INCREASING THE STUDENTS' READING COMPREHENSION IN REPORT TEXT THROUGH THE USE OF STUDENT TEAM ACHIEVEMENT DIVISION (STAD) TECHNIQUE

(An Experimental Study of SMP Negeri 2 Pasimarannu)

A THESIS

Submitted to the Faculty of Teacher Training and Education Muhammadiyah University of Makassar in partial fulfillment of the requirement for the degree of education in English Department

HASLIA. K
10535 587114

ENGLISH DEPARTMENT
FACULTY OF TEACHERS TRAINING AND EDUCATION
MAKASSAR MUHAMMADIYAH UNIVERSITY
2019

UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PRODI PENDIDIKAN BAHASA INGGRIS

بســــم الله الرحمن الرحيـــم

APPROVAL SHEET

Title : Increasing the Students' Reading Comprehension in Report Text of Students Team Achievement Division (STAD) Technique (*An Experimental Study of SMP Negeri 2 Pasimarannu*)

Name :

Reg. Number : 10535 5571 14

Programmer : English Education Department Strata 1 (S1)

Faculty : Teacher Training and Education

Makassar, 31 Agustus 2019

Approved by

Consultant I   Consultant II

Nunung Anugrawati, S.Pd., M.Pd.   **Muh. Astrianto Setiadi, S.Pd., M.Pd.**

Dean of FKIP   Head of English
Makassar Muhammadiyah University   Education Department

Erwin Akib, M.Pd., Ph.D.   **Ummi Khaerati Syam, S.Pd., M.Pd.**
NBM: 860 934   NBM: 977 807

iii

Terakreditasi Institusi
BAN-PT

UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PRODI PENDIDIKAN BAHASA INGGRIS

Jalan Sultan Alauddin No. 259 Makassar
Telp : 0411-860837/860132 (Fax)
Email : fkip@unismuh.ac.id
Web : www.fkip.unismuh.ac.id

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِيْمِ

LEMBAR PENGESAHAN

Skripsi atas nama **HASLIA. K.**, NIM **10535 5871 14** diterima dan disahkan oleh panitia ujian skripsi berdasarkan surat Keputusan Rektor Universitas Muhammadiyah Makassar Nomor: **137 Tahun 1440 H/2019 M** tanggal 26 Dzulhijjah 1440 H/27 Agustus 2019 M, sebagai salah satu syarat guna memperoleh gelar **Sarjana Pendidikan** pada Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar pada hari Sabtu tanggal 31 Agustus 2019.

Makassar, $\dfrac{01 \text{ Muharram } 1441 \text{ H}}{31 \text{ Agustus } 2019 \text{ M}}$

Panitia Ujian

1. Pengawas Umum : Prof. Dr. H. Abdul Rahman Rahim, S.E., M.M. (.............)

2. Ketua : Erwin Akib, M.Pd., Ph.D. (.............)

3. Sekretaris : Dr. Baharullah, M.Pd. (.............)

4. Dosen Penguji : 1. Dr. Eka Prabawati Rum, M.Hum. (.............)

2. Moh. Aldrianto Sohu, S.Pd., M.Pd. (.............)

3. Nurdevi Bte. Abdul, S.Pd., M.Pd. (.............)

4. Dr. St. Asriati AM., S.Pd., M.Hum. (.............)

Disahkan Oleh :
Dekan FKIP Universitas Muhammadiyah Makassar

Erwin Akib, M.Pd., Ph.D.
NBM : 860 934

ii

| Terakreditasi Institusi
BAN-PT

بســـم اللّـه الرّحمن الرّحيـــم

APPROVAL SHEET

Title   : Increasing the Students' Reading Comprehension in Report Text through the Use of Cooperative Learning: Student Team Achievement Division (STAD) Technique (An Experimental Study of SMP Negeri 2 Pasimarannu)

Name   : HASLIA K.

Reg. Number   : 10535 5871 14

Department   : English Education Department

Faculty   : Teacher Training And Education

After being checked and observed this thesis has fulfilled qualification to be examined.

Approved by

Consultant I   Consultant II

Nunung Anugrawati, S.Pd., M.Pd.   Muh. Astrianto Setiadi, S.Pd., M.Pd.

Dean of FKIP   Head of English
Universitas Muhammadiyah Makassar   Education Department

Erwin Akib, M.Pd., Ph.D.   Ummi Khaerati Syam, S.Pd., M.Pd.
NBM. 860 934   NBM. 977 807

UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIK
PRODI PENDIDIKAN BAHASA INGGRIS

بِسْــــمِ اللّٰـهِ الرّحمن الرّحيـــم

APPROVAL SHEET

Title	:	Increasing the Students' Reading Comprehension in Report Text through the Use of Cooperative Learning: Student Team Achievement Division (STAD) Technique (An Experimental Study of SMP Negeri 2 Pasimarannu)
Name	:	HASLIA K.
Reg. Number	:	10535 5871 14
Department	:	English Education Department
Faculty	:	Teacher Training And Education

After being checked and observed this thesis has fulfilled qualification to be examined.

Approved by

Consultant I

Nunung Anugrawati, S.Pd., M.Pd.

Consultant II

Muh. Astrianto Setiadi, S.Pd., M.Pd.

Dean of FKIP
Universitas Muhammadiyah Makassar

Erwin Akib, M.Pd., Ph.D.
NBM. 860 934

Head of English
Education Department

Ummi Khaerati Syam, S.Pd., M.Pd.
NBM. 977 807

| Terakreditasi Institusi
BAN-PT

UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIK
PRODI PENDIDIKAN BAHASA INGGRIS

Jalan Sultan Alauddin No. 259 Makassar
Telp : 0411-860937/860132 (Fax)
Email : fkip@unismuh.ac.id
Web : www.fkip.unismuh.ac.id

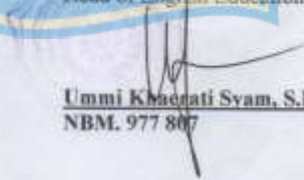بســـم اللّـه الرّحمن الرّحيــم

COUNSELLING SHEET

Name   :   **HASLIA K.**

Reg. Number   :   **10535 5871 14**

Jurusan   **Pendidikan Bahasa Inggris**

Title   :   Increasing the Students' Reading Comprehension in Report Text through the Use of Cooperative Learning: Student Team Achievement Division (STAD) Technique (*An Experimental Study of SMP Negeri 2 Pasimarannu*)

Consultant 1   :   Nunung Anugrawati, S.Pd., M.Pd.

Day/ Date	Chapter	Note	Signature
29/1/19	1 - V	1) provide Abstract Acknowledgment and cv 2) see note on page 3, 4, 19, 20 3) Chapter 3 is written using past tense 4) Findings belum lengkap perhitungan t-test 5) Discussion 6 conclussion	✓

Makassar,   2019
Approved by:
Head of English Education Department

Ummi Khaerati Syam, S.Pd., M.Pd
NBM. 977 807

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

COUNSELLING SHEET

Name	:	**HASLIA K.**
Reg. Number	:	**10535 5871 14**
Jurusan		**Pendidikan Bahasa Inggris**
Title	:	**Increasing the Students' Reading Comprehension in Report Text through the Use of Cooperative Learning: Student Team Achievement Division (STAD) Technique** (*An Experimental Study of SMP Negeri 2 Pasimarannu*)
Consultant I	:	**Nunung Anugrawati, S.Pd., M.Pd.**

Day/ Date	Chapter	Note	Signature
30/1/19		1. Revise abstract 2. See notes on page, 3. 4. 20 3. Chapter 3 should be written using past tense 4. Findings cek lagi 5. Ubah reuni reading "comprehen" 6. Tts 7.	

Approved by
Head of English Education Department

Ummi Khaerati Syam, S.Pd., M.Pd
NBM. 977 807

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

COUNSELLING SHEET

Name	:	HASLIA K.
Reg. Number	:	10535 5871 14
Jurusan		Pendidikan Bahasa Inggris
Title	:	Increasing the Students' Reading Comprehension in Report Text through the Use of Cooperative Learning: Student Team Achievement Division (STAD) Technique (*An Experimental Study of SMP Negeri 2 Pasimarannu*)
Consultant I	:	Nunung Anugrawati, S.Pd., M.Pd.

Day/ Date	Chapter	Note	Signature
5/2/19	I-V	ACC	

Makassar,   2019
Approved by
Head of English Education Department

Umm Khaerati Syam, S.Pd., M.Pd
NBM. 977 807

بســــم الله الرحمن الرحيــم

COUNSELLING SHEET

Name	:	HASLIA K.
Reg. Number	:	10535 5871 14
Jurusan		Pendidikan Bahasa Inggris
Title	:	Increasing the Students' Reading Comprehension in Report Text through the Use of Cooperative Learning: Student Team Achievement Division (STAD) Technique (*An Experimental Study of SMP Negeri 2 Pasimarannu*)
Consultant I	:	Muh. Astrianto Setiadi, S.Pd., M.Pd.

Day/Date	Chapter	Note	Signature
31/01/2019	I	- Change into Past - Perbaiki aturan penulisan	
04/02/2019	V	- Change your conclusion. - Revise your bibliography	
06/02/2019		- Revise your abstract and acknowledgment	

Makassar,   2019
Approved by
Head of English Education Department

<u>Ummi Khaerati Syam, S.Pd., M.Pd</u>
NBM. 977 807

| Terakreditasi Institusi
BAN-PT

بســـم الله الرحمن الرحيـــم

COUNSELLING SHEET

Name : **HASLIA K.**

Reg. Number : **10535 5871 14**

Jurusan **Pendidikan Bahasa Inggris**

Title : Increasing the Students' Reading Comprehension in Report Text through the Use of Cooperative Learning: Student Team Achievement Division (STAD) Technique (*An Experimental Study of SMP Negeri 2 Pasimarannu*)

Consultant II : Muh. Astrianto Setiadi, S.Pd., M.Pd.

Day/ Date	Chapter	Note	Signature
11/02/ 2019		Acc	

Makassar, 2019
Approved by,
Head of English Education Department

Umar Khaerati Syam, S.Pd., M.Pd
NBM. 977 807

UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

SURAT PERNYATAAN

Saya yang bertanda tangan di bawah ini:

Nama   : **HASLIA K**

Nim   : 10535 87114

Jurusan   : Pendidikan Bahasa Inggris

Judul proposal   : Increasing the students' reading comprehension in report text through the use of Student Team Achievement Division (STAD)

Dengan ini saya menyatakan bahwa skripsi yang saya ajukan di depan tim penguji adalah hasil karya saya sendiri dan bukan hasil karya dari orang lain atau di buatkan oleh siapapun.

Demikian pernyataan ini saya dan saya bersedia menerima sanksi apabila pernyataan ini tidak benar.

Makassar, Februari 2019
Yang Membuat Pernyataan

HASLIA. K

UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

SURAT PERJANJIAN

Saya yang bertanda tangan di bawah ini:

Nama : **HASLIA K**

Nim : 10535 87114

Jurusan : Pendidikan Bahasa Inggris

Fakultas : Keguruan Dan Ilmu Pendidikan

Dengan ini menyatakan perjanjian sebagai berikut:

1. Mulai dari penyusunan proposal sampai selesai penyusunan proposal ini, saya akan menyusun sendiri proposal saya (tidak dibuatkan oleh siapapun).

2. Dalam penyusunan proposal, saya akan selalu melakukan kosnsultasi dengan pembimbing yang tealh di tetapkan oleh pimpinan fakultas.

3. Saya tidak akan melakukan penjiplakan (plagiat) dalam penyusunan proposal.

4. Apabila saya melanggar perjanjian pada butir 1, 2, 3, saya bersedia menerima sanksi sesuai dengan aturan yang berlaku.

Demikian oerjanjian ini saya buat dengan penuh keasdaran.

Makassar, Februari 2019
Yang Membuat Perjanjian

HASLIA. K

MOTTO

THE PROCESS WILL NOT BETRAY THE RESULT

- Haslia K

ACKNOWLEDGEMENT

Praise and great gratitude submitted to almighy god, Allah SWT always give gracious mercy and tremendous blessing that help theresearcherfinishing this proposal with the tittle is increasing the students' reading comprehension in report text through the use of cooperative learning: StudentTeam Achievement Division (STAD) Technique. This a proposal is as a requirement in accomplishing the S-1 degree at the English Education department Faculty of teacher Training and Education in Makassar Muhamadiyah university.

The researcher would like to thank to all of those who give the contribution so that this propsal can be finish. The researcher would to like to deliver this thank to :

1. Dr. H. Abd. Rahman Rahim, SE.,MM, the Rektor of Makassar Muhammadiyah University who brings the campus to the advance.
2. Erwin Akib, M.Pd.,Ph.D the Dean of FKIP Muhammdiyah University of Makassar for all advices and motivation
3. Ummi Khaerti Syam, S.Pd., M.Pd the Head of English Education Department of FKIP Muhammadiyah University of Makassar.
4. Nunung Anugrawati, S.Pd., M.Pd, the first advisor, who has pains takingly spent his valuable time to guide and give excellent suggestions to me preparing this proposal.
5. Muh. Astrianto Setiadi, S.Pd.,M.Pd, the second advisor, for the correction and invaluable criticism and suggestion she has rendered to me the completion of the proposal.
6. My beloved parents and my brother who have prayed, motivated, encouraged, reminded the writer to finish the paper as soon as possible.
7. Riska family : Fifi, Uni, Riska, Tika, Emi and Ririn that always give the motivation and support the writer after finish this proposal.
8. All my friends, who have spent glorious and memorable time with the writer in the class and out of the class.   Last but far least, the researcher very sincere thanks to who are not mentioned personally here, without their patience, guidance, support and cooperation this paper could have never been written.

Finally, the researcher surrenders evertyhing to Allah SWT and the writer hope it will be useful ting for the writer herself and for all to improve education quality.

Makassar, Januari 2019

Haslia. K

TABLE OF CONTENTS

LIST OF TABLES

CHAPTER IV FINDINGS AND DISCUSSION

A. Findings
B. Discussion

CHAPTER V COVCLUSSION AND SUGGESTION

A. Conclusion
B. Suggestion

BIBLIOGRAPH
APPENDICES
   Instrument researcher
   RPP
   Result Text
CURRICULUM VITAE

LIST OF GRAPHICS

ABSTRACT

HASLIA.K, 2019.*Increasing The Students' Reading Comprehension In Report Text Through The Use Of Cooperative Learning:Student Team Achievement Division (STAD) Technique.*
(An Experimental study of SMP Negeri 2 Pasimarannu), under the thesis of English Education Department the Faculty of Teachers Training and Education, Makassar Muhammadiyah University (guided by Nunung Anugrawati and Muh. Astrianto Setiadi)

This research was aimed at finding out the increasing students reading comprehension by using STAD of second year students of SMP Negeri 2 Pasimarannu. This research used pre-experimental design, that consisted of pre-test and post-test. The subject of the study was the second year students of SMP Negeri 2 Pasimarannu which consisted of 30 students as a sample. To collect the data, the researcher used reading test. The result shows that teaching reading comprehension by using STAD of second year students of SMP Negeri 2 Pasimarannu. Increase the students' reading comprehension it was proved by mean score of students pre-test was 3.96 and post test 5.29..the improvement of the vocabulary was 33.5%. It means that t-observed was 17.5 and the t-table 1.699. Based on the fact, the researcher concluded that this method could be increase the students' literal reading comprehension especially in main idea and supporting details.

Key words: Achievement, reading comprehension, STAD

CHAPTER I

INTRODUCTION

A. Background

English becomes the most essential language in the world. Almost all the people from many different countries around the world use communiciate. The are of english has always become a special interest. It is because of the important of english in any scope our life. Many people want be learn english in order to be able to communicate well and to be able to go abroad when they mastere english.

In learning language, there are four skills should be mastered by students, such as listening, speaking, reading and writing. These four skills should be involve by teacher in process of teaching and learning in a classroom. Speaking and writing and refers to productive skills while reading and listening refers to receptive skills.(Harmer, 2003).

Reading become an important part of language, and it has complicate problem. Some teachers consider that reading is not favorite activity for most students. They are expected to find appropriate strategies or activity to make students understand reading text and more over enjoy reading.

English is taught as a foreign language in indonesia. Hence, there are some problem in teaching reading. The students sometimes feel bored in learning reading in their class, because the teacher, in his teaching and learning process, becomes more dominant than students do in the class. Besides, the students in learning are more passive in the class. They rarely ask question of what they do not understand about reading text.

Based on the observation, Many students could not identify the generic structure (general classification and description) and grammatical features of report text. They could not determine well in term of recognation between main idea and supporting details from the text. Therefore, student could not appear their brainstorming before reading the text., so that they could not understand about what they read. Than , students get problem to determine the main idea and supporting details in the text. They find difficulties to search information in the text. It based on the daily expreriences from the teacher. As a result, students' reading Comprehensio is very low.

So, the researcher hope with cooperative learning special students team achievement division (STAD) , this will be fun learning to read and more easy understood by students, researher interested is in the above description by selecting the tittle " Increasing the Students Reading Comprehension in Report Text Through the Use of Students Team Achievement devision (STAD), an experimental research at SMP Negeri 2 Pasimarrannu.
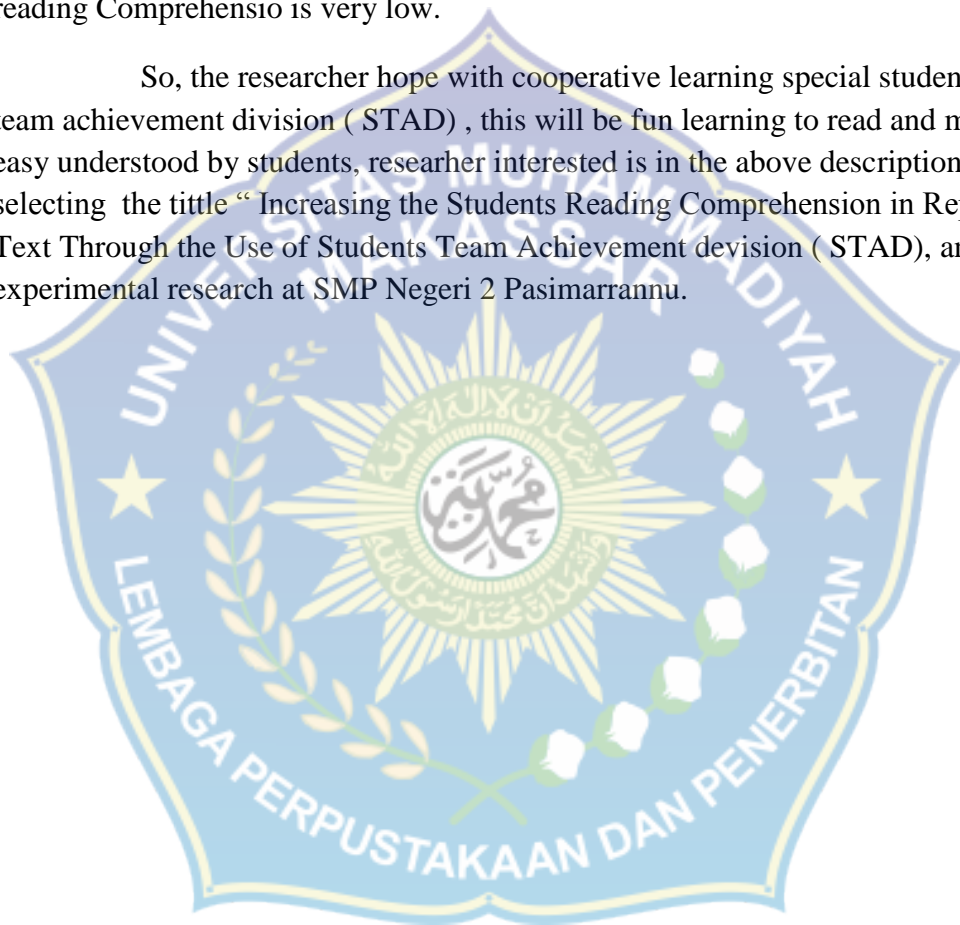
B. **Problem Statement**

Related on the background above, the writer formulates research questions as follow :

1. Does students' reading comprehension in report text terms of finding main idea increase by using STAD technique at SMP Negeri 2 Pasimarannu?
2. Does students' reading comprehension in report text terms of supporting details increase by using STAD technique at SMP Negeri 2 Pasimarannu?

C. **Objective of the study**

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

1. To find out wether or not the students' reading copmrehension in terms of main idea increase through cooperative learning: Student Team Achievement Division (STAD) Technique at SMP N 2 Pasimarannu
2. To find out wethere or not the students' reading Comprehemsion in term of supporting details increase through cooperative learning : students team achievement division (STAD) technique at SMP N 2 Pasimarannu.
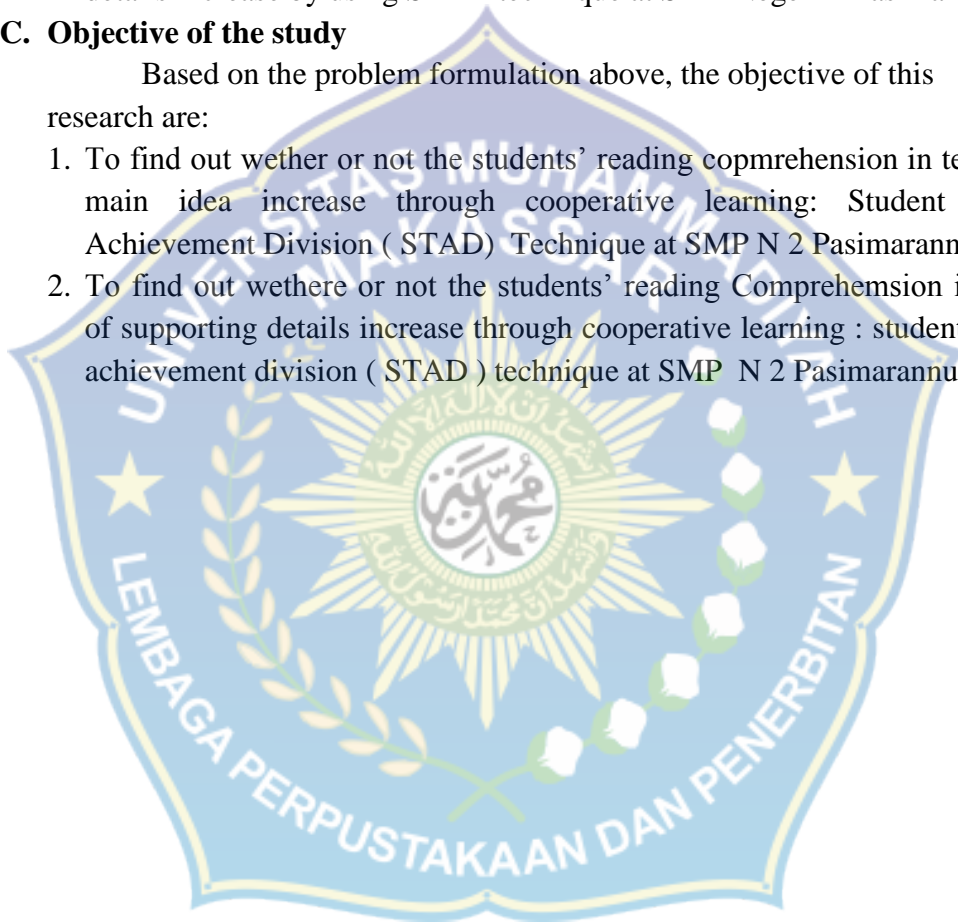
D. Significance of the study

This research gives positive result, it is expected that the result is able to give some benefits for students, teachers, and other researchers.

1. For the students, it is expected that this technique will help them increase their reading comprehension in report text.
2. For the teachers, it is expected that the result of this research gave them a reference in their teaching so they can apply cooperative learning: Student Team Achievement Division technique in increase the students' reading comprehension.
3. For other researcher, it is expected that the result of this research will help them in finding references or resources for further research.

E. Scope of the Study

The scope of this study focuses on students' reading comprehnsion, particularly in report text by using Student Team Achievement Division (STAD) technique, that was identifying supporting details and main idea in the text at second year students of SMP Negeri 2 Pasimarannu
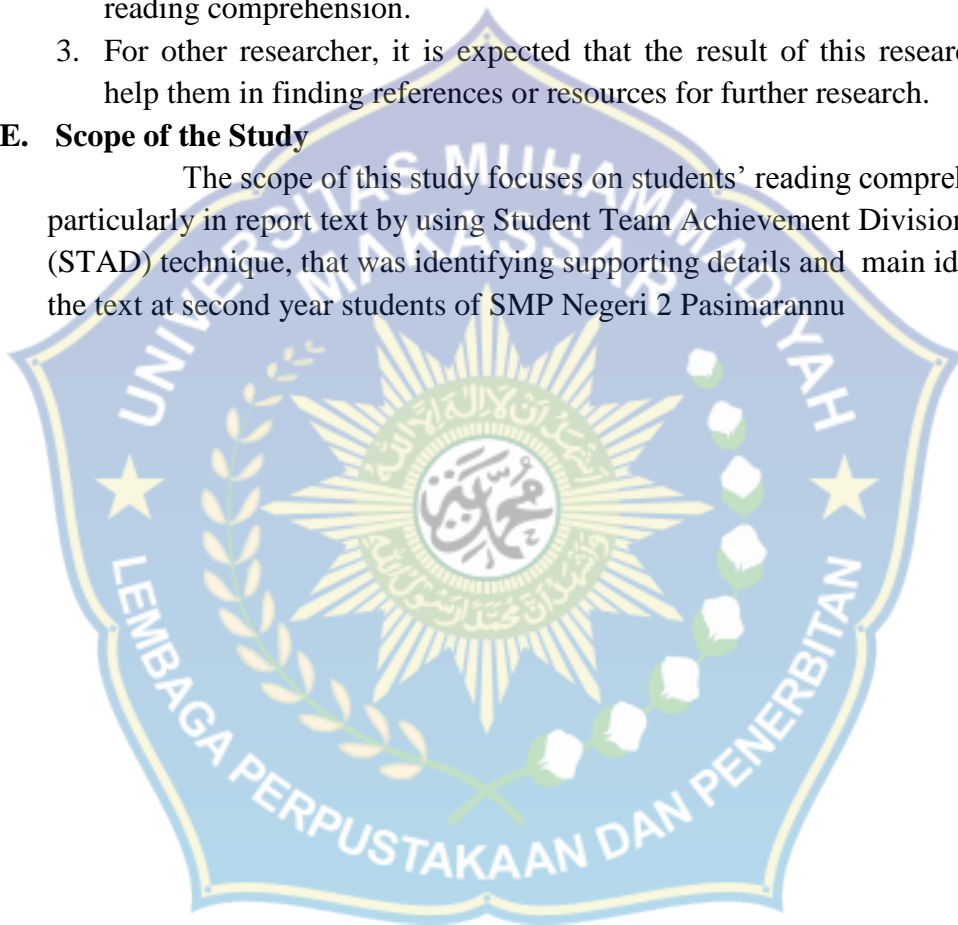
CHAPTER II
REVIEW OF RELATED LITERATURE

A. Previous Related Research findings

The research reports the identification of using method to Student Team Achievement Division (STAD) type cooperative learning. The result of the researchers is cited below:

1. Hidayatullah (2010). The result of the research using Student Team Achievemen Division (STAD) type cooperative learning method in improving the ability of users of langue style and poetry not only boosted students' scores from the average pretest of 67.1 to 70.7 (posstest) after studying , but also experienced an increase in students' enthusiasm and motivation in following learning and responsibility, and cooperation with group and individuals in completing by the teacher seriously.

2. Yeni (2012) . On IV grade student' learning outcomes in the second semester of the publik elemntary school in Dukuh 02 salatiga sidomukti subdistrict 2011/ 2012 school year. For the average value of student for the text expriment that is 79 and the average value of the control class 69 then it can be concluded that the applications of the Student Team Achievement Division (STAD) learning models is effectively used to improve learning outcomes.

3. Surati (2009). Result of Student Team Achievement Divison (STAD) research are two cycles, each cycles consists of four stage : Planning, Action, Observation, and Reflection . The result of the analysis show increase in achievement in each cycle. The percentage of effective ability in cycle cycle I (79 %) and cycle II (83 %) while the percentage in incrase in learning achievement in cycle I (66,12%) and cycle (70,30 %) . So , the students ' learning achievement in the subject of temperature and kolar students SMA Negeri I Plaosan.

Relating to the previous research findings above the researcher concludes in teaching and learning reading by using method Student Team achievement Division (STAD) type cooperative learning, and this research the writer want to introduction report material that can help the student to increase the use of cooperative learning.

B. Some Pertinent Ideas
   1. **The concept of Reading**
      a. Definition of Reading

   Reading is an extremely complex activity. It is involving combination of linguistic and cognitive abilities. Relating linguistic abilities, reading involves the recognition of letters, words, phrases, and clauses. It also needs some aspect of language competences such as vocabulary, structure, spelling and pronunciation.

   Meanwhile, in term of abilities, the view reading which is offered as essentially concerned with meaning, specifically with the transfer of meaning from mind to mind; the transfer of a message from writer to reader.

   The term of "reading" has many interpretations. There are some basic aspects of reading with which most authorities are in agreement. It is apparent that one simple definition will not be sufficient, for the reason, reading would be described and defined in various ways. Many definitions and explanation of reading have been proposed.

   Helman, Blair and Rupley (1981) pointed out reading is one of the basic communication skills, but it is a very complex process. It is difficult to arrive at a precise definition of the reading process. Even though researchers have not resolved this problem of definition. listeners often have to do their best with a text whose speed is chosen by the speaker.

   Reading is follow by comprehension or it can be separate from comprehension, because a reader has to comprehend what he/she reads to get information from a text or a book. Some linguists had discussed about definition of comprehension.

   Savage and.Mooney(1978) state that comprehension is cognitive activity, the ability to derive meaning and understanding from printed language.

   From all definitions above, it can be conclud that reading is not only looking in the form of graphic symbols but also getting meaning from word to word or line to line to understand what we read. For the further specific information, reading is an activity to understand print language. It is not only how to get the meaning but also how the reader can understand the writer's idea.Understanding is the central to the process since there is physical activity, for example an eye movement when a reader reads the passage, meanwhile comprehension is a mental

or cognitive process. Comprehension will not be found on the printed passage, but in the mind of reader who reads the discourse.

b. Kinds of Reading

According to Gellet, (1981)there are two kinds of reading, as follows:

1) Extensive reading

Extensive reading is reading longer texts, usually for one's own pleasure. This is a fluency activity, mainly involving global understanding. Example; reading a newspaper, article, short story or novel.

We need an extensive reading that will actively promote reading out of class. Class time is always in short supply and the amount of reading need to achieve fluency and efficiency is very great-much greater than most students will undertake if left to themselves.

But some class time ought to be devote to extensive reading, both to maintain interest in it and to train students how to deal with full-length texts. Students who have not acquired the reading habit are often daunted by books and need the guidance and encouragement that an organized extensive reading programmed can provide. moreover, as there is no absolute divide between intensive and extensive reading, the same text can usefully be employed for training in both, key passages from it being used for intensive study and in turn illuminating the book as a whole.

2) Intensive reading

Intensive reading is reading shorter texts, to extract specific information. This is more accuracy activity involving reading for detail. This activity is likely more to emphasize the accuracy activity involving reading for detail. Reader is trying to absorb all the information given, for example: reading dosage instruction for medicine.

Intensive reading involves approaching the text under the close guidance of the teacher (the right kind of guidance), or under the guidance of a task which forces the students to pay great attention the text. The aim of intensive reading is to arrive at a profound and detailed understanding of the text: not only of what it means, but also of how the meaning is produced. The 'how' is as important as the 'what', for the intensive reading lesson is intended primarily to train students in reading strategies.

It is of course easier to handle work on short texts, which can be studied in a lesson or two, than long ones. It is also generally supposed that in order to understand the whole (e.g. a book), we must be able to understand the parts (the sentences, paragraphs and chapters) of which It is made up. However, it is also true that we are often able to understand a book without fully grasping every part of it; we ought to make the most of this ability and encourage our students to build on it. This suggests that we ought to pay attention to extensive as well as intensive reading.

c. **Purpose of Reading**

In line with many definitions and explanations of reading that have been proposed, the purposes of reading are also complex and vary. William (1999). that usefully classifies reading into :

1) "Getting general information from the text,
2) Getting specific information from a text, and
3) For pleasure or for interest."

Ur (1996) proposed the purposes of reading as follows:

1) We need to perceive and decode letters in order to read words.
2) We need to understand all the words in order to understand the meaning of text.
3) The more symbols (letters or words) there are in a text, the longer it will take to read.
4) We gather meaning from what we read.
5) Our understanding of a text comes from understanding the words of which it is composed.
6) In academic settings, almost every major purpose for reading comes into play. Thus, a reading curriculum must account for how students learn to read for multiple purposes, including at least the reading:

1) To search for information
2) For general comprehension
3) To learn new information
4) To synthesize and evaluate information

However, a major aim in the teaching of reading is to get students to usetheir knowledge to help then with their comprehension of a reading.

These are some specific information about purposes of reading that has been proposed by some linguists. The researcher can conclude that Purpose for reading helps the reader's focus on information. Consequently such purposes are most effective when established

by the readers. Obviously, purpose for reading must be established before a selection is read. Only through this procedure the reader properly can direct his attention during the reading. Afterward, the stated purpose can be used as a basis for discussion to determine whether the reader has achieved his goal.

d. Reading Comprehension

Reading comprehension is the activity between the reader and the writer's idea. Where the writer sends his/her idea in the written symbols and then the reader catches the idea it. Reading is on activity cognitive process of interactive with printing and minitoring comprehension to establish meaning (Kustaryo in Hasriani, 2006:22) Nurhadi in Hasriani (2006:19) states that to comprehend a text is an interactive process between the reader background knowledge and the text. This means that comprehension requires the ability to relate the textual material to one's own knowledge.

Comprehension is based on knowledge that reading makes sense, readers' prior knowledge, information presented in the text, and and the use of context to assist recognition of words and meaning and to make sense of what one reads and hears. Comprehension is specific kinds of thinking process.

According to Clymer (1968) in the Barret Taxonomy of cognitive an affective dimensions of reading comprehension

1) Reading includes literal comprehension

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

a) Recall

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

(1). Recall of Main Idea

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

(2). Recall of Suporting Details

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

2. **The Concept of Report Text**

Report text is a text that describes the way things are with reference to a range of natural, man-made and social phenomena in our environment (Gerot and Wignel in Agustien, et al., 2004). It presents information about something that is under discussion. Generally, it is written after getting careful observation. Report text is different from descriptive text which describes one particular or specific thing, person, or place, e.g. Gerot and Wignel in Agustien (2004) state that the generic structure of a report text includes two main parts; they are general classification and description, as the following describes:

Generic Structure :

a.   General classification : tells what phenomena under the discussion.

b.   Description : tells what the phenomenon under the discussion is like in terms of parts and their function, qualities, habits or behavior.

   Significant lexiogrammaticalFeatures : focus on generic participants, use relational processes to state what is and that which it is use sample present tense.

   There are some common grammatical features in report text.

According to Gerot and Wignel in Agustien (2004), they are:

a)   Focus on Generic Participants; for example: A kangaroo is an animal found only in Australia.

b)   The use of simple present tense (unless extinct); for example: Kangaroos eat grass and plants.

c)   No temporal sequence used.

d)   The use of "being" and "having" processes; for example: is, are, were (being process); and has, have, had (having process)

e)   The use of technical vocabulary.

3. **Cooperative Learning and their elements**

Several definitions of cooperative learning have been formulated. The one most widely used in higher education is probably that of David and Roger Johnson of the University of Minnesota. According to the Johnson & Johnson model, cooperative learning is instruction that involves students working in teams to accomplish a common goal, under conditions that include the following elements :

a) Positive interdependence. Team members are obliged to rely on one another to achieve the goal. If any team members fail to do their part, everyone suffers consequences.

b) Individual accountability. All students in a group are held accountable for doing their share of the work and for mastery of all of the material to be learned.

c) Face-to-face promotive interaction. Although some of the group work may be parcelled out and done individually, some must be done interactively, with group members providing one another with feedback, challenging reasoning and conclusions, and perhaps most importantly, teaching and encouraging one another.

d) Appropriate use of collaborative skills. Students are encouraged and helped to develop and practice trust-building, leadership, decision-making, communication, and conflict management skills.

e) Group processing. Team members set group goals, periodically assess what they are doing well as a team, and identify changes they will make to function more effectively in the future.
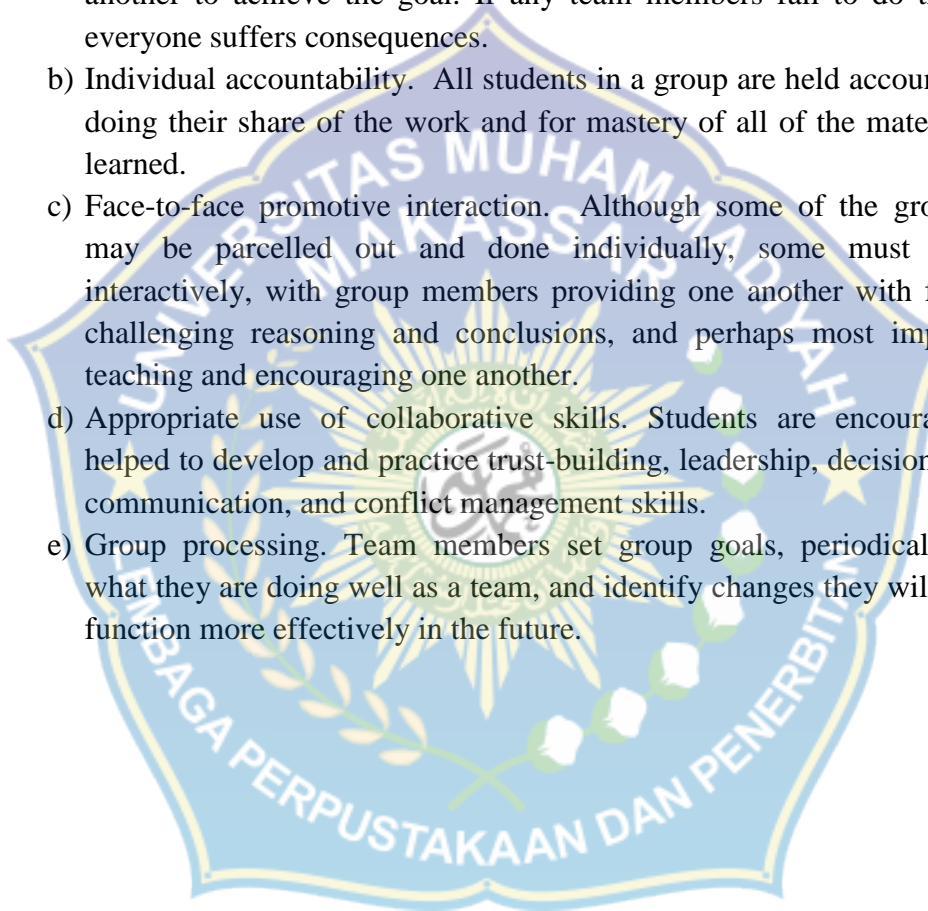
4. **STAD is one of Cooperative Learning**

        One of Cooperative Learning techniques is STAD.Sharan (1994:6) mentions that STAD is made up of five interlocking components: class presentation, teams, quizzes, individual improvement scores, and team recognition.

a) Class Presentations, this is most often a lecture-discussion conducted by the teacher, but could include audiovisual presentation. Class presentation in STAD differs from usual teaching only in that they must be clearly focused on the STAD unit.

b) Teams, the team is the most important feature of STAD. At every point, emphasis is placed on team members doing their best for the team, and on the team doing its best to help its members.

c) Quizzes, after approximately one period of teacher presentation and one period of team practice, the students take individual quizzes.

d) individual improvement scores, in addition to the quiz score, students receive an improvement score each week indicating how well they are performing compared to their usual level of performance.

5. **The Advantages of STAD Technique in Teaching and Learning Process**

STAD method has had positive effects on many important outcomes in addition to achievement. One of these is race relations. Several studies have reported that this method increased the number of friendships between black and white students (Slavin, 1985). One of the STAD studies (Slavin, 1979) reported that this positive effects continued into the following school year, when students were no longer in the junior high school classes which they had experienced the program.

Studies of STAD have documented significant gains in students self esteem, liking of class, attendance, and behavior (Slavin, 1990). STAD methods are often used in classes containing mainstreamed students with academic handicaps and have been effective both for improving this student' achievement and behavior and for increasing their acceptance by their classmates (Slavin, 1990).

Furthermore, Armstrong (1998) reported that the use of STAD in the upper secondary social studies classroom had significant effect on the academic achievement and attitude towards social studies. Students commented that using STAD in the social studies classroom made learning fun and the content easier to understand. The teacher felt in the treatment students were enjoying class more than the comparison group and were taking a more active role in the class.

C. The concept of Framework

Figure 2.1 The concept framework is illustrated as follows

```
┌─────────────────────────────────────┐
│     Teaching Material Report Text     │
└─────────────────────────────────────┘
                  │
                  ▼
┌─────────────────────────────────────┐
│ Cooperative Learning : Student Team   │
│ Achievement Division ( STAD) Techinique│
└─────────────────────────────────────┘
                  │
                  ▼
┌─────────────────────────────────────┐
│        Reading Comprehension          │
└─────────────────────────────────────┘
            │               │
            ▼               ▼
┌──────────────┐    ┌──────────────┐
│  Main Idea    │    │  supporting  │
│               │    │   details    │
└──────────────┘    └──────────────┘
```
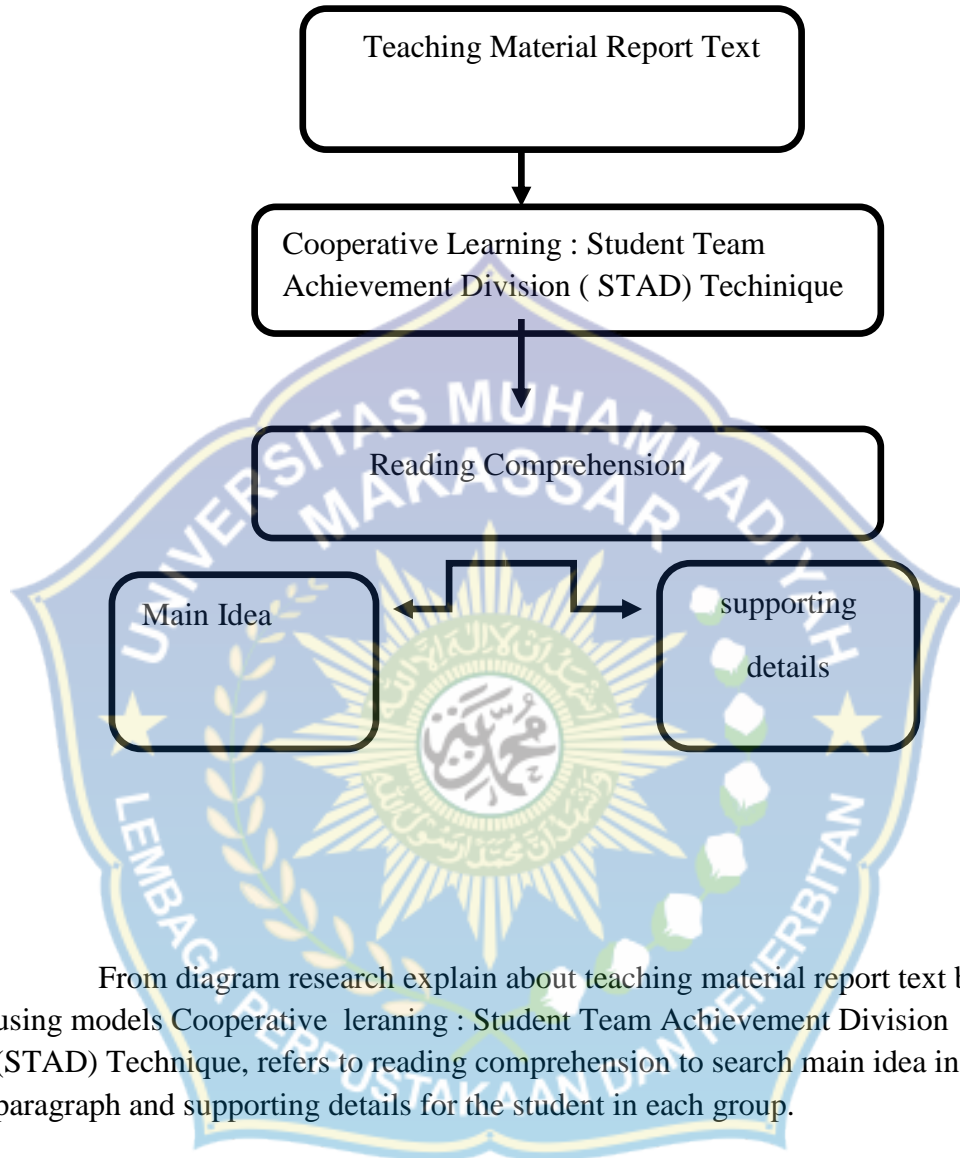
From diagram research explain about teaching material report text by using models Cooperative leraning : Student Team Achievement Division (STAD) Technique, refers to reading comprehension to search main idea in a paragraph and supporting details for the student in each group.

D. Research Hypothesis

The hypothesis of this research are formulated as follows :

1. Null hypothesis (Ho) : there is not significant difference between the result of pre-test and post-test of the students' reading comprehension in report text.

2. Alternative hypothesis (H_1) : there is a significant difference between the result of pre-test and post-test of the students' reading comprehension in report text.

CHAPTER III

METHOD OF THE RESEARCH

In this part, the researcher a present method of the research,description of the research design, variables, population and sample, instrument of the research, procedure of collecting data and technique of data analysis.

A. Research Design

The research was a pre-experimental method with one group pre-test on, and given post test affter the treatment.

Figure 3.1 The design was described as follow :

$$O_1 \rightarrow X \rightarrow O_2$$

Note:

O_1 : pre-test.

X : the treatment by Student Team Achievement Division (STAD) Technique.

O_2 : post-test.

(Gay, 1981:22)

1.Pre-tes

The test was given to know the students' comprehension before being gave treatment. The researcher was distributed the test to the students in report text. The procedures will explained as follow :

a. The researcher distributed the test in paper to let the students' work.
b. The researcher gave the students'intruction of the test.
c. The researcher controlled the students when they did the test.
d. The researcher collected the stdents' paper after they finish did the test.

2. The treatment was given after students a pre-test. The researcher did procedure as follow :

a) The first meeting, the researcher explained the lesson plan of report text.
b) The second meeting, researcher introduced the Students' Team Achievement Division (STAD) technique to the students. Then, the researcher divided the students into 5-6 groups.
c) The third meeting Each group must work together in working on the report text
d) The fourth meeting Each group must be responsible for did the best for the smooth learning in the group.
e) The fifth meeting Each group was given an opportunity to percentage and discuss in class.
f) The sixth meeting Each group was free to express their opinions.
g) The seventh Teachers evaluated the process of group worked and the work of each group.

3 .Post-test

The post-test aimed to know the significance diffrences between the students' comprehension and after apply of student team achievement division (STAD).

B. Population and Sample

1. Population

The population of the research took the second students of SMP Negeri 2 Pasimarannu. This population consisted of VI classess, namely class VII A

the number of the students consisted of 25, classes VII B the number of the students consisted 26, classes VIII A the number of the students consisted of 30, class VIII B the number of the students consisted of 28, class IX A the number of the students consisted of 25 , and classes IX B the number of the students consisted of 24. The total of population were 158 students.

2. Sample

The technique of this research used purposive sampling, which every member of the population had the apportunity to be sampling of the research. The research took VIII A which consisted of 30 students.

C. Research Variables and Indicators

The variables and indicators of the research as follow:

1. Research Variable

There were two variables in this research are:

a. Independent Variable

The independent variable of this research was the Student Team Achievement Division (STAD) .

b. Dependent Variable

Dependent Variable was the student's reading comprehension.

2. Indicators

The indicator of this research was reading comprehension for search main idea and supporting details from paragraph , Where the reading comprehension was included in the literal reading category that involves report text main idea and supporting details that are directly stated on the printed pages. It was skill of getting the literal meaning of word idea sentence in a text.

D. Instrument of the Researcher

The reading test was given to the students to know their comprehension in reading text. The test was divided in two types, namely pre-test and post-test. The pre test was reading test gave before treatment. In this test, the students were answer the essay test. The second test was post test

which gave after the treatment. To did this test, the researcher instruction the one of the students to presented about the phenomena by their group, and the other groups guess what tell about it.

E. **Procedures of Data Collection**

The procedures of collecting data as follows :

1. The reseacher gave a pre-test on reading test to the students'.

2. The reseacher gave four times treatment to the students' by applying Student Team Achievement Division in the process of reading. This step call trearment did for 4 times of meeting.

3. After the treatment, the reseacher gave a post-test on reading to the students'. It rans for 60 minutes. It was aimed to see the value of the treatment result of the post-test would be better than the result of the pre-test.

F. **Technique of Data Analysis**

The data collected throught the pre-test and post-test analyzed in inferential statistics as follows :

Table 3.1 Scoring the student's correct answer in literal comprehension (main idea).

Classification	Score	Criteria
Excelent	96-100	Clearly identified the main idea by providing strong evidence, details relating to the main idea.
Very good	86-95	Identified the main idea and provide adequate evidence detaild relating to the main idea.
Good	76-86	Limited the main idea identification and limited evidence, details relating to the main idea.
Fairly good	66-75	The answer states of implies the main idea .
Faiirly	56-65	The answer include minimal or no umderstanding of main idea.
Poor	45-55	Indicator inaccurate or incomplete understanding of main idea
Very poor	0-45	Did not identify the main idea of the story or provide any evidance, details relating to the main idea

(Harmer, 1991)

Table 3.2 Scoring the student's correct answer in literal comprehension (Supporting details).

classification	Score	Criteria
Excellent	96-100	Relevant telling qualify details give reader important information that goes beyond the obvious or predictable.
Very good	86-95	Supporting details of details were relevant, but one key issue almost supported or more predictable tham others

Good	76-86	Supporting details relevantof details were relevant but one key issue almost supported or fairly predictable.
Fairly good	66-75	Many contain few, incorrect or irrelevant
Fairly	56-65	Much of the response is copied directly from the text. May content major inaccuracie.
Poor	45-55	Response is writtenn mostly in the students' own words. May content minor Inaccuracies
Poor	0-45	Response is written in th students' own words

(Gay, 1981 : 366)

Table 3.3 Classing the Students' scores into seven levels as follows :

No	Classification	Score
1	Excellent	9.6 – 10
2	Very Good	8.6 – 9.5
3	Good	7.6 – 8.5
4	Fairly Good	6.6 – 7.5
5	Fair	5.6 – 6.5
6	Poor	4.6 – 5.5
7	Very Poor	0 .4.5

(Heaton, J.B: 1984)

1. To find out the students mean to score the pre-test and post-test, the researcher applied the formula:

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

Where :   X = mean score

N   = The number of Students

$\sum x$ =Total score

(Gay L.R. Mellis in Amirullah, 2012:32)

2. Computing the frequency and the rate percentage of the students' scores

$$\% = \frac{x2-x1}{x1} \text{ x } 100\%$$

Where: %   : the percentage of improvement

      X2   : the total of post-test

      X1   : the total of pre-test

(Harmer in Amirullah: 1987)

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

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

Where:

t   = Test of significant differences

D   = Test differences between two scores compared

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

$\sum D$ = the sum of D scores

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

N   =The total number of students .

(Sudjana, 1990:85)
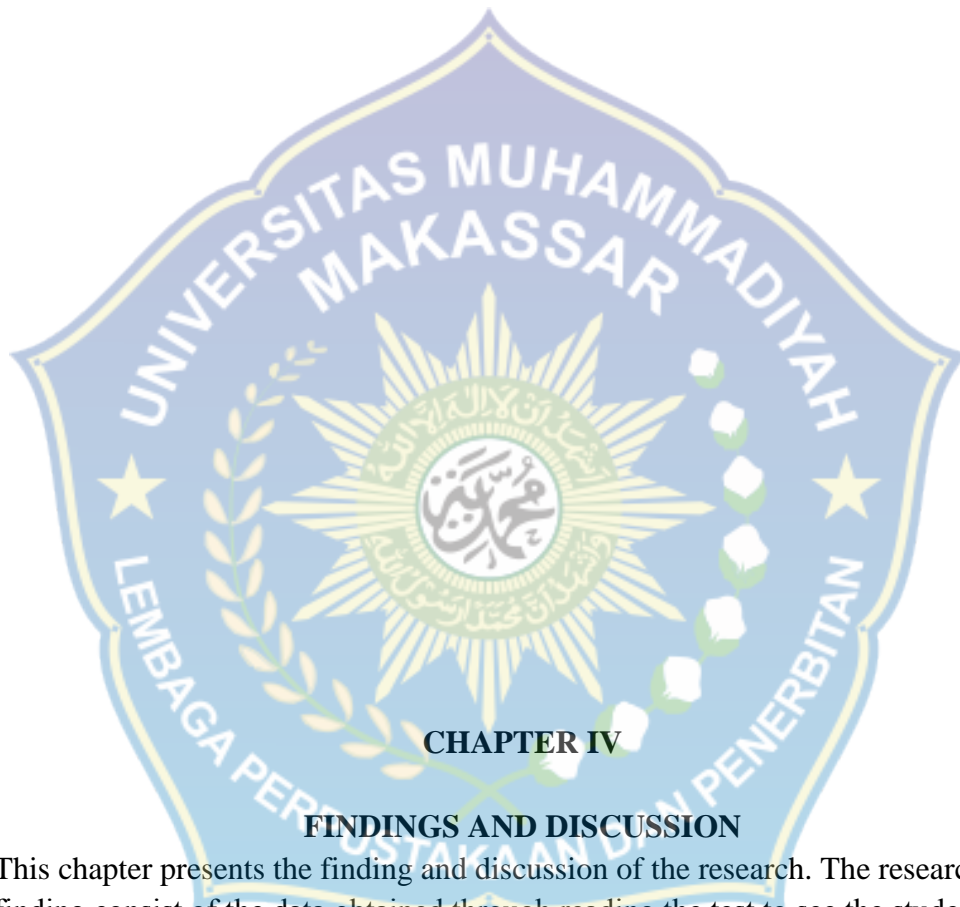
CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the finding and discussion of the research. The researcher finding consist of the data obtained through reading the test to see the students' comprehension after being taught the materials of rading accuracy through reading accuracy through Student Team Achievement Division (STAD) Technique. Data collected trough observation and evalution to see the students' improvement in learning reading after given treatment.

A. Findings

1. **The increase of the students' reading in literal comprehension**.

The researcher used STAD in treatment to see the improvement of the students' in reading comprehension and there was an improvement in pre-test to

post-tesr it showed from the mean score of the students in pre-test and post- test and also improvement percentage. It could be seen in the table below.

Table 4.1 calculating the result of the student score in pre-test and posttest. The mean score are following table.

Indicator	Pre-test (X_1)	Post-test (X_2)	Mean Score	Improvement $(X_2 - X_1)$
Main Idea	4.29	5.57	3.96	1.28%
Supporting details	3.63	5.04	5.29	1.41%

Based on the table 4.1 above, the main score of post-test was greater than mean score of pre-post. The mean score of gain (D) is 1.33. it shows that there is an increease for each student after treatment.

2. **The students' Literal Reading Comprehension Component of Main Idea and Supporting Details**

a. **Main idea**

The increasing of STAD techinique the students' reading comprehensioin of report text in term of main idea can be seen the different by considering the result of the students' pre- test and pos-test.

Table 4.2 the classification and precentage af the Students' Literal Reading Comprehension in Component Main Idea by used STAD.

No.	Criteria	Score	Pre-test		Post-test	
			Frequency	%	Frequency	%
1	Excellent	9.6 – 10	0%	0%	0%	0%
2	Very Good	8.6 – 9.5	0%	0%	3	10%
3	Good	7.6 – 8.5	1	3.3%	5	16.7%
4	Fairly Good	6.6 – 7.5	1	3.3%	3	10%
5	Fair	5.6 – 6.5	4	13.4%	2	6.7%
6	Poor	3.6 – 5.5	6	20%	4	13.3%
7	Very Poor	0 - 3.5	18	60%	13	43.3%
Total			30	100%	30	100%

The table 42. shows that the percentage of the students' main idea in reading pre-test indicated that 1 student (3.3%) got good. 1 student (3.3) got fairly good,4 student (13.4%) got fair, 6 students (20%) got poor and 18 student s (60%) got very poor.

After taking treatment in four meeting by used percentage S TAD Techinique, the of the students' main idea in post-test are 3 students (10%) got very good, 5 students (16,7%) got good, 3 students (10%) got fairly good, 2 students (6.7%) got fair, 4 students (13.3%) got poor and 13 students (43.3%) got very poor.
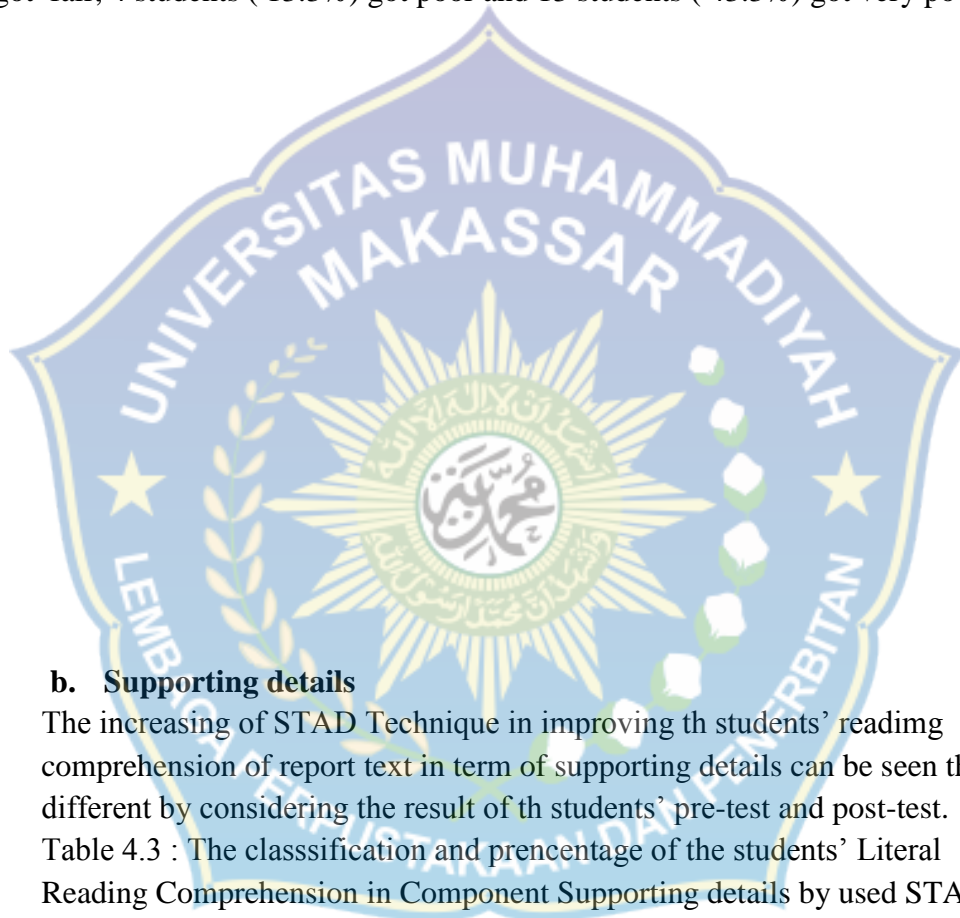
b. Supporting details

The increasing of STAD Technique in improving th students' readimg comprehension of report text in term of supporting details can be seen the different by considering the result of th students' pre-test and post-test.
Table 4.3 : The classsification and prencentage of the students' Literal Reading Comprehension in Component Supporting details by used STAD.

No.	Criteria	Score	Pre-test		Post-test	
			Frequency	%	Frequency	%
1	Excellent	9.6 – 10	0%	0%	0	0%
2	Very Good	8.6 – 9.5	0%	0%	0	0%
3	Good	7.6 – 8.5	0%	0%	2	6.7%
4	Fairly Good	6.6 – 7.5	0%	0%	2	6.7%
5	Fair	5.6 – 6.5	1	3.3%	4	13.3%
6	Poor	3.6 – 5.5	10	33.3%	7	23.3%

7	Very Poor	0 - 3.5	19	63.4%	15	50%
Total			30	100%	30	100%

The table 43. shows that the percentage of the students' supporting details in reading. Pre- test indicated that 1 students (3.3%) got fair,10 students (33.3 %) got poor, 19 students (63.4 %) got very poor.

After taking treatment in four meeting by used STAD technique, the precentage of the students' supporting details in post- test are 2 students (6.7%) got good, 2 students' (6.7%) got fairly good, 4 students'(33.3%) got fair, 7 students' (23.3%) got poor, 15 students' (50%) got very poor.

Table 4.4 the classifrication total score from t : test and total score T : Value

t : Test	17.5
T : Value	1. 699

B. Disscussion
1. **The increasing reading comprehension in report text through the use of STAD**

Based on the analysis of data, the researcher found material repoet text the use of STAD Techinique. STAD method has had positive effects on many important outcomes in addition to achievement. One of these is race relations. Several studies have reported that this method increased the number of friendships between black and white students (Slavin, 1985). The disscussion aim at describing the students'literal reading comprehension including main idea and supporting details after being by using Student Team Achievement Division (STAD).

Armstrong (1998) reported that the use of STAD in the upper secondary social studies classroom had significant effect on the academic achievement and attitude towards social studies. Students commented that using STAD in the social studies classroom made learning fun and the content easier to understand. So it improved the process reading comprehension and it affects their minds and representation so that they could have better performance. It support by the frequency and rate percentage of the result of the   students' score of pre-test and post-test. The students score after presenting teaching reading by using STAD was better than before the treatment was given to the students'.

2. **The improvement of Reading Comprehension by Using STAD Technique**

The description of data collected trought pre-test and post-test as explained in the prevous section showed that the students' skill main idea and supporting details in readin was improved.

At this level, teacher can ask student to find main idea and supporting details that are explicitly stated in a selection. It is supported by frequency and rate percentage of the result of the students' pre-test and post-test. Student score after presenting material report text throught the use of Student Team Achievement Division (STAD) Techinique is better than before treatment was given the students.

Before giving treatment, the researcher conducted pre-tes. The description of the data collected in pre-test shown the students' reading comprehension pre- test's main score was very poor, it was 3.96.

Based on the students' reading achievement before and after being taught by using STAD, there was a significant difference between the students' reading achievement before and after being taught by using STAD.

After the stunts had given a treatment af researcher, the mean score in post- test from the students had improved to become 5.29. it was a higher scre that pre-test

score, there was achievement score of students from low to high by using STAD Technique. The improvement precentage showd 33.5%. using STAD had

improved student's reading achievement special in terms of main idea and supporting details.

3. **The signifancent of Reading Achievement by Using STAD Technique**.

After culculating 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_O) was rejected and and alternative hypothesis (H_1) was accepted because there was difference significant mean score of test thad had given by researcher before and after researcher thought reading achievement by using STAD Technique. Meanwhile, when it was found that the value of t-test was lower than t-table value, it meant that the null hypothesis (H_O) was accepted ad alternative hypothesis (H_1) was rejected because there was not difference significant mean score of test that had given by researcher before and after researcher trought reading achievement by using STAD technique.

The test value of literal comprehension was greater than t-table (17.5>1.699) it meant that there was significant differenciated between students' reading achievement before and after they got STAD from the researcher speaking accuracy of the second grade of stuudents of SMP Negeri 2 Pasimarannu especially for students of VIII. A as a sample in this research. Besides that, the data showed that that null (H_O) was rejected and the alternative hypothesis (H_1) was accepted.

Researcher concludes that using STAD was one of good method that could improve the students' reading achievement in report text of the second grade

students' SMP Negeri 2 Pasimarannu in the academic year 2018 / 2019 could improve in reading comprehension.

CHAPTER V

CONCLUSIONS AND SUGGESTION

A. CONCLUSIONS

1. Main idea

   Based on the discussion and explanation in main idea reading comprehension from pre-test the mean score 4.29 and post –test the score mean score 5.57.

2. Supporting details

   Based on the disscussion and explanation in supporting details reading comprehension from pre-test the mean score 3.63 and post-test the mean score 504.

   STAD was able to improved the students literal reading comprehension of the second grade students of SMP Negeri 2 Pasimarannu. It was proved by the students mean score of pre-test 3.96 and post test 5.29 it indicates that man score of pre-test is lower than mean score of post-test and the result of statistical t-test value for all variables of litearal reading comprehension is greater 17.5 than t-table value 1.699.

   There was a significant difference between the literal reading comprehension of th second grade students of SMP Negeri 2 Pasimarannu before and after using STAD in other words it was effective in improving the students.

B. Suggestions

The suggestion consisted of meaning could apply practically and accepted usefully. Suggestions consisted also reserchers' recommendation and expecation related to the research that has done. Suggestions of this research could be seen in the below :

1. To the English teacher

   The suggestions for the teachers' related to usage of STAD for teaching reading   text are : teachers are suggested to use STAD for teaching reading text because it has been proved that it is effective. The procedures STAD is used are teacher explains about material or lesson.

2. To the Students

   The suggestions for the students related to the usage of STAD for teaching reading text are : The students are suggested to use STAD when they want to read the text (report text) because STAD it can help every student to cooperate and make reading easy and fun.

3. To the School and Headmaster

   After knowing the result of the research, the researcher has a suggestions to the school They are : STAD method recommended to be used in teaching learning process. This technique added list of method, and this method can be used for other lesson, not ly only for english lesson.

4. To Other Researcher

   The suggestion for another researcher related to the researcher of STAD usage for teaching reading is that the other researcher is hoped to do researcher of the usage another media so it will enrich the media research in improving students' reading skill and another skill.

5. To the Researcher

   Based on the researc, that using STAD in effective in teaching learning process. The reseacrher must must find another technique if next time becomes a teacher, so he can teach very well, so the students enjoy and happy in classroom.

BIBLIOGRAPHY

Agustien, Helena I. R., et al. 2004. *Integrated Training Materials - English*. Jakarta: National Education Department.

Armstrong, Scott and Palmer Jesse. (1998). Student Teams Achievement Divisions (STAD) in a twelfth grade classroom: effect on student achievement and attitude. Retrieved-July-23rd-2009-from-http://-findarticles.-com/p/articles/mi-qa3823/is-199804/ai-n8783828/

Aronson, E., 2008. Jigsaw classroom. Texas: Austin.

Arthur W. Helman, Timothy R. Blair and William H. Rupley, Principles and Practic es of Teaching Reading, (Ohio : Charles E. Publishing Co.,1981) pp.1-4

Carrel, Patricia L. &Eisterhold, J.C. (1983).Schema theory and ESL reading pedagogy.TESOL-quarterly,-Retrieved-August-12,2010-fromhttp://-Teaching-Reading-Comprehension -to-ESL-EFL-Learners

Christine Nuttal, Teaching Reading Skills in a Foreign Language, (New York: F.E Peacock Educational Book, 1982), p.18

Clymer. 1968. The Barret Taxonomy of Cognitive and Affective Dimensions of Reading Comprehension.

Darta. (2002). The effect of using Jigsaw technique on students' reading achievement at the third year of SMP Negeri 1 Kolaka. Undergraduate Thesis.Haluoleo University.

Davies, F.W.J. (1973). *Teaching* reading *in early England*. London: Pitman and Sons Ltd

Davis, R.B., C.A. Mahler and N. Noddings, 1990. Constructivist views on the teaching

Depdikbud. 1985. Belajar mengajar dan petunjuk pelaksana sistetm penelitian Depdibud : Jakarta

Francois Gellet Developing Reading Skills, (Cambridge: Cambridge University Press, 1981), p.4

Gay. L. R. 1981. Educational Research. New York: Prentice Hill Inc

Grabe, W. and Stoller, F.L. (2002).*Teaching and Researching Reading*. England: Pearson Education Limited.

Grabe, W. (1991). Current developments in second language reading research.TESOLQuarterly.Retrieved-August-12,2010-fromhttp://-Teaching-ReadingComprehension-to-ESL-EFL-Learners

Grellet, F. (1985).*Developing Reading Skills.*Leeds: Leeds University Press.

Guy, Bon L. et.al (1993).*Reading Difficulties : their diagnosis and correction.* Boston: Allyn and Bacon Publishing co.inc

Harmer,jeremy 1991 *the practice of english language teaching new edition london and new york*: longman

Jeremy Harmer, The Practice of English Language Teaching, (New York: Longman, 1991), p.190

John F. Savage and Jean F. Mooney, Teaching Reading to Children with Special Needs (London: Allyn and Bacon, Inc, 1979), p.1

Johnson, D.W., R.T. Johnson and E.J. Holubec, 1986. Circles of learning: Cooperation inKagan,S.,1990. Educational leadership. Available from

Klingner, Janette K. Sharon V. and Alison B. (2007). *Teaching Reading Comprehension to Students with Learning Difficulties.*New York: The Guilford Press.

Marianne Celce-Murcia, Teaching English as a Second or Foreign Language, (Boston: Heinle&Heinle, 2001), p.187

Panitz, T., 1996.A definition of collaborative vs. Cooperative learning. New York.

Penny Ur, A Course in Language Teaching: Practice and Theory, (Cambridge: Cambridge University Press, 1996), p.138

Hidayatullah, syarif. (2010). using STAD type coopertive learning,Jakarta. Universitas lslam Negeri

Yeni, Selvia. (2012). *the effect ot the applicat*ion *of StudentTeam Achievement Division (STAD)*

Slavin R., 1990, Cooperative Learning: Theory, Research and Practice, Englewoods Cliff, NJ: Prentice-Hall

Sudjana.(1990). *MetodeStastika.* Bandung. PT gramedia

Williams, J.D. (1999), *Monitoring School Performance: A Non-technical Guide for Educational Administrators*, Lewes, Falmer Press.

PRE-TEST

PRE-TEST

This plant is a tree of the palm family. It is one of tree which lives in tropical countries. It is tall palm tree. Cocos nucifera is binomial name of its.
It can grow up to 30 m high. They have a single cylindrical trunk. At the top of the trunk there are pinnate leaves. They are about 3 to 4 m long and the pinnate 60 to 90 cm long. The fruit is oval and the diameter is about 30 cm long. It has thick husk and a hard shell. Inside the shell there is white meat and sweet liquid.

They usually grow in the lowland. It is easy to grow because it is not need special care. It can survive until few years. It is different with other tree because it is multifunction.

It is very useful plants. We can use every part of the tree in our lives. The white meat can make in to copra by dry it. Then the people can get oil from it and use in daily cooking. Beside copra the meat also can make soap, candles and use it in culinary. The trunk is use to built houses. Sometimes there are people who use the leaves as roof and the people in Indonesia usually use it to make "ketupat". People also can make rope, doormats, and from its husk, because it is very useful so it use as scout symbol.

Answerthese following question based on the text above!

1. What is the binomial name of this plant?
2. What is the physical characteristic of this plant?
3. Why is it called useful plant?
4. What is the function of the leaves?
5. What is the main idea of the first paragraph?
6. To tell the factual information, the writer mostly uses?
7. What is the purpose of the text?
8. What is the name of this plant?

TREATMENT

FIRST MEETING

Elephant is the largest and strongest of all animals. It is a strange looking animal which it has thick legs, huge sides and backs, large hanging ears, a small tail, little eyes, long white tusks and above all, elephant has a long nose, the trunk. An elephant is commonly seen in a zoo, it is hard to find in its natural habitat.

The trunk is the elephant's peculiar feature. This trunk has various usages. The elephant draws up water by its trunk and can squirt the water all over its body like a shower bath. The elephant's trunk also lifts leaves and put them into its mouth. In fact, the trunk serves the elephant as long arm and hand. An elephant looks very clumsy and heavy and yet an elephant can move very quickly.

The elephant is very intelligent animal. Its intelligence combined with its great strength makes an elephant a very useful servant to man. Elephant can be trained to serve in various ways such as carry heavy loads, hunt for tigers and even fight. An elephant is really a smart animal.

Answerthese following question based on the text above!

1. What is the main idea in the first paragraph?
2. What is the usefulness of trunk's?
3. Where does this animal draws up water?
4. What does this animal eat?
5. Identify the verbs in every sentence by putting circles around them!
6. To tell the factual information, the writer mostly uses?
7. What is the purpose of the text?
8. What is the name of this animal?

THE SECOND MEETING

This animal is a common Marsupial from the islands of Australia and New Guinea. Marsupials are animals with pouch. They carry their babies in a pouch in the mother's abdomen.

These animals have two strong legs with two long feet; they have a muscular long tail, large ears and a small head. They have short arms with clawed hands. The soft, wooly fur can be blue, grey, red, black, yellow or brown, depending on the species females have a pouch in which the young live and drink milk.

These herbivores (plant-eaters) eat grass, leaves, and roots. They swallow their food without chewing it. These animals need little water; they can go for months without drinking, and they dig their own water.

These shy animals live about 6 years in the wild and up to 20 in captivity. Most of them are nocturnal (active at night). These animals can hop up to 74 kilometers per hour and go over 9 meters in one hop.

Answer the questions based on the text!

1. Where does the animal come from?
2. How does it carry its baby?
3. What is the physical characteristic of this animal?
4. What is the main idea of the first paragraph?
5. What does this animal eat?
6. To tell the factual information, the writer mostly uses?
7. What is the purpose of the text?
8. What is the name of this animal?

)

THE THIRD MEETING

Plants are living beings. They need food, water, and air for survival. Plants derive their food from the earth and the air. If you look at their roots, you will find that the end of these roots are like fine fibers. We call them root – hairs. They absorb water and minerals, then transport them upwards to the leaves through the trunks and the branches. It is the leaves which prepare the food.

The green material, chlorophyll, prepares the food like a machine. It comforts the carbon dioxide taken from the air and water from the ground into sugar with the help of sunlight. This chemical reaction is called photosynthesis. In fact, the chlorophyll takes energy from the sunlight and uses it to synthesize the hydrogen from water and carbon from carbon dioxide for making sugar. This reaction also gives oxygen and water which are excreted by the leaves.

Answer the questions based on the text!

1. what is the main idea of the first paragraph?
2. What is the purpose of this text?
3. Identify the verbs in every sentence by putting circles around them!
4. What kind of verbs are used in this text?
5. Why do plants need food and water?
6. Where do they get their food from?
7. To tell the factual information, the writer mostly uses?
8. How do plants get and process their food?

THE FOURTH MEETING

School is a building for children who want to study. School is an institution for formal education and designed for the teaching of students or pupils under the supervision from the educators or teachers. At school, students can learn anything, for example, mathematics, English, science, social, physics, biology, and art. Students go to school in the morning and start their lessons at 07.30 o'clock. They have ninety minutes for every subject that they studied. At school, students can interact with their friend, make relationship and students are also educated to become a better person and expected to have a good personality. A student may not come late or truant the school. If students do those things it can be assumed as an offense and students can be punished.

There are so many rules at school that cannot be broken and must be followed by all students. School usually have many classrooms. Besides that, there are library, mosque, and canteen for lunch, teacher's office, field for sports and etc. School has to be a comfort and pleasure place for students because students will spend most of their time at school.

Answer the questions based on the text!

1. What did the school mean in this world?
2. what is the main idea of the first paragraph?
3. What knowledge was gained from the text?
4. What is the function of school?
5. What important statement did the school?
6. To tell the factual information, the writer mostly uses?
7. What is the purpose of the text?
8. What is the text tell about?

POST TEST

It is the name of the tree and the fruit. It is an expensive and exotic fruit from Asia and is referred to as "The king of all fruits". The name is derived from the Malay word "duri" meaning thorn - due to its thick, tough and thorny husk. It is either loved by its aficionados with an almost cult like ferv

or or hated by those repelled by its smell. The rich, buttery smooth and luscious flesh of it is delicious and is comparable to no other fruit. However, the disagreeable odor of it gave birth to this often repeated phrase: "it is a fruit that smells like hell but taste like heaven". While almost everyone who has tasted it agrees the taste is heavenly, no two ever describes the taste the same.

This fruit belongs to the Bombacaceae family and is native of south and East Asia and is grown in Thailand, Malaysia, Indonesia, India, Sri Lanka, Vietnam, Papua New Guinea, southern Philippines and other Asian countries. It is believed to have originated in Borneo and Sumatra. This plant grows up to 50 meters high with oblong evergreen leaves 10 to 20 centimeters long and bears fruits after 4 to 5 years. This plant can live for centuries if not damaged by lightning, disease, soil erosion or other factors.

Answer the questions based on the text!

1. Why is it called as "The King of All Fruits?
2. What is the physical characteristic of the fruit?
3. Where is this fruit grown?
4. How tall does this plant grow up?
5. What is the main idea of the first paragraph?
6. To tell the factual information, the writer mostly uses?
7. What is the purpose of the text?
8. What is the name of this plant?

(Mukarto : 2007)

\

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Nama Sekolah	:	**SMP NEGERI 2 PASIMARANNU**
Mata Pelajaran	:	**Bahasa Inggris**
Kelas/Semester	:	**VIII A \ 2**
Alokasi Waktu	:	**2 x 45 menit**
Topik Pembelajaran	:	**Report text**
Pertemuan Ke	:	**1(Pertama)**
Skill	:	**Reading**

A. Standar Kompetensi

Membaca

5.   memahami makna teks fungsional pendek dan esei sederhana berbentuk report , narrative dan analytical exposition dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan

B. Kompetensi Dasar

5.2   merespon makna dan langkah retorika dalam esei pendek yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk report.

C. Indikator Pencapaian Kompetensi

- Mengidentifikasi tujuan komunikasi, generic structure, dan grammatical features.
- Mengidentifikasi informasi rinci, factual, gambaran umum, gagasan utama dan makna kata, frasa dan kalimat.

1. Tujuan Pembelajaran

- Mengidentifikasi teks yang disediakan
- Mengidentifikasi tujuan komunikasi, generic structure, dan grammatical features.
- Mengidentifikasi informasi rinci, factual, gambaran umum, gagasan utama dan makna kata, frasa dan kalimat.

2. Materi pokok

Report text is a text that describes the way things are with reference to a range of natural, man-made and social phenomena in our environment (Gerot and Wignel in Agustien, et al., 2004). It presents information about something that is under discussion. Generally, it is written after getting a careful observation. Report text is different from descriptive text which describes one particular or specific thing, person, or place, e.g.

Gerot and Wignel in Agustien (2004) state that the generic structure of a report text includes two main parts; they are general classification and description as the following description:

Generic Structure :
   c. General classification tells what phenomena under the discussion.
   d. Description : tells what the phenomenon under the discussion is like in terms of parts and their functions, qualities, habits or behavior.

Significant lexicogrammatical Features : focus on generic participants, use relational processes to state what is and that which it usessimple present tense.

There are some common grammatical features in report text. According to Gerot and Wignel in Agustien (2004), they are:
   f) Focus on Generic Participants; for example kangaroo is an animal found only in Australia.
   g) The use of simple present tense (unless extinct); for example Kangaroos eat grass and plants.
   h) No temporal sequence used.
   i) The use of "being" and "having" processes; for example: is, are, were (being process); and has, have had (having process)
   j) The use of technical vocabulary.
      .

3. Metode   : Cooperative Learning
    Teknik   : Student Team Achievement Division (STAD)

4. Langkah-langkah kegiatan
   - **Kegiatan Awal (10')**
     - Memberi salam, berdoa, membaca salah satu surah pendek dan absensi kehadiran (religius)
     - Tanya-jawab mengenai report text.

   - **Kegiatan Inti (70')**
     - Setiap kelompok harus saling bekerja sama dalam mengerjakan teks report tersebut.
     - Setiap kelompok harus bertanggung jawab untuk melakukan hal terbaik demi kelancaran pembelajaran dalam kelompok.
     - Setiap kelompok diberikan kesempatan untuk prentase dan berdikusi dalam kelas.
     - Setiap kelompok bebas mengutarakan pendapat masing-masing.
     Guru mengevaluasi proses kerja kelompok dan hasil kerja sama setiap kelompok

   - **Kegiatan Akhir (10')**
     Siswa mendapat feedback dari guru

5. Sumber/Alat
   - Alat   : Spidol,papan tulis,dan penghapus
   - Sumber   : Buku yang relevan
6. Penilaian
   - Teknik   : Test Tulis
   - Bentuk instrumen   : Menjawab Pertanyaan

No	Criteria	Scope
1	The answer grammar used is correct	4
2	The answer is correct and some errors of grammar	3
3	Some errors of answer and grammar	2
4	The answer dan grammar are incorrect	1
5	No answer	0

Students' correct answer score

$$\text{Score} = \frac{\text{Students' correct answer score}}{\text{Maximum score (4)}}$$

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Nama Sekolah	:	**SMP NEGERI 2 PASIMARANNU**
Mata Pelajaran	:	**Bahasa Inggris**
Kelas/Semester	:	**VIII A \ 2**
Alokasi Waktu	:	**2 x 45 menit**
Topik Pembelajaran	:	**Report text**
Pertemuan Ke	:	**1I(Kedua)**
Skill	:	**Reading**

D. Standar Kompetensi

Membaca

5. memahami makna teks fungsional pendek dan esei sederhana berbentuk report , narrative dan analytical exposition dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan

E. Kompetensi Dasar

5.2 merespon makna dan langkah retorika dalam esei pendek yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk report.

F. Indikator Pencapaian Kompetensi

- Mengidentifikasi tujuan komunikasi, generic structure, dan grammatical features.
- Mengidentifikasi informasi rinci, factual, gambaran umum, gagasan utama dan makna kata, frasa dan kalimat.

7. Tujuan Pembelajaran

- Mengidentifikasi teks yang disediakan
- Mengidentifikasi tujuan komunikasi, generic structure, dan grammatical features.

- Mengidentifikasi informasi rinci, factual, gambaran umum, gagasan utama dan makna kata, frasa dan kalimat.

8. Materi pokok

This animal is a common Marsupial from the islands of Australia and New Guinea. Marsupials are animals with pouch. They carry their babies in a pouch in the mother's abdomen.

These animals have two strong legs with two long feet; they have a muscular long tail, large ears and a small head. They have short arms with clawed hands. The soft, wooly fur can be blue, grey, red, black, yellow or brown, depending on the species females have a pouch in which the young live and drink milk.

These herbivores (plant-eaters) eat grass, leaves, and roots. They swallow their food without chewing it. These animals need little water; they can go for months without drinking, and they dig their own water. These shy animals live about 6 years in the wild and up to 20 in captivity. Most of them are nocturnal (active at night). These animals can hop up to 74 kilometers per hour and go over 9 meters in one hop.

9. Metode   : Cooperative Learning
   Teknik   : Student Team Achievement Division (STAD)

10. Langkah-langkah kegiatan
   - **Kegiatan Awal (10')**
     - Memberi salam, berdoa, membaca salah satu surah pendek dan absensi kehadiran (religius)
     - Tanya-jawab mengenai report text.
   - **Kegiatan Inti (70')**
     - Setiap kelompok harus saling bekerja sama dalam mengerjakan teks report tersebut.
     - Setiap kelompok harus bertanggung jawab untuk melakukan hal terbaik demi kelancaran pembelajaran dalam kelompok.
     - Setiap kelompok diberikan kesempatan untuk prentase dan berdikusi dalam kelas.
     - Setiap kelompok bebas mengutarakan pendapat masing-masing.

- ▪ Guru mengevaluasi proses kerja kelompok dan hasil kerja sama setiap kelompok.

- • **Kegiatan Akhir (10')**

  Siswa mendapat feedback dari guru

11. Sumber/Alat
  - • Alat   : Spidol,papan tulis,dan penghapus
  - • Sumber   : Buku yang relevan

12. Penilaian
  - • Teknik   : Test Tulis
  - • Bentuk instrumen : Menjawab Pertanyaan

No	Criteria	Scope
1	The answer grammar used is correct	4
2	The answer is correct and some errors of grammar	3
3	Some errors of answer and grammar	2
4	The answer dan grammar are incorrect	1
5	No answer	0

Students' correct answer score

Score = ———————————————————

   Maximum score (4)

Makassar, 22 Januari 2019

Nama Mahasiswa

HASLIA. K

Nim : 10535587114

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Nama Sekolah	:	**SMP NEGERI 2 PASIMARANNU**
Mata Pelajaran	:	**Bahasa Inggris**
Kelas/Semester	:	**VIII A \ 2**
Alokasi Waktu	:	**2 x 45 menit**
Topik Pembelajaran	:	**Report text**
Pertemuan Ke	:	**1II (Ketiga)**
Skill	:	**Reading**

G. Standar Kompetensi

Membaca

5.   memahami makna teks fungsional pendek dan esei sederhana berbentuk report , narrative dan analytical exposition dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan

H. Kompetensi Dasar

5.2   merespon makna dan langkah retorika dalam esei pendek yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk report.

I. Indikator Pencapaian Kompetensi

- Mengidentifikasi tujuan komunikasi, generic structure, dan grammatical features.
- Mengidentifikasi informasi rinci, factual, gambaran umum, gagasan utama dan makna kata, frasa dan kalimat.

13. Tujuan Pembelajaran

- Mengidentifikasi teks yang disediakan
- Mengidentifikasi tujuan komunikasi, generic structure, dan grammatical features.
- Mengidentifikasi informasi rinci, factual, gambaran umum, gagasan utama dan makna kata, frasa dan kalimat.

14. Materi pokok

Plants are living beings. They need food, water, and air for survival. Plants derive their food from the earth and the air. If you look at their roots, you will find that the end of these roots are like fine fibers. We call them root – hairs. They absorb water and minerals, then transport them upwards to the leaves through the trunks and the branches. It is the leaves which prepare the food.

The green material, chlorophyll, prepares the food like a machine. It comforts the carbon dioxide taken from the air and water from the ground into sugar with the help of sunlight. This chemical reaction is called photosynthesis. In fact, the chlorophyll takes energy from the sunlight and uses it to synthesize the hydrogen from water and carbon from carbon dioxide for making sugar. This reaction also gives oxygen and water which are excreted by the leaves.

15. Metode   : Cooperative Learning
    Teknik   : Student Team Achievement Division (STAD)

16. Langkah-langkah kegiatan
- **Kegiatan Awal (10')**
  - Memberi salam, berdoa, membaca salah satu surah pendek dan absensi kehadiran (religius)
  - Tanya-jawab mengenai report text

- **Kegiatan Inti (70')**

  - Setiap kelompok harus saling bekerja sama dalam mengerjakan teks report tersebut.
  - Setiap kelompok harus bertanggung jawab untuk melakukan hal terbaik demi kelancaran pembelajaran dalam kelompok.
  - Setiap kelompok diberikan kesempatan untuk prentase dan berdikusi dalam kelas.
  - Setiap kelompok bebas mengutarakan pendapat masing-masing.
  - Guru mengevaluasi proses kerja kelompok dan hasil kerja sama setiap kelompok.
- **Kegiatan Akhir (10')**

Siswa mendapat feedback dari guru

17. Sumber/Alat
 - Alat   : Spidol,papan tulis,dan penghapus
 - Sumber   : Buku yang relevan

18. Penilaian
 - Teknik   : Test Tulis
 - Bentuk instrumen : Menjawab Pertanyaann

No	Criteria	Scope
1	The answer grammar used is correct	4
2	The answer is correct and some errors of grammar	3
3	Some errors of answer and grammar	2
4	The answer dan grammar are incorrect	1
5	No answer	0

$$\text{Score} = \frac{\text{Students' correct answer score}}{\text{Maximum score (4)}}$$

Makassar,   22 Januari 2019

Nama Mahasiswa

HASLIA. K

Nim : 10535587114

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Nama Sekolah	:	**SMP NEGERI 2 PASIMARANNU**
Mata Pelajaran	:	**Bahasa Inggris**
Kelas/Semester	:	**VIII A \ 2**
Alokasi Waktu	:	**2 x 45 menit**
Topik Pembelajaran	:	**Report text**
Pertemuan Ke	:	**IV (Keempat)**
Skill	:	**Reading**

J. Standar Kompetensi

Membaca

5.   memahami makna teks fungsional pendek dan esei sederhana berbentuk report , narrative dan analytical exposition dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan

K. Kompetensi Dasar

5.2   merespon makna dan langkah retorika dalam esei pendek yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk report.

L. Indikator Pencapaian Kompetensi

- Mengidentifikasi tujuan komunikasi, generic structure, dan grammatical features.
- Mengidentifikasi informasi rinci, factual, gambaran umum, gagasan utama dan makna kata, frasa dan kalimat.

19. Tujuan Pembelajaran

- Mengidentifikasi teks yang disediakan
- Mengidentifikasi tujuan komunikasi, generic structure, dan grammatical features.
- Mengidentifikasi informasi rinci, factual, gambaran umum, gagasan utama dan makna kata, frasa dan kalimat.

20. Materi pokok

School is a building for children who want to study. School is an institution for formal education and designed for the teaching of students or pupils under the supervision from the educators or teachers. At school, students can learn anything, for example, mathematics, English, science, social, physics, biology, and art. Students go to school in the morning and start their lessons at 07.30 o'clock. They have ninety minutes for every subject that they studied. At school, students can interact with their friend, make relationship and students are also educated to become a better person and expected to have a good personality. A student may not come late or truant the school. If students do those things it can be assumed as an offense and students can be punished.

There are so many rules at school that cannot be broken and must be followed by all students. School usually have many classrooms. Besides that, there are library, mosque, and canteen for lunch, teacher's office, field for sports and etc. School has to be a comfort and pleasure place for students because students will spend most of their time at school.

21. Metode   : Cooperative Learning
    Teknik   : Student Team Achievement Division (STAD)

22. Langkah-langkah kegiatan
    - **Kegiatan Awal (10')**
        - Memberi salam, berdoa, membaca salah satu surah pendek dan absensi kehadiran (religius)
        - Tanya-jawab mengenai report text

    - **Kegiatan Inti (70')**

        - Setiap kelompok harus saling bekerja sama dalam mengerjakan teks report tersebut.
        - Setiap kelompok harus bertanggung jawab untuk melakukan hal terbaik demi kelancaran pembelajaran dalam kelompok.
        - Setiap kelompok diberikan kesempatan untuk prentase dan berdikusi dalam kelas.

- Setiap kelompok bebas mengutarakan pendapat masing-masing.
- Guru mengevaluasi proses kerja kelompok dan hasil kerja sama setiap kelompok.

- **Kegiatan Akhir (10')**

  Siswa mendapat feedback dari guru

23. Sumber/Alat
   - Alat   : Spidol,papan tulis,dan penghapus
   - Sumber   : Buku yang relevan
24. Penilaian
   - Teknik   : Test Tulis
   - Bentuk instrumen   : Menjawab Pertanyaan

No	Criteria	Scope
1	The answer grammar used is correct	4
2	The answer is correct and some errors of grammar	3
3	Some errors of answer and grammar	2
4	The answer dan grammar are incorrect	1
5	No answer	0

Students' correct answer score

Score = ────────────────────────

Maximum score (4)

Makassar,   22 Januari 2019

Nama Mahasiswa

HASLIA. K

Nim : 10535587114

APPENDIX A

The List Name of the Students of class VIII A SMP Negeri 2 PASIMARANNU

No	Sample	Code
1	Tasdir . T	S-1
2	Rical	S-2
3	Sanco Disnubun	S-3
4	Muhammad Ferdiansayah	S-4
5	Risal	S-5
6	Lira Firna	S-6
7	Yani	S-7
8	Riskawati	S-8
9	Fani	S-9
10	Sumida	S-10
11	Astuti Amriani	S-11
12	Abdur Rahman Said	S-12
13	Basda	S-13
14	Wahyu putri Maladewi	S-14
15	Soraya	S-15
16	Tansyah	S-16
17	Rosdiana	S-17
18	Fitri Ani	S-18
19	Ema Dama Yanti	S-19
20	Jumriadin	S-20
21	Afdal	S-21
22	Risma	S-22

23	Dimas	S-23
24	Bayu Saputra	S-24
25	Reno Saputra	S-25
26	Hasdiati	S-26
27	Merlin Magfira	S-27
28	Suhardin	S-28
29	Heri	S-29
30	Mitra	S-30

APPENDIX B

APPENDIX B.1 : The Students' Score Of Literal Reading Comprehension In Pre-Test

No.	Sample	Students' Literal Reading Comprehension Score		Total Score
		Main Idea	Supporting dtails	
1	S-1	5.5	5.5	5.5
2	S-2	5.5	3.5	4.5
3	S-3	3.0	5.0	4.0
4	S-4	6.0	4.0	5.0
5	S-5	6.5	4.7	5.6
6	S-6	2.5	2.5	2.5
7	S-7	3.2	1.8	2.5
8	S-8	4.6	1.4	3.0
9	S-9	2.5	4.7	3.6
10	S-10	3.0	1.0	2.0
11	S-11	3.6	5.4	4.5
12	S-12	5.7	3.5	4.6
13	S-13	4.0	6.0	5.0
14	S-14	4.2	4.2	4.2
15	S-15	3.8	5.4	4.6
16	S-16	8.3	4.9	6.6
17	S-17	5.0	5.0	5.0
18	S-18	6.0	5.0	5.5

19	S-19	3.0	1.0	2.0
20	S-20	2.8	4.2	3.5
21	S-21	2.8	4.2	3.5
22	S-22	2.0	2.0	2.0
23	S-23	3.4	1.8	2.6
24	S-24	5.0	5.0	5.0
25	S-25	4.7	4.5	4.6
26	S-26	4.0	2.0	3.0
27	S-27	4.0	2.0	3.0
28	S-28	4.5	3.5	4.0
29	S-29	6.8	4.2	5.5
30	S-30	3.0	1.0	2.0
Total		**128.9**	**108.9**	**118.9**
Mean Score		**4.29**	**3.63**	**3.96**
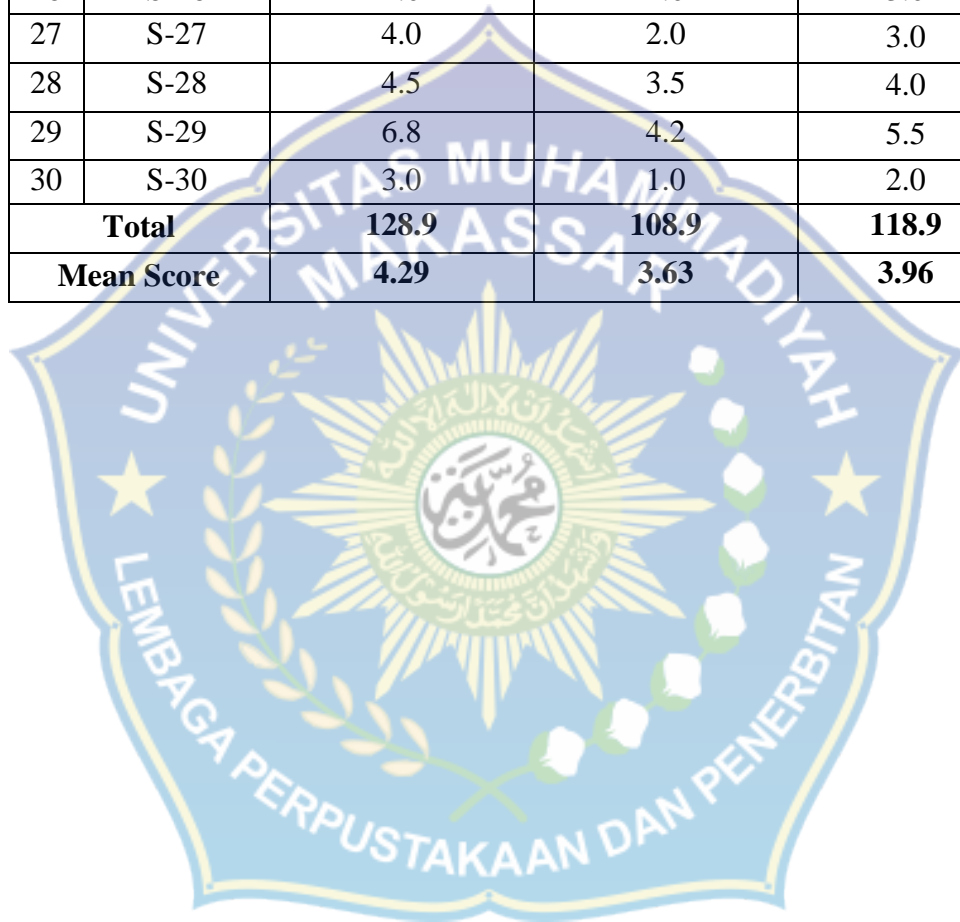
Appendix B.2 : The Students' Score Of Literal Reading Comprehension In Post-Test

No.	Sample	Students' Literal Reading Comprehension Score		Total Score
		Main Idea	**Supporting details**	
1	S-1	8.5	4.5	6.5
2	S-2	5.5	3.5	4.5
3	S-3	3.5	5.5	4.5
4	S-4	6.8	4.8	5.8
5	S-5	7.5	5.7	6.6
6	S-6	4.0	4.0	4.0
7	S-7	3.2	3.8	3.5
8	S-8	4.0	4.0	4.0
9	S-9	4.0	4.0	4.0
10	S-10	4.0	4.0	4.0
11	S-11	7.6	3.4	5.5
12	S-12	5.7	7.5	6.6
13	S-13	8.6	6.4	7.5
14	S-14	5.0	5.0	5.0
15	S-15	6.6	4.4	5.5
16	S-16	8.8	6.4	7.6
17	S-17	8.5	4.5	6.5
18	S-18	6.5	8.5	7.5
19	S-19	5.0	5.0	5.0
20	S-20	3.8	5.2	4.5
21	S-21	4.4	6.6	5.5
22	S-22	3.0	3.0	3.0
23	S-23	4.3	4.9	4.6
24	S-24	8.0	8.0	6.0
25	S-25	7.6	5.4	6.5
26	S-26	4.5	4.5	4.5
27	S-27	4.0	4.0	4.0
28	S-28	4.0	4.0	4.0
29	S-29	8.7	6.3	7.5
30	S-30	4.6	4.4	4.5
Total		**170.2**	**151.2**	**158.7**

Mean Score	5.57	5.04	5.29

APPENDIX C

The Result of The Students' Reading Test in Pre-Test And Post-Test

SAMPLE	PRE TEST		POST TEST		D	D^2
	X_1	$X_1{}^2$	X_2	$X_2{}^2$	(X2-X1)	
S-1	5.5	30.25	6.5	42.25	1	1
S-2	4.5	20.25	4.5	20.25	0	0
S-3	4.0	16.00	4.5	20.25	0.5	0.25
S-4	5.0	25.00	5.8	33.64	0.8	0.64
S-5	5.6	31.36	6.6	43.56	1	1
S-6	2.5	6.25	4.0	16.00	1.5	2.25
S-7	2.5	6.25	3.5	12.25	1	1
S-8	3.0	9.00	4.0	16.00	1	1
S-9	3.6	12.96	4.0	16.00	0.4	0.16
S-10	2.0	4.00	4.0	16.00	2	4
S-11	4.5	20.25	5.5	30.25	1	1
S-12	4.6	21.16	6.6	43.56	2	4
S-13	5.0	25.00	7.5	56.25	2.5	6.25
S-14	4.2	17.64	5.0	25.00	0.8	0.64
S-15	4.6	21.16	5.5	30.25	0.9	0.81
S-16	6.6	43.56	7.6	57.76	1	1
S-17	5.0	25.00	6.5	42.25	1.5	2.25
S-18	5.5	30.25	7.5	56.25	2	4
S-19	2.0	4.00	5.0	25.00	3	9
S-20	3.5	12.25	4.5	20.25	1	1
S-21	3.5	12.25	5.5	30.25	2	4
S-22	2.0	4.00	3.0	9.00	1	1
S-23	2.6	6.76	4.6	21.16	2	4
S-24	5.0	25.00	6.0	36.00	1	1
S-25	4.6	21.16	6.5	42.25	1.9	3.61
S-26	3.0	9.00	4.0	16.00	1	1
S-27	3.0	9.00	4.5	20.25	1.5	2.25
S-28	4.0	16.00	4.0	16.00	0	0
S-29	5.5	30.25	7.5	56.25	2	4
S-30	2.0	4.00	4.5	20.25	2.5	6.25
∑	118.9	519.01	158.7	890.43	39.8	68.36

X	3.96	17.3	5.29	29.681	1.33	2.27

APPENDIX D

CALCULATING MEAN SCORE

1. **The Mean Score of Students' Pre-Test and Post- Test In Terms of Reading Test**

   a. Mean score of students' pre-test

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

   $$\overline{X} = \frac{118\,9}{30}$$

   $$\overline{X} = 3.96$$

   b. Mean score of students' post test

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

   $$\overline{X} = \frac{158.7}{30}$$

   $$\overline{X} = 5.29$$

   c. Mean score of gain (D)

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

   $$\overline{D} = \frac{39.8}{30}$$

   $$\overline{D} = 1.33$$

APPENDIX E

1. **The improvement of the students' score in terms of literal comprehension**

   $$P = \frac{x2 - x1}{x1} \times 100\%$$

$$P = \frac{158\ 7 - 118\ 9}{118\ 9} \times 100\%$$

$$P = 33.5\%$$

1. **Calculating the t-Test Analysis**
   a. Calculating the t-test analysis of literal comprehension

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

$$t = \frac{1.33}{\sqrt{\dfrac{68.36 - \dfrac{(39.8)^2}{30}}{30(30-1)}}}$$

$$t = \frac{1.33}{\sqrt{\dfrac{68.36 - 2.653}{30(29)}}}$$

$$t = \frac{1.33}{\sqrt{\dfrac{65.707}{870}}}$$

$$t = \frac{1.33}{\sqrt{0.0755}}$$

$$t = \frac{1.33}{0.076}$$

$$t = 17.5$$

TABLE DISTRIBUTION OF T-VALUE

	α (for two group sample)					
	0,50	0,20	0,10	0,05	0,02	0,1
Df	α(for one group sample)					
	0,25	0,10	0,05	0,02	0,1	0,005
1.	1,000	3,078	6,314	12,706	31,821	63,657
2.	0,816	1,886	2,920	4,303	6,965	9,925
3.	0,765	1,638	2,353	3,182	4,541	5,841
4.	0,741	1,533	2,132	2,766	3,747	4,604

5.	0,737	1,476	2,015	2,571	3,365	4,032
6.	0,718	1,440	1,943	2,447	3,143	3,707
7.	0,711	1,415	1,895	2,365	2,998	3,499
8.	0,706	1,397	1,860	2,306	2,896	3,355
9.	0,703	1,383	1,833	2,262	2,821	3,250
10.	0,700	1,372	1,812	2,228	2,764	3,169
11.	0,697	1,363	1,796	2,201	2,718	3,106
12.	0,695	1,356	1,782	2,178	2,681	3,055
13.	0,694	1,350	1,771	2,160	2,650	3,012
14.	0,692	1,345	1,761	2,145	2,624	2,977
15.	0,691	1,341	1,753	2,132	2,623	2,947
16.	0,690	1,337	1,746	2,120	2,583	2,921
17.	0,689	1,333	1,740	2,110	2,567	2,898
18.	0,688	1,330	1,734	2,101	2,552	2,878
19.	0,687	1,328	1,729	2,093	2,539	2,861
20.	0,686	1,325	1,725	2,086	2,528	2,845
21.	0,66	1,323	1,721	2,080	2,518	2,831
22.	0,686	1,321	1,717	2,074	2,508	2,819
23.	0,685	1,319	1,714	2,069	2,500	2,807
24.	0,684	1,318	1,711	2,064	2,492	2,797
25.	0,684	1,316	1,708	2,060	2,485	2,787
26.	0,684	1,315	1,706	2,056	2,479	2,779
27.	0,684	1,314	1,703	2,052	2,473	2,771
28.	0,683	1,313	1,701	2,048	2,467	2,763
29.	0,683	1,311	1,699	2,045	2,462	2,756
30.	0,683	1,310	1,697	2,042	2,457	2,750
40.	0,681	1,303	1,684	2,021	2,423	2,704
60.	0,679	1,296	1,671	2,000	2,390	2,660
120.	0,677	1,289	1,658	1,980	2,358	2,617
	0,674	1,282	1,645	1,960	2,362	2,676

PROSES PEMBELAJARAN

CURRICULUM VITAE

HASLIA. K was born on Agust 05th, 1996 in SambaliSelayar Island. She in the three child from three siblings from the marriage of her parents ABD. Kadir and Hawatia.

In 2002 the writer registered as student elementary school SDN Sambali in Selayar regency and she graduated in 2008, Junior high school at SMPN 2Pasimarannu in Selayarregency and she graduated in 2011, Senior high school at MAN Bontoharuin Selayar regency graduated in 2014. The writer registered to study of English Department in Makassar Muhammadiyah University.