%) students got excellent, 10 (29.41%) students got very good, 18 (52.94%) students got good, 2 (5.89%) students got fair and there was not students got poor.

Based on the table 4.1 the researcher conclude that the students' reading comprehension in literal comprehension in terms of main idea most of them got

good with 5 students (14.71%) in pre-test then in post-test got good 18 students (52.94%).

2. The Students' Interpretative Comprehension in Terms of Conclusion

The data of reading test of the students' were obtained by interpretative comprehension in terms of conclusion. In order to know the students' reading comprehension, the score of the interpretative comprehension observed as follow:

Table 4.2 Frequency and Percentage Score of Students' Reading Comprehension in Term of Conclusion in Pre-test and Post-test.

Score	Classification	Pre-Test		Post-Test	
		F	%	F	%
90-100	Excellent	-	0	4	11.76
80-89	Very Good	2	5.89	12	35.30
70-79	Good	4	11.76	18	52.94
60-69	Fair	7	20.59	-	0
0-59	Poor	21	61.76	-	0
Total		34	100%	34	100%

Based on the rate percentage on table 4.2, in pre-test it was found that there were not students got excellent, 2 (5.89%) students got very good, 4 (11.76%) students got good, 7 (20.59%) students got fair and 21 (61.76%) students got

poor. Then, in post-test it was found that 4 (11.76%) students got excellent, 12 (35.30%) students got very good, 18 (52.94%) students got good and there was not students got fair and poor.

Based on the Table 4.2, the researcher conclude that students' reading comprehension in interpretative comprehension in terms of conclusion most of them got good with 4 students (11.76%) in pre-test, and then in post-test got good with 18 students (52.94%).

3. The Improvement of Students Literal and Interpretative Comprehension

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

Table 4.3 The Mean score of Students' Literal Comprehension in Term of Main Idea

Indicator	Pre-Test	Post-Test	Improvement %
Main Ideas	57.30	78.41	36.84%

Based on the mean score on the table 4.3, showed that the score of main idea improved 36.84% from the mean score in pre-test was 57.30 and post-test was 78.41. It indicated that the score of literal comprehension (main idea) in post-test were higher than pre-test.

Table 4.4 The Mean Score of Students' Interpretative Comprehension in Term of Conclusion.

Indicator	Pre-Test	Post-Test	Improvement %
Conclusion	57.36	80	39.47%

Based on Table 4.4, showed that score of conclusion improved 39.47% from the mean score in pre-test was 57.36 and in post-test 80. It indicated that the score of interpretative comprehension (conclusion) in post-test were higher than in pre-test.

Table 4.5 The Students' Improvement in Reading Comprehension

Indicator	Pre-test	Post-test	Improvement %
Reading Comprehension	57.33	79.20	38.14%

Based on Table 4.5, showed that the mean score of pre-test was 57.33 and post-test was 79.20. The improvement of pre-test and post-test was 38.14%. Based on the result, it concluded that the using Herringbone Technique was able to give greater contribution in teaching and learning reading text.

4. Hypothesis Testing (t-test of Significant)

The hypothesis testing is the next step to get conclusion of analysis this research. The researcher committed test in one class was taught by using Herringbone Technique. After that, the two means score of group compared by using T-test formula. The researcher used T-test for the hypothesis test. T-test formula used to prove that effectiveness on teaching reading by using Herringbone Technique.

The result of t-test was higher than t-table' values, the null hypothesis (H0) was rejected, and if the result of t-test was lower than the t-table' value, the null hypothesis (H0) was 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 was 34. It could be seen as follows:

$$df = n - 1$$

$$df = 34 - 1, df = 33$$

Based on the level of significance and the degree of freedom (df) = 33(p) = 0.05 above, the value of the t-table = 2.034. The result of t-test for reading comprehension focused on main idea and conclusion could be seen below:

Table 4.6 The T-test Value of Students' Reading Comprehension

Variable	T-test	T-table	Comparison	Classification
Reading Comprehension	15.18	2.034	t-test > t-table	Significantly Different

Table 4.6, showed that t-test value for reading comprehension focused on main idea and conclusion with the t-test value was $15.18 > 2.034$. It indicated that the result of t-test value in all of variable and indicator was higher than t-table value. It means that there were a significant different between the result of pre-test and post-test in reading comprehension.

Based on the result, it concluded that there were improvement of the students' reading comprehension deal with literal comprehension in terms of main

idea and interpretative comprehension in terms of conclusion by using Herringbone Technique.

B. Discussion

In this section discussed about the result of data collected and analysis to depict students' reading comprehension in teaching and learning process by using Herringbone Technique. The description of data collected from reading comprehension on and understanding the main idea and conclusion of the text as explanation in previous section showed that the students reading comprehension was improved. It was supported by mean score and percentage of the students' pre-test and post-test result. Based on the finding above, the use of Herringbone Technique made students had mean score was higher in comprehension.

1. The Students' Reading Comprehension in Literal Comprehension (Main Idea)

Literal comprehension represents the ability of the students to understand the content of the text. A main idea was more than just guessing what was going to happen next. Understanding the main idea was very important aspect in reading comprehension because it can help the reader comprehend about the topic and the author's message. Main idea could also helped the students more fully comprehend what they had read and was retain the information for longer periods of time. According to Listiyanti (2017) that before using herringbone technique in teaching the students reading comprehension in recount text is still weak. Many of them have difficulties comprehending the

text. But after give treatment with herringbone technique the finding show that herringbone technique can improve students reading comprehension. It showed by the result score in post-test cycle I is higher than pre-test, likewise in cycle II.

In the first meeting when researcher gave pre-test, researcher looked the most of students did not know the meaning of the meaning idea and its placement. It could be seen in the table 4.1 that the students reading comprehension on understanding the main idea in pre-test was very poor.

On understanding the main idea in pre-test, the students were confused about the main idea of the text were given. Besides that the students also answer as they knew. After students had given treatments from the researcher, the students' achievement was improved. The students have found main idea and could understand chunks of language that represent meaning rather than separate words. In improving, the students' reading comprehension through Herringbone technique the percentage improvement of students' score in term of main idea was 36.84%. It indicated from the improvement of mean score in pre-test from 57.30 to 78.41 in post-test.

2. The Students' Reading Comprehension in Interpretative (Conclusion)

Conclusion was one of important aspect in reading comprehension beside main idea because a good comprehension in reading should be able to conclude what has been understood from the text. Beside that the students also got other knowledge that they could applied to make conclusion, not only

in reading a text but also in speaking when someone is talking so it was made them easier to understand something in the future. Asita (2015) states that applied herringbone technique was better than traditional technique to improve students reading comprehension ability. By using herringbone technique students can get wrote conclusion by some ideas of the text.

Based on the result of finding that before giving treatment, the students' interpretative comprehension (conclusion) was poor categorized in answering question on pre-test, but after treatment categorized into good in answering question on post-test. The improvement of students in term of conclusion was 39.47%, where the mean score of pre-test was 57.36 and the mean score of post-test was 80. From the result, most of students got good classification in term conclusion, even there were some students got excellent classification and also it indicated that the score of interpretative comprehension in post-test was higher than pre-test.

Therefore, Herringbone Technique made a better understanding of the meaning from the text so the students can made conclusion of the text easily. It meant that used Herringbone Technique in treatment of the second year students' of SMA Negeri 9 Makassar was success to make students understandable and knew about reading comprehension on making conclusion of the text.

3. The Improvement of the Students' Reading Comprehension

After the calculating the entered of the score variable, the data on table 4.5 showed that the students reading comprehension improved 38.14% from the mean score in pre-test was 57.33 and in post-test was 79.20. It indicated by the mean score post-test were higher than pre-test. Therefore, Herringbone Technique was able to improve the students' reading comprehension at the second year students of SMA Negeri 9 Makassar.

4. The Test of the Students' Significant

Through the result of pre-test and post-test, the result of t-test value of the level significant (p) = 0.05 with degree of freedom (df) = 33 indicated t-table value was 2.034 and t-test value was 15.18.

After the calculating the value t-test analysis then it was compared with t-table value so researcher found that the value of t-test was greater than the t-table value. It meant that null hypothesis (H_0) was rejected and alternative hypothesis (H_1) was accepted because there was difference significant mean score of the test that had given by researcher before and after researcher using Herringbone Technique in teaching reading comprehension.

From the discussion above, it could be concluded that using Herringbone Technique was one of teaching technique that could improve the students' reading comprehension at the second grade students of SMAN 9 Makassar.

BAB V

CONCLUSION AND SUGGESTION

This chapter consisted of two sections. The first section was conclusion, based on the research findings. The second section was suggestion, based on the conclusion.

A. Conclusion

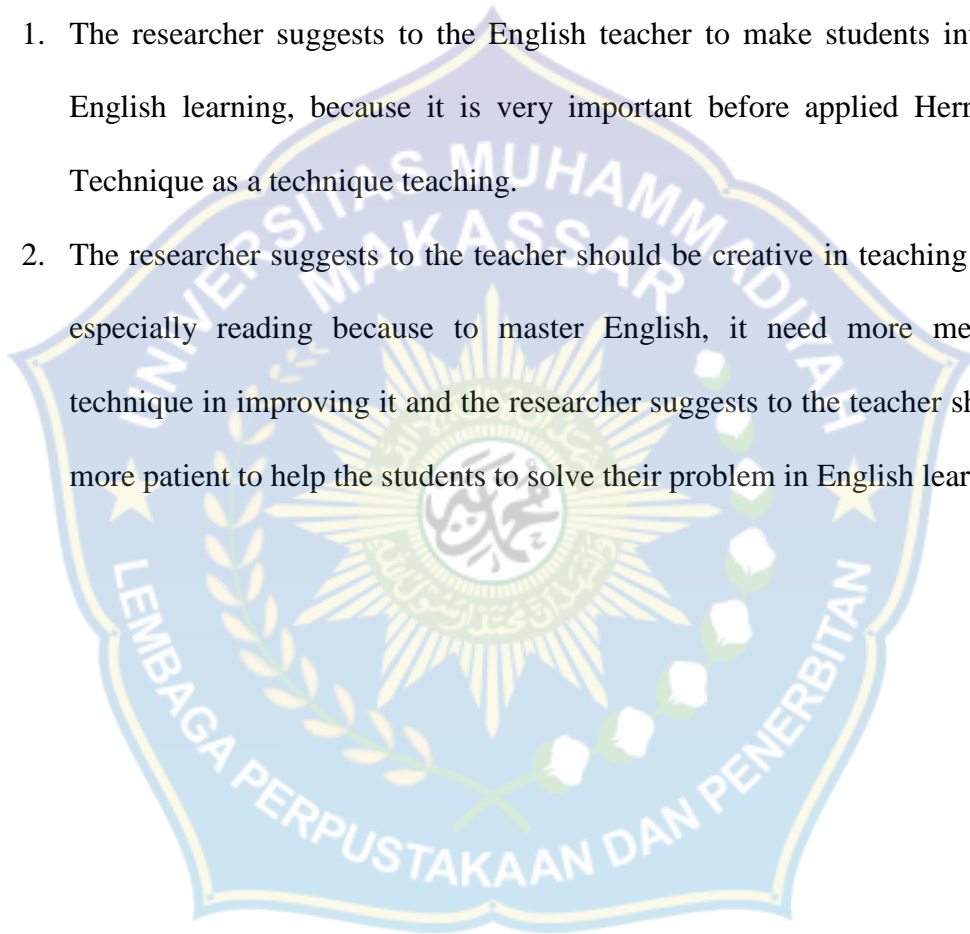
Based on discussion proposed in previous chapter, the following conclusion were presented:

1. Yes, it did. Herringbone Technique was effective to improve the students' literal reading comprehension in term of main ideas at the second grade of SMAN 9 Makassar. It was improved by the improvement percentage of literal comprehension (main idea) was (36.84%) from the mean score in pre-test was 57.30 and post-test was 78.41. It indicated that the score of literal comprehension each indicator in post-test was higher than pre-test.
2. Yes, it did. Herringbone Technique was effective to improve the students' interpretative reading comprehension in term of conclusion at the second grade of SMAN 9 Makassar. It was improved by the improvement percentage of interpretative comprehension (conclusion) was (39.47%) from the mean score in pre-test was 57.36 and post-test was 80. It indicated that the score of interpretative comprehension each indicator in post-test was higher pre-test.

B. Suggestion

After passed all of the procedures to finish this thesis, the researcher would like to give some suggestions in apply Herringbone Technique in reading comprehension, as follows:

1. The researcher suggests to the English teacher to make students interest in English learning, because it is very important before applied Herringbone Technique as a technique teaching.
2. The researcher suggests to the teacher should be creative in teaching English especially reading because to master English, it need more method or technique in improving it and the researcher suggests to the teacher should be more patient to help the students to solve their problem in English learning.



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APPENDIX A

INSTRUMENT

PRE-TEST

Taman Safari Worker Mauled to Death by Tiger

A janitor at the Taman Indonesia zoo in Cisarua, Bogor, West Java, identified as Junaedi, 32, was mauled to death by a tiger on Friday. According to Cisarua criminal investigations division Chief Adj. Comr. Irwan Wahyudin, Junaedi was busy trimming grass in the Sumatran tiger compound when the incident occurred. Junaedi was not aware that the adult Sumatran tiger was stalking him.

The tiger suddenly attacked Junaedi, who died instantly at the scene with wounds to his head, hands and legs. "We Have taken the body to his house." Iwan said as quoted by tempo .co. Iwan added that the police were investigation the case.

Zoo spokesman Yulius confirmed the incident. " Yes, there was such an incident," Yulius said, Declining to elaborate on the details.

1. Who is Junaedi?
2. What happen with Junaedi?
3. When was Junaedi mauled by Tiger?
4. Where did Junaedi work?
5. Why did Junaedi die?
6. How did incident occur to Junaedi?
7. What is the main idea of the first paragraph?
8. What is the main idea of the second paragraph?
9. Make the conclusion of the first paragraph with your own word!
10. Make the conclusion of the second paragraph with your own word!

POST-TEST

Refflesia Patma' Blooms in Bogor

BOGOR: One of the world's largest flowers, *Rafflesia patma* of the family Raflesiaceae, has bloomed at the Bogor Botanical Garden. The first time the species has reached maturity outside of its natural habitat. The plant was planted by researcher from Pangandaran Wildlife Reserve in West Java.

“The flower is the part of a researcher project, we've been running from 2004 to 2007,” said Sofi Mursidawati, a researcher at the Bogor Botanical Garden. Spfi said the achievement was rare, adding that raising the parasitic plant on a lab had proven difficult. It lives only in certain habitats as a parasite on the *Tetrastigma* species of woody vine, Indonesia is home to 15 species of *Refflesia*.

Another scpecies *Rafflesia arnoldi* which is known as the worl's largest flower. Growing to up to 150 centimeters, was discovered by Sir Stamford Raffles and botanical expert Joseph Arnold on May 19,1818.

1. Who planted *Rafflesia* in West Java?
2. What is the largest flower in the world?
3. When did Sir Stamford Raffles find *Rafflesia Arnoldi*?
4. Where was *Rafflesia* planted?
5. Why difficult to the raise parasitic plant?
6. How many species of *Refflesia* in Indonesia?
7. What is the main idea of the first paragraph?
8. What is the main idea of the second paragraph?
9. Make the conclusion of the first paragraph with your own word!
10. Make the conclusion of the second paragraph with your own word!

APPENDIX B
THE LIST NAME OF THE STUDENTS

No	Sample	Code
1	BENING LARASATI	S-1
2	ANDI FADIAH FEBRIANTI	S-2
3	REGINA MEILANI	S-3
4	JULIANA	S-4
5	ANDI LESTARI	S-5
6	KASRI AMANDA	S-6
7	NUR SAFIKA	S-7
8	RESTY VISKA ARIANY	S-8
9	NURUL SAHIRA	S-9
10	ANDI MILDA WATI	S-10
11	RESTI APRILIANTI	S-11
12	MUSDALIFA	S-12
13	RESKI AMELIA	S-13
14	ANDI AWAL KODRAT	S-14
15	WAWAN SATRIAWAN ARNAR	S-15
16	FAUZI SUHRI	S-16
17	ANDI DEMDI R.S	S-17
18	ULIL AMRI	S-18

19	TASWAN	S-19
20	EGI ASRIANTO	S-20
21	NUR FADLI RAMADHAN	S-21
22	RIAN	S-22
23	ISRAFIL	S-23
24	ARAS	S-24
25	YULIANTI SARRANG	S-25
26	KAMMIN FIATIN	S-26
27	TRISHA NOVITA	S-27
28	ISMA RAMADANY	S-28
29	YUDHA SAKTI PRATAMA	S-29
30	ILHAM RUSLI	S-30
31	YUNITA TRY ISWANTI	S-31
32	ANDI GHAZALI	S-32
33	SANTIAGO PAWE	S-33
34	SYAHTRI APRIALTY	S-34

APPENDIX C

Data Analysis of Students' Mean Score Pre-Test and Post-Test

NO.	SAMPLE	MAIN IDEA		CONCLUSION	
		Pre-Test	Post-Test	Pre-Test	Post-Test
1.	S-1	55	85	60	85
2.	S-2	75	85	85	90
3.	S-3	60	63	57	70
4.	S-4	50	70	50	75

5.	S-5	50	80	60	80
6.	S-6	55	75	60	75
7.	S-7	62	85	60	85
8.	S-8	73	82	70	82
9.	S-9	45	70	50	70
10.	S-10	50	82	45	75
11.	S-11	57	70	62	75
12.	S-12	65	85	75	90
13.	S-13	50	75	40	70
14.	S-14	45	75	50	75
15.	S-15	50	80	45	80
16.	S-16	50	75	55	80
17.	S-17	60	90	65	90
18.	S-18	50	70	45	70
19.	S-19	55	82	60	80
20.	S-20	85	90	85	90
21.	S-21	75	75	75	75
22.	S-22	75	80	67	75
23.	S-23	40	65	50	72
24.	S-24	40	70	50	72
25.	S-25	60	75	60	80
26.	S-26	70	80	70	85
27.	S-27	55	70	55	75
28.	S-28	65	70	55	75
29.	S-29	55	85	60	85
30.	S-30	75	85	85	90
31.	S-31	50	75	55	75

32.	S-32	45	70	40	73
33.	S-33	50	70	45	70
34.	S-34	65	85	60	85
RATA-RATA		1.962	2.624	2.006	2.674
MEAN SCORE		57.70	77.18	59	78.65



APPENDIX D

Data Analysis of Students' Pre-Test Reading Comprehension Score

XI Grade students' of SMAN 9 Makaassar

NO.	SAMPLE	MAIN IDEA	CONCLUSION	SCORE	CLASSIFICATION
1.	S-1	55	60	57.5	Poor
2.	S-2	75	85	80	Very Good
3.	S-3	60	57	58.5	Poor
4.	S-4	50	50	50	Poor
5.	S-5	50	60	55	Poor
6.	S-6	55	60	57.5	Poor
7.	S-7	62	60	61	Fair
8.	S-8	73	70	71.5	Good
9.	S-9	45	50	47.5	Poor
10.	S-10	50	45	47.5	Poor
11.	S-11	57	62	59.5	Poor
12.	S-12	65	75	70	Good
13.	S-13	50	40	45	Poor
14.	S-14	45	50	47.5	Poor
15.	S-15	50	45	47.5	Poor
16.	S-16	50	55	52.5	Poor
17.	S-17	60	65	62.5	Fair
18.	S-18	50	45	47.5	Poor
19.	S-19	55	60	57.5	Poor
20.	S-20	85	85	85	Very Good
21.	S-21	75	75	75	Good

22.	S-22	75	67	71	Good
23.	S-23	40	50	45	Poor
24.	S-24	40	50	45	Poor
25.	S-25	60	60	60	Fair
26.	S-26	70	70	70	Good
27.	S-27	55	55	55	Poor
28.	S-28	65	55	60	Fair
29.	S-29	55	60	57.5	Poor
30.	S-30	75	85	80	Very Good
31.	S-31	50	55	52.5	Poor
32.	S-32	45	40	42.5	Poor
33.	S-33	50	45	47.5	Poor
34.	S-34	65	60	62.5	Fair
TOTAL		1962	2006	1984	
MEAN		57.70	59	58.35	

APPENDIX E

Data Analysis of Students' Post-Test Reading Comprehension Score

XI Grade students' of SMAN 9 Makaassar

NO.	SAMPLE	MAIN IDEA	CONCLUSION	SCORE	CLASSIFICATION
1.	S-1	85	85	85	Very Good
2.	S-2	85	90	87.5	Very Good
3.	S-3	63	70	66.5	Fair
4.	S-4	70	75	72.5	Good
5.	S-5	80	80	80	Very Good
6.	S-6	75	75	75	Good
7.	S-7	85	85	85	Very Good
8.	S-8	82	82	82	Very Good
9.	S-9	70	70	70	Good
10.	S-10	82	75	78.5	Good
11.	S-11	70	75	72.5	Good
12.	S-12	85	90	87.5	Very Good
13.	S-13	75	70	72.5	Good
14.	S-14	75	75	75	Good
15.	S-15	80	80	80	Very Good
16.	S-16	75	80	77.5	Good
17.	S-17	90	90	90	Excellent
18.	S-18	70	70	70	Good
19.	S-19	82	80	81	Very Good
20.	S-20	90	90	90	Excellent
21.	S-21	75	75	75	Good

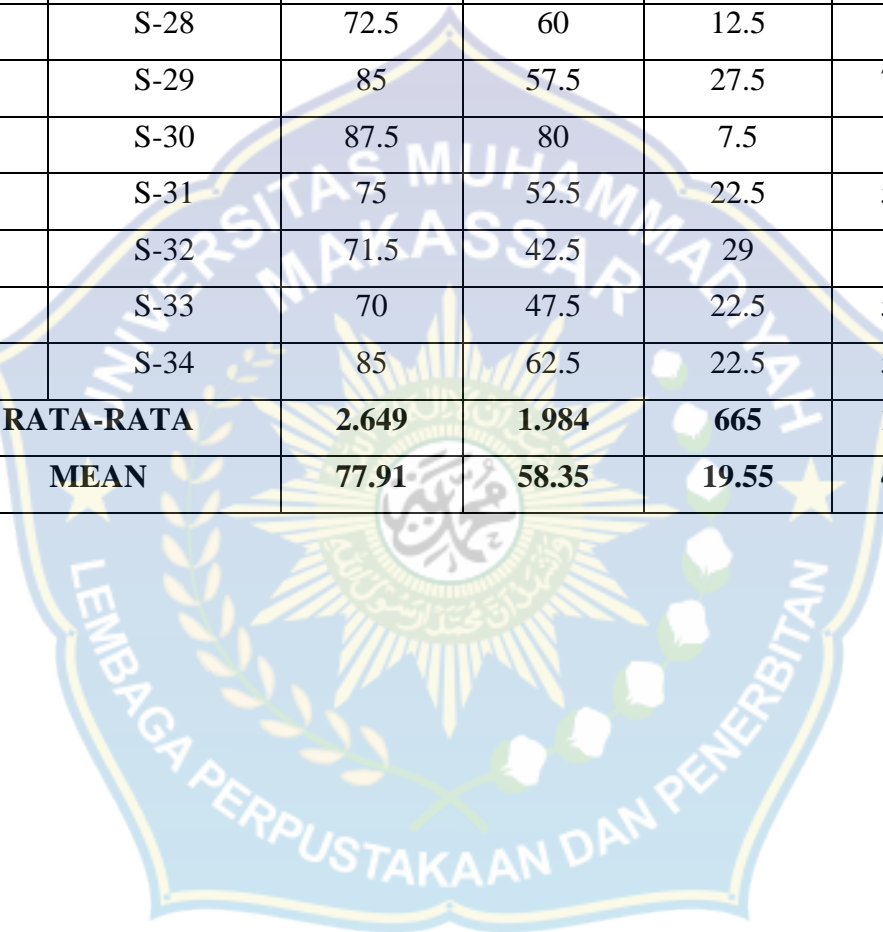
22.	S-22	80	75	77.5	Good
23.	S-23	65	72	68.5	Fair
24.	S-24	70	72	71	Good
25.	S-25	75	80	77.5	Good
26.	S-26	80	85	82.5	Very Good
27.	S-27	70	75	72.5	Good
28.	S-28	70	75	72.5	Good
29.	S-29	85	85	85	Very Good
30.	S-30	85	90	87.5	Very Good
31.	S-31	75	75	75	Good
32.	S-32	70	73	71.5	Good
33.	S-33	70	70	70	Good
34.	S-34	85	85	85	Very Good
TOTAL		2.624	2.674	2.649	
MEAN		77.18	78.65	77.91	

APPENDIX F

T-Test Reading Comprehension Score

NO.	NAME	Reading Comprehension of Main Idea and Conclusion			
		Post-Test	Pre-Test	D	d ²
1.	S-1	85	57.5	27.5	756.25
2.	S-2	87.5	80	7.5	56.25
3.	S-3	66.5	58.5	8	64
4.	S-4	72.5	50	22.5	506.25
5.	S-5	80	55	25	625
6.	S-6	75	57.5	17.5	306.25
7.	S-7	85	61	24	576
8.	S-8	82	71.5	10.5	110.25
9.	S-9	70	47.5	22.5	506.25
10.	S-10	78.5	47.5	31	961
11.	S-11	72.5	59.5	13	169
12.	S-12	87.5	70	17.5	306.25
13.	S-13	72.5	45	27.5	756.25
14.	S-14	75	47.5	27.5	756.25
15.	S-15	80	47.5	32.5	1056.25
16.	S-16	77.5	52.5	25	625
17.	S-17	90	62.5	27.5	756.25
18.	S-18	70	47.5	22.5	506.25
19.	S-19	81	57.5	23.5	552.25
20.	S-20	90	85	5	25
21.	S-21	75	75	0	0
22.	S-22	77.5	71	6.5	42.25

23.	S-23	68.5	45	23.5	552.25
24.	S-24	71	45	26	676
25.	S-25	77.5	60	17.5	306.25
26.	S-26	82.5	70	12.5	156.25
27.	S-27	72.5	55	17.5	306.25
28.	S-28	72.5	60	12.5	156.25
29.	S-29	85	57.5	27.5	756.25
30.	S-30	87.5	80	7.5	56.25
31.	S-31	75	52.5	22.5	506.25
32.	S-32	71.5	42.5	29	841
33.	S-33	70	47.5	22.5	506.25
34.	S-34	85	62.5	22.5	506.25
RATA-RATA		2.649	1.984	665	15.344
MEAN		77.91	58.35	19.55	451.29



APPENDIX G

THE STUDENTS' MEAN SCORE OF THE STUDENTS' TEST

1. Mean of pre-test in literal comprehension (main ideas)

$$\begin{aligned}\bar{X} &= \frac{1962}{34} \\ &= 57.70\end{aligned}$$

2. Mean of post-test in literal comprehension (main idea)

$$\begin{aligned}\bar{X} &= \frac{2624}{34} \\ &= 77.18\end{aligned}$$

3. Mean of pre-test in interpretative comprehension (conclusion)

$$\begin{aligned}\bar{X} &= \frac{2006}{34} \\ &= 59\end{aligned}$$

4. Mean of post-test in interpretative comprehension (conclusion)

$$\begin{aligned}\bar{X} &= \frac{2674}{34} \\ &= 78.65\end{aligned}$$

APPENDIX H

THE IMPROVEMENT OF STUDENTS IN READING COMPREHENSION

1. Improvement students in literal comprehension (main ideas)

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

$$P = \frac{77.18 - 57.70}{57.70} \times 100$$

$$P = \frac{19.48}{57.70} \times 100$$

$$P = \frac{1948}{57.70}$$

$$= 33.76$$

The students' improvement = 33.76%

2. Improvement students in interpretative comprehension (conclusion)

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

$$P = \frac{78.65 - 59}{59} \times 100$$

$$P = \frac{19.65}{59} \times 100$$

$$P = \frac{1965}{59}$$

$$= 33.30$$

The students' improvement = 33.30%

3. Improvement students Reading Comprehension

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

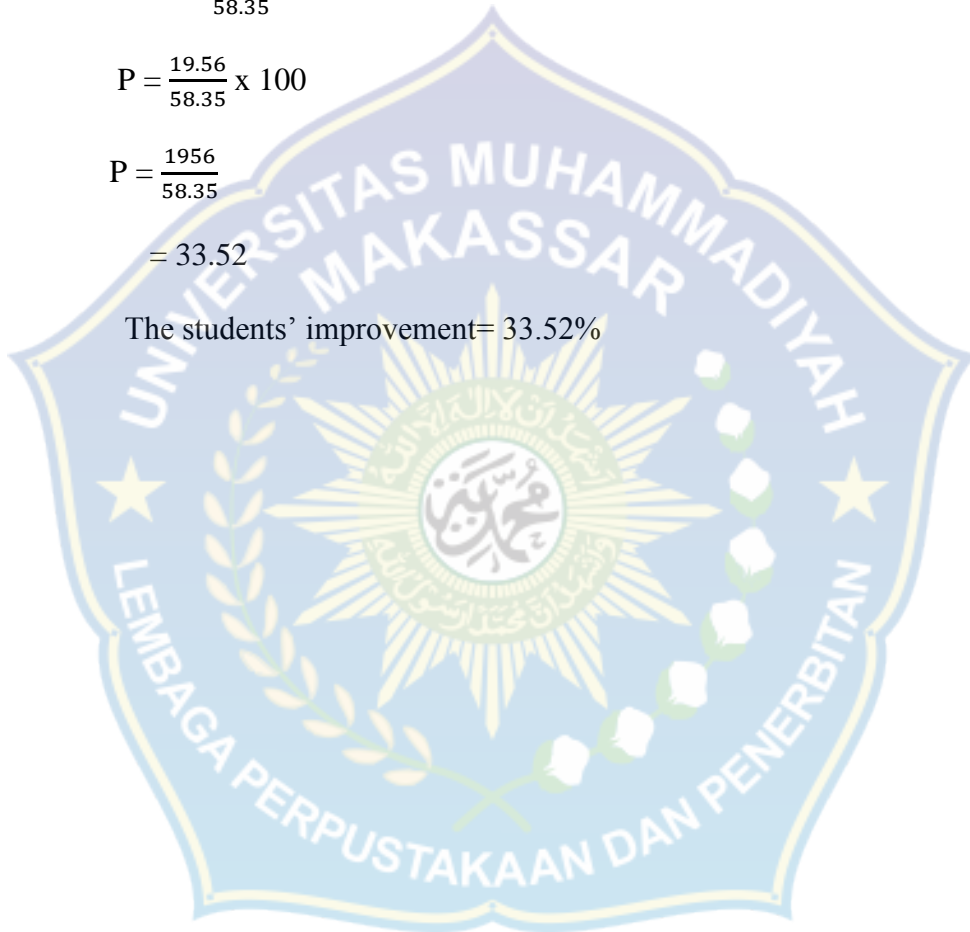
$$P = \frac{77.91 - 58.35}{58.35} \times 100$$

$$P = \frac{19.56}{58.35} \times 100$$

$$P = \frac{1956}{58.35}$$

$$= 33.52$$

The students' improvement = 33.52%



APPENDIX I

CALCULATING THE T-TEST ANALYSIS

Calculating the t-test analysis of reading comprehension.

NOTES : $\sum D = 665$

$$\sum D^2 = 15.344$$

$$N = 34$$

$$\bar{D} = \frac{(\sum D)}{N} = \frac{(665)}{34} = 19.55$$

$$\bar{D} = 19.55$$

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

$$t = \frac{19.55}{\sqrt{\frac{15.344 - \frac{(665)^2}{34}}{34(34-1)}}$$

$$t = \frac{19.55}{\sqrt{\frac{15.344 - \frac{(442.225)}{34}}{34(33)}}$$

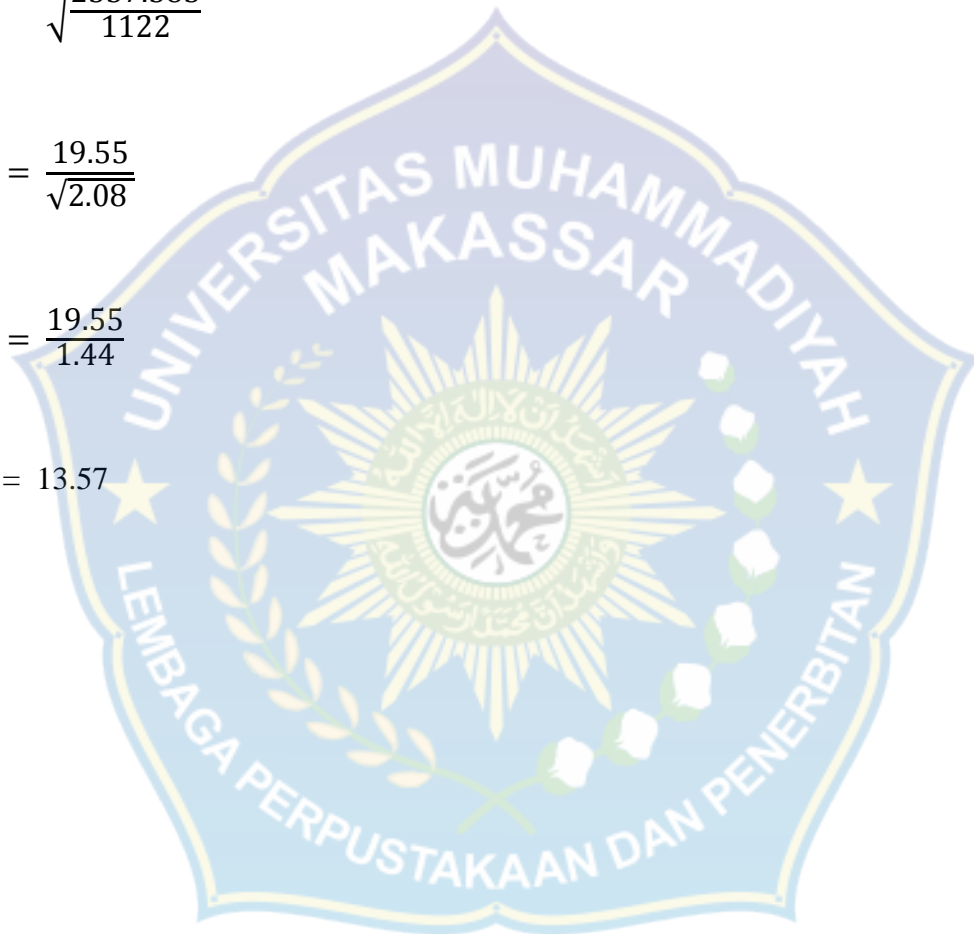
$$t = \frac{19.55}{\sqrt{\frac{15.344 - 13006.61}{1122}}}$$

$$t = \frac{19.55}{\sqrt{\frac{2337.383}{1122}}}$$

$$t = \frac{19.55}{\sqrt{2.08}}$$

$$t = \frac{19.55}{1.44}$$

$$t = 13.57$$



APPENDIX J

Distribution of T-table

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	1.00000	3.07768	6.31375	12.70620	31.82052	63.65674	318.30884
2	0.81650	1.88562	2.91999	4.30265	6.96456	9.92484	22.32712
3	0.76489	1.63774	2.35336	3.18245	4.54070	5.84091	10.21453
4	0.74070	1.53321	2.13185	2.77645	3.74695	4.60409	7.17318
5	0.72669	1.47588	2.01505	2.57058	3.36493	4.03214	5.89343
6	0.71756	1.43976	1.94318	2.44691	3.14267	3.70743	5.20763
7	0.71114	1.41492	1.89458	2.36462	2.99795	3.49948	4.78529
8	0.70639	1.39682	1.85955	2.30600	2.89646	3.35539	4.50079
9	0.70272	1.38303	1.83311	2.26216	2.82144	3.24984	4.29681
10	0.69981	1.37218	1.81246	2.22814	2.76377	3.16927	4.14370
11	0.69745	1.36343	1.79588	2.20099	2.71808	3.10581	4.02470
12	0.69548	1.35622	1.78229	2.17881	2.68100	3.05454	3.92963
13	0.69383	1.35017	1.77093	2.16037	2.65031	3.01228	3.85198
14	0.69242	1.34503	1.76131	2.14479	2.62449	2.97684	3.78739
15	0.69120	1.34061	1.75305	2.13145	2.60248	2.94671	3.73283
16	0.69013	1.33676	1.74588	2.11991	2.58349	2.92078	3.68615
17	0.68920	1.33338	1.73961	2.10982	2.56693	2.89823	3.64577
18	0.68836	1.33039	1.73406	2.10092	2.55238	2.87844	3.61048
19	0.68762	1.32773	1.72913	2.09302	2.53948	2.86093	3.57940
20	0.68695	1.32534	1.72472	2.08596	2.52798	2.84534	3.55181
21	0.68635	1.32319	1.72074	2.07961	2.51765	2.83136	3.52715
22	0.68581	1.32124	1.71714	2.07387	2.50832	2.81876	3.50499
23	0.68531	1.31946	1.71387	2.06866	2.49987	2.80734	3.48496
24	0.68485	1.31784	1.71088	2.06390	2.49216	2.79694	3.46678
25	0.68443	1.31635	1.70814	2.05954	2.48511	2.78744	3.45019
26	0.68404	1.31497	1.70562	2.05553	2.47863	2.77871	3.43500
27	0.68368	1.31370	1.70329	2.05183	2.47266	2.77068	3.42103
28	0.68335	1.31253	1.70113	2.04841	2.46714	2.76326	3.40816
29	0.68304	1.31143	1.69913	2.04523	2.46202	2.75639	3.39624
30	0.68276	1.31042	1.69726	2.04227	2.45726	2.75000	3.38518
31	0.68249	1.30946	1.69552	2.03951	2.45282	2.74404	3.37490
32	0.68223	1.30857	1.69389	2.03693	2.44868	2.73848	3.36531
33	0.68200	1.30774	1.69236	2.03452	2.44479	2.73328	3.35634
34	0.68177	1.30695	1.69092	2.03224	2.44115	2.72839	3.34793
35	0.68156	1.30621	1.68957	2.03011	2.43772	2.72381	3.34005

36	0.68137	1.30551	1.68830	2.02809	2.43449	2.71948	3.33262
37	0.68118	1.30485	1.68709	2.02619	2.43145	2.71541	3.32563
38	0.68100	1.30423	1.68595	2.02439	2.42857	2.71156	3.31903
39	0.68083	1.30364	1.68488	2.02269	2.42584	2.70791	3.31279
40	0.68067	1.30308	1.68385	2.02108	2.42326	2.70446	3.30688
41	0.68052	1.30254	1.68288	2.01954	2.42080	2.70118	3.30127
42	0.68038	1.30204	1.68195	2.01808	2.41847	2.69807	3.29595
43	0.68024	1.30155	1.68107	2.01669	2.41625	2.69510	3.29089
44	0.68011	1.30109	1.68023	2.01537	2.41413	2.69228	3.28607
45	0.67998	1.30065	1.67943	2.01410	2.41212	2.68959	3.28148
46	0.67986	1.30023	1.67866	2.01290	2.41019	2.68701	3.27710
47	0.67975	1.29982	1.67793	2.01174	2.40835	2.68456	3.27291
48	0.67964	1.29944	1.67722	2.01063	2.40658	2.68220	3.26891
49	0.67953	1.29907	1.67655	2.00958	2.40489	2.67995	3.26508
50	0.67943	1.29871	1.67591	2.00856	2.40327	2.67779	3.26141
51	0.67933	1.29837	1.67528	2.00758	2.40172	2.67572	3.25789
52	0.67924	1.29805	1.67469	2.00665	2.40022	2.67373	3.25451
53	0.67915	1.29773	1.67412	2.00575	2.39879	2.67182	3.25127
54	0.67906	1.29743	1.67356	2.00488	2.39741	2.66998	3.24815
55	0.67898	1.29713	1.67303	2.00404	2.39608	2.66822	3.24515
56	0.67890	1.29685	1.67252	2.00324	2.39480	2.66651	3.24226
57	0.67882	1.29658	1.67203	2.00247	2.39357	2.66487	3.23948
58	0.67874	1.29632	1.67155	2.00172	2.39238	2.66329	3.23680
59	0.67867	1.29607	1.67109	2.00100	2.39123	2.66176	3.23421
60	0.67860	1.29582	1.67065	2.00030	2.39012	2.66028	3.23171
61	0.67853	1.29558	1.67022	1.99962	2.38905	2.65886	3.22930
62	0.67847	1.29536	1.66980	1.99897	2.38801	2.65748	3.22696
63	0.67840	1.29513	1.66940	1.99834	2.38701	2.65615	3.22471
64	0.67834	1.29492	1.66901	1.99773	2.38604	2.65485	3.22253
65	0.67828	1.29471	1.66864	1.99714	2.38510	2.65360	3.22041
66	0.67823	1.29451	1.66827	1.99656	2.38419	2.65239	3.21837
67	0.67817	1.29432	1.66792	1.99601	2.38330	2.65122	3.21639
68	0.67811	1.29413	1.66757	1.99547	2.38245	2.65008	3.21446
69	0.67806	1.29394	1.66724	1.99495	2.38161	2.64898	3.21260
70	0.67801	1.29376	1.66691	1.99444	2.38081	2.64790	3.21079
71	0.67796	1.29359	1.66660	1.99394	2.38002	2.64686	3.20903
72	0.67791	1.29342	1.66629	1.99346	2.37926	2.64585	3.20733
73	0.67787	1.29326	1.66600	1.99300	2.37852	2.64487	3.20567
74	0.67782	1.29310	1.66571	1.99254	2.37780	2.64391	3.20406
75	0.67778	1.29294	1.66543	1.99210	2.37710	2.64298	3.20249
76	0.67773	1.29279	1.66515	1.99167	2.37642	2.64208	3.20096

77	0.67769	1.29264	1.66488	1.99125	2.37576	2.64120	3.19948
78	0.67765	1.29250	1.66462	1.99085	2.37511	2.64034	3.19804
79	0.67761	1.29236	1.66437	1.99045	2.37448	2.63950	3.19663
80	0.67757	1.29222	1.66412	1.99006	2.37387	2.63869	3.19526

APPENDIX K
LESSON PLAN AND LEARNING MATERIAL
RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Nama Sekolah : SMAN 9 Makassar
Mata Pelajaran : Bahasa Inggris
Kelas/semester : XI/2
Aspek/Skill : Reading
Alokasi Waktu : 6 x 45 menit (pertemuan 1-3)

A. KOMPETENSI INTI

1. Kompetensi sikap spiritual
Menghargai dan menghayati ajaran agama yang dianutnya
2. Kompetensi sikap sosial
Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya
3. Kompetensi pengetahuan

Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata

4. Kompetensi keterampilan

Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. KOMPETENSI DAN INDIKATOR PENCAPAIAN KOMPETENSI INTI

No.	Kompetensi Dasar	Indikator Pencapaian Kompetensi
1	1. Memahami makna teks tulis fungsional dan esai pendek sederhana berbentuk narrative text untuk berinteraksi dalam konteks kehidupan sehari-hari.	1.1.Mengidentifikasi fungsi sosial dan unsure kebahasaan dari teks tulis fungsional dan esai pendek berbentuk narrative text 1.2.Mengidentifikasi main idea dan kesimpulan dari teks tulis fungsional dan esai pendek berbentuk narrative text.
2.	2. Merespon makna dalam teks tulis fungsional pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar, dan berterima untuk berinteraksi dalam konteks	2.1.Menuliskan fungsi sosial dan unsure kebahasaan dari teks tulis fungsional dan esai pendek berbentuk narrative text 2.2.Menuliskan main idea dan kesimpulan dari teks tulis

kehidupan sehari-hari fungsional dan esai pendek dalam teks berbentuk berbentuk narrative text. narrative.

C. TUJUAN PEMBELAJARAN

- Peserta didik dapat mengidentifikasi fungsi sosial dan unsure kebahasaan dari teks tulis fungsional dan esai pendek berbentuk narrative text.
- Peserta didik dapat mengidentifikasi main idea dan kesimpulan dari teks tulis fungsional dan esai pendek berbentuk narrative text.
- Peserta didik dapat menuliskan fungsi sosial dan unsure kebahasaan dari teks tulis fungsional dan esai pendek berbentuk narrative text
- Peserta didik dapat menuliskan main idea dan kesimpulan dari teks tulis fungsional dan esai pendek berbentuk narrative text.

D. MATERI PEMBELAJARAN

- Narrative text

Narrative text is a story with complication or problematic events and it tries to find the resolution to solve the problem.
- Generic Structure
 - Orientation; where and when the story happened and introduce the participants of the story.
 - Complication; tells the beginning of the problem which leads to the crisis (climax) of the main participants.
 - Resolution; the problem (the crisis) is resolved, either in a happy ending or in a sad ending.
 - Re-orientation; this is a closing remark to the story and it is optional.

E. METODE PEMBELAJARAN

- Herringbone Technique

F. MEDIA PEMBELAJARAN

- Kertas, papan tulis, spidol

G. SUMBER

- Koran / Majalah berbahasa inggris
- Buku paket bahasa inggris

H. LANGKAH – LANGKAH KEGIATAN PEMBELAJARAN

- Pertemuan 1

Pendahuluan (10 menit)

- 1) Guru memberi salam (*greeting*);
- 2) Guru mengajak peserta didik berdoa
- 3) Guru mengecek kehadiran peserta didik;
- 4) Guru memberi motivasi belajar peserta didik secara kontekstual sesuai manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari, dengan memberikan contoh dan perbandingan lokal, nasional dan internasional;
- 5) Guru mengajukan tentang kaitan antara pengetahuan sebelumnya dengan materi yang akan dipelajari;
- 6) Guru menjelaskan tentang indikator kompetensi dasar yang akan dicapai;
- 7) Guru menyampaikan cakupan materi dan uraian kegiatan sesuai silabus.

Kegiatan inti (70 menit)

Mengamati

- 1) Peserta didik mengamati dan memperhatikan teks bacaan terkait yang akan dibahas
- 2) Dengan arahan dari guru peserta didik diminta memberikan komentar tentang teks bacaan yang telah diperlihatkan
- 3) Peserta didik diberi kesempatan untuk menemukan kosakata baru dari teks bacaan yang telah diperhatikan.
- 4) Peserta didik diberikan kesempatan untuk menuliskan di papantulis kosakata baru yang diperoleh dari teks bacaan.

Menanya

- 1) Guru memberikan kesempatan kepada peserta didik untuk bertanya tentang fungsi sosial yang terdapat pada teks bacaan.
- 2) Guru meminta peserta didik menemukan main idea dan kesimpulan yang terdapat pada teks bacaan.
- 3) Peserta didik diberi kesempatan bertanya tentang hal – hal yang kurang dimengerti yang terdapat pada teks bacaan.

Penutup (10 menit)

- 1) Peserta didik dan guru menyimpulkan hasil pembelajaran
- 2) Peserta didik dan guru menyampaikan pendapat atau perasaan atas pembelajaran yang dilakukan.
- 3) Peserta didik menerima tugas mandiri terstruktur dengan membaca pelajaran berikutnya.
- 4) Peserta didik memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya
- 5) Peserta didik dan guru mengucapkan salam penutup.

Pendahuluan (10 menit)

- 1) Guru memberi salam (*greeting*);
- 2) Guru mengajak peserta didik berdoa
- 3) Guru mengecek kehadiran peserta didik;
- 4) Guru melakukan Tanya jawab sederhana mengenai materi pertemuan sebelumnya

Kegiatan inti (70 menit)

Mengeksplorasi

- 1) Peserta didik diberi kesempatan mencari beberapa narrative teks dan meminta mereka menuliskan topic dari setiap teks.
- 2) Peserta didik mencari kosakata baru dan gagasan utama dalam teks tersebut.
- 3) Peserta didik mempelajari cara menulis kesimpulan dalam setiap narrative teks.
- 4) Peserta didik secara berpasangan mencoba menjawab pertanyaan – pertanyaan tentang teks tersebut

Mengasosiasi

- 1) Meminta peserta didik untuk membandingkan beraneka teks narrative

Penutup (10 menit)

- 1) Peserta didik beserta guru menyimpulkan hasil pembelajaran yang telah diterima.
- 2) Peserta didik menyampaikan pendapat atau perasaan atas pembelajaran yang telah dilakukan

- 3) Guru memberikan penugasan terstruktur individu dengan membaca pelajaran berikutnya yang masih terkait tentang teks narrative
- 4) Peserta didik dan guru merencanakan tindak lanjut pembelajaran untuk pertemuan selanjutnya
- 5) Peserta didik dan guru mengucapkan salam penutup.

➤ Pertemuan 3

Pendahuluan (10 menit)

- 1) Guru memberi salam (*greeting*);
- 2) Guru mengajak peserta didik berdoa
- 3) Guru mengecek kehadiran peserta didik;
- 4) Guru melakukan Tanya jawab sederhana mengenai materi pertemuan sebelumnya

Kegiatan inti (70 menit)

Mengumpulkan informasi

- 1) Guru memberi peserta didik pertanyaan berupa essay test terkait narrative test
- 2) Guru meminta peserta didik menjawab pertanyaan berdasarkan kalimatnya sendiri.

Menalar

- 1) Peserta didik menyusun kalimat sederhana berdasarkan dari essay test terkait narrative text.

Mengomunikasikan

- 1) Guru memfasilitasi peserta didik menyusun kalimat berdasarkan narrative text
- 2) Guru memfasilitasi peserta didik menyimpulkan hasil kalimat.
- 3) Guru memberikan penguatan terhadap hasil kalimat yang dibuat oleh siswa.

Penutup (10 menit)

- 1) Peserta didik beserta guru menyimpulkan hasil pembelajaran yang telah diterima.
- 2) Peserta didik menyampaikan pendapat atau perasaan atas pembelajaran yang telah dilakukan
- 3) Peserta didik dan guru mengucapkan salam penutup.

I. PENILAIAN

- Teknik : membaca
- Bentuk : menjawab sesuai dengan teks bacaan

Read the text carefully and answer the question!

6.0- Magnitude Earthquake Strikers off East Java Town

A strong 6.0- magnitude earthquake struck off the Indonesia Island of Java Sunday, the US Geological Survey reported, but local official said there was no risk of a tsunami. The quake struck at 2:05 pm local time, 93 kilometers south of Krajan Tambakrejo village in East Java at a depth of 59 kilometers, the USGS said.

Mochammad Riyaldi, from the Indonesia meteorology, climatology and geophysics agency, said there were no reports of casualties or damage. "the quake epicenter was in the sea, but there's ni risk of a tsunami. It's quate a distance from nearby cities, he told AFP.

An AFP correspondent in Banyuwangi said that mild shaking could be felt for about five seconds. Indonesia sits on the pacific ‘Ring of Fire’ where tectonic plates collide, causing frequent seismic and volcanic activity.

1. Who is Riyadi?
2. What happen in Krajan Tambakrejo village in East Java?
3. When did earthquake happen?
4. Where did earthquake happen?
5. Why did earthquake in Krajan Tambakrejo happen?
6. How did the earthquake happen?
7. What is the main idea of the first paragraph?
8. What is the main idea of the second paragraph?
9. Make the conclusion of the first paragraph with your own word!
10. Make the conclusion of the second paragraph with your own word!

Aspek penilaian

- Pedoman penilaian
 1. Tiap jawaban yang benar diberi skor sesuai dengan rubric penilaian
 2. Jumlah nilai maksimal 100
 3. Nilai siswa = $\frac{\text{skor perolehan}}{\text{skor maksimal}} \times 100$

- Rubrik Penilaian

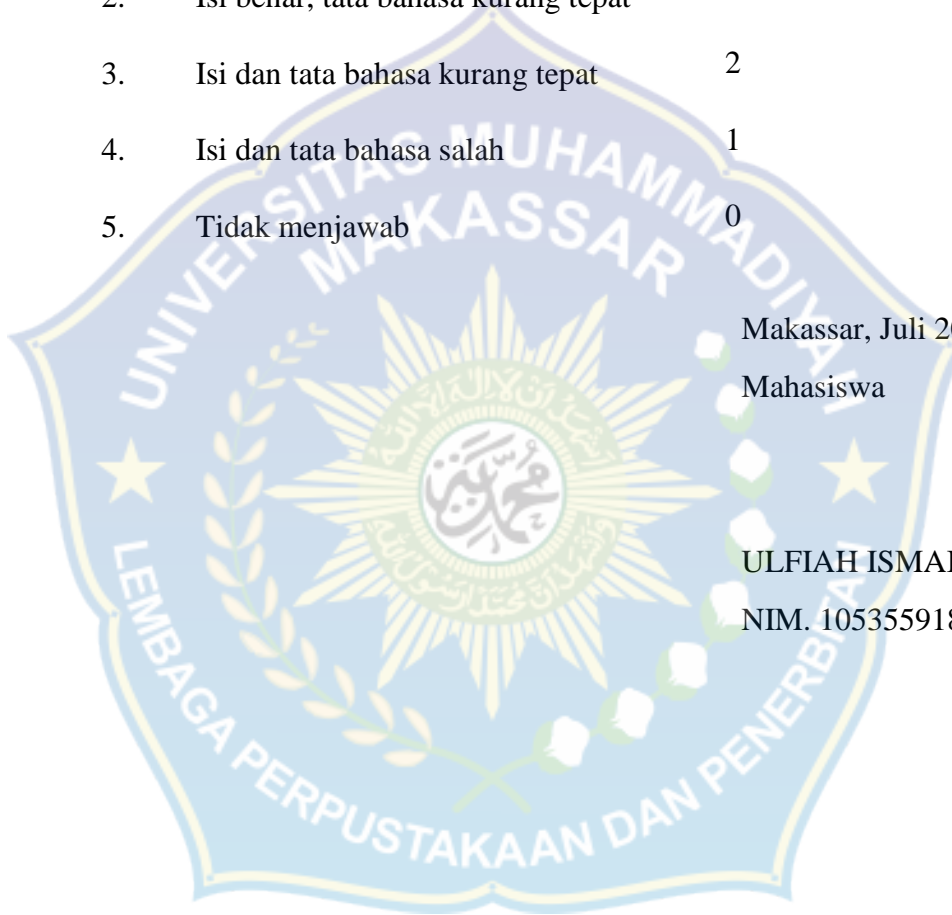
No	Uraian	Skor tiap soal
1.	Isi benar, tata bahasa benar	4
2.	Isi benar, tata bahasa kurang tepat	3
3.	Isi dan tata bahasa kurang tepat	2
4.	Isi dan tata bahasa salah	1
5.	Tidak menjawab	0

Makassar, Juli 2019

Mahasiswa

ULFIAH ISMAIL

NIM. 10535591814



RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Nama Sekolah : SMAN 9 Makassar
Mata Pelajaran : Bahasa Inggris
Kelas/semester : XI/2
Aspek/Skill : Reading
Alokasi Waktu : 6 x 45 menit (pertemuan 4-6)

A. KOMPETENSI INTI

1. Kompetensi sikap spiritual
Menghargai dan menghayati ajaran agama yang dianutnya
2. Kompetensi sikap sosial
Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya
3. Kompetensi pengetahuan
Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata
4. Kompetensi keterampilan
Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai

dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. KOMPETENSI DAN INDIKATOR PENCAPAIAN KOMPETENSI INTI

No.	Kompetensi Dasar	Indikator Pencapaian Kompetensi
1	1. Memahami makna teks tulis fungsional dan esai pendek sederhana berbentuk narrative text untuk berinteraksi dalam konteks kehidupan sehari-hari.	1.1.Mengidentifikasi fungsi sosial dan unsure kebahasaan dari teks tulis fungsional dan esai pendek berbentuk narrative text 1.2.Mengidentifikasi main idea dan kesimpulan dari teks tulis fungsional dan esai pendek berbentuk narrative text.
2.	2. Merespon makna dalm teks tulis fungsional pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar, dan berterima untuk berinteraksi dalam konteks kehidupan sehari-hari dalam teks berbentuk narrative.	2.1.Menuliskan fungsi sosial dan unsure kebahasaan dari teks tulis fungsional dan esai pendek berbentuk narrative text 2.2.Menuliskan main idea dan kesimpulan dari teks tulis fungsional dan esai pendek berbentuk narrative text.

C. TUJUAN PEMBELAJARAN

- Peserta didik dapat mengidentifikasi fungsi sosial dan unsur kebahasaan dari teks tulis fungsional dan esai pendek berbentuk narrative text.

- Peserta didik dapat mengidentifikasi main idea dan kesimpulan dari teks tulis fungsional dan esai pendek berbentuk narrative text.
- Peserta didik dapat menuliskan fungsi sosial dan unsur kebahasaan dari teks tulis fungsional dan esai pendek berbentuk narrative text
- Peserta didik dapat menuliskan main idea dan kesimpulan dari teks tulis fungsional dan esai pendek berbentuk narrative text.

D. MATERI PEMBELAJARAN

- Narrative teks

Narrative teks is a story with complication or problematic events and it tries to find the resolution to solve the problem.

- Generic Structure
 - Orientation; where and when the story happened and introduce the participants of the story.
 - Complication; tells the beginning of the problem which leads to the crisis (climax) of the main participants.
 - Resolution; the problem (the crisis) is resolved, either in a happy ending or in a sad ending.
 - Re-orientation; this is a closing remark to the story and it is optional.

E. METODE PEMBELAJARAN

- Herringbone Technique

F. MEDIA PEMBELAJARAN

- Kertas, papan tulis, spidol

G. SUMBER

- Koran / Majalah berbahasa inggris
- Buku paket bahasa inggris

H. LANGKAH – LANGKAH KEGIATAN PEMBELAJARAN

➤ Pertemuan 4

Pendahuluan (10 menit)

- 1) Guru memberi salam (*greeting*);
- 2) Guru mengajak peserta didik berdoa
- 3) Guru mengecek kehadiran peserta didik;
- 4) Guru memberi motivasi belajar peserta didik secara kontekstual sesuai manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari, dengan memberikan contoh dan perbandingan lokal, nasional dan internasional;
- 5) Guru mengajukan tentang kaitan antara pengetahuan sebelumnya dengan materi yang akan dipelajari;
- 6) Guru menjelaskan tentang indikator kompetensi dasar yang akan dicapai;
- 7) Guru menyampaikan cakupan materi dan uraian kegiatan sesuai silabus.

Kegiatan inti (70 menit)

Mengamati

- 1) Peserta didik mengamati dan memperhatikan teks bacaan terkait yang akan dibahas
- 2) Dengan arahan dari guru peserta didik diminta memberikan komentar tentang teks bacaan yang telah diperlihatkan
- 3) Peserta didik diberi kesempatan untuk menemukan kosakata baru dari teks bacaan yang telah diperhatikan.
- 4) Peserta didik diberikan kesempatan untuk menuliskan di papantulis kosakata baru yang diperoleh dari teks bacaan.

Menanya

- 1) Guru memberikan kesempatan kepada peserta didik untuk bertanya tentang fungsi sosial yang terdapat pada teks bacaan.
- 2) Guru meminta peserta didik menemukan main idea dan kesimpulan yang terdapat pada teks bacaan.
- 3) Peserta didik diberi kesempatan bertanya tentang hal – hal yang kurang dimengerti yang terdapat pada teks bacaan.

Penutup (10 menit)

- 1) Peserta didik dan guru menyimpulkan hasil pembelajaran
- 2) Peserta didik dan guru menyampaikan pendapat atau perasaan atas pembelajaran yang dilakukan.
- 3) Peserta didik menerima tugas mandiri terstruktur dengan membaca pelajaran berikutnya.
- 4) Peserta didik memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya
- 5) Peserta didik dan guru mengucapkan salam penutup.

➤ Pertemuan 5

Pendahuluan (10 menit)

- 1) Guru memberi salam (*greeting*);
- 2) Guru mengajak peserta didik berdoa
- 3) Guru mengecek kehadiran peserta didik;
- 4) Guru melakukan Tanya jawab sederhana mengenai materi pertemuan sebelumnya

Kegiatan inti (70 menit)

Mengeksplorasi

- 1) Peserta didik diberi kesempatan mencari beberapa narrative teks dan meminta mereka menuliskan topic dari setiap teks.
- 2) Peserta didik mencari kosakata baru dan gagasan utama dalam teks tersebut.
- 3) Peserta didik mempelajari cara menulis kesimpulan dalam setiap narrative teks.
- 4) Peserta didik secara berpasangan mencoba menjawab pertanyaan – pertanyaan tentang teks tersebut

Mengasosiasi

- 1) Meminta peserta didik untuk membandingkan beraneka teks narrative

Penutup (10 menit)

- 1) Peserta didik beserta guru menyimpulkan hasil pembelajaran yang telah diterima.
- 2) Peserta didik menyampaikan pendapat atau perasaan atas pembelajaran yang telah dilakukan
- 3) Guru memberikan penugasan terstruktur individu dengan membaca pelajaran berikutnya yang masih terkait tentang teks narrative
- 4) Peserta didik dan guru merencanakan tindak lanjut pembelajaran untuk pertemuan selanjutnya
- 5) Peserta didik dan guru mengucapkan salam penutup.

➤ Pertemuan 6

Pendahuluan (10 menit)

- 1) Guru memberi salam (*greeting*);
- 2) Guru mengajak peserta didik berdoa
- 3) Guru mengecek kehadiran peserta didik;

- 4) Guru melakukan Tanya jawab sederhana mengenai materi pertemuan sebelumnya

Kegiatan inti (70 menit)

Mengumpulkan informasi

- 1) Guru memberi peserta didik pertanyaan berupa essay test terkait narrative text
- 2) Guru meminta peserta didik menjawab pertanyaan berdasarkan kalimatnya sendiri.

Menalar

- 1) Peserta didik menyusun kalimat sederhana berdasarkan dari essay test terkait narrative text.

Mengomunikasikan

- 1) Guru memfasilitasi peserta didik menyusun kalimat berdasarkan narrative text
- 2) Guru memfasilitasi peserta didik menyimpulkan hasil kalimat.
- 3) Guru memberikan penguatan terhadap hasil kalimat yang dibuat oleh siswa.

Penutup (10 menit)

- 1) Peserta didik beserta guru menyimpulkan hasil pembelajaran yang telah diterima.
- 2) Peserta didik menyampaikan pendapat atau perasaan atas pembelajaran yang telah dilakukan
- 3) Peserta didik dan guru mengucapkan salam penutup.

I. PENILAIAN

- Teknik : membaca

- Bentuk : menjawab sesuai dengan teks bacaan

Read the text carefully and answer the question!

Reading material.

Jokowi to Plant 10,000 Mango Trees

Governor Joko “Jokowi” Widodo has said he will plant 10,000 mango trees on the edge of streets in the city before of the rainy season. “We will plant the mango trees in the coming months and priority will be given to open air streets in North and East Jakarta. “ he said after making an impromptu field visit to the sidewalk renovation project along Jl. Gatot Subroto on Saturday.

He said the planting of 10,000 trees would help ease air pollution, absorb rain water and beautify the city. “The trees will also function as an ecosystem for birds and provide economic value for residents.” When asked about preparations for the upcoming rainy season, Jokowi said that the ongoing of a number of dams and rivers in the city were part of concrete measure taken in anticipation of floods.

“The dredging projects at the Pluit and Ria- Rio dams have begun while the normalization projects in Pesanggrahan River, Angke River, Sunter River and Ciliwung River are still underway. Floods this year will not be as bad as previous years, “ he said.

1. Who planted 10,000 mango trees?
2. What were the function if we plant trees?
3. When did Joko Widodo plant 10,000 mango trees?
4. Where did Joko Widodo plant 10,000 mango trees?
5. Why did Joko Widodo plant 10,000 mango trees?
6. How was Joko Widodo anticipation of floods?
7. What is the main idea of the first paragraph?
8. What is the main idea of the second paragraph?

9. Make the conclusion of the first paragraph with your own word!
10. Make the conclusion of the second paragraph with your own word!

Aspek penilaian

- Pedoman penilaian
 1. Tiap jawaban yang benar diberi skor sesuai dengan rubric penilaian
 2. Jumlah nilai maksimal 100
 3. Nilai siswa = $\frac{\text{skor perolehan}}{\text{skor maksimal}} \times 100$

- Rubrik Penilaian

No	Uraian	Skor tiap soal
1.	Isi benar, tata bahasa benar	4
2.	Isi benar, tata bahasa kurang tepat	3
3.	Isi dan tata bahasa kurang tepat	2
4.	Isi dan tata bahasa salah	1
5.	Tidak menjawab	0

Makassar, 2019

Mahasiswa

ULFIAH ISMAIL

NIM. 1053559

APPENDIX L
DOCUMENTATION





