

**THE EFFECTIVENESS OF USING BASAL READERS APPROACH TO  
IMPROVE THE STUDENTS' READING COMPREHENSION**



**THESIS**

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# MOTTO

***“People Who Are Afraid To  
Fail Can Never Experience  
The Joys Of Success”***

*I Dedicated This Little Work To  
My Beloved Mother, Father,  
Brother, Sisters, And Bestfriends*

**A  
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## ABSTRACT

**SUMARNI, 2019.** *The Effectiveness of Using Basal Readers Approach To Improve The Students' Reading Comprehension.* Thesis English Education Department, Education and Teacher Training, Muhammadiyah University of Makassar, Guided by **Erwin Akib** and **Yassir Mallapiang**

The aim in this research was to find out whether using Basal Readers Approach to improve or not the students' ability in reading comprehension for the tenth grade students on SMA Muhammadiyah Sungguminasa that focused on main idea and detail information.

The researcher used experimental research. The design used in this research is Pre-Experimental. The population in this research is the tenth grade students of SMA Muhammadiyah Sungguminasa in academic year 2018/2019. The sampling technique used was purposive sampling. The sample of the research consists of 21 students' at X.IPA class.

The finding of this research showed that teaching reading comprehension by using Basal Readers Approach improved the students' reading comprehension. It could be seen from the improvement of students' mean score in finding main idea which was 55.04%, and the improvement of students' mean score in finding detail information which was 48.37%. The researcher also found that t-test value was greater than t-table ( $11,35 > 2,845$ ), with degree of freedom (df) = 20. This indicated that  $H_1$  was accepted  $H_0$  was rejected. Therefore, it can be concluded that Basal Readers Approach is Effective to apply by the teacher in improving students' reading comprehension in narrative text especially for the students of SMA Muhammadiyah Sungguminasa.

**Keywords:** Basal Readers Approach, Reading Comprehension, Narrative Text



## ABSTRAK

**SUMARNI, 2019.** *Keefektifan menggunakan Pendekatan Basal Readers untuk meningkatkan kemampuan siswa dalam pemahaman pada bacaan.* Skripsi Jurusan Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Makassar, dibimbing oleh Erwin Akib dan Yassir Mallapiang

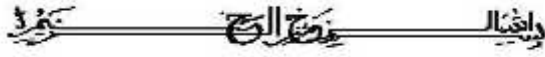
Penelitian ini bertujuan untuk mengetahui apakah penggunaan pendekatan basal readers mampu meningkatkan kemampuan siswa dalam memahami bacaan pada siswa kelas sepuluh dari sekolah SMA Muhammadiyah Sungguminasa, fokus pada ide pokok dan informasi rinci.

Peneliti menggunakan jenis penelitian pre-eksperimen. Populasi dalam penelitian ini merupakan siswa kelas sepuluh SMA Muhammadiyah Sungguminasa tahun ajaran 2018/2019. Teknik pengambilan sampel menggunakan purposive sampling. Jumlah sampel dalam penelitian ini terdiri dari 21 siswa dari kelas X.IPA.

Hasil dari penelitian menunjukkan bahwa mengajar keterampilan membaca dengan menggunakan pendekatan basal readers meningkat. Dapat dilihat dari peningkatan nilai rata-rata siswa dalam menemukan ide pokok yaitu 55.04%, dan peningkatan nilai rata-rata siswa dalam menemukan informasi rinci yaitu 48.37%. hasil temuan juga menunjukkan bahwa nilai t-test lebih besar daripada nilai t-table ( $11.35 > 2.845$ ), dengan degree of freedom (df) = 20. Ini menandakan bahwa  $H_1$  diterima dan  $H_0$  ditolak. Maka dari itu, dapat disimpulkan bahwa pendekatan basal readers efektif digunakan guru untuk mengembangkan kemampuan siswa dalam memahami bacaan dengan menggunakan teks narrative khususnya untuk siswa SMA Muhammadiyah Sungguminsa.

**Kata Kunci:** Pendekatan Basal Readers, Pemahaman Bacaan, Teks Narrative

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**Makassar, 2019**

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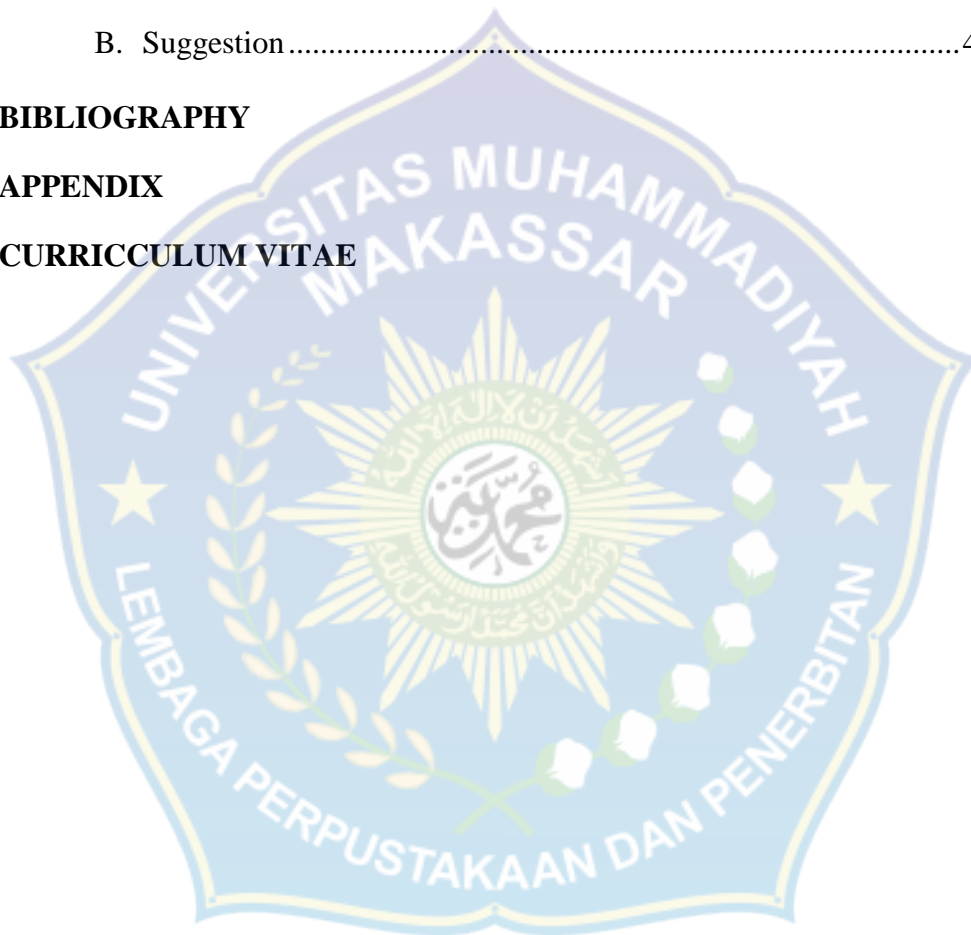
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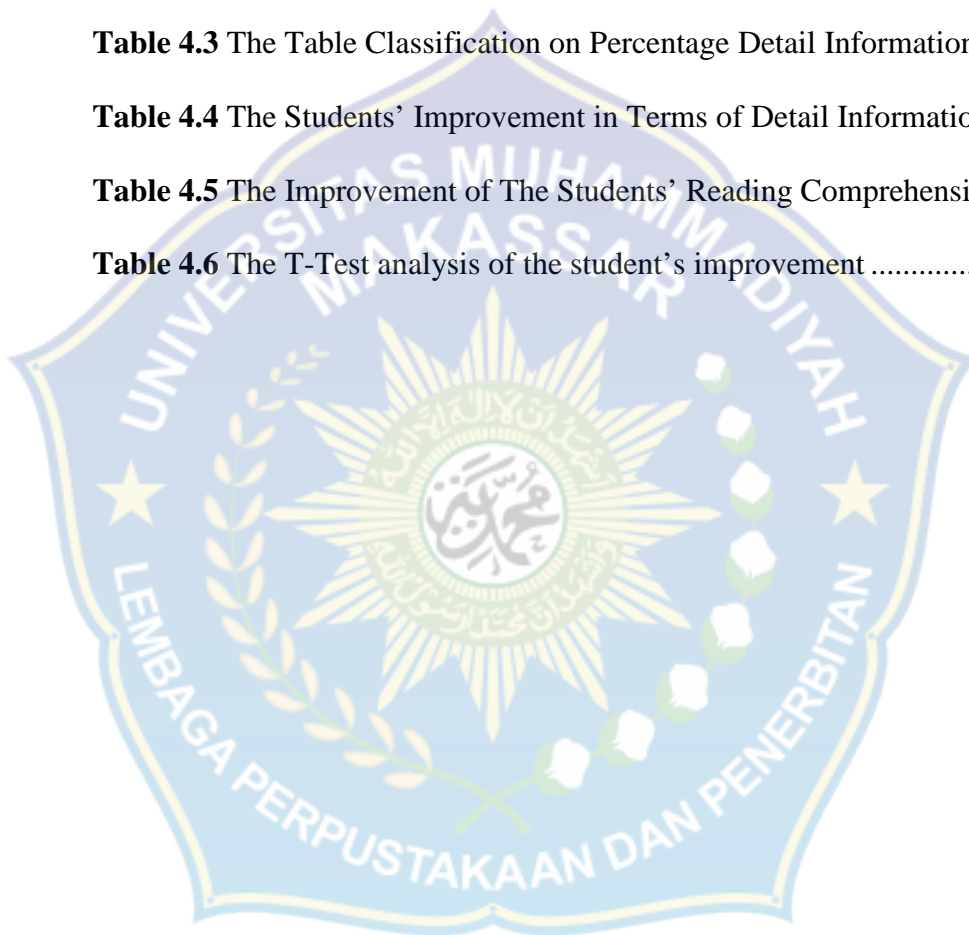
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## CHAPTER I

### INTRODUCTION

#### A. Background

English has an important role in Indonesia. It can be seen in all levels are learning English. English became a compulsory subject at school from elementary school to university level. In learning English, there are four skills that students must be master, namely listening, reading, speaking, and writing. One skill that cannot be ignored is reading skill.

Reading is a language skill that has a very important role. This statement is supported by Ofuani, F N (2016) statement that reading as the important skill is need in today's complex society by everyone. It is a fundamental skill in the learning process and personal development. This idea is also supported by the fact that reading has become part of life. Reading cannot be separated from daily activities. People read various types of writing such as newspapers, magazines, academic books and so on. If they are able to answer questions related to what they have read, it means they understand the reading. If people talk about reading, it automatically relates to comprehension.

Relating to comprehension in reading is the same as the case if students are faced with an English reading. Every student must understand what they read and can obtain information and provide conclusions from the reading. However in reality, they still have difficulty in understanding the English text. This is

evidence from the observation of researcher at Senior High School of Muhammadiyah Sungguminasa in tenth grade. Students inability to understand the form of words are used in a text, students difficult to find the main idea, lack of vocabulary, and have problems in spelling, especially if they find a new vocabulary.

Student difficulties in reading are caused by many factors. The first factor is influenced by the approach or method used by the teacher. The teacher only uses a scientific approach. This approach has flaws in the process of observing. Students are often indifferent in observing natural phenomena. Besides that, in carrying out the process of observing requires a long preparation and implementation time, expensive costs and relatively much energy. Second factor, the teacher uses the same book every teaching. The teacher seldom gives the students different kinds of reading passage. It makes students feel uninterested. Third, students are not accustomed to practice reading in the classroom and everyday life.

To support that view above about the problems caused Mayuni (2013) stated the students' problems in reading comprehension are that students cannot understand about the reading text for finding the main idea and answering the questions related to the reading text. It is caused of less of vocabularies, students work-sheets individually, and techniques used by their teacher are still old or traditional.

Based on the explanation above it can be stated that to improve the students' reading comprehension is one of the most challenging tasks to teachers in EFL context because the difficulties faced by the students is certainly influenced by the teacher's approach that is not interesting. To support this idea, Alwere, N S (2015) stated that Saudi Researches have shown that students' reading comprehension is beneath the desired level and that they lack the knowledge and application of effective reading strategies. Therefore, teachers should use varies approach.

Basal readers approach or Directed Reading Activity (DRA) is chosen to solve the students' problem in reading comprehension. Basically, Directed reading activity comes from basal reader approach Saputra, E (2013). Saputra adds that Basal reader approach or Directed Reading Activity (DRA) is a reading comprehension teaching strategy to improve student reading comprehension by developing background knowledge, specific purposes mind set to reading, discussing and comprehension development after reading. The basic assumption that it is a structured strategy used by a teacher as a comprehensive way in teaching reading and it can be used as a principle for teaching guidance development.

These approaches will create a comfortable atmosphere to the students' interest in reading. Reading comprehension can grasp the meaning and the organization of the writer's idea. The readers bring their previous knowledge and experience into relation with their present reading; compare the facts and arguments presented by the authors. Other advantages that have a basal approach when compared to scientific approach, the basal readers approach does not require a long preparation time and expensive costs. In addition students are not required to observe natural phenomena. At the observation stage in the basal readers approach, students are only given readings and then analyze the main ideas and reading characters whose time has been determined by the teacher.

Based on the previous research, the researcher is interested in investigating the Effectiveness of Using Basal Readers Approach to Improve The Students' Reading Comprehension.

## **B. Problem Statement**

Based on the background above, the researcher formulates research a question as follow: "Is the Basal Readers Approach effective to improve the students' reading comprehension?"

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

In relation to the research question above, the objective of the research is find out the effectiveness of using basal readers approach to improve the students' reading comprehension.

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

The outcomes of this research are expected to be meaningful information as the following:

1. Getting accurate data which can be responsible scientifically and giving useful contribution in education side, exactly in English teaching to develop the quality of learning English whether informal or formal learning activity.
2. Giving meaningful information and reference for the English teachers as the facilitator in teaching English.
3. Help the learners to improve their reading skill through the effectiveness of Basal Readers Approach.
4. Giving information to the next researchers who are going to make the same research as an indication for the purpose of result comparison of the research.

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

This research is limited to apply Basal Readers Approach to improve students' reading skill especially their literal of comprehension. The indicators that the students' have literal reading comprehension as follows:

1. Students who investigated can determine the main idea of narrative text.
2. Students who investigated can identify and understand detailed information contained in the narrative text.



## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Previous Related Research Findings

Some of the previous research findings as follow:

1. Abdullah Hasan (2018) conducted a research about Using Directed Reading Activity (DRA) Method on Students' Reading Comprehension. The findings indicate that there is a significant effect of using Directed Reading Activity (DRA) method on students' reading comprehension. DRA method contributes more effect (76%) which is in a good contribution. DRA is a popular method for engaging students in reading narrative texts or informative texts for understanding. Using DRA, the students read silently under direction of a teacher, the question prompts are specific and provide more supports for comprehension. It can be inferred that DRA method is suitable for Senior high school students. It encourages them to make their own prediction.
2. Wildhan Burhanuddin (2012) conducted a research about Using Eclectic Approach To Improve The Students' Reading Comprehension, he found that teaching reading comprehension by using an Eclectic Approach is a good way to improving the students' reading comprehension. It was proved by the improvement of the mean score of the students' activeness in cycle I namely 27,73 % became 31,10 % in cycle II.

3. Stephanie Schepis (2013) conducted a research about Students' and Teacher's Perceptions of a Basal Reading program, she found that following conclusions regarding the Scott Foresman Basal Reading Program were reached: teachers report leveled readers are beneficial to students reading development, students are not using reading skills outside the basal reading program, and using the basal program as a guide or script are both effective ways to utilize that basal program.
4. Smith and Saltz (1987) in their journal, "*Teacher Reactions to the Basal Reading Series Approach*". They found that research result the first is Basal Series served as the core of reading instruction which was enriched through other approaches. Teachers felt that most Basal Series are integrated very easily with other approaches to teaching reading. Secondly, the data suggest a balance between the teaching of skills and of practice reading within Basal Series. Thirdly, higher standardized test scores appeared to result from the use of developmental, structured Basal Series.

Relating the previous research findings above, the researcher conclude that teaching and learning reading comprehension by using basal readers approach can improve the student's achievement in reading comprehension and in this research the researcher focuses on the students' literal reading comprehension.



## **B. The Concept of Reading**

### **1. Definition of Reading**

According to Goodman (1988) reading is a receptive language process. It is psycholinguistic process in that it starts with a linguistic surface representation encoded by writer and ends with meaning that the readers construct. And the conclusion reading is ability of cognitive pro the graphic symbols and the language skills of reader. Reading is also a process of communication between a writer and a reader. A writer has message about his or her mine, such as feeling, facts, ideas, and argument which want to share.

Azlan, H (2012:10) state that reading is one of the basic communicative skill, but it is a very complex process, it can be said that reading is process in which reader is to find information given by the written the written form.

From the quotes above can be conclude that reading is an interactive process in which the reader can get the message as well as the knowledge of the text being read. Thus, it can be said that reading is also communicate process between reader and writer.

### **2. Kinds of reading**

As reference to the conception of reading comprehension highlighted in preceding discussion, there are four types of classroom reading performance

such as: (a) reading aloud, (b) silent reading, (c) intensive reading, (d) extensive reading.

a. Reading Aloud

The aim of reading aloud is to recognize the sound of the words in the text, this oral reading suitable for the beginning and intermediate levels. Oral reading can serve as an evaluate check and add some extra student participant if the teacher want to highlight a certain short segment of reading passage. Some activities that the teacher can use in reading aloud like guessing game, pictures description and missing letters to develop the students' reading comprehension.

Read text aloud serves four purposes for the readers: (1) to analyze the text a literary critic, (2) to grow and to develop as performer, (3) to communicate a message to the audience, (4) to perform an artistic creation. All of these apply to oral reading and should be extension of the classroom literary and language arts activities in short story, poetry and children's fiction. In general oral reading fluency provides one of the best, measures of readings competence including comprehension.

b. Silent Reading

In general assumption about reading is the students to improve their reading ability in reading a lot. Studies also have shown that the amount of time spent for reading is related to students' reading comprehension and

vocabulary growth; they also develop more positive attitudes toward after silent reading sessions. Students like silent reading because it is quite, which much indication that is the only quite time in their entire day. Readers responded that since no one watches them they are not so worried when they make mistakes. Silent reading is the opposite of reading a lot this activity is really intended to improve the students' comprehension. They have to find out what is the content of reading text. The student will use all their semantics and syntax ability to predict the meaning of the whole text.

c. Intensive Reading

Intensive reading calls students' attention to grammatical forms, discourse markers, and other surface structure details for the purpose of understanding literal meaning, implication rhetorical relationship, and the like.

Grellet, F(1981) states intensive reading is usually concerned with shorter text for the student, it will be easier to extract specific information shortly, intensive reading is basically and essentially applied for information by doing this activity the students surely hope to find out something new in order to grasp and draw on different lexical clues and structural devices to extract meaning from different text as marked. Some reading activity, including intensive reading, is certainly an activity with a purpose. The purpose of the reader determines the way in which they treat the reading material and the

comprehension skills they need to use. Comprehension is defined as a text of skill, which develops over time as complex process involving all aspects of a deficiency in any aspect of reading interferes with the comprehension process.

d. Extensive Reading

Grellet, F(1981) states that extensive reading is a fluency activity involving globing or holistic understanding of much longer reading text the topic of the text is usually different kind and they badly meet the interest and concern of the readers themselves. Extensive reading activities are therefore and it is usually done for one's pleasure or enjoyment. Extensive reading is carried out achieve a general understanding of a text. All pleasure reading is extensive. Technical, scientific, and professional reading can also extensive. The letter, sometimes involves skimming and scanning as strategies for gaining the general sense of a text. After the students have done pre reading activity, skimmed for the gist, and scanned for come key details extensive reading is quite simply a relatively rapid and efficient process of reading a text for global or general meaning. Hedge believes that extensive reading varies according to students' motivation and school resources. A well-motivated and trained teacher will be able to choose suitable handouts or activities books for the students.

### 3. Component of Reading

There are two component of reading that will be discussed here, they are vocabulary and grammar. Both of them are described as the following:

#### a. Vocabulary

How to understand the meaning of words, based on the context, is a very important factor in reading comprehension because many words have alternative meanings. This is essential to make sense of the whole text Smith and Saltz (1987).

Vocabulary is one of the important things in language components, in learning English that need to be having more attention. It considered as important aspect because if the students have less of knowledge in vocabulary the might not able express their ideas. So the mastery of vocabulary will help learners in English especially in understanding the content of text. Moreover, read more effectively and efficiently, students in English will need to enlarge their vocabulary. So the student who has difficulty in recognizes word quickly or accurately is likely to be a slow reader. And it also as disadvantages for the learners when they wish to find the answer for a question.

#### b. Grammar

The students might encounter some difficulties in answering the best test especially in form of easy test. Most of the students were fail to answer the question because they do not understand how to answer the question with

a good grammar, in term of structure. In this case, the aspect of grammar has an important rule as well as vocabulary that we cannot separated in reading comprehension.

## **C. Concept of Reading Comprehension**

### **1. Definition of Reading Comprehension**

Serravallo (2010: 43) state that reading is thinking, understanding and getting at the meaning behind a text. He explains that reading must be directed toward the understanding and catching the idea that the text provides. The students think about what they already know about text's structure or topic before reading; they make connections to their live and the world as they read. Learning to read is an important educational goal. For children or adults, the ability to read opens up new world and opportunities to develop knowledge.

Harmer (2008:8) writes that reading is useful for language acquisition. Provided that the students more or less understand what they read, the more they read, the better they will get it. Moreover, reading comprehension is a complex process of language skill, which can be gradually developed from simple to more complex practices. Due to its complexity, the reader needs many abilities and skill to understand the concept and meaning being communicated and presented in print. Successful comprehension process involves the reader's abilities to discover the meanings needed to achieve the

particular piece of information, solving problem through reading, working to grasp ideas of following a set of direction.

In conclusion, reading comprehension is a process that allows readers to obtain information, main idea, and content of reading text and so on. In other words the reader not only reads the text of reading and analyze the symbol, but also understands the meaning conceived in the reading.

## **2. Technique of Teaching Reading Comprehension**

The ability to understand the reading text depends on familiarity with the type of material involved and the particular purpose of reading. This particular skill will develop with practice of reading. In addition, good result in reading comprehension can be achieved if the reader can choose and apply an appropriate strategy.

There are many kinds of strategy is teaching reading according to Harmer (2008:69) some strategies of reading to be manifested on technique of teaching reading as follows.

The first strategy is identifying the purpose in reading. Efficient of reading consist of clearly identifying the purpose in reading something. By doing so, they know what they are looking for and can eliminate potential distracting information. So in teaching reading in English the teacher should make sure that the students know their purpose in reading text.

Second strategy is using grapheme rules and patterns to aid in bottom-up decoding (for beginning level learners). At the beginning level of learning English, one of the difficulties students encounter in learning to read is making correspondence between spoken and written English. In many cases, learners have become acquainted with oral language and have some difficulty learning English spelling conventions. They need to be given hints and explanation about certain English orthographic rules and peculiarities

The third strategy is using efficient silent reading technique for relatively rapid comprehension (for intermediate and advance level). This strategy will not apply to beginning level students because they are still struggling with the control of limited vocabulary and grammatical patterns. Intermediate to advance level students need to be speed-readers. So, the students have to know a few silent reading rules, like they do not to pronounce each word to themselves, they should try to visually perceive more than one word at one time, and unless the a word is absolutely crucial to global understanding, students should skip over it and try infer its meaning through its context.

Forth strategy is skimming. Skimming consisted of quickly running one's eyes across a whole text (in essay, article, or chapter for example) to get the gist. Skimming gives readers the advantage of being able to predict the



purpose of the passage, the main topic or message, and possibly some of the developing or supporting ideas.

Fifth strategy is scanning. Scanning consisted of quickly searching for some particular piece of pieces of information in a text, scanning exercises may ask students to look for name or dates, to find a definition of a key concept or list a certain number of supporting details. The purpose is to extract certain specific information without reading through the whole text.

Almost every teacher in every classroom used question as we know by asking question the students, the teacher may help students to stimulate their mental activity and whether to attract their attention. And when using this technique, the question should not mainly come from the teacher himself, but the student should be asked to make question related to the passage that being discussed. It is believed by using this technique the comprehension of student could improve their reading.

### **3. Levels of Reading Comprehension**

There are several levels of comprehension. Higher level of comprehension would obviously include higher level thinking. Burn (1984:177), divides reading comprehension skill into four levels, as gives below:

### a. Literal Comprehension

Literal comprehension represents the ability of understanding with information that is explicitly stated in the print and illustration. The students can recall, identify, classify, and sequence detail, fact and stated main ideas from a variety of written materials, and can interpret directions this level of comprehension involves surface meaning.

According to Quinn and Applegate in Ashar (2007:22) literal comprehension requires that students recall what they have read from the text. Students use the skill of locating information from the text to answer literal comprehension questions, as well as their own rote memory skills.

Literal recall students' opportunities to discuss ideas related to the text.

### b. Interpretative or Inferential Comprehension

Higher level of comprehension involves reading beyond or between the lines. The reader brings knowledge and experience to the act of reading and draws the differences.

Interpretative or reading between the line demands a higher level of thinking ability because the question in this category of interpretative are concern with that are not directly stated in the text but are suggested or implied. Interpretative maybe defines as something derived by reasoning, something that is not directly stated but suggested in the statement, a logical conclusion that drawn from statement. Interpretive or referential

comprehension includes thinking process such as drawing conclusion, making generalization, prediction outcomes. At this level, teacher can asks more challenging question such as asking students to do the following task:

- a. Rearrange the ideas or topic discussed in the text
- b. Explain the author's purpose of writing in the text.
- c. Summarize the main idea when this is not explicitly stated in the text.
- d. Select conclusion which can be deduced from the text they have read.

c. Critical Reading

Critical reading is evaluating written materials, comparing the ideas discovered in the material with standards and drawing conclusions about their accuracy, appropriateness, and timeliness. It requires the reader to have critical thinking of what they read.

Critical reading depends upon literal comprehension and interpretive comprehension, and grasping implied ideas is especially important. Critical Reading is the ability to evaluate the credibility of piece of writing. All writers have a purpose when they write, and usually a writer will choose or emphasize facts and details which support his or her purpose, ignore facts which do not support his writing. As a good reader, we need to be aware of that.

Critical evaluation occurs only after our students have understood the ideas and information that the writer has presented, the students can be tested on the following skills:

- a. The ability to differentiate between facts and opinion
- b. The ability to recognize persuasive statements
- c. The ability to judge the accuracy of the information given in the text.

Critical reading is actually a two-step process: Reading for understanding and analyzing what the students have read. When they are asked to evaluate a piece of writing they must be sure that you clearly understand what they have read. Since they understand the author's viewpoint, purpose, and methods of support are they ready to critique the piece effectively.

d. Creative reading

Creative Reading involve going beyond the material presented by the author, creative reading requires the readers to think as the read just as critical reading done, and it also requires the readers to use their imaginations. In creative reading the reader tries to purpose new alternative solutions or response those by the writer. It requires readers feeling for the text and subject. The answers are not found in the text; they come strictly from the readers. While no personal responses are incorrect, they cannot be unfounded; they must relate to the content of the text and reflect a literal understand of the material.

Creative reading uses different thinking skill to go beyond the literal comprehension, interpretation, and critical-reading level. In creative reading, the reader's tries to come up with new or alternative solutions to these presented by the writer.

When you read and respond what you have read in this ways, you turn the work of reading into creative, self-directed process that helps you develop new ways of thinking about and understanding the world ( Wells and Canfield in Sujariati 2012:21).

There are some characteristic of creative reading comprehension:

a. Characterization

Characterization is the depicting of clear images of a person. It really doesn't matter who or what the characters are, so long we identify ourselves with them. We may read of the behavior of a pair of mice: how they live, what they eat, how they go about finding their food, such writing may be interesting and informative from a scientific point of view, but it will not be literature. There are two methods of characterization: the dramatic and analytic.

b. Making imagination and conclusion

Means that Imagine if you lived at the same time of the story, what problem might you have? How would your life change? If you have a chance to spend that day with one of the character, which one would it be?

What would you want to happen that day? And conclude of all the act in the story.

c. Analysis

Means that do the characters have anything in common, does it talking of yourself, was the character good or bad, what do you think of all the characters.

d. Comparing and contrasting

Means that if you have three wishes, what do you think you would wish for? Do they differ from what the character in the story wished for. Guess what the story is about from the little, check to see if you are right, and take a good looked at the story, what they have in common

e. Creative thinking divergent.

Means that write something about a person who important to you, write down many good things about your self and choose one character from the story, write a new story about him/her.

#### **D. Narrative Text**

Narrative is a story that created in a constructive format (as a work of writing, speech, poetry, pictures, song, motion pictures, video games, theatre or dance) that describes a sequence of fictional or no-fictional events. According to Pradiyono (2007), narrative text is a kind of text to retell the

story that past tense. The purpose and social function of the narrative text is to entertain or to amuse the readers or listeners about the story.

Horn states that narrative text is a composition which consists of a fiction story. It means that narrative is concerned with the sequences of happening over a period of time. Narrative text has a least three elements that make t moves clearly and lively.

The following are the three elements:

(1) Plot: A plot is a sequence of event that occurs in narrative text. As narrative consist of certain events in chronological order, the plot is the form into which the author organized these events. Thus plot enables readers to follow the writers thought from the beginning until the end of the story.

(2) Setting: The setting of narrative is the time and the place in which event occur. Setting is not only physical location like city, forest, river, mountain, etc. weather is also support the setting that describe to the event in the story.

(3) Point of view: Point of view which addresses the reader directly uses first person pronoun such as I, me and mine while point of view that stands back form the events uses third person pronouns such as He, She, They, refers to the characters. Type of the text that is taught in this study is narrative. Students are expected to be able to know the characteristics of narrative text below.

<b>Social function</b>	<b>Generic structures</b>	<b>Significant lexicogrammatical features</b>
<p>To amuse, entertain, and to deal with actual or vicarious experience in different ways. Narrative deals with problematic events which lead to a crisis or turning point of some kind which is turned around and finds a resolution.</p>	<ol style="list-style-type: none"> <li>1. Orientation: sets the scene, time, and place and introduces the participants.</li> <li>2. Evaluation: a stepping back to evaluate the plight</li> <li>3. Complication: a crisis arises</li> <li>4. Resolution: the crisis is resolved</li> <li>5. Reorientation: optional (can be present or not)</li> </ol>	<ol style="list-style-type: none"> <li>1. Focus on specific and usually individualized participants.</li> <li>2. Use of material process</li> <li>3. The use of simple past tense</li> <li>4. Use of temporal conjunction</li> <li>5. The use of noun phrase</li> </ol>

The simple way, a narrative text is structured firstly by having orientate on which introduces the readers about the setting of the story; either the place setting or



time, or might be both of them. It is also recognize who are the characters or anyone who takes account in the story. After the orientation is set, then story flows to an introductory stage that move to the complication where certain conflicts are found between the characters. The final stage of resolution is revealed as problem solving stage when the conflict is intensively down.

In conclusion, narrative text is a reading text that aims to entertain readers in which there are conflicts that end with resolution. This will make the reader feel as if they are experiencing what the character is experiencing in the reading.

## **E. Concept of Basal Readers Approach**

### **1. Definition of Basal Readers**

Basal Readers is synonymous with the Directed Reading Activity (DRA). According to Case (2011:3), Basal Readers Approach is commercially produced textbook that contains stories to develop specific skill. The term "basal" comes from the word "base," as the program acts as the basis for the lessons that teach children reading skills. A Basal Readers Approach include a series of books, current Basal Readers approach usually have three basic divisions of books in a system: beginning level books, primary level books, and intermediate level books.

Basal Readers Approach is text books used to teach reading and associated skills to schoolchildren. Commonly called "reading books" or

"readers" they are usually published as anthologies that combine previously published short stories, excerpts of longer narratives, and original works.

Authors of contemporary Basal Readers make many claims as to the whole language-like nature of their programs. Their advertising literature contains assertions such as "full spectrum of the language arts," "literature based," and "integrated, whole language approach" Sippola (1994:234).

## **2. History of Basal Readers Approach**

Basal readers Approach have been used in the United States since the mid-1860s, beginning with a series called the McGuffey Readers. This was the first reader published with the idea of having one text for each grade. Since then, teaching methodologies in school basal have shifted regularly. The Scott Foresman Company published what is perhaps the most famous basal series, whose stories starred two children named Dick and Jane. Dick and Jane books emphasized memorizing words on sight, a method which came to be known as "look and say." This philosophy came under attack in the late 1950s, largely due to Rudolf Flesh's book *Why Johnny Can't Read*. This was a scathing condemnation of the "look say" method, and advocated a return to programs that stressed teaching phonics to beginning readers. As recently as 1980, between 80 percent and 90 percent of the nation's elementary teachers used Basal Readers Approach as the primary instructional method (Farris, 1989:23).

During the 1970s and early 1980s, the pendulum did swing back toward a more phonics-based approach. The latter part of the 1980s, basal usage declined as reading programs began to turn to whole language programs that relied more heavily on trade books, rather than textbooks. The 1990s and early years of the 21st century have seen a renewed interest in skills acquisition which has sparked a resurgence in basal dominance. Some educators criticize the stories in Basal Readers as stilted or shallow. Critics also wonder how children learn to read when basal require students to spend so much time doing activities other than reading.

### **3. Procedure of Basal Readers Approach**

According to Burhanuddin, W (2012) Basal Readers lesson usually follows patterns as follow:

1. Preparation for reading story: it is designed to motivate students to read the story, questions are provided in the teacher manual to stimulate discussion about some aspect of the story. The teacher strives to create an interest in the story in this initial activity because, presumably, she accepts the underlying assumption that the students read only if they are properly motivate.
2. Guided reading: the next step is the developmental phase of the lesson. The teacher manual contains suggestion for the guided reading and ideas for developing discussion.

3. Skill development and practice: during this part of the lesson the teacher gives instruction and activities in such areas as vocabulary development, comprehension and study skill.
4. Follow up activities. Students perform follow up activities: students perform in front of the class.

#### **4. Satisfaction and Dissatisfaction of Basal Readers Approach**

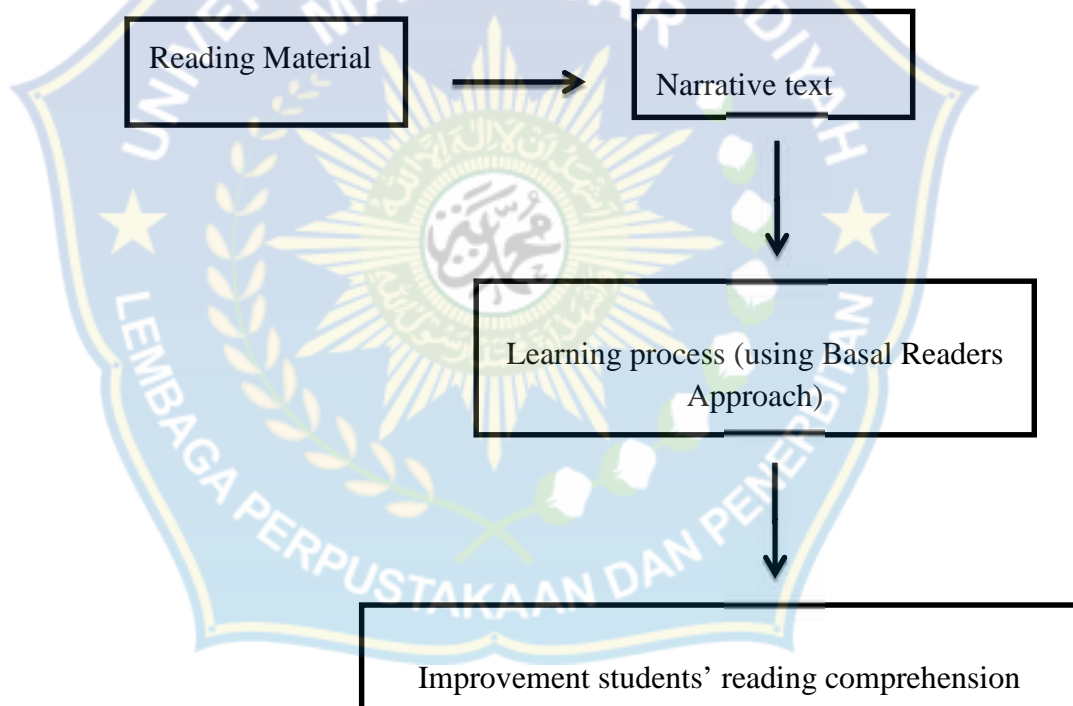
According to Smith and Saltz (1987: 249), there are many satisfaction and dissatisfaction of Basal Readers Approach:

1. The satisfaction of Basal Readers Approach
  - a. Has more than enough supplementary materials to build on each individual's needs
  - b. Covers all the necessary skills needed for grade level
  - c. Excellent approach and lends itself to many different instructional method
  - d. A wide variety of activities are presented as supplementary work in Basal Readers Approach. Because includes various types of experience stories and other language arts performance
  - e. Basal Readers Approach provides a backbone for a continuous reading program and particular series has delightful stories with attractive illustrations.

## 2. Dissatisfaction of Basal Readers Approach

- a. Extremely difficult to choose a really good series that is equally strong at all grade levels
- b. Do not help students with critical and more difficult reading done in Social Studies and Science.

### F. Theoretical Framework



The researcher was observed the students' literal comprehension based on use material narrative text in the class. The research was applied the basal readers approach by choose one of the most active students' in reading class.

Each student was used a narrative text, after that the students can be read and finding the main idea, and answer the questions correlation with the text. The next step is conduct a data analysis by collecting all of the answers related to the reading learning to know the students' improvement reading comprehension. A result of pre-test and post-test will be added.

### **G. Hypothesis**

Based on Previous Related Findings, there are some concepts of theory and conceptual framework. The research puts forward a hypothesis as follow:

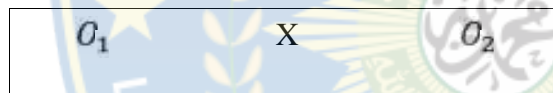
1. Null Hypothesis ( $H_0$ ): There is no significant difference of students' reading comprehension before and after using Basal Readers Approach.
2. Alternative Hypothesis ( $H_1$ ): There is a significant difference of students' comprehension before and after using Basal Readers Approach.

## CHAPTER III

### RESEARCH METHOD

#### A. Research Design

This research employs pre-experimental research to conduct this study. This research study used quantitative approach. A quantitative approach is one in which the investigatory primarily used postpositive claim for developing employs strategies of inquiry such as experiment and survey and collect data on predetermined instrument that yield statistics data. There are three stages: pre-test, treatment, and post-test. This was presented as follow:



Where:  $O_1$  = Pre Test

$X$  = Treatment

$O_2$  = Post Test,

(Gay, L, R. 1981)

The experiment model was through three steps:

- a) Provide a pretest for measuring the dependent variable (initial reading comprehension) before treatment was performed.
- b) Giving treatment to the research subject class by applying the Basal Readers Approach.
- c) Provide posttest to measure the dependent variable after treatment was done.

## **B. Variables and Indicators**

### **1. Variables**

This research involves two variables, namely: dependent variable and independent variable.

#### **a. Independent Variable.**

The independent variable is the use of basal readers approach in teaching reading comprehension.

#### **b. Dependent Variable**

The dependent variable is the students' improvement reading comprehension.

### **2. Indicators**

The indicators of the students' literal comprehension were main idea and detail information.



## **C. Population and Sample**

### **1. Populations**

The population of the research were two classes of tenth grade at SMA Muammadiyah Sungguminasa consist of 56 students, X.IPA class contains 21 students and X.IPS which contains 35 students.

### **2. Sample**

The sample was part of the population. For the sample, the researcher took the X.IPA class to be a sample. Researcher was used simple random sampling for it. In this study, the sample was all the students of tenth grade of IPA class there was 21 samples.

The researcher chooses this class as the object of his research because his students were easier to arrange during the learning process. The researcher hopes this research was being completed early. Initial reading comprehension before treatment was done.

## **D. Instrument of the Research**

In this section, the research was used instrument to collect data. The instrument was reading comprehension test which the students analyzed the text to get information, and then answer the question that relation with the text. Pretest was intended to find out the prior level of the students' reading comprehension, while the post test was intend to find out the improvement of the treatment.

## E. Procedure of Data Collection

There were three of collecting data. In these cases, the data were taken from the source by employing pre-test, treatment and post-test.

In data collection, the researcher conducted the collecting data. There were some procedures in collecting data, as follows:

### 1. The Pre-test

The pretest was administered as the basic information. In the first meeting, the researcher was give some questions related to the text to find out students' basic knowledge in reading comprehension.

### 2. Treatment

The researcher conducted treatment. For 4 meetings and every meeting the researcher gave narrative text material.

#### a. The First Meeting

1. The researcher explained reading comprehension and narrative text.
2. The researcher introduction basal readers approach.
3. After that, The researcher gave narrative text “The Legend of Toba Lake”
4. The students analyzed main idea and detail information
5. Then, Students read the text for 10 minutes
6. After read the text, students answered the questions relation with the text
7. The last each students perform in front of the class to show his task

b. The second meeting

1. The researcher gave narrative text “The King of Kuripang”
2. The students analyzed main idea and detail information
3. Then, Students read the text for 10 minutes
4. After read the text, students answered the questions relation with the text
5. The last each students perform in front of the class to show his task

c. The Third Meeting

1. The researcher gave narrative text “The Legend of Lake Batur”
2. The students analyzed main idea and detail information
3. Then, Students read the text for 10 minutes
4. After read the text, students answered the questions relation with the text
5. The last each students perform in front of the class to show his task

d. The Fourth Meeting

1. The researcher gave narrative text “The Legend of Pari Tempe”
2. The students analyzed main idea and detail information
3. Then, Students read the text for 10 minutes
4. After read the text, students answered the questions relation with the text
5. The last each students perform in front of the class to show his task
6. Researcher gave feedback about the text after using basal readers approach

### 3. The Post-test

The posttest was used to find the students reading skill achievement after the treatment. The researcher asked to the students to finish test of the paper about narrative text. The test was similar with the pretest.

### F. Technique of Data Analysis

To know the students' ability in reading comprehension, the researcher uses the following procedure:

#### a. Rubric Assessment Literal Comprehension (Main Idea)

Category	Main Idea
1	Attempts to identify the main ideas. However, it may be stated incorrectly or may be missing.
2	Identifies the main ideas of the text.
3	Correctly identifies the main ideas of the text
4	Clearly and accurately identifies the main ideas of the text

(Dianne, 2016)

## b. Rubric Assessment Literal Comprehension (Detail information)

Category	Detail Information
1	Students response includes incorrect or irrelevant.
2	Students response includes few detail information.
3	Students response includes some detail information.
4	Students response includes most of the relevant detail information.

(Dianne, 2016)

## c. Students scoring in reading skill

Table 3.1 Classification of students' score

No	Score	Classification
1	96-100	Excellent
2	86-95	Very Good
3	76-85	Good
4	66-75	Fairly Good
5	56-65	Fair
6	36-55	Poor
7	00-35	Very Poor

(Debdikbud, 1981)

d. Calculating the mean score of the students' reading comprehension

by using the following formula:

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

Notes:

X = Mean score

$\sum X$  = The Sum of all score

N = The number of students,

(Gay, L, R. 1981)

e. To know how improvement of the score in literal comprehension

The improvement of the students' score in main idea and

Detail information:

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

Where:

P = Percentage of the students

X<sub>1</sub> = The mean score of pre test

X<sub>2</sub> = The mean Score post-test,

(Sabriah, 2002)

- f. Finding out the significant different between the pre-test and post-test by using the following:

Formula:

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

Where:

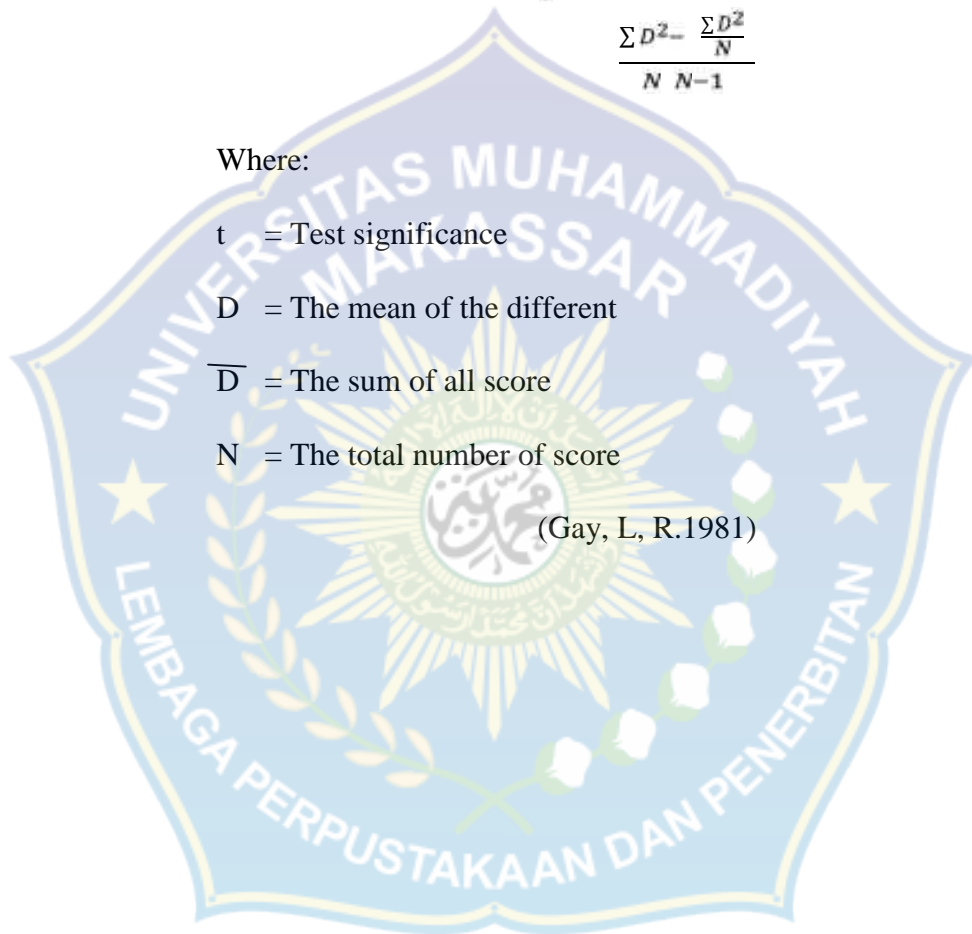
t = Test significance

D = The mean of the different

$\bar{D}$  = The sum of all score

N = The total number of score

(Gay, L, R.1981)



## CHAPTER IV

### RESEARCH FINDINGS AND DISCUSSION

#### A. Research Findings

The objective of the research is to find out whether or not basal readers approach to improve students' reading comprehension. The researcher was chosen one class as the sample of research. There is tenth grade of X.IPA class consist 21 students.

##### 1. The students' Score Classification of literal comprehension in finding of Main Idea

Based on analysis data, literal comprehension of students in findings of main idea improved in mean score pre-test to post-test based on Appendix 5 and 6 (34.52 to 76,78) with the range was 42.26 and improvement was 55.04 % (Appendix 9). It could be seen in the table score classification of main idea pretest and posttest in reading comprehension below:

**Table 4.1 The Table Classification on Percentage Main Idea**

No	Classification	Score	Pre-test		Post-test	
			F	%	F	%
1	Excellent	96-100	0	0	4	19.05%
2	Very Good	86-95	0	0	4	19.05%
3	Good	76-85	0	0	0	0%
4	Fairly Good	66-75	0	0	8	38.09%
5	Fair	56-65	0	0	2	9.52%
6	Poor	36-55	8	38.10%	3	14.29%
7	Very Poor	00-35	13	61.90%	0	0%
Total			21	100%	21	100%



The table above shows about the score classifications in the pre-test and post-test. In pre-test, the score classification was found that 8 students (38.10%) was poor and 13 students (61.90%) very poor. Therefore, in post were classified that 4 students (19.05%) was excellent, 4 students (19.05%) was very good, 8 students (38.09%) was fairly good, 2 students (9.52%) was fair and 3 students (14.29%) was poor.

2. The improvement of the students' literal reading comprehension in findings of main idea

The researcher used basal readers approach treatment to see the students' improvement in reading in findings of the main idea and here was improvement in pre-test to post-test. It was showed from mean score of the students in pre-test to post-test based on appendix 5 and 6 and improvement percentage in pre-test to post-test based on Appendix 9. It could be seen in table below:

**Table 4.2 the students' improvement in terms of main idea**

No	Indicator	Pre-test	Post-test	Range
1.	Mean Score	34.52	76.78	42.26
2.	Improvement	55.04%		

Based on the data Table 4.2, it was show that there was improvement the mean score of the students in pre-test (34.52) to post-test (76.78) in findings in main idea with the range was 42.26 and there was improvement

was 55.04 %. The result based on analysis, the score of literal comprehension in findings on main idea was higher than pre-test.

### 3. The Students' Score Classification of Literal Comprehension In Findings of Detail Information

Based on analysis data, literal comprehension of students in findings of detail information improved in mean score pre-test to post-test based on appendix 5 and 6 (38.09 to 73.80) with the was 35.71 and improvement was 48.37% (Appendix 9). It could be seen in the table score classification of detail information pre-test and post-test in reading comprehension below:

**Table 4.3 The Table Classification on Percentage Detail Information**

No	Classification	Score	Pre-test		Post-test	
			F	%	F	%
1	Excellent	96-100	0	0	4	19.05%
2	Very Good	86-95	0	0	3	14.29%
3	Good	76-85	0	0	0	0%
4	Fairly Good	66-75	0	0	5	23.81%
5	Fair	56-65	0	0	7	33.33%
6	Poor	36-55	11	52.38%	1	4.76%
7	Very Poor	00-35	10	47.62%	1	4.76%
Total			21	100%	21	100%

The table above shows about the score classification in pre-test and post-test of detail information. In pre-test were classified that 11 students (52.38%) was poor and 10 students (47.62%) was very poor. Therefore, in post-test were classified that 4 students (19.05%) was excellent, 3 students

(14.29%) was very good, 5 students (23.81%) was fairly good, 7 students (33.33%) fair, 1 student (4.76%) was poor, and 1 student (4.76%) was very poor.

#### 4. The Improvement of the Students' Literal Comprehension in Findings of Detail Information

The researcher also assessed the students in findings of detail information. It was begin pre-test to post-test. After the researcher gave pre-test and post-test, there was improvement in reading comprehension in finding of detail information of the text. It was indicated by the significant difference between students' pre-test and post-test score. Besides that, the researcher also had counted improvement percentage of students. It could be seen on Appendix 10. It showed at the following table:

**Table 4.4 The Students' Improvement in Terms of Detail Information**

No	Indicator	Pre-test	Post-test	Range
1.	Mean Score	38.09	73.80	35.71
2.	Improvement	48.37%		

Table 4.4 described that mean score in pre-test was lower than mean score of post-test. It means that there was improved of literal comprehension in findings of detail information from pre-test to post-test based on data analysis in table 4.4. Mean Score in pre-test was 38.09 and mean score of post-test 73.80. Range from pre-test to post-test was 35.71 with improvement of percentage was 48.37%.

## 5. The Improvement of The Students' Reading Comprehension

**Table 4.5 The Improvement of The Students' Reading Comprehension**

No	Indicator	Pre-test	Post-test	Range
1.	Mean Score	72.61	150.58	77.97
2.	Improvement	51.78%		

The table describe that mean score in pre-test was lower than mean score of post-test. There was mean score in the pre-test (72.61) to post-test (150.58) with the range was 77.97 and there was improvement of percentage was 51.78%. The result based on analysis, the score of reading comprehension in the post-test was higher than pre-test.

Based on the data, we could conclude that there was improvement of the students in pre-test to post-test. It means that using of basal readers approach was effective in improve students' reading comprehension in findings of main idea and detail information.

## 6. Hypothesis Testing

In order to know whether or not the difference between pre-test and post-test was significant, the t-test analysis from students' score in reading comprehension. The result of t-test could be seen on Appendix 11. The following table showed the result of t-test calculation:

**Table 4.6 the T-test Analysis of the Students Improvement**

Variable	T-test value	T-table value	Remark
Students' Score	11.35	2.845	Different significantly

The table 4.6 above showed that t-test value was greater than t-table (11.35>2.845). It could be seen on Appendix 10. Based on this result, it was concluded that there was different significantly.

After calculation the t-test value, then it was compared with the value of t-table with the level of significance ( $p$ ) = 0.5 with the degree of freedom ( $df$ ) = 20. The value t-test was greater than t-table value (11.35>2.845). Based on the elaboration above, it can be concluded that the null hypothesis ( $H_0$ ) was rejected. Otherwise, the alternative hypothesis ( $H_1$ ) was accepted. In other words, there was different significantly between students' reading comprehension before and after using basal readers approach at the tenth grade students of SMA Muhammadiyah Sungguminasa.

## 7. Discussion

The aim in this research was using basal readers approach to improve the students' reading comprehension. Referring to the comparison between pre-test and post-test, there was an increase on students' score. It can be concluded the students' score in pre-test was significantly different with the students' score in post-test after treatment on the use basal readers approach between lecturing approach.

The result showed the students literal reading comprehension increase specially to found main idea and detail information after applied basal readers approach in pre-test. It is different mean score in post-test applied lecturing method. This increase was due basal readers approach in class.

In implementation of basal readers approach the students must get information from the text specially to identify main idea and detail information. The text type that used by the researcher is narrative text. In reading comprehension students not just read the text but also understanding what they read.

Actually, the use of basal readers approach to improve the students reading comprehension of narrative text Ernawati (2013) was same as this research because in both research used basal readers approach to improving reading comprehension. However, the previous studies in Ernawati s' were used Classroom Action Research (CAR) data analysis technique to get final conclusion. The contrast, this research was used Pre-experimental design and was one classes divided three steps they are, pre-test, treatment, and post-test. Both researches were basal readers approach to improve reading ability.

The other researches using visualization strategy for teaching narrative text Yuli, R F (2013) was same as this research to teaching narrative text to improving reading comprehension. However, the previous studies Yulis' were

used Classroom Action Research design and divided two cycles. The technique of analysis data in Yulis' study was using SPSS statistics 17.0 whether this research was using formula of Gay (1981).

The other researches, the implementation basal readers approach in reading subject to the students Burhanuddin, W (2012) same as this research because in both research used basal readers was approach to improving reading comprehension. However, the previous studies Burhanuddins' were combined two approaches; they are basal readers approach and language experience approach whether this research only used basal readers approach. Both researches were quantitative design of how the basal readers approach was implemented in this study were also similar. The first step is preparation for reading story, then guided reading, skill development and practice and the last follow up activities.

According to Saputra (2013) stated that Direct Reading Activity (DRA) comes from basal readers approach. Basal readers approach or DRA was chosen to solve the students' problem in reading comprehension. Saputra adds that there approach can improve students reading comprehension by developing background knowledge, specific purpose mind set to reading, discussing and comprehension development after reading. The basic assumption there was a structured strategy used by a teacher as a comprehensive way in teaching reading and it can be used as a principle for teaching guidance development.

Therefore, in conclusion the use of basal readers approach at the grade students' of senior high school at SMA Muhammadiyah Sungguminasa can improve the students' reading comprehension in reading narrative text especially in literal reading comprehension (main idea and detail information). Then, basal readers approach can apply to teach reading narrative text.





## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Based on the analysis of this research, showed that the different significant of the value in pre-test and post-test. It is proved by the improvement of main idea which was 55.04 % and improvement of detail information which was 48.37 %. From the data analysis, alternative hypothesis  $H_1$  is accepted and the null hypothesis  $H_0$  is rejected ( $11.35 > 2.845$ ). The data shows that the value of post-test by using basal readers approach is higher than that value of pre-test. It means that using basal readers approach is effective to improve students' reading comprehension in terms of main idea and detail information.

#### B. Suggestion

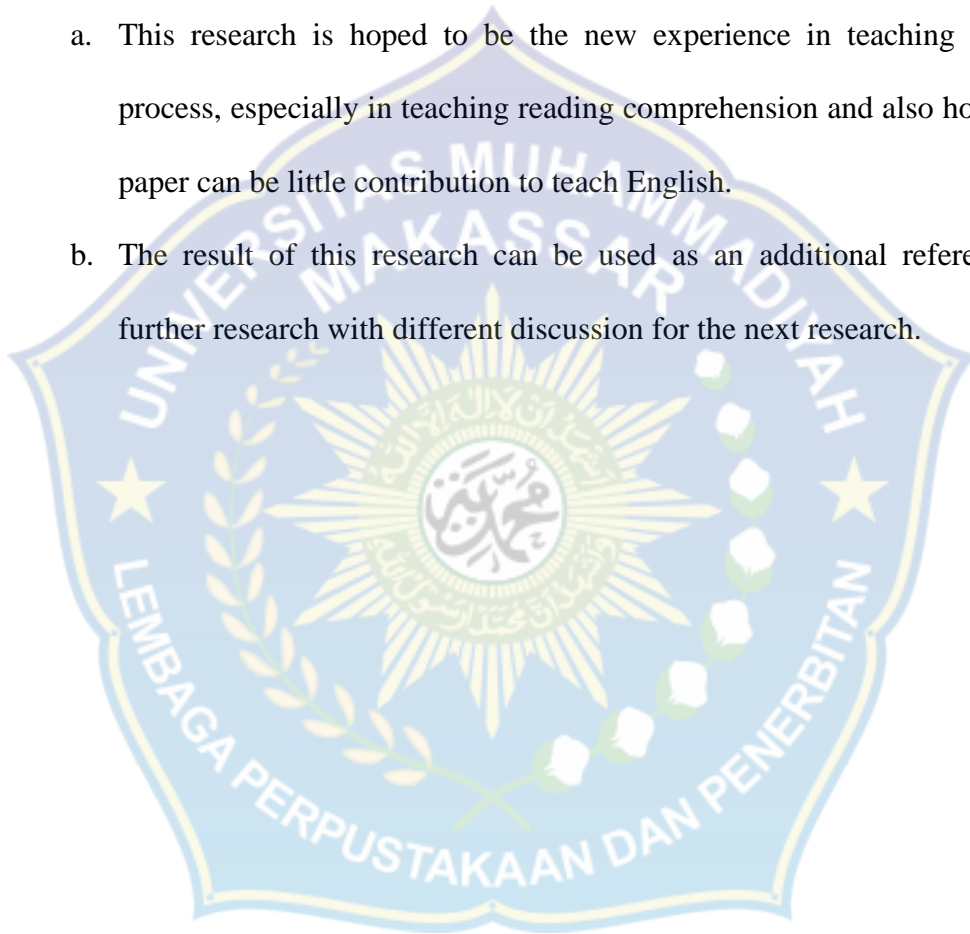
Based on the conclusion above, the researcher suggest as follow:

1. For Teacher
  - a. The teachers are suggested to apply basal readers approach in learning process especially in teaching reading comprehension to identifying main idea and detail information of the text

- b. The teachers should prepare should be creative to manage the material presentation in the classroom for teaching reading comprehension such as using basal readers approach.

2. For Other Researcher

- a. This research is hoped to be the new experience in teaching learning process, especially in teaching reading comprehension and also hoped this paper can be little contribution to teach English.
- b. The result of this research can be used as an additional references or further research with different discussion for the next research.



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## **PPENDIX 1**

### **PRE-TEST**

#### **Sangkuriang and TangkubanPerahu Mountain**

Once, there was a kingdom in Priangan Land lived a happy family. They were a father in form of dog, his name is Tumang, a mother which was called is DayangSumbi, and a child which was called Sangkuriang.

One day, DayangSumbi asked her son to go hunting with his lovely dog, Tumang. After hunting all day, Sangkuriang began desperate and worried because he hunted no deer. Then he thought to shot his own dog. Then he took the dog liver and carried home. Soon DayangSumbi found out that it was not deer lever but Tumang his own dog. So, she was very angry and hit Sangkuriang's head. In that incident, sangkuriang got wounded and scar then cast away from their home.

Years go bye, Sangkuriang had travel many places and finally arrived at a village. He met beautiful women and felt in love her. When they were discussing their wedding plans, the women looked at the wound in Sangkuriang's head. It matched to her son's wound that had left several years earlier.

Soon she realized that she felt in love with her own son. She couldn't marry him but how to say it. Then she found the way, she needed a lake and a boat for celebrating their wedding day. Sangkuriang had to make them in one night. He built a lake. Whit a dawn just moment away and the boat were almost complete. DayangSumbi had stopped it. Then she lit up the eastern horizon with flashes of light. It made the cock crowed for a new day, Sangkuriang failed to marry her. She was very angry and kicked the boat. It felt over and became the mountain of TangkubanPerahu Bandung.

- a. Read the text carefully

b. Answer the following questions based on the text above!

***Answer the question with the correct answer.***

1. What is the main idea of the first paragraph?
2. Where does the story take place?
3. What is the main idea of the third paragraph?
4. What is the basic conflict of the story?
5. Why Sangkuriang is very angry?



### **Key Answer**

1. At kingdom in Priangan Land, lived a happy family.
2. The story take place at Priangan Land.
3. Dayang Sumbi looked at the wound in Sangkuriangs' head and it matched to her sons' wound.
4. Tumang hit Sangkuriangs' head. In that incident, Sangkuriang got wounded and then cast away from their home.
5. Because he failed to marry Dayang Sumbi.



## APPENDIX 2

### RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

**MATA PELAJARAN : BAHASA INGGRIS**

**KELAS : X**

**NAMA SEKOLAH : SMA MUHAMMADIYAH SUNGGUMINASA**

**WAKTU : 8 X 45 MENIT (4 PERTEMUAN)**

**ASPEK / SKILL : READING**

#### **A. Kompetensi Inti**

KI. 1 : Menanggapi dan mengamalkan ajaran agama yang dianutnya

KI. 2 : Menghargai perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan social dan alam dalam jangkauan pergaulan dan keberadaannya

KI. 3 : Memahami pengetahuan (factual, konseptual, dan procedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, terkait fenomena dan kejadian tampak mata.

KI. 4 : Mencoba mengolah dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, membuat) rana abstrak (menulis) sesuai dengan yang dipelajari disekolah dan sumber lain yang sama dalam sudut pandang/teori.



## **Kompetensi Dasar**

- 1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
- 2.3 Menunjukkan perilaku tanggung jawab, peduli, kerja sama, dan cinta damai, dalam melaksanakan komunikasi fungsional.
- 3.10 Memahami fungsi social, struktur teks, dan unsur kebahasaan dari teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi tempat dan benda, sangat pendek dan sederhana, sesuai dengan konteks penggunaannya.
- 4.13 Menyusun teks deskriptif dalam bentuk tulisan, sangat pendek dan sederhana, tentang alam dan tempat, dengan memperhatikan fungsi social, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

## **C. Indikator Pembelajaran**

- 3.1. Dengan diberikan teks deskriptif sederhana siswa dapat mengidentifikasi fungsi social dengan benar.
- 3.2. Dengan diberikan teks deskriptif sederhana siswa dapat mengidentifikasi ciri kebahasaan dengan benar

## **D. Model/Metode Pembelajaran**

- Pendekatan : Basal Readers
  - Teknik : Individual
  - Media : Text, whiteboard, board market
- Materi Pembelajaran :
    1. Pertemuan Pertama

### **The Legend of Toba Lake**

Once upon a time, there was a handsome man. His name was Batara Guru Sahala. He liked fishing. One day, he caught a fish. He was surprised to find out that the fish could talk. The fish begged him to set it free.

Batara Guru could not bear it. He made the fish free. As soon as it was free, the fish changed into a very beautiful woman. She attracted Batara Guru so much. He felt in love with that fish-woman. The woman wanted to marry with him and said that Batara Guru had to keep the secret which she had been a fish. Batara Guru agreed and promised that he would never tell anybody about it.

## 2. Pertemuan Kedua

### **The King of Kuripang**

Once upon a time, there was a kingdom in Lombok named Kuripan. The king of Kuripan was very wise. He had a very beautiful daughter. Her name was Mandalika. Many Princes wanted to marry her. To choose one that would be his son-in-law, the king had an arrow competition. The winner would be Mandalika's husband.

On the day of competition, those princes shot their arrows. All of them did it perfectly. The king found it difficult to decide the winner. Therefore the princes who were the contestant, began to fight and killed each other.

### 3. Pertemuan Ketiga

#### **The legend of Lake Batur**

A long time ago, there lived on the island of Bali a giant-like creature named Kebo Iwo. The people of Bali used to say that Kebo Iwo was everything, a destroyer as well as a creator. He was satisfied with the meal, but this meant for the Balinese people enough food for a thousand men.

Difficulties arose when for the first time the barns were almost empty and the new harvest was still a long way off. This made Kebo Iwo wild and angry. In his hunger, he destroyed all the houses and even all the temples. It made the Balinese turn to rage. So, they came together to plan steps to oppose this powerful giant by using his stupidity.

### 4. Pertemuan Keempat

#### **The Legend of Pari Temple**

A long time ago, there lived an old man in Penanggungan Mountain. His name was Kiai Gede Penanggungan. He had supernatural power. Kiai Gede Penanggungan had a beautiful daughter named Dewi Walangin who hadn't married yet. Kiai Gede Penanggungan prayed days and nights for her daughter to have a husband. One day, a young handsome man came to his place. The name of the man is Jaka Pandelengan. He wanted to be Kiai Gede Penanggungan's student. Kiai Gede agreed to have Jaka as his student with one condition that man would marry her daughter.

## E. Kegiatan Pembelajaran

Rincian Waktu	Waktu
<p><b>Pendahuluan/Kegiatan Awal</b></p> <ol style="list-style-type: none"><li>1. Memulai pembelajaran dengan salam dan berdoa bersama, mengecek kehadiran, dan menyiapkan peserta didik untuk mengikuti proses pembelajaran di kelas.</li><li>2. Guru menyampaikan tujuan pembelajaran yang harus dicapai siswa sesuai dengan materi yang akan dibahas.</li></ol>	15 Menit
<p><b>Kegiatan Inti</b></p> <p><b>1. Pertemuan pertama:</b></p> <ul style="list-style-type: none"><li>• Guru menjelaskan apa itu reading comprehension dan narrative teks.</li><li>• Guru memperkenalkan pendekatan Basal Readers.</li><li>• Guru memberikan bacaan berupa narrative teks kepada siswa.</li><li>• Guru mengajak siswa menganalisa ide pokok dan informasi detail dari bacaan.</li><li>• Guru memberi siswa waktu 10 menit untuk membaca.</li><li>• Guru meminta siswa untuk menjawab pertanyaan hasil interpretasi terhadap bacaan.</li><li>• Guru menyebut nama siswa untuk mengemukakan</li></ul>	60 Menit

jawaban mereka dari pertanyaan bacaan di depan kelas atau di depan meja mereka.

## **2. Pertemuan kedua:**

- Guru memberikan bacaan narrative kepada para siswa
- Siswa membaca kemudian menganalisa isi text bacaan saat guru memberi waktu.
- Guru meminta siswa untuk menjawab pertanyaan hasil interpretasi terhadap bacaan.
- Siswa mempersentasikan jawaban mereka di depan kelas.

## **3. Pertemuan Ketiga**

- Guru memberikan bacaan narrative kepada para siswa
- Guru mengajak siswa menganalisa ide pokok dan informasi detail dari bacaan.
- Guru memberi siswa waktu 10 menit untuk membaca.
- Guru meminta siswa untuk menjawab pertanyaan hasil interpretasi terhadap bacaan.
- Guru menyebut nama siswa untuk mengemukakan jawaban mereka dari pertanyaan bacaan di depan kelas atau di depan meja mereka.

<p><b>4. Pertemuan Keempat</b></p> <ul style="list-style-type: none"> <li>• Guru memberikan bacaan narrative kepada para siswa</li> <li>• Siswa membaca kemudian menganalisa isi text bacaan saat guru memberi waktu.</li> <li>• Guru meminta siswa untuk menjawab pertanyaan hasil interpretasi terhadap bacaan.</li> <li>• Siswa mempersentasikan jawaban mereka di depan kelas.</li> </ul>	
<p><b>Kegiatan Akhir</b></p> <ol style="list-style-type: none"> <li>1. Guru menanyakan pemahaman peserta didik mengenai pembelajaran sebelumnya.</li> <li>2. Guru kembali mengevaluasi peserta didik dengan menanyakan kembali defenisi dan pembahasan tentang narrative teks dengan menunjuk salah satu siswa.</li> <li>3. Guru memberikan tugas rumah atau latihan kepada siswa</li> <li>4. Kesimpulan dari pertemuan atau pembelajaran.</li> <li>5. Doa sebelum pulang.</li> <li>6. Salam.</li> </ol>	15 Menit

## APPENDIX 3

### POST-TEST

#### The legend of Surabaya

A very long time ago, in the sea near the Javanese coast called Tanjung Perak, there lived a variety of sea animals. They all lived in peace and harmony with the exception of an octopus, called Cumi who could not get along with the other sea creatures. Cumi was very cruel.

One day Cumi went to one of the sea creatures' home, a fish named Suro. Cumi tells Suro that one of the crocodiles, named Boyo, will soon attack Suro. Suro and Boyo are best friends and kind to each other, so Suro does not believe Cumi.

Cumi continues to lie to Suro but Suro does not believe him. Later, Cumi goes to the home of Boyo, the crocodile. Boyo also does not believe Cumi, but Cumi's lies become so believable that finally Boyo believes what Cumi has to say. He gets upset and swims in a hurry to the home of Suro. Boyo is angry and very strong. He attacks Suro and wounds him. Suro remains calm and does not fight back. But knowing that Boyo never stop attacking him, Suro begins to fight. The fight becomes so fierce that the sea turns red with their blood.

In the place where they fought, a city called Suroboyo was built. Suroboyo is a Javanese word derived from the name of the two fighting sea creatures. Suro means brave and Boyo means danger. Suroboyo (which is now translated as Surabaya in the Indonesian language) means Brave in Danger.

- a. Read the text carefully
- b. Answer the following questions based on the text above!

***Answer the question with the correct answer.***

1. What is the main idea of the first paragraph?
2. Where is Tanjung Perak location?
3. What is the main idea of the third paragraph?
4. Where does the story take place?
5. What is the basic conflict of the story?





### Key Answer

1. There lived a variety of sea animals in Tanjung Perak.
2. In the sea near the Javanese.
3. Cumi continues to lie to Suro.
4. Tanjung Perak.
5. Cumi lies to Boyo. Then, Boyo believes what Cumi has to say. He attacks Suro and wounds him.



## Appendix 4

### The Classification Score of Students' Pre-Test and Post-Test (Main Idea and Detail Information)

Students	Indicator			
	Pre-test Main Idea	Pre-test Detail Information	Post-test Main Idea	Post-test Detail Information
S-1	1	1	2.5	2.5
S-2	1	2	3	3.5
S-3	1	2	3.5	4
S-4	2	1	3	2.5
S-5	1	2	3	3
S-6	1	2	2.5	2
S-7	1	1	3	2.5
S-8	1	1	3	2.5
S-9	1	1	3.5	3
S-10	1	2	3.5	2.5
S-11	1	1	2	3
S-12	2	2	4	4
S-13	2	1	3	3
S-14	1	1	3	3
S-15	2	2	3.5	4
S-16	1	2	1.5	2.5
S-17	2	1	2	1
S-18	2	2	4	3.5
S-19	2	2	4	4
S-20	1	1	3	2.5
S-21	2	2	4	3.5

## Appendix 5

### The Score of Students' Literal Reading Comprehension in Pre-Test

No	Sample	Score		
		Pre-test		
		Main Idea	Detail Information	Score
1	S-1	25	25	25
2	S-2	25	50	37.5
3	S-3	25	50	37.5
4	S-4	50	25	37.5
5	S-5	25	50	37.5
6	S-6	25	50	37.5
7	S-7	25	25	25
8	S-8	25	25	25
9	S-9	25	25	25
10	S-10	25	50	37.5
11	S-11	25	25	25
12	S-12	50	50	50
13	S-13	50	25	37.5
14	S-14	25	25	25
15	S-15	50	50	50
16	S-16	25	50	37.5
17	S-17	50	25	37.5
18	S-18	50	50	50
19	S-19	50	50	50
20	S-20	25	25	25
21	S-21	50	50	50
Total		725	800	762.5
Mean Score ( $\bar{X}$ )		34.52	38.09	36.30

## Appendix 6

### The Score of Students' Literal Reading Comprehension in Post-Test

No	Sample	Score		
		Post-test		
		Main Idea	Detail Information	Score
1	S-1	62.5	62.5	62.5
2	S-2	75	87.5	81.25
3	S-3	87.5	100	93.75
4	S-4	75	62.5	68.75
5	S-5	75	75	75
6	S-6	62.5	50	56.25
7	S-7	75	62.5	68.75
8	S-8	75	62.5	68.75
9	S-9	87.5	75	81.25
10	S-10	87.5	62.5	75
11	S-11	50	75	62.5
12	S-12	100	100	100
13	S-13	75	75	75
14	S-14	75	75	75
15	S-15	87.5	100	93.75
16	S-16	37.5	62.5	50
17	S-17	50	25	37.5
18	S-18	100	87.5	93.75
19	S-19	100	100	100
20	S-20	75	62.5	68.75
21	S-21	100	87.5	93.75
Total		1612.5	1550	1581.25
Mean Score (X)		76.78	73.80	75.29

## Appendix 7

### The Result of Students' Literal Reading Comprehension in Term of Main Idea and detail Information Pre-test and Post-test

No	Sample	Pre-test	Post-test	D1	D2
		X1	X2		
1	S-1	25	62.5	37.5	1406.25
2	S-2	37.5	81.25	43.75	1914.0625
3	S-3	37.5	93.75	56.25	3164.0625
4	S-4	37.5	68.75	31.25	976.5625
5	S-5	37.5	75	37.5	1406.25
6	S-6	37.5	56.25	18.75	351.5625
7	S-7	25	68.75	43.75	1914.0625
8	S-8	25	68.75	43.75	1914.0625
9	S-9	25	81.25	56.25	3164.0625
10	S-10	37.5	75	37.5	1406.25
11	S-11	25	62.5	37.5	1406.25
12	S-12	50	100	50	2500
13	S-13	37.5	75	37.5	1406.25
14	S-14	25	75	50	2500
15	S-15	50	93.75	43.75	1914.0625
16	S-16	37.5	50	12.5	31.25
17	S-17	37.5	37.5	0	0
18	S-18	50	93.75	43.75	3164.0625
19	S-19	50	100	50	2500
20	S-20	25	68.75	43.75	1914.0625
21	S-21	50	93.75	43.75	1914.0625
	Total	762.5	1581.25	818.75	36867.1875
	Mean Score (x)	36.30	75.29	38.98	1755.58035

## Appendix 8

### Classification of Students' Score in Pre-test and Post-test

a. Literal comprehension (Main Idea)

No	Pre-test Main Idea	Classification	Post-test Main Idea	Classification
1	25	Very Poor	62.5	Fair
2	25	Very Poor	75	Fairly Good
3	25	Very Poor	87.5	Very Good
4	50	Poor	75	Fairly Good
5	25	Very Poor	75	Fairly Good
6	25	Very Poor	62.5	Fair
7	25	Very Poor	75	Fairly Good
8	25	Very Poor	75	Fairly Good
9	25	Very Poor	87.5	Very Good
10	25	Very Poor	87.5	Very Good
11	25	Very Poor	50	Poor
12	50	Poor	100	Excellent
13	50	Poor	75	Fairly Good
14	25	Very Poor	75	Fairly Good
15	50	Poor	87.5	Very Good
16	25	Very Poor	37.5	Poor
17	50	Poor	50	Poor
18	50	Poor	100	Excellent
19	50	Poor	100	Excellent
20	25	Very Poor	75	Fairly Good
21	50	Poor	100	Excellent

b. Literal Comprehension (Detail Information)

No	Pre-test Detail Information	Classification	Post-test Detail Information	Classification
1	25	Very Poor	62.5	Fair
2	50	Poor	87.5	Very Good
3	50	Poor	100	Excellent
4	25	Very Poor	62.5	Fair
5	50	Poor	75	Fairly Good
6	50	Poor	50	Poor
7	25	Very Poor	62.5	Fair
8	25	Very Poor	62.5	Fair
9	25	Very Poor	75	Fairly Good
10	50	Poor	62.5	Fair
11	25	Very Poor	75	Fairly Good
12	50	Poor	100	Excellent
13	25	Very Poor	75	Fairly Good
14	25	Very Poor	75	Fairly Good
15	50	Poor	100	Excellent
16	50	Poor	62.5	Fair
17	25	Very Poor	25	Very Poor
18	50	Poor	87.5	Very Good
19	50	Poor	100	Excellent
20	25	Very Poor	62.5	Fair
21	50	Poor	87.5	Very Good

## APPENDIX 9

### Calculating Mean Score

1. The meanscore of students' pretest and post test students literal comprehension

a) Mean score of students' pre test in main idea

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

$$\bar{X} = \sum 72521 = 34.52$$

b) Mean score of students' pre test in supporting details

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

$$\bar{X} = 80021 = 38.09$$

c) Mean score of students's post test in main idea

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

$$\bar{X} = 1612.521 = 76.78$$

d) Mean score of students' post test in supporting details

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

$$\bar{X} = 155021 = 73.80$$

2. Mean score of students' post test in main idea

a) Improvement of the students's score in main idea

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

$$P = \frac{76.78 - 34.525}{76.78} \times 100\%$$



$$P = \frac{42.26}{76.78} \times 100\%$$

$$P = 55.04 \%$$

b) The improvement of the students' score in detail information

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

$$P = \frac{73.80 - 38.09}{73.80} \times 100\%$$

$$P = \frac{35.71}{73.80} \times 100\%$$

$$P = 48.37\%$$



## APPENDIX 10

### Calculating the T- Test Analysis

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

where :

D = Difference score between pre-test and post test

$$= X^2 - X^1$$

$$\bar{D} = \sum \frac{D}{N} = \frac{818.75}{21} = 38.98$$

$$t = \frac{38.98}{\frac{36867.1875 - \frac{(818.75)^2}{21}}{21(21-1)}}$$

$$t = \frac{38.98}{\frac{36867.1875 - \frac{670351.5625}{21}}{21(20)}}$$

$$t = \frac{38.98}{\frac{36867.1875 - 31921.5029}{420}}$$

$$t = \frac{38.98}{\frac{4948.6846}{420}}$$

$$t = \frac{38.98}{\sqrt{11.7825}}$$

$$t = \frac{38.98}{3.43256}$$

t=11.35

t-testvalue = 11.35



**APPENDIX 11**  
**DISTRIBUTION OF T-TABLE**

d.f.	TINGKAT SIGNIFIKANSI							
	dua sisi	20%	10%	5%	2%	1%	0.2%	0.1%
satu sisi	10%	5%	2.5%	1%	0.5%	0.1%	0.05%	
1	3.078	6.314	12.706	31.821	63.657	318.309	636.619	
2	1.886	2.920	4.303	6.965	9.925	22.327	31.599	
3	1.638	2.353	3.182	4.541	5.841	10.215	12.924	
4	1.533	2.132	2.776	3.747	4.604	7.173	8.610	
5	1.476	2.015	2.571	3.365	4.032	5.893	6.869	
6	1.440	1.943	2.447	3.143	3.707	5.208	5.959	
7	1.415	1.895	2.365	2.998	3.499	4.785	5.408	
8	1.397	1.860	2.306	2.896	3.355	4.501	5.041	
9	1.383	1.833	2.262	2.821	3.250	4.297	4.781	
10	1.372	1.812	2.228	2.764	3.169	4.144	4.587	
11	1.363	1.796	2.201	2.718	3.106	4.025	4.437	
12	1.356	1.782	2.179	2.681	3.055	3.930	4.318	
13	1.350	1.771	2.160	2.650	3.012	3.852	4.221	
14	1.345	1.761	2.145	2.624	2.977	3.787	4.140	
15	1.341	1.753	2.131	2.602	2.947	3.733	4.073	
16	1.337	1.746	2.120	2.583	2.921	3.686	4.015	
17	1.333	1.740	2.110	2.567	2.898	3.646	3.965	
18	1.330	1.734	2.101	2.552	2.878	3.610	3.922	
19	1.328	1.729	2.093	2.539	2.861	3.579	3.883	
20	1.325	1.725	2.086	2.528	2.845	3.552	3.850	
21	1.323	1.721	2.080	2.518	2.831	3.527	3.819	
22	1.321	1.717	2.074	2.508	2.819	3.505	3.792	
23	1.319	1.714	2.069	2.500	2.807	3.485	3.768	
24	1.318	1.711	2.064	2.492	2.797	3.467	3.745	
25	1.316	1.708	2.060	2.485	2.787	3.450	3.725	
26	1.315	1.706	2.056	2.479	2.779	3.435	3.707	
27	1.314	1.703	2.052	2.473	2.771	3.421	3.690	
28	1.313	1.701	2.048	2.467	2.763	3.408	3.674	
29	1.311	1.699	2.045	2.462	2.756	3.396	3.659	
30	1.310	1.697	2.042	2.457	2.750	3.385	3.646	
31	1.309	1.696	2.040	2.453	2.744	3.375	3.633	
32	1.309	1.694	2.037	2.449	2.738	3.365	3.622	
33	1.308	1.692	2.035	2.445	2.733	3.356	3.611	

For level of significance (D) = 0.5

Degree of Freedom (df) = N-1 = 21-1= 20

T-Test (11.35)>T-Table (2.845)

**APPENDIX 12**  
**DOCUMENTATION**





## CURRICULUM VITAE



**Sumarni** is the seventh child of marriage Sape and Tuo.

She was born on September 23, 1995 in Malaysia. She has three brothers and three sisters. She graduated her elementary school in 2008 at SDN 147 Kalempang,

Soppeng regency. In the same year she continued her study at SMPN 2 Marioriwawo and graduated in 2011. She then entered at SMAN 1 Marioriwawo and graduated in 2014. In 2014, she accepted at Muhammadiyah University of Makassar of English Education Department.

