

**The Implementation of Explicit Instruction Strategy to  
Enhance the Students' Reading Comprehension at the  
Eight Grade of SMPN 5 Bangkala Barat Jeneponto  
(An Experimental Research)**



**A THESIS**

*Submitted To the Faculty of Teacher Training and Education Makassar  
Muhammadiyah University in Partial Fulfillment of the Requirement for the  
Degree of Education in English Department*

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**KASMAWATI**

## **Motto**

*“ dan janganlah sekali-kali engkau mengatakan terhadap sesuat, “  
Aku pasti melakukan itu besok pagi,”*

*(QS. Al-Kahf : 23)*

*“kecuali (dengan mengatakan), “In shaa Allah.” Dan ingatlah  
kepada Tuhanmu apabila engkau lupa dan katakanlah, “Mudah-  
mudahan Tuhanku akan memberiku petunjuk kepadaku agar aku  
yang lebih dekat (kebenarannya) daripada ini.”*

*(QS. Al-Kahf : 24)*

*As a good as human, Whose to balance between their act and words.*

## ABSTRACT

**KASMAWATI,2017.** *“The Implementation of Explicit Instruction Strategy to Enhance The Students’ Reading Comprehension at the Eight Grade of SMPN 5 Bangkala Barat (an Eperimental Research).* Under the thesis of English Education Department the Faculty of Teacher Training and Education, Makassar Muhammadiyah University, guided by H. Bahrun Amin & Radiah Hamid.

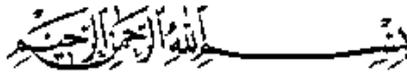
This research aimed to find out the enhancement of the students’ literal comprehension dealing with Main idea and Sequence of detail by using Explicit Instruction Strategy at the Eight Grade of SMPN 5 Bangkala Barat Jeneponto.

The researcher used Pre-experimental Design with One Group Pre-test and Post-test Design. The population was the Eight Grade Students’ of SMPN 5 Bangkala Barat Jeneponto 2017-2018 Academic Year which consisted of two classes. The sample was taken by Total Sampling Technique and the total number of sample was 25 students. It employed six meetings which reading test as the instrument.

The research findings indicated that the use of Explicit Instruction Strategy could improve the students’ reading comprehension view from literal comprehension in main idea and sequence of detail. It proved by the students’ mean score in post-test (90.56) improved 22.54% from the pre-test mean score (59.52) with t-test 21.82 and t-table 1.711 where  $(21.82 > 1.711)$ . It was improved because the t-test was higher than t-table. It mean that there was significant difference of the students’ reading comprehension before and after being taught through Explicit Instruction Strategy at the Eight Grade Students’ of SMPN 5 Bangkala Barat Jeneponto.

**Key words :** Explicit Instruction Strategy, Literal comprehension, Main Idea, Sequence of detail, Pre-Experimental Reseach.

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3. Head of English Education Departement; Ummi khaerati Syam, S. Pd, M.Pd.
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Finally, by reciting Alhamdulillah Robbil Alamin, the researcher has been success to finish her work or research according to the target of time and also target of the research, nothing left or forgotten to do.

*Billahi Fi Sabillilah Haq Fastabiqul Khaerat*

Makassar, October 2017

The reaseacher

KASMAWATI

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# CHAPTER I

## INTRODUCTION

### **A. Background**

English as an international language is used for communication in most activity and in many areas of everyday life. In Indonesia, English are taught to the students in junior, and senior high schools, and even to university students as one of their subject. Alfiyah in her thesis (2004) state that English instruction at the university level is usually the intensive procedure, which implies close study of short passages, including syntactic, semantic, and lexical analysis and translation into the linguistics to study meaning. It is realization of the study English is not easy for Indonesian students because the fact that English and Indonesian languages are very different in term of spelling, pronunciations, vocabulary or lexical meaning and grammar. English like many other languages consist of four skills, listening, speaking, reading, and writing. Among the four skills, reading is one of the most important.

Reading is one of the English skills and cannot be performed without another as it can be integrated with other skills. Thus the teacher's responsibility is to see that all four main skills are practiced. In undertaking those skills, teachers are challenged to present some methods or techniques in helping students to learn better. The methods or techniques can be varied according to the teacher's capability in using the approaches activities to make the atmosphere of the learning is more interesting and to give the students an opportunity to make progress.

Reading should be seen as an acquired ability. But acquiring it implies a lot of practice, good vocabulary background, good speech and intonation and the knowledge of some techniques that can guarantee comprehension. Rosenshine et.al (1996) state that success in reading greatly depends on one's pronunciation knowledge in the target language. The knowledge of pronunciation plays an important role in mastering the four language skills. Students cannot read and understand the text on the books, newspaper, or magazines, without having enough pronunciation. In other words, their comprehension about reading hampered by their limit of pronunciation.

Most of reading methods and strategies has been used in the classroom alternately. The result shows that some the students' English reading achievement is still far from satisfaction. The students still find difficulties in reading such as they do not understand the content of the material, what the text about and also hard to find main idea of paragraph. So the question now is how to make the students are interested in learning reading or we can say what should be teacher done to increase the students ability in reading especially in identifying information of the text.

Based on the result of interview with the English teacher at SMPN 5 Bangkala Barat Jeneponto. The researcher got information about the students' reading achievement till low, because on their mind reading is difficult and hard to understand what is the main idea of the topic.

The experience of the researcher observation in practicing English Teaching (PPL) in SMP Nurkarya Tidung Makassar, the researcher got some

factors that make the students' reading achievement still low. The factors are many students think that reading are difficult to understand what the story about. Most of the students thought that answering reading test is a boring task because they have to read more. They feel bored and lazy to find out the answer of reading text, especially in reading narrative text. It can be seen in one class especially in Class IX only 30 % students could understand of what is the reading text about. It happened because the students' motivation in reading is decrease and the teacher didn't used a good method to enhance the students' reading achievement.

One of the ways in which teachers can support their students' reading comprehension is through explicit strategy instruction. Explicit strategy instruction involves making students cognitively aware of the thinking processes good readers have as they engage with text and providing them with specific strategies they can use to support and repair their comprehension as they read a wide variety of texts. It is important to note that effective strategy instruction supports socio cultural theory, as well as zone of proximal development, in which individuals learn through interactions with others, receiving a great deal of support when learning something new, with a gradual release of responsibility, until the individual is able perform the task independently Choo, et.al (2011). Furthermore, strategy instruction fits within the transactional theory of reading which defines reading as the various interactions between a reader and the text.

According to Gooden (2012), "Instruction in comprehension strategies helps children become flexible thinkers who can approach a variety of texts with a repertoire of strategies, thus helping them to better comprehend those texts" In

other words, the more strategies a reader has at his or her disposal, the more likely he or she is to interact meaningfully with a given text.

Explicit instruction strategies have advantages. Excellence explicit teaching strategies that can make students feel more independent and confident, so that when they do the reading they can understand the reading without the help of a teacher. This is consistent with the opinion of Tierney and Readence in Yuniarti (2013) that explicit teaching of reading comprehension is intended as a framework to develop reading comprehension skills and strategies that can be implemented without the support or help of the teacher. These advantages make Explicit Teaching Strategies important to investigate.

Considering the explanations above that making explicit instruction strategy is one of many strategies to enhance students' reading achievement. Therefore, the writer proposes a research proposal in title "***The Implementation of Explicit Instruction Strategy to Enhance the Students Reading Comprehension at the Eight Grade of SMPN 5 Bangkala Barat Jeneponto (an Experimental Research)***"

## **B. Problem Statement**

Based on the background of the study above, the present researcher stated the statement of the problems as follow:

How does Explicit Instruction Strategy enhance the students in literal reading comprehension for the Eight Grade of *SMPN 5 Bangkala BaratJeneponto* in the School Years 2017-2018?"

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

In relation of the problems statement above, the objective of this study are to find out: Whether the use of Explicit Instruction Strategy enhance the students' in literal reading comprehension for the Eight Grade of *SMPN 5 Bangkala Barat Jeneponto* in the School Years 2016-2017.

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

This research is expected to have some significance as follows.

Theoretically, it is expected that the finding of the research to be useful for the improvement of students' reading comprehension and become the alternative method for teacher in teaching reading. This is expected to be beneficial or to give contribution to education institution in presenting and under taking the strategy to the need of students' learning achievement on reading subject.

Practically, it is as an input and a resource for the English teacher to conduct teaching of reading in the class by using explicit instruction strategy and as a valuable contribution for the students of English and other in learning with English text.

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

The scope of this research will be restricted on teaching reading students' comprehension at the Eight Grade of *SMPN 5 Bangkala Barat Jeneponto*. This research restricted on the literal of paragraph including understanding main idea and sequence of detail.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Previous Related Research Findings

This chapter deals with some previous related research findings, some pertinent ideas and theoretical framework.

Yuniarti(2013) in her research on *Improving Reading Comprehension Ability of The Second Year Students of SMPN 3 Gombang* through Explicit Instruction Strategies was effective in teaching reading comprehension class VII. It can be shown from the data t-test results of initial tests and final tests as well as the increase in the average score of experimental and control groups, obtained t of -7.673 with df = 31, p value of 0.000 and a standard error of 0.05 ( $0.000 < 0, 05$ ) as well as the increase in the average score of 3.81 for the experimental group and the control group of 1.37. The t-test results showed that explicit teaching strategies effective in teaching reading comprehension class VII SMP Negeri 3 Deal.

Syamsulasri (2012) In his research on *Improving the Students' Reading Comprehension Through Explicit Instruction Technique* (A Classroom Action Research at SMP Negeri 3 Bajeng Class VIIB) Using Explicit Instruction Strategy is one of the reading comprehension teaching strategy that could improve the students reading comprehension in terms literal comprehension covering main idea and summarizing of the first year of SMP NEGERI 3 BAJENG. Using Explicit Instruction Technique is able to improve the students' literal comprehension at class VIIB. It was proved by the students' achievement in cycle

II was is greater than cycle I and D-Test wherein cycle I the students' mean score literal comprehension becomes 6.52, cycle II 7.48 and before diagnostic test is 5.35. Using Explicit Instruction Technique is able to improve the students' interpretative reading comprehension it was proved by the students' achievement in cycle II is higher than cycle I. Where the cycle I mean score is 6.40 and after evaluation in cycle II the students' conclusion become 7.33 and before diagnostic test is 4.43.

Khoiriyah (2015) in her research on *The Implementation of Explicit Instruction Method to Improve the Students' Learning Achievement at Web Programming Subject at X class Jurusan Rekayasa Perangkat Lunak (RPL) in SMKN 1 Kebumen.*) By using Explicit Instruction can improve learning outcomes Web Programming subjects in class X RPL 2 SMK N 1 Kebumen. There is an increased student learning outcomes with Explicit Instruction method, because it is a new method applied in schools so that students are interested and motivated to learn Web Programming. Improved Explicit Instruction teaching method is shown to increase student learning outcomes after the holding of the action. In the second cycle study experienced a significant increase in the cognitive with classical completeness of 85.7%.

Relating the previous research findings above, the researcher concluded that in teaching and learning reading comprehension by using Explicit Instruction is effective to increase the students' learning achievement. There are some used of Explicit Instruction Strategy in different subject like the used in learn Web programming automatically it had a different application in reading learning

process. Explicit learning method was effective in other fields, so researchers are interested by using the explicit instruction strategy to determine the enhanced of learning, especially in students' reading comprehension.

## **B. Some Pertinent Ideas**

### **1. The Concept of Reading**

Harrison (2007) states that reading is often referred to as the most important of the four language skills for EFL learners as it enables students to gain exposure to the target language and receives valuable linguistic input to build up language proficiency. Moreover, many foreign language students often have many reading as one of their most important goals in their language learning experience and various pedagogical purposes served by written texts help reading receive this special focus.

Reading is a complex area. We can use the term to mean the process itself, or a response to literary text. It can mean the retrieval of information in a non literary text, or take on wider meanings like 'reading situation'. Reading is not confined to print in a book. It is central to debate about meaning and the construction of the reader. It is linked to issues of standards in education, and one of the function of education itself.

Walker in Asia (2012) defines that reading is an active process in which readers shift between source of information ( what they know and the text says), elaborate meaning and strategies check their interpretation (revising when appropriate), the use context to focus their response. It means that reading activity

needs a comprehension to interpret ( read between the lines) messages from the written text.

a. What is Reading Comprehension.

Kustaryok (1988) state, that reading comprehension understanding what has been read. It is an active process that is depended not only an comprehension skill but also the students experience and prior knowledge comprehension involves understanding the vocabulary, setting the relationship among words and concepts, making judgment and evaluating.

It is also defined by Goodman in Otto (1979) that reading comprehension is an interaction between taught and language. How far the reader can comprehend the passage in reading is presented by his ability to understand and criticize the author messages.

While Ophelia (1989) assumes that reading comprehension is the understanding, evaluating and utilizing of information and ideas gained through and interaction between author and reader. It sounds like the author and the reader can communicate one and other. It means that a reader in this case, tries to understand what he is saying.

b. Levels of Comprehension

Herber in Harrison (2007) suggests that there are three levels of reading comprehension, literal comprehension, interpretive comprehension, and applied comprehension. Teachers need to be aware that there are actually three main levels or strands of literal comprehension, interpretive and critical comprehension. In teaching reading comprehension the teacher should be aware of levels of

comprehension, so that they have some criteria by which to judge the material they use in the classroom, and also the levels of comparison use by the students at any particular time.

#### 1) Literal Comprehension

It is obvious. Comprehension at this level involves the surface meanings. At this level, teachers can ask students to find information and ideas that are explicitly stated in the text. In addition, it is also appropriate to test vocabulary. According to Karlin in Muhamad (1999), “being able to read for literal meanings in stated ideas is influenced by one’s mastery of word meanings in context”.

#### 2) Interpretive or Inferential Comprehension

At this level, students go beyond what is said and read for deeper meanings. They must be able to read critically and analyze carefully what they have read.

Students need to be able to see relationships among ideas, for example how ideas go together and also see the implied meanings of these ideas. It is also obvious that before our students can do this, they have to first understand the ideas that are stated (literal comprehension). Interpretive or referential comprehension includes thinking processes such as drawing conclusion, making generalization and predicting outcomes. At this level, teacher can ask more challenging questions such as asking students to do the following:

- a) Rearrange the ideas or topics discussed in the text.
- b) Explain the author’s purpose of writing the text.
- c) Summarize the main idea when this is not explicitly stated in the text.

d) Select conclusions which can be concluded from the text they have read.

## **2. Developing Reading Comprehension**

According to Wain Wright in Murni (2012) that there are two ways to developing the students' ability in reading these are:

### **a. Vocabulary Building**

Vocabulary is total number of words which (with rules for combining then) make up language. Hornby (1974) reading for vocabulary is very important to enrich our vocabulary by doing this we must select reading material contain new words, we have to look up these new words in a dictionary and try to use them in sentence and not to be learn by heart as a single words but use them in comprehension sentence.

### **b. Ability Required for Reading Comprehension**

It is necessary to put forward here the abilities required for reading comprehension. It is very important abilities to support the developing of the students in reading comprehension. The following are the important abilities of the students:

#### **1) The ability to retain information and recall it whenever as required**

In this ability, the students should be able to remember a reasonable proportion of the factual information or the ideal expressed in a passage.

#### **2) The ability to select the important points**

In this ability, the student should be able to understand what they have read. It's necessary to discuss our assessment with others who have read the material.

- 3) The ability to interpret information and ideas in interpreting information and ideas.

In this ability, the students should be able to select the important and relevant point, and the students should be able to understand the meaning and the significance of the fact and ideas.

- 4) The ability to make deduction from what has been read

In this ability, the students should be able to deduce certain things from information from the reading material that have been read. The most important thing in making the deduction is the ability of the student to know what the author means in material.

- 5) The ability to arrive at general conclusion and judgment

In this ability, the students should be able to draw their conclusion from what they read. And then the student should be able to evaluate or judge the material reasonably and accurately.

Besides that, Smith (1980) in Murni (2012) find out that there are five the students need to learn to become good readers. These are:

- 1) Most of the students learn to read sentence with appropriate intonation pattern.

Oral reading is probably the only way to each students to read with appropriate intonation patterns but it is also should always be followed by silent reading for specific purpose.

- 2) Most of the student learns to answer question about the fact or details present in a sentence or a large passage students are hopped gain not only a general impression from the material they read and for some material and certain

reading process, but also factual information and many details important for a good understanding of the subject matter.

- 3) Most of the students learn to form mental picture of situation or condition that is described in a sentence or a large passage. Goodman, (1982) in Murni (2012) Forming mental as one reads is important because many written materials requires visualization in order to be comprehended.
- 4) Most of the students learn to recall with a minimum of promoting the fact and details in sentence or a longer passage. Post reading discussion in as much detail as they can remember are help full in developing the students recall powers.
- 5) Most the students learn to paraphrase the central though or main ideas in a passage. The best manifestation of true understanding of the main ideas in the passage is the ability to put the passage aside and express the ability to put the message, using one's personal vocabulary and personal vocabulary and personal manner of expression.

Klien et.al (2005) in Murni (2012) that strategic readers attempt the following while reading:

- 1) Identifying the purpose of the reading before reading.
- 2) Identifying the form or type of the text before reading.
- 3) Thinking about the general character and feature of the form or type of the text. For instance, they try to locate a topic sentence and follow supporting details toward a conclusion.
- 4) Projecting the author's purpose for writing the text (while reading it).

5) Choosing, scanning, or reading in detail.

### **3. Concepts of Main Idea and Supporting Detail**

According to Baiz (1998) in Yuniarti (2013) locating the main ideas is one of basic skill that a reader has to develop if he is going to understand and enjoy reading essays.

#### **a. Main Idea**

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

A paragraph is a group of sentences related to a particular topic, or central theme. Every paragraph has a key concept or main idea. The main idea is the most important piece of information the authors wants you to know about the concept of that paragraph. When authors write they have an idea in mind that paragraphs. An author organize each paragraph's main idea and supporting details in support of the topic or central theme, and each paragraph support the paragraph preceding it. A writer will state his/her main idea explicitly somewhere in the paragraph.

Main idea is the most important or central thought of a paragraph or large section of text, which tells the reader what the text is about.

Main idea is the most important or central thought of a paragraph or large section of text, which tells the reader what the text is about.

- 1) The main idea is the most important element of a paragraph or selection. It is the focus of the text.
- 2) The main idea sentences (or topic sentence) tells the reader what the paragraph will be about. It is important to find main idea when reading.
- 3) Main ideas help reader remember important information.

#### **b. Sequence of Detail**

Sequences are sentences that tell about supporting the main idea. Details are small pieces of information that can be true.

- 1) The sequence of detail give more information about the topic. They are not as general as the main idea.
- 2) Sequence of detail provide the information that supports the topic sentences. You can create supporting detail with descriptions, examples, reasons, explanation and comparisons.

#### **4. The Purpose of Reading.**

With the regard to the purpose of the reading activity, Pierce in Murni (2012) classifies it into three: functional reading, career based reading, and recreational reading. In functional reading, the students read for practical reasons to answer reading question, to find specific information, to identify the steps in a process which the teacher should define clearly for the students. Functional reading can range from the low-level evaluations. Coping techniques include reading for everyday living, reading the newspaper, reading job application. Higher level reading purpose includes reading to compare written style of two different materials.

In the career-based reading involved a specific purpose. It is aimed at preparing the students for specific jobs tends to focus on the material specific to that job and to the use of language with meanings specific to the job. The language or reading is sometimes called jargon.

Recreational reading is the third major purpose for reading activity. Recreational reading means reading for enjoyment, for the pure fun of it. Recreational reading means self-selected reading that is reading selected by the students because of a desire to read it.

## **5. Kinds of Reading**

According to Dolores in Hikmawati (2012: 15) kind of reading is classified into three, they are as following:

### **a. Reading Aloud**

It is kind of reading that expressed orally ever word in the text. It aims to improve the students' ability in pronouncing the word. Stressing the word and having a good intonation about every sentence in the passage. Through reading aloud, the teacher can evaluate the students' ability in pronunciation, words stress, and sentence intonation.

### **b. Silent Reading**

Silent reading means that reading by heart, where there is no voice is expressed. It is frequently practiced by a reader who wants to comprehend the text in reading comprehension process. This type of reading aims to find out the meaning of the passages. Reading silently needs a reader with deep attention to

what he is reading. To gain the meaning given in the text, a reader should have a full concentration.

In silent reading, a reader tries to find out the main ideas, or ideas that stated explicitly. That's some helps if it is necessary or needed. Silent reading is belonging to reading comprehension.

#### c. Speed Reading

Speed reading is reading faster to get the ideas in answering some specific questions. Speed reading needs fast eye movement ( eye speed) that helps to find out the ideas of the writer quickly. If someone's eye speed is normal, it will give some certain ideas regarded to the given questions in a short time.

### **6. Technique of Reading**

According to Pressley (2006:6) in Irmawati (2012:20)most of reading comprehension programs teach students explicit reading strategies using teacher direct instruction with additional students practice, there are specific comprehension strategies that some teachers are now using in the classroom.

#### a. Survey Reading

Tarigan (1986) in Firman (2011) says that before reading we have to analyze what we want to read. We survey the material than we will learn.

- 1) Look into the scheme, the outline of the book
- 2) Look into the title of the chapter in the book fast and accurate.

Survey reading is very important. It is to determine whether someone success of fails in his study. Someone's background knowledge also influences reading survey.

## b. Skimming

Skimming is a kind of reading that makes our eyes move quickly. The purpose is to get the main idea from reading material. Skimming should be used when the reader wants to cover large amount of material quickly and do not intend to read the material completely at later time. Skimming is used to get general impression of the material and not for high level of comprehension. Hellman (1979) in Yuniarti (2013) defines skimming as looking for the preface and table content, and reading through out of the book can give the reader from the print page.

While Robert (1985) in Murni (2012) says that there are three basic aims of skimming as follows:

- 1) To get information from a book or article or short story
- 2) To find specific case from reading material
- 3) To look for the material that we need

Grellet (1981) assumes that skimming is quickly running one's eyes over text to get the gist of it. Skimming is done when a reader wishes to cover only the most important information or the main ideas of reading material in a hurry or short time. So the reader has to find out the important items that they need by glancing speedy over the reading material. These information might be short a simple one.

Skimming is one technique in reading comprehension. In this technique, the students go through the reading material quickly in order to get the gist of it, to know how the material is organized.

According to Hyland (1990) in Murni (2012) the efficient readers unreflectively skim most of what they read to some extent. Skimming is more text-oriented form of surveying and refers to the technique of glancing through a text to extract the gist or main points.

He further says that skimming involves knowing which parts of a text contain the most important information and reading only those. More than most kinds of reading, therefore, it requires knowledge of text structure. In particular, students should be able to learn something of the topic from the title and any sub headings. They should know that the first and last paragraph often contain value background, summarizing, or concluding information, they should be aware of the importance of the topic sentence and where to find them.

Tinker (1962) in Murni (2012) defines skimming as a form of partial reading done rapidly to acquire specific kinds of information. It is a very useful as well as a specialized technique which must be carefully taught to avoid its abuse. Skimming is visually similar to search reading in that during this period.

#### c. Scanning

Scanning is different from the skimming technique which general information that in scanning technique the students try to locate the specific information.

Nuttal (1996) define the scanning technique as to glance rapidly through a text either to search for a specific piece of information or to get an initial impression of whether the text is suitable for a given purpose.

Hyland in Murni (2012) states that scanning is a rapid search for specific information rather than general impression. He further says that scanning demands that the reader ignores all but the key item being search for. It is a useful technique for data gathering, review, using reference book, or judging whether a text contains material deserving further study. Although an easier strategy to master than skimming, many students do not scan their readings effectively. The reader must therefore be more than in order types of reading, fix the reading purpose clearly, perhaps formulating specific questions before systematically dealing with the text.

Scanning is closely related to skimming but when the reader already has purpose in mind. Scanning means search for particular information. While Grellet assumes that when scanning we only try to locate specific information and we do not follow the linearity of passage to do. We simply have our eyes wonder other the text until we find what we are looking for weather it be a name, a date, or less specific of information.

Scanning is a searching that requires a reader to float over the material until he finds what he need. Then he stops and reads as much as necessary in order to answer the question.

Some people said that scanning and skimming have similarity. That is because both of them deal with speed. However there is a different between them. Each has different purposes. In scanning we read quickly to answer a specific question. While in skimming, we read quickly to get the main ideas of the passage.

Skimming and scanning are two reading techniques that commonly used by the students to arrive at their reading purpose. Tinker (1962) in Syamsulasri (2012) included these techniques in his reading techniques division, improving reading speed and from skimming to scanning. These techniques also included in the reading technique of Grellet (1981) namely skimming and scanning, extensive reading and intensive reading.

There are some opinions about the techniques of reading such as Grellet (1981) defines techniques of reading in four as follows:

- 1) Skimming: quickly running one's eyes over a text to get the gist of it.
- 2) Scanning: quickly going through a text to find particular piece of information.
- 3) Extensive reading: reading longer text, usually for one's pleasure. This is a fluency activity, mainly involving global understanding.
- 4) Intensive reading: reading shorter text to extract specific information. This is more an accuracy activity involving reading global.

### **C. Reading Related to The Curriculum of Junior High School**

Since the curriculum in the early days of independence until the current curriculum English is defined as a subject mandatory in junior and senior high schools in Indonesia. View Strong by policy makers Education in this country that the mastery English is absolutely necessary for the nation Indonesia can be parallel, or even compete, with various nations in the world in various the field of life of Science and technology (science and technology), education, economy, Political, social, cultural, and defense. Reality Shows that English is the international language that has the most speakers are not native speakers scattered

in the whole world. According to Graddol in H.S., Gunadi (2009) in use almost at all areas of life, which allow variety the nations of this world to interconnect and work together to achieve peace and mutual prosperity.

SK and KD, both for junior high school and senior high school formulated and arranged on the basis of skills speaking, listening, speaking, reading and writing. Content standard loading Competency Standards and Basic Competency as stated in (Permen Diknas RI No. 22 Tahun 2006) in reading skill at Junior High School as follows:

1. SK (Competency Standards)

- a. Understanding the meaning in short functional text is very simple with regard to the immediate environment.
- b. Understanding the meaning of functional text and short essay is very simple in the form of descriptive and procedure related to the nearest environment

2. KD (Basic Competencies)

- a. Loud reading means words, phrases, and sentences with acceptable speech, pressure and intonation related to the immediate environment
- b. Responding to the meaning contained in short functional text is very simple accurately, fluently and acceptable in relation to the immediate environment
- c. Responding to the meaning contained in short functional text is very simple accurately, fluently and acceptable in relation to the immediate environment
- d. Responding to the meaning and steps of rhetoric accurately, Fluent and acceptable in a very simple essay related to the immediate environment in descriptive and procedural text.

- e. Meaningful reading of functional text and essay short and very simple shaped descriptive and procedure with speech, pressure and intonation acceptable..

## **D. The Concepts of Explicit Instruction Strategy**

### **1. Definition of Explicit Instruction Strategy**

Palincsar & Brown (1984) define that explicit instruction teaching refers to an instructional activity that takes place in the form of a dialogue between teachers and students regarding segments of text. The dialogue is structured by the use of four strategies: summarizing, question generating, clarifying, and predicting. The teacher and students take turns assuming the role of teacher in leading this dialogue.

### **2. Explicit instruction Strategies in Reading Comprehension**

Explicit instruction strategies in reading comprehension intended as a framework for developing reading skills understanding and strategies that can be applied to other reading situations without support or help teachers (Tierney and Readence, 1990: 72). In 1970 developmental psychologists began conducting research on reading understanding.

The underlying question is can the students research know the reading comprehension strategies or skills to situations read independently? What strategies can be used as an explicit teaching alternative in reading comprehension? In other words, a study develop measures different to teach skills and reading comprehension strategies (summarizing, inferring, make inquiries itself, connect prior knowledge, finding the main idea and details Relevant)

(Tierney and Readence, 1990: 72-73). The characteristics of explicit teaching has been discussed in several papers. Characteristics are as follows:

b. Related

Students are aware of the purpose of the strategy or why this strategy, when, and in where the strategy was used.

c. Clearly

Students are given information on how to implement the strategy in general, to demonstrate what, to discuss its usefulness, and describe it.

d. There is a Guided Exercise

Students are given the reciprocal of the strategies they use.

e. Independent

Students are given the opportunity to try out strategies for themselves and develop ways to monitor the use of strategies.

f. Responsible

Teachers initially as a model and directing student learning during lessons, the teacher gradually gives responsibility more to the students.

g. Confident

Students are given the opportunity to test their strategies in a learning situation independent, including the outside of schoolwork.

### **3. The Organization of Explicit Instruction Strategy**

Explicit Instruction Strategy may be used as one of several teaching techniques within a balanced reading program. It provides the opportunity for "reading by" the students in Syamsulasri (2012).

- a. The whole class is introduced to the four technique
- b. A selected group or groups are instructed about the technique and given practice with them until they are well establish.

Explicit instruction strategy may be using as a means of accessing a piece of challenging text. Various pieces of text can be using in the following ways (depending on the level of challenges in the text):

- a. Explicit instruction strategy for able readers, shared reading for the rest of the class.
- b. Explicit instruction strategy for average readers, independent reading for able readers, and shared reading for the rest of the class (less able readers).
- c. Explicit instruction strategy for less able readers, independent reading for the rest of the class.

Explicit instruction strategy may be using as an intensive comprehension teaching program. This approach is useful for Year 4 – 8 students who are able to read the text accurately but have limit understanding of what they read in Syamsulasri (2012).

- a. Begin lessons with a clear statement of the lessons goals and expectation teacher.

- b. Focus instruction on critical content as teaching skill, strategies, concepts, and power of students.
- c. Review prior skill and knowledge before beginning instruction.

#### **4. The Steps of Teaching by Using Explicit Instruction Strategy**

During a lesson using Explicit Instruction Strategy elements important will be shown and the other may be an option. Steps Explicit Instruction Strategies according to Pearson and Leys (in Tierney and Readence, 1990: 73) is as follows:

##### a. Introduction

At the beginning of the lesson, the example given and shown a relationship strategy. This can be done by connecting what would you do with experience have had a child.

##### b. Give the title, find ideas, define and explain

In the next stage the teacher gives the title, find ideas, define and explain skills. The teacher explains that they will learn more about how to find the main idea. Students read a text that the main idea needs to be built.

##### c. Exercise Guided

At this stage, the teacher and the students look for examples together.

##### d. Exercise Self

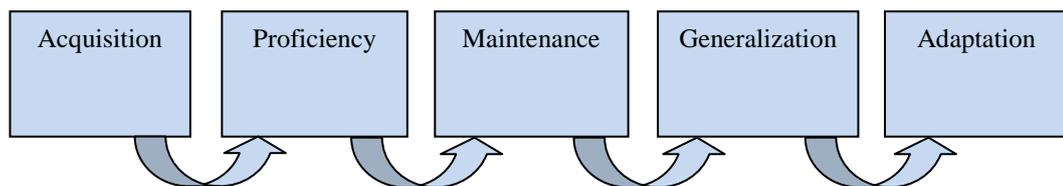
Students perform activities independently, the extent to which they succeed using the strategy.

##### e. Applications

Assess the extent to which the strategy successfully used without the help of teachers.

## 5. The Stages of Learning Explicit Instruction Strategy

According to Gargiulo & Metcalf, (2010) Explicit Instruction is an important part of the five stages of learning. These learning stages include acquisition, proficiency, maintenance, generalization, and adaptation.



### a. Acquisition Stage

The acquisition stage is when students are first learning a skill. In this stage of learning, assessment scores typically range from 0 percent to 80 percent (Gargiulo & Metcalf, 2010). Students have little to no knowledge about what they are learning and need strong teacher support (Meese, 2001).

As previously stated, explicit instruction is the most effective and efficient way we can promote student learning. When explicit instruction is delivered during acquisition, errors are diminished, and the chances of future maintenance and generalization of the skill are enhanced. The acquisition stage focuses on teaching the skill; thus, emphasis is placed on the model, guided practice (guide), and independent practice (monitor) aspects of lesson delivery. At the end of the acquisition stage, students' responses should be highly accurate, usually 80–90 percent correct (Wolery, et.al. 1988).

The completion of the acquisition stage does not ensure the fluent performance of the skill nor the ability to generalize to different situations.

Therefore, once the acquisition stage is completed, students progress to the proficiency stage of learning.

b. Proficiency Stage

In the proficiency stage of learning, students practice the skill until they are fluent or automatic in their responding (Gargiulo & Metcalf, 2010; Meese, 2001). Students become proficient when they learn to respond quickly given repeated opportunities to practice the skill on their own. This quick response typically begins to occur after students have demonstrated skill acquisition during independent practice. We should provide practice opportunities including drill-and-practice and timed trials on targeted skills. Students may repeatedly read a story to improve their reading speed, for example.

c. Maintenance Stage

The maintenance stage of learning involves periodic practice and review opportunities to ensure skill mastery over time following independent practice. According to Meese (2001), “As students become proficient with a new skill or concept, teachers must help them retain the material over time” (p. 178). Students do not need instruction in this stage of learning. We should provide homework, seatwork, or review activities to keep students practicing and familiar with the task. Students must have opportunities to continue to perform the skill over time; if not, the skill may atrophy (Gargiulo & Metcalf, 2010).

d. Generalization Stage

The generalization stage requires students to use their skills in novel situations. This stage of learning is also referred to as the transfer of learning

(Gargiulo & Metcalf, 2010). We should survey what students will be expected to do in the future. We could include assessment examples that require extended skill application such as what might be found on standardized tests. Further, we could have students use their skills with novel or expanded stories using more complex text.

e. Adaptation Stage

The last stage of learning is the adaptation stage where students “categorize, make decisions, see relationships/analogies, analyze, estimate, compare/contrast, show flexibility, and identify items that are irrelevant” (Gargiulo & Metcalf, 2010, p. 237). Students learn to expand or extend their knowledge to do these higher-order thinking skills. At this stage, students should reflect or think about what they are doing and connect their learning to previous experiences (Gargiulo & Metcalf, 2010). They complete critical thinking activities where they are required to compare and contrast stories, dig deeper into text meaning, and analyze literary and informational text as they complete, for example, book reports or story maps.

### E. Conceptual Framework

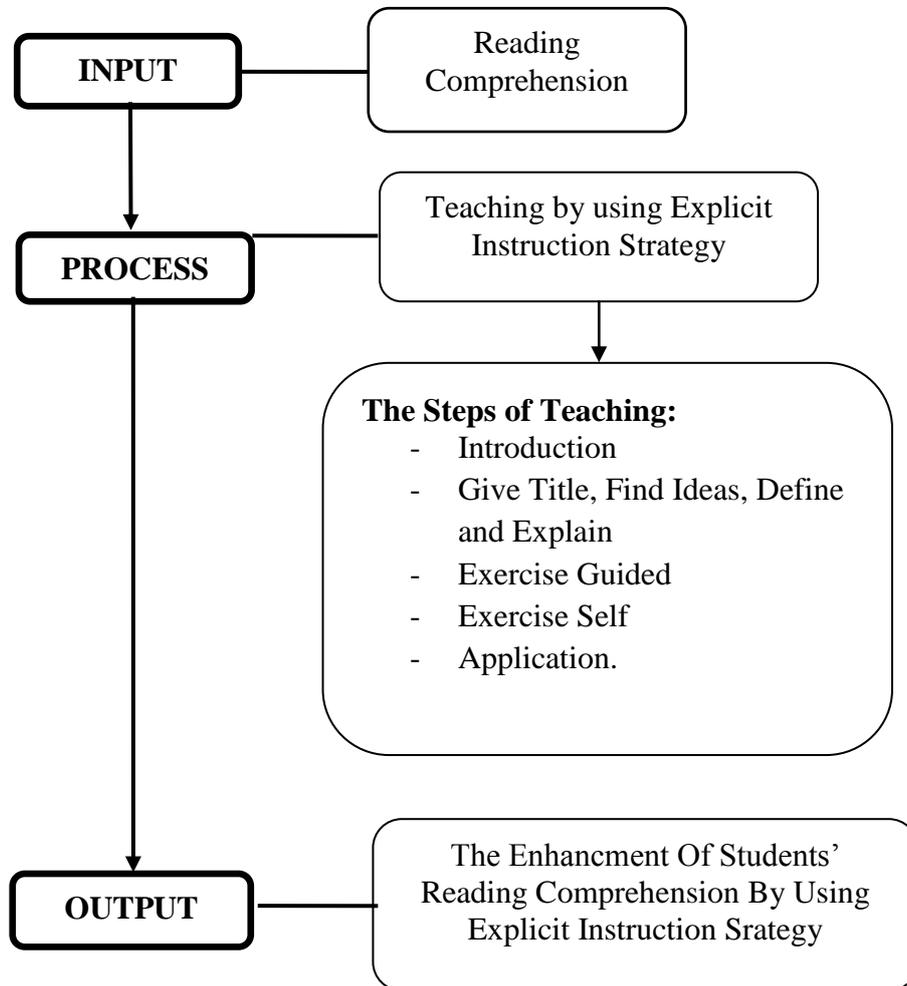


Figure: 2.1 Framework

The conceptual of framework shows that reading comprehension is students' problem, reading comprehension will be researched through pre-experimental reseach, in this research, the process are; pre-test (do before treatment a the starting point), treatment (teachng and learning process), and post-test (do after treatment). The test will given beore and after treatment. Pre-test will be given to know students' reading comprehension beore using Explicit

Instruction Strategy. Post-test will be given to know students' reading comprehension after using Explicit Instruction Strategy.

#### **F. Hypothesis of the Research**

**H0** :There is no significant difference of the students' reading comprehension before and after applying Explicit Instruction Strategy.

**H1** :There is significant difference of the students' reading comprehension achievement before and after applying Explicit Instruction Strategy.

## CHAPTER III

### RESEARCH METHOD

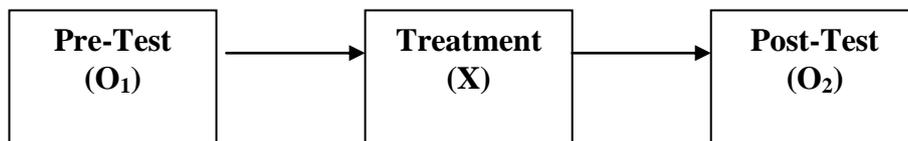
#### A. Research Method and Design

##### 1. Research Method

The method in this research used pre-experimental with one group pre-test post -test design. This design will be involved one group which is pre- test ( $O_1$ ), will be exposed a treatment (X) and post-test ( $O_2$ ).

##### 2. Research Design

Cohen, et.al, (2000, p.213) present one group pre-test post -test design as follows:



**Figure 3.1 Research Design**

Where:

**O<sub>1</sub>: Pre-Test**

**X : Treatment**

**O<sub>2</sub>: Post-Test**

### **a. Pre-Test**

Before giving the treatment to the students', the research gave reading test to know the prior of the students' reading comprehension. It was applied at the first meeting.

### **b. Treatment**

The reseacher gave treatment to the students for fourth times. The reseacher taught by using Explicit Istruction Strategy. The strategy was used to enhance the students reading comprehension. In the treatment, the reseacher focused on the enhancement of the students' literal reading comprehension in main idea and sequence of details.

### **c. Post-Test**

After giving the tratment, the research gave the reading test to determine the effectiveness of the strategy. The reading test was read the narrative test and answered the essay test. It applied at the last meeting.

## **B. Population and Sample**

### **1. Population**

The population of the research was taken the Eight Grade of SMPN 5Bangkala BaratJenepono which consisted of two classes; Class 2a had13 students, 2b 12 students. So the number of the population was25 students.

## **2. Sample**

In order to do observation, the researcher decides to use the technique namely total sampling teaching for selects a sample based on the knowledge about the study and population. The researcher categorizes Class 2a and 2b as a sample has 25 students. Because the number of students who are less so the researchers took two classes as samples.

## **C. Research Variables and Indicators**

### **1. Variables**

There are two variables in this research, namely independent variable and dependent variable as follows:

- a. Explicit instruction strategy of the independent variable was the important process to which allows the students to share ideas/ opinion to improving reading comprehensions.
- b. The dependent variables of the research consist of main ideas and contents of reading text.

### **2. Indicators**

- a. The indicators of literal reading comprehension are main idea and sequence of detail.
- b. The indicators of interpretative reading comprehension is supporting idea of the text.

## **D. Research Instrument**

The research utilized the instrument as the tools in collecting the data. The instrument of this research was reading comprehension test in the form of

narrative text. The reading performance test carried out for the purpose of this research is in the form of essay test. Essay test is used to know the students' concept of understanding and mastering material after following learning activity. This test is aimed at measuring how the Explicit instruction strategy improved the students' reading comprehension ability, especially found out students' ability in understanding the literal comprehension ( main idea and sequence of detail ) and interpretative comprehension (supporting idea) of the narrative text. Then, to score the students' answer the researcher used the following formula:

**Table 3.1.**The Rubric for Main Idea in Literal Comprehension.

<b>No</b>	<b>Criteria</b>	<b>Score</b>
<b>1</b>	Clearly identified the main idea by providing strong evidence, detail relating to the main idea.	<b>40</b>
<b>2</b>	Identified main idea by providing educate evidence, detail relating to the main idea.	<b>30</b>
<b>3</b>	Limited main idea identification and limited evidence detail relating to the main idea.	<b>20</b>
<b>4</b>	Don't identifying the main idea of the story or provide any evidence, details to the main idea.	<b>10</b>
<b>5</b>	No answer	<b>0</b>

(Harmer, 1991)

**Table 3.2.**The Rubric for Sequence of Detail in Literal Comprehension.

No	Criteria	Score
1	Relevant, telling, quality detail give reader important information that goes beyond the obvious of predictable.	40
2	Supporting details information are relevant, but one key may be unsupported or more predictable than other.	30
3	Supporting detail and information are relevant, but one key issued are unsupported or fairly predictable.	20
4	Supporting detail and information are relevant but several key issue are unsupported or are fairly predictable.	10
5	No answer	0

(Harmer, 1991)

### **E. Procedure of Collecting Data**

The procedure of collecting data the researcher used some procedures asfollow:

#### **1. Pre-test**

The pre-test was given to find out how the students' reading comprehension was they were treated before doing the treatment. In this case, the reseacher asked the students to answer the reading test in here the reseacher used narrative test form as the instrument and the kind of the test was essay test. In pre-test the research gave 45 minutes for the students to answer the questions.

#### **2. Treatment**

After doing the pre-test, the students' were given treatment by using Explicit Istruction Strategy. It tooks four meetings in treatment and spent 2 hours

in each meeting. In each meeting, the reseacher used the different topic but same procedure.

### 3. Post- Test

As similar as pre-test, the reseacher gave a post-test to find out the influece of treatment by comparing the result of the pre-test and post-test aimed to the improvement of the students' reading comprehension. In this case, the reseacher asked the students to answer the narrative test. In this test, the reseacher gave narrative text and some questions. The reseach also gave 45 for the students to answer the questions

### F. Technique of Data Analysis

In analyzing the data through pre-test and post-test the researcher used test, the procedure as follow:

1. To score the students answer in pre-test and post-test the researcher used the following formula:

$$\text{Scoring: } \frac{\text{Correctanswerscore}}{\text{thenumberofitems}} \times 100$$

(Dikbud, 2012: 49)

2. The classification of the students' score

No.	Classification	Score
1	Excelence	90 – 100
2	Very good	80 – 89

3	Good	70 – 79
4	Fairy	60 – 69
5	Poor	0 – 59

(Kanwil Dikbud, 2012:49)

3. Finding out the students' mean score by using the formula:

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

Where:

$\bar{X}$  = mean

$\sum X$  = the sum of the score

N = the total number of the students

(Gay, 1981)

4. To know improvement the students' score

$$P = \frac{x^2 - x^1}{x^1} \times 100$$

Where:

X1 : Mean score of pretest

X2 : Mean score of posttest

P : Improvement

(Gay, 1981)

5. Finding out significant different between pre-test and post-test of the students' mean score by using the value of the t- test. The formula is seen:

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

Where:

t: Test is significance

D: the difference between the matched pairs ( X1-X2)

$\bar{D}$ : The mean of Ds

$\sum D$ : The sum of D square

D<sup>2</sup>: The square of the sum score difference

N: The number of subject

(Gay, 1981)

After getting the result of t-test value the writer used t-table to compare there are the significant difference or not. To show us interval of the significance.

If t-test > t-table ..... There is significant different

t-test < t-table ..... There is no significant different

For the hypothesis testing, the t-test value was compared with the t- table value at the level of significance p=.05 with the degree of freedom df = N-1.

The criteria for the hypothesis testing are follows:

**Table: 3. 4 Hypothesis testing**

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

(Gay, 1981)

The table above meant (1) the t-test value was smaller than the t-table value, the null hypothesis would be accepted, while the alternative hypothesis is rejected, and (2) the t-test value was equal to greater than the t-table value, the null hypothesis was rejected, while the alternative was accepted.

## **CHAPTER IV**

### **FINDING AND DISCUSSION**

This chapter answered of problem statement in the previous chapter and consisted of findings and discussion. Findings showed description of result from the data that had collected through reading test in pre-test and post test. It was described in graphic or chart or table form. Then, discussion was explanation of findings but it still showed result of the data. In this discussion, the reseacher used their own word to explain it.

#### **A. Findings**

The findings of the research deal with the use of Explicit Instruction Strategy in enhancing the students' reading comprehension which consists of the students' improvement in literal comprehension in main idea and sequence of detail.

#### **1. The Pre-Test and Post-Test Score of The Students' Reading Comprehension**

The pre-test and post-test was conducted to find out the data of the students ability in reading comprehension before and after the treatment was given. The result of the test was presented as follows:

##### **a. The Students' Reading Comprehension in Pre-Test and Post-Test**

The students' prior ability in reading comprehension is known after giving pre-test to the students. It was aimed to know the prior ability the students in reading comprehension in before giving treatment. The Post-test was done after

giving the treatment. It was to aimed to know the students' ability in reading comprehension after taught by Explicit Instruction Strategy.

**Table 4.1 The Mean Score of the Students in Pre-Test and Post-Test**

Categories	Pre-Test	Post test
Total Score	1391	2264
Mean Score	55.64	90.59

Table 4.1 shows that from 25 students, the total score of students' reading comprehension in pre-test was 1391 and the mean score of the students reading comprehension ability in pre-test was 59.52. It means the score of pre-test students' reading comprehension is categorized as fair. While in post-test shows that, from 25 students, the total score of reading comprehension was 2264, the mean score of the students reading comprehension was 90.59. It means that the mean score of the students' post-test in reading comprehension is higher than the mean score of the students pre-test in reading test.

**b. Score Classification in Pre-Test and Post-Test**

After giving pre-test and post-test to the students, the frequencies of the score are classified into the following table:

**Table 4.2 Classification Score of Pre-Test and Post-Test**

No	Classification	Pre-Test		Post-Test	
		F	%	F	%
1	Excellent (90-100)	0	0	16	64%
2	Very good (80-89)	0	0	8	32%

3	Good (70-79)	0	0	1	4%
4	Fairly (60-69)	18	72%	0	0
5	Poor (0-59)	7	28%	0	0
	Total	25	100%	25	100%

Table 4.2 show that from 25 students who followed the pre-test, 7 students' get poor score and 18 students get fairly score. It means that prior ability of the students in reading comprehension is low most of the students got poor and fair score in pre-test. The mean score was calculated from two components of Literal Reading namely: main idea and sequence of detail. In post-test shows that from 25 students, there were 16 students (64%) who belonged to "Excellent", 8 students (32%) belonged to "very Good" score and 1 student (4%) belonged to "Good" nothing students' got fairly and poor.

### c. The Students' Reading Comprehension

The students' comprehension in reading pre-test and post-test involved two components of literal reading namely main idea and sequence of detail. The students' mean score was calculated from those components. It is shown in the following table.

**Table 4.3 The Mean Score of The Component of the Students' Reading Comprehension in Pre-Test and Post-Test**

No	Variable	Pre-Test	Post-Test
1	Main Idea	60.2	92.2
2	Sequence of Detail	50.5	88.5

Total Score	110.7	180.7
Mean Score	55.4	90.4

Table 4.3 shows the mean score of the student's main idea and sequence of detail in pre-test. In main idea, the mean score of the students was (60.2) and in sequence of detail, the mean score of the students was (50.5). It can be concluded that prior comprehension of the students' literal reading comprehension in main idea and sequence of detail before teaching by using Explicit Instruction Strategy is still low because the students' mean score was 55.4. While in post-test show the mean score of the students' main idea and sequence of detail in post-test, in main idea the mean score of the students was (92.2), and sequence of detail the mean score of the students was (88.5). It can be concluded that after taught by using Explicit Instruction Strategy the students' reading comprehension of main idea and sequence of detail test was classified as good, because the students' mean score was 90.4.

**d. The Classification of the Students' Scorers in Pre-Test and Post-Test Based on Two Component of Literal Reading Comprehension**

***Pre-Test and Post-Test Result in Main Idea***

The pre-test was aimed to know the basic ability of the students reading comprehension. It was conducted at the eight grade of SMPN 5 Bangkala barat Jeneponto. The post-test was conducted to know the result of the students score reading comprehension after giving treatment by using Explicit Instruction Strategy The pre-test involves 25 students.

**Table 4.4 Score Classification of the Students' Main Idea in Pre-Test and Post-Test**

No	Classification	Pre test		Post-test	
		F	%	F	%
1	Excellent (90-100)	0	0	13	52%
2	Very good (80-89)	0	0	8	32%
3	Good (70-79)	5	20%	4	16%
4	Fairly (60-69)	12	48%	0	0
5	Poor (0-59)	8	32%	0	0
	Total	25	100%	25	100%

Table 4.4 shows that in Pre-Test from 25 students, there were 8 students (32 %) who belonged to poor score, 12 students (48%) belonged to fairly score and there 5 students (20%) , who categorized into good score. While in Post-Test showed that from 25 students, there were 13 students (52%) who belonged to “Excellent” score, 8 students (32%) belonged to “Very Good” score. 4 students(16%) belonged to “Good” score. There is no students got Fairly and poor score.

***Pre-Test and Post-Test Result of Sequence of Detail***

The pre-test was aimed to know the basic ability of the students' reading comprehension. It was conducted at the eight grade of SMPN 5 Bangkala Barat. The pre-test improved 25 students'.

**Table 4.5 Score Classification of the Students Sequence of Detail Score in Pre- Test and Post-Test**

No	Classification	Pre test		Post-Test	
		F	%	F	%
1	Excellent (90-100)	0	0	11	44%
2	Very good (80-89)	0	0	11	44%
3	Good (70-79)	0	0	3	12%
4	Fairly (60-69)	0	0	0	0
5	Poor (0-59)	25	100%	0	0
	Total	25	100%	25	100%

The table above in pre-test shows that from 25 students, there were 25 students (100%) who belonged to “Poor” score. In post-test shows that from 25 students, there were 11 students (44%) who belonged to “Excellent” score , 11 students (44%) belonged to “Very Good” score . 3 students (12%) belonged to “FGood” score. There is no students got fairly and poor score.

## **2. The Improvement of Students’ Reading Comprehension in Term of Literal Comprehension in Main Idea by Using Explicit Instruction Strategy.**

Students’ score of pre-test and post-test classified into some criteria and the percentage of the students’ score of pre-test and post-test were presented in the following table:

**Table 4.6 The Students' Literal Comprehension in Main Idea by Using Explicit Instruction Strategy.**

No	Indicator	Mean Score		Improvement
		Pre-Test	Post-Test	
1.	Literal Comprehension Main Idea	60.2	92.2	52 %

The data on the table above, it showed that the score of students in post-test improved after teaching reading comprehension in terms of literal comprehension in main idea by using Graphic Organizer. The mean score of the students in pre-test were 60.2 and post test which become 92.2.

The result of pre-test and post-test had improvement which was 52%. The data showed that using Explicit Instruction Strategy in reading could improve the students' reading comprehension in term of literal comprehension in main idea.



**Graphic 4.1 The Students' Literal Comprehension Using Explicit Instruction Strategy.**

The result of data analysis from pre-test and post-test of students' reading comprehension on literal comprehension in showed by mean score of indicator in

the table above the mean score of reading for main idea in pre-test was 60.2 which is more classified as poor, in contrary the mean score in post test are 92.2 which is classified as good and the improvement of students is 52 %.

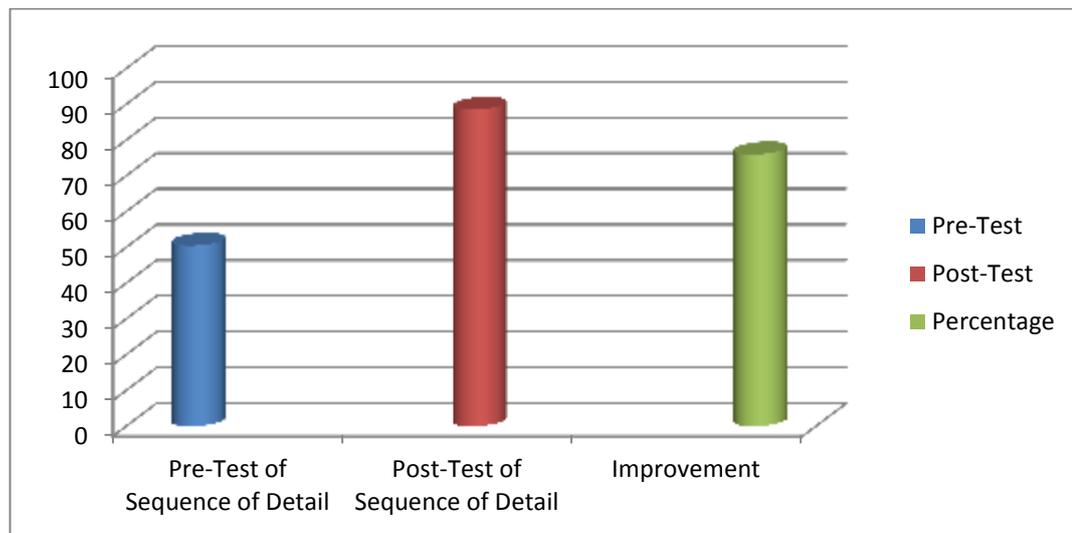
**3. The Improvement of the Students’ Literal Comprehension in Sequence of Detail by Using Explicit Instruction Strategy.**

Students’ score of pre-test and post-test mean score and percentage of the students’ score of pre-test and post-test were presented in the following table:

**Table 4.7**The students Literal Comprehension in Sequence of Detail by Using Explicit Instruction strategy.

Indicator	Mean Score		Improvement
	Pre-Test	Post-Test	
Literal Comprehension Sequence of Detail	50.5	88.5	76%

Mean score of Sequence of Detail in pre-test was 50.4 and mean score of post-test was 88.5. It was improved from pre-test to post-test. The percentage of the improvement the students in pre-test to post-test was 76%. It means Explicit Instrucion Strategy could improve the students’ reading comprehension in term of literal comprehension in sequence of detail.



**Graphic 4.2 The Students’ Literal Comprehension in Sequence of Detail by Using Explicit Instruction Strategy**

The result of data analysis from pre-test and post-test of students’ reading comprehension on literal reading comprehension in sequence of detail showed by mean score of indicator in the table above. The mean score of reading comprehension in pre-test was 50.5 which is classified as fair. In contrary the mean score in post-test was 88.5 which is classified as good and the improvement of student is 76%

**B. Hypothesis Testing**

To know the level of significant of the pre-test and post-test, the researcher used t-test analysis on the level of significant (P) = 0.05 with the Degree of Freedom (df) = N-1, where N= Number of subject (25 Students) then the value of t-table was 1.711 the t-test statistical, analysis for independent sample was applied.

The result of the data analysis t-test of the students’ reading achievement through Explicit Instruction Strategy table below:

**Table 4.8 Students' Literal Reading Comprehension Using Explicit Instruction Strategy**

<b>Variable</b>	<b>T-Test Value</b>	<b>T-Table Value</b>
<b>X2-X1</b>	<b>21.82</b>	<b>1.711</b>

The data on the chart shows that the value of the t-test was greater than t-table. The score in variable of reading achievement was(21.82>1.711). It was said that the null hypothesis ( $H_0$ ) rejected and the alternative hypothesis ( $H_1$ ) accepted. It mean that there was a significant difference between the result of the students' literal reading comprehension in reading through Explicit Instruction Strategy.

If the t- test value was higher than t-table at the level of significance 0.05 and degree freedom (df) 25 ( $N-1 = 25-1$ ), thus the alternative hypothesis( $H_1$ ) accepted and null hypothesis ( $H_0$ ) rejected. In contrary, if the value was lower than t-table at the level of significance 0.05 and the degree freedom 24, thus the alternative hypothesis rejected and null hypothesis accepted.

### **C. Discussion**

The description the analysis of the data from reading test as explain in the previous section showed that the students' enhancement in literal reading comprehension. It examines the result of treatment teaching and learning process toward the effectiveness of eplicit instructon strategy to enhance reading comprehension dealing with literal reading comprehension at the eight Grade Students of SMP NEGERI 5 Bangkala Barat which conducted with pre-test, treatment and post-test during sith (6) meetings.

The students' mean score after teaching Reading comprehension using explicit instruction Strategy was better than before the treatment was given to the students. Before giving treatment, the students' score in literal reading comprehension was poor. After giving the treatment, their achievement was significantly enhanced and categorized as good.

### **1. Students Literal Reading Comprehension Using Explicit Instruction Strategy.**

Students' literal reading comprehension idea 55.64 and 90.56 before applied Explicit Instruction Strategy the student could not decide clearly identified main idea and sequence of detail by providing strong evidence, details relating to the main idea. But after applied Explicit Instruction Strategy the students easily for decide main idea with applied asking question related about the content of the text and the most important detail were the top.

The mean score of pre and post test in literal reading comprehension before applied Explicit Instruction Strategy the students could not complete important information with obvious and key issue un-support of main idea and supporting details. But after applied Explicit Instruction Strategy they were could tell and quality detail of important information of the text in main idea and supporting detail.

After calculating the students' score of the indicator of Literal Reading Comprehension in pre-test and post-test also explain the classification of students' enhancement of literal reading comprehension. In pre-test, there was 7 (28%) student got fairly, and 18 (72%) students got poor, and then none of them got

excellent, very good, and good. After doing treatment, the students' score classification in post-test changed 16 (64%) students got excellent, 8 (32%) students got very good, 1 (4%) students got good and then none of them got fairly and poor.

Based on the finding above in applied Explicit Instruction strategy in the class, the data collected through the test as explained in previous finding section showed that the students' Enhancement of the literal Reading comprehension was significantly increased. The data on the table 4.11 showed that the score of literal reading comprehension in main idea increased 52 % from the mean score in pre-test 60.2 to be 92.2 in post-test. While the data on the table 4.12 showed that the score of literal comprehension in sequence of detail increased 76 % from the mean score in pre-test 50.5 to be 88.5 in post-test. The score of the students' post-test was higher than score of the students' pre-test. Therefore, it can be concluded that Explicit Instruction Strategy could enhanced the students' comprehension in literal reading Comprehension.

## **2. The Significant Difference of T-test and T-variable**

Through the result of pre-test and post-test, the result of t-test value of the level of the significant = 0.05, degree of the freedom (df)= 24 indicated that t-table value was 1.711 and t-test value was 21.82. Therefore, it can be concluded that statistically hypothesis of was rejected. It means that the using of Explicit Instruction Strategy could enhance the students' reading comprehension.

Explicit Instruction Strategy was process of drawing personal meaning from a text to help students draw conclusion from their own prior knowledge of

the relationship between inferred stated information and implied information. Explicit instruction Strategy applied asking question related about the text to make connections between conclusions they draw and other beliefs or knowledge or clue from the text. Explicit instruction strategy as guiding to help reader to found sequence of detail about the text that give more information about the topic and help readers remember important information from the text to identify main idea.

By seeing the effectiveness of the students' literal reading comprehension in reading skill, it concluded that Explicit Instruction Strategy Enhance the students' comprehension literal comprehension in reading. It could showed from the students' reading test in pre-test and post-test. In pre-test, some students were difficult to answer the question and find out main idea, and sequence of detail. But the students' reading achievement in post-test, which the content of reading achievement could be understand. And then, the students were easy to answer the questions and find out main idea and sequence of detail.

From the discussion above, it could be concluded that the Eight Grade Students of SMPN 5 Bangkala Barat Jenepono in Academic Year 2016/2017 have good achievement in reading after being taught through Explicit Instruction Strategy.

From discussion above, it could be concluded that the Eight Grade of SMPN 5 Bangkala Barat Jenepono in academic year 2017/2018 have a good comprehension in reading after being taught Using Explicit Instruction Strategy specially in literal reading comprehension. It means that there was significant

difference of the students' achievement on literal comprehension in main idea and sequence of detail.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Conclusions consisted of findings was remarked meaningfully and conveyesely. The Implementation of Eplicit Instruction Strategy in teaching reading comprehension at the Eight Grade of SMPN 5 Bangkala Barat Jenepono was effective to improve the students' literal comprehension in main idea and sequence of detail. The improvement in main idea, was shown by mean score of pre-test was 60.02 and mean score of post-test was 92.2 the percentage of students' reading comprehension ( main idea) in pre-test and post-test was 52%. The Improvement in sequence of detail, mean score of pre-test was 50.5 and mean score of post was 88.5 the percentage of reading comprehension (sequence of detail) in pre-test and post-test was 76%. The students' t-test analysis of content was level significance 1,711, it was higher than t-table (21.82>1.711 ) and degree freedom (df) was 24.

#### B. Suggestion

The suggestion consisted of meaning could apply practically and accepted usefully. Sugestions consisted also reseachers' recomendation and epectation related to the reseacher that has done. Suggestions of this research could be seen in below:

1. It is suggested that the teacher especially for the English Teacher at the eight grade of SMPN 5 Bangka Barat jenepono, they use Eplicit Instruction strategy

as one alternative among other teaching that can be used in teaching reading comprehension.

2. It is suggested that the English Teacher at the Eight Grade of SMPN 5 Bangkala Barat Jenepono, should take Explicit instruction Strategy in presenting the readingcomprehension materials because it is effective to improve the students' achievement and can bring improvement in reading comprehension.
3. For next reseacher, it is suggested to this thesis as an additional reference with different discuss.

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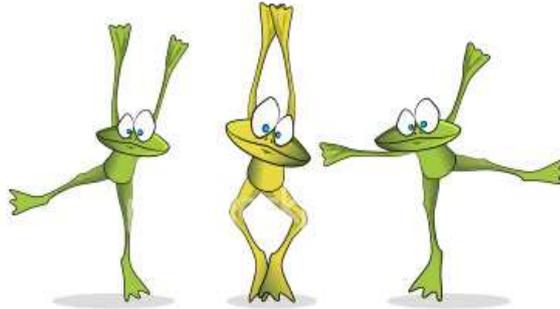
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## APPENDIX A

### PRE-TEST

#### Two Frogs



A group of frogs was traveling through the woods and two of them fell into a deep pit. When the other frogs saw how deep the pit was, they told to the two frogs that they were as good as dead. The two frogs ignored the comments and tried to jump up out of the pit with all their might. The other frogs kept telling them to stop, that they were as good as dead. Finally, one of the frogs took heed to what the other frogs were saying and gave up. He fell down and died.

The other frog continued to jump as hard as he could. Once again, the crowd of frogs yelled at him to stop the pain and just die. He jumped even harder and finally made it out. When he got out, the other frogs said, “Did you not hear us?” The frog explained to them that he was deaf. He thought they were encouraging him the entire time.

#### Questions:

1. What is the main idea at the first paragraph?
2. How many frogs fall into a deep pit?
3. What the other frogs told with them?
4. What happend with one frog after the other frog saying and gave up to him?
5. What is the second paragraph talking about?
6. What is the lack of one the one frog so he does not listen to the other frog?
7. What happened with two frogs?
8. What message of the story

Key word:

1. A group of frogs was traveling through the woods.
2. Two frogs
3. They told to the two frogs they were as good as dead.
4. One of the frogs took heed to what the other frogs were saying and gave up. He fell down and died.
5. The other frog continued to jump as hard as he could.
6. The one frog was deaf.
7. The first frog gave up and died. And the othe frog was keep a life.
8. Work hard is a key for success.

## APPENDIX B

### RENCANA PELAKSANAAN PEMBELAJARAN ( RPP )

Sekolah	: SMP NEGERI 5 BANGKALA BARAT
Mata pelajaran	: Bahasa Inggris
Kelas/semester	: VIII B/I
Waktu	: 4 X 45 menit
Pertemuan	: 1

#### A. Standar Kompetensi :

##### Membaca (Reading)

1. Memahami makna teks tulis fungsional dan esei pendek setar derhana berbentuk *narrative text and descriptive text* yang berkaitan dalam konteks kehidupan sehari-hari.

#### B. Kompetensi Dasar :

1.1 Membaca nyaring bermakna teks tulis fungsional dan esei berbentuk *descriptive* dan *recount pendek* dan sederhana dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar.

#### C. Indikator :

1. Membaca wacana berbentuk. *Recount, Narrative text*.
2. Mengidentifikasi kata-kata sulit yang ada pada teks.
3. Mengidentifikasi makna gagasan/ide pokok dari masing – masing paragraf dalam teks.
4. Membuat kesimpulan.

#### D. Tujuan pembelajaran

Pada akhir pembelajaran siswa dapat:

1. Mengidentifikasi kata-kata.
2. Menemukan ide pokok dalam teks

### 3. Memberi kesimpulan tentang isi teks

#### E. Materi Pembelajaran:

##### The Monkey and Cats



It was the aftermath of a big festival. Two cats were prowling together. One of the cats saw a big cake and miewed. The other jumped up and picket it.

The first cat said, "Give me the cake. It is I who saw it first."

The other cat said "Keep away from it. It is I who picked it up."

They were fighting and fighting. But there was no solution. Just then, a monkey passed by. He thought "What foolish cats they must be! Let me make use of this chance." He came to the cats and said in a loud voice. "Don't fight. Let me share the cake among you both". The cake was handed over to the monkey.

The monkey split the cake into two parts. He shook his head and said, "Oho! One is bigger. One is smaller". He had a bit of the bigger and now said "Oho! This has become smaller now". He ate from the other. And thus, he went on eating from part to part and finally finished the whole cake.

The poor cats were disappointed.

Taken from : <http://www.belajarbahasainggris.us/2014/01/5-contoh-singkat-narrative-text.html>

#### F. Metode Pembelajaran/Teknik

Explicit Instruction Strategy

#### G. Langkah- langkah Kegiatan

##### 1. Kegiatan Pendahuluan

- a. Salam dan membaca doa
  - b. Mengabsensi siswa
  - c. Apersepsi
2. Kegiatan Inti
- a. Memberikan teks bacaan kepada siswa.
  - b. Menemukan arti kata- kata sulit berdasarkan teks yang telah di baca
  - c. Guru memberikan instruction untuk mempermudah menemukan kata sulit yang telah di perintahkan sebelumnya.
  - d. Siswa menuliskan dimana letak di mana kata- kata sulit itu berada
  - e. Siswa menjelaskan strategy membaca yang digunakan dalam menemukan kata- kata sulit yang ditemukan.
  - f. Siswa menuliskan prediksi kata - kata sulit yang ditemukan.
  - g. Menemukan makna kata – kata sulit di dalam kamus.
  - h. Menjawab berbagai pertanyaan tentang informasi dalam teks bacaan dan menentukan ide pokok
  - i. Memberi kesimpulan/conclusion tentang teks
  - j. Membuat penilaian tentang apa yang mereka baca.
3. Kegiatan Akhir
- a. Menanyakan kesulitan siswa selama PBM
  - b. Menyimpulkan materi pelajaran

## **H. Sumber Belajar**

1. English Work Book, Grade VIII.
2. Dictionary

## **I. Instrument Penilaian**

1. Teknik : Tes Tertulis dan Partisipasi Siswa
2. Bentuk istrument : mengerjakan soal essay

**J. Rubrik penilaian:**

<b>NO</b>	<b>Uraian</b>	<b>Skor</b>
1	Jawaban benar,tata bahasa dan kosakata benar	5
2	Jawaban benar,tata bahasa benar,kosakata kurang tepat	4
3	Jawaban benar,kosakata benar,tata bahasa kurang tepat	3
4	Jawaban,tata bahasa dan kosakata salah	2
5	Tidak menjawab	0

$$\text{Score} = \frac{\text{students' correct answer}}{\text{score maximum}} \times 10$$

**K. Latihan soal**

1. What is the main idea of the text?
2. What is the first cat said?
3. Who came to see the two cats?
4. What monkeys do with the cake?
5. What happened with the two poor cats?

Jenepono, 2016

Mahasiswa

Kasmawati

NIM: 10535513712

## **RENCANA PELAKSANAAN PEMBELAJARAN ( RPP )**

**Sekolah** : SMP NEGERI 5 BANGKALA BARAT  
**Mata pelajaran** : Bahasa Inggris  
**Kelas/semester** : VIII B/I  
**Waktu** : 4 X 45 menit  
**Pertemuan** : 2

### **A. Standar Kompetensi :**

#### **Membaca (Reading)**

1. Memahami makna teks tulis fungsional dan esei pendek setar derhana berbentuk *narrative text and descriptive text* yang berkaitan dalam konteks kehidupan sehari-hari.

### **B. Kompetensi Dasar :**

1.1 Membaca nyaring bermakna teks tulis fungsional dan esei berbentuk *descriptive* dan *recount pendek* dan sederhana dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar.

### **C. Indikator :**

1. Membaca wacana berbentuk. *Recount, Narrative text*.
2. Mengidentifikasi kata-kata sulit yang ada pada teks.
3. Mengidentifikasi makna gagasan/ide pokok dari masing – masing paragraf dalam teks.
4. Membuat kesimpulan.

### **D. Tujuan pembelajaran**

Pada akhir pembelajaran siswa dapat:

1. Mengidentifikasi kata-kata.
2. Menemukan ide pokok dalam teks
3. Memberi kesimpulan tentang isi teks

### **E. Materi Pembelajaran:**

## Two Frogs



A group of frogs was traveling through the woods and two of them fell into a deep pit. When the other frogs saw how deep the pit was, they told the two frogs that they were as good as dead. The two frogs ignored the comments and tried to jump up out of the pit with all their might. The other frogs kept telling them to stop, that they were as good as dead. Finally, one of the frogs took heed to what the other frogs were saying and gave up. He fell down and died.

The other frog continued to jump as hard as he could. Once again, the crowd of frogs yelled at him to stop the pain and just die. He jumped even harder and finally made it out. When he got out, the other frogs said, "Did you not hear us?" The frog explained to them that he was deaf. He thought they were encouraging him the entire time.

Taken from: <http://shortstoriesshort.com/story/beautifulgirlcinderella/>

### **F. Metode Pembelajaran/Teknik**

Explicit Instruction Strategy

### **G. Langkah- langkah Kegiatan**

1. Kegiatan Pendahuluan
  - a. Salam dan membaca doa
  - b. Mengabsensi siswa
  - c. Apersepsi
2. Kegiatan Inti
  - a. Memberikan teks bacaan kepada siswa.
  - b. Menemukan arti kata- kata sulit berdasarkan teks yang telah di baca

- c. Guru memberikan instruction untuk mempermudah menemukan kata sulit yang telah di perintahkan sebelumnya.
  - d. Siswa menuliskan dimana letak di mana kata- kata sulit itu berada
  - e. Siswa menjelaskan strategy membaca yang digunakan dalam menemukan kata- kata sulit yang ditemukan.
  - f. Siswa menuliskan prediksi kata - kata sulit yang ditemukan.
  - g. Menemukan makna kata – kata sulit di dalam kamus.
  - h. Menjawab berbagai pertanyaan tentang informasi dalam teks bacaan dan menentukan ide pokok
  - i. Memberi kesimpulan/conclusion tentang teks
  - j. Membuat penilaian tentang apa yang mereka baca.
3. Kegiatan Akhir
- a. Menanyakan kesulitan siswa selama PBM
  - b. Menyimpulkan materi pelajaran

**H. Sumber Belajar**

- 3. English Work Book, Grade VIII.
- 4. Dictionary

**I. Instrument Penilaian**

- 3. Teknik : Tes Tertulis dan Partisipasi Siswa
- 4. Bentuk istrument : mengerjakan soal essay

**J. Rubrik penilaian:**

NO	Uraian	Skor
1	Jawaban benar,tata bahasa dan kosakata benar	5
2	Jawaban benar,tata bahasa benar,kosakata kurang tepat	4
3	Jawaban benar,kosakata benar,tata bahasa kurang tepat	3
4	Jawaban,tata bahasa dan kosakata salah	2
5	Tidak menjawab	0

$$\text{Score} = \frac{\text{students' correct answer}}{\text{score maximum}} \times 10$$

**K. Latihan soal**

1. What is the main idea at the first paragraph?
2. How many frogs fall into a deep pit?
3. What the other frogs told with them?
4. What happend with one frog after the other frog saying and gave up to him?
5. What is the second paragraph talking about?
6. What is the lack of one the one frog so he does not listen to the other frog?
7. What happened with two frogs?
8. What message of the story?

Jeneponto, 2016

Mahasiswa

Kasmawati

NIM: 10535513712

## **RENCANA PELAKSANAAN PEMBELAJARAN ( RPP )**

**Sekolah** : SMP NEGERI 5 BANGKALA BARAT  
**Mata pelajaran** : Bahasa Inggris  
**Kelas/semester** : VIII B/I  
**Waktu** : 4 X 45 menit  
**Pertemuan** : 3

### **A. Standar Kompetensi :**

#### **Membaca (Reading)**

1. Memahami makna teks tulis fungsional dan esei pendek setanderhana berbentuk *narrative text and descriptive text* yang berkaitan dalam konteks kehidupan sehari-hari.

### **B. Kompetensi Dasar :**

1.1 Membaca nyaring bermakna teks tulis fungsional dan esei berbentuk *descriptive* dan *recount pendek* dan sederhana dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar.

### **C. Indikator :**

1. Membaca wacana berbentuk. *Recount, Narrative text.*
2. Mengidentifikasi kata-kata sulit yang ada pada teks.
3. Mengidentifikasi makna gagasan/ide pokok dari masing – masing paragraf dalam teks.
4. Membuat kesimpulan.

### **D. Tujuan pembelajaran**

Pada akhir pembelajaran siswa dapat:

1. Mengidentifikasi kata-kata.
2. Menemukan ide pokok dalam teks
3. Memberi kesimpulan tentang isi teks

### **E. Materi Pembelajaran:**

## Lion, Donkey and Change Sharing Prey



A lion, a Donkey and a Fox, hunt together and managed to capture many forest animals. The Donkey was asked to divide the catch animals, and the Donkey with a very fair divide, divide it into three equal parts a lot.

The Fox was very satisfied with the way the division, but the Lion became very angry, and with a large claw swung to the donkey, the Donkey is dead and help fuel the pile prey.

Then the Lion turned to the Fox.

"Now, you are dividing it," he said angrily.

The Fox did not waste time anymore to talk. He was quick to catch the animals accumulate into a large pile. Then from there, he took a small portion for himself, and even then the part that does not mean like horns and soles of the feet of a mountain goat, including the tail of a cow.

The Lion that her anger had subsided, smiled and asked the Fox.

"Who taught you to divide this heap right?"

"I had a class divide of the donkey," replied the fox while away.

Taken from: <http://shortstoriesshort.com/story/therubbitandtheturtlr/>

### **F. Metode Pembelajaran/Teknik**

Explicit Instruction Strategy

### **G. Langkah- langkah Kegiatan**

1. Kegiatan Pendahuluan
  - a. Salam dan membaca doa
  - b. Mengabsensi siswa
  - c. Apersepsi
2. Kegiatan Inti
  - a. Memberikan teks bacaan kepada siswa.
  - b. Menemukan arti kata- kata sulit berdasarkan teks yang telah di baca
  - c. Guru memberikan instruction untuk mempermudah menemukan kata sulit yang telah di perintahkan sebelumnya.
  - d. Siswa menuliskan dimana letak di mana kata- kata sulit itu berada
  - e. Siswa menjelaskan strategy membaca yang digunakan dalam menemukan kata- kata sulit yang ditemukan.
  - f. Siswa menuliskan prediksi kata - kata sulit yang ditemukan.
  - g. Menemukan makna kata – kata sulit di dalam kamus.
  - h. Menjawab berbagai pertanyaan tentang informasi dalam teks bacaan dan menentukan ide pokok
  - i. Memberi kesimpulan/conclusion tentang teks
  - j. Membuat penilaian tentang apa yang mereka baca.
3. Kegiatan Akhir
  - a. Menanyakan kesulitan siswa selama PBM
  - b. Menyimpulkan materi pelajaran

## **H. Sumber Belajar**

1. English Work Book, Grade VIII.
2. Dictionary

## **I. Instrument Penilaian**

1. Teknik : Tes Tertulis dan Partisipasi Siswa
2. Bentuk istrument : mengerjakan soal essay.

**J. Rubrik penilaian:**

<b>NO</b>	<b>Uraian</b>	<b>Skor</b>
1	Jawaban benar,tata bahasa dan kosakata benar	5
2	Jawaban benar,tata bahasa benar,kosakata kurang tepat	4
3	Jawaban benar,kosakata benar,tata bahasa kurang tepat	3
4	Jawaban,tata bahasa dan kosakata salah	2
5	Tidak menjawab	0

$$\text{Score} = \frac{\text{students' correct answer}}{\text{score maximum}} \times 10$$

**K. Latihan soal**

1. What is the main idea of the text?
2. How many animals in the story?
3. What's the Donkey do with the catch animals?
4. What happened with the Donkey after the Lion angry?
5. What lessons can be obtained by a Fox after the incident?

Jenepono, 2016

Mahasiswa

Kasmawati

NIM: 10535513712

## **RENCANA PELAKSANAAN PEMBELAJARAN ( RPP )**

**Sekolah** : SMP NEGERI 5 BANGKALA BARAT  
**Mata pelajaran** : Bahasa Inggris  
**Kelas/semester** : VIII B/I  
**Waktu** : 4 X 45 menit  
**Pertemuan** : 4

### **A. Standar Kompetensi :**

#### **Membaca (Reading)**

1. Memahami makna teks tulis fungsional dan esei pendek setar derhana berbentuk *narrative text and descriptive text* yang berkaitan dalam konteks kehidupan sehari-hari.

### **B. Kompetensi Dasar :**

1.1 Membaca nyaring bermakna teks tulis fungsional dan esei berbentuk *descriptive* dan *recount pendek* dan sederhana dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar.

### **C. Indikator :**

1. Membaca wacana berbentuk. *Recount, Narrative text.*
2. Mengidentifikasi kata-kata sulit yang ada pada teks.
3. Mengidentifikasi makna gagasan/ide pokok dari masing – masing paragraf dalam teks.
4. Membuat kesimpulan.

### **D. Tujuan pembelajaran**

Pada akhir pembelajaran siswa dapat:

1. Mengidentifikasi kata-kata.
2. Menemukan ide pokok dalam teks
3. Memberi kesimpulan tentang isi teks

### **E. Materi Pembelajaran:**

## Ugly Duck



One upon time, a mother duck sat on her eggs. She felt tired of sitting on them. She just wished the eggs would break out. Several days later, she got her wish. The eggs cracked and some cute little ducklings appeared. "Peep, peep" the little ducklings cried. "Quack, quack" their mother greeted in return.

However the largest egg had not cracked. The mother duck sat on it for several days. Finally, it cracked and a huge ugly duckling waddled out. The mother duck looked at him in surprise. He was so big and very gray. He didn't look like the others at all. He was like a turkey.

When the mother duck brought the children to the pond for their first swimming lesson., the huge grey duckling splashed and paddled about just as nicely as the other ducklings did. "That is not a turkey chick. He is my very own son and quite handsome" the mother said proudly. However, the other animals didn't agree. They hissed and made fun of him day by day. Even his own sisters and brothers were very unkind. "You are very ugly" they quacked.

The little poor duckling was very unhappy. "I wish I looked like them" he thought to himself. One day, the ugly duckling run away and hid in the bushes. The sad duckling lived alone through the cold and snow winter. Finally the spring flowers began to bloom. While he was swimming in the pond, he saw three large white swans swimming toward him. "Oh, dear. these beautiful birds will laugh and peck me too" he said to himself. But the swans did not attack him. Instead, they swam around him and stroked him with their bills. As the ugly duckling bent his neck to

He spoke to them, he saw his reflection in the water. He could not believe his eyes. "I am not an ugly duckling but a beautiful swan" he exclaimed.

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

Taken from: <http://shortstoriesshort.com/story/therubbitandtheturtle/>

## **F. Metode Pembelajaran/Teknik**

Explicit Instruction Strategy

## **G. Langkah- langkah Kegiatan**

### 1. Kegiatan Pendahuluan

- a. Salam dan membaca doa
- b. Mengabsensi siswa
- c. Apersepsi

### 2. Kegiatan Inti

- a. Memberikan teks bacaan kepada siswa.
- b. Menemukan arti kata- kata sulit berdasarkan teks yang telah di baca
- c. Guru memberikan instruction untuk mempermudah menemukan kata sulit yang telah di perintahkan sebelumnya.
- d. Siswa menuliskan dimana letak di mana kata- kata sulit itu berada
- e. Siswa menjelaskan strategy membaca yang digunakan dalam menemukan kata- kata sulit yang ditemukan.
- f. Siswa menuliskan prediksi kata - kata sulit yang ditemukan.
- g. Menemukan makna kata – kata sulit di dalam kamus.
- h. Menjawab berbagai pertanyaan tentang informasi dalam teks bacaan dan menentukan ide pokok

- i. Memberi kesimpulan/conclusion tentang teks
  - j. Membuat penilaian tentang apa yang mereka baca.
3. Kegiatan Akhir
- a. Menanyakan kesulitan siswa selama PBM
  - b. Menyimpulkan materi pelajaran

**H. Sumber Belajar**

- 1. English Work Book, Grade VIII.
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**I. Instrument Penilaian**

- 1. Teknik : Tes Tertulis dan Partisipasi Siswa
- 2. Bentuk instrument : mengerjakan soal essay

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<b>NO</b>	<b>Uraian</b>	<b>Skor</b>
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3	Jawaban benar,kosakata benar,tata bahasa kurang tepat	3
4	Jawaban,tata bahasa dan kosakata salah	2
5	Tidak menjawab	0

$$\text{Score} = \frac{\text{students' correct answer}}{\text{score maximum}} \times 10$$

**K. Latihan soal**

1. What is the main idea at the first paragraph??
2. Why the mother duck looked at her baby in surprise?
3. What is the last paraggraph talking about?

Jeneponto, 2016

Mahasiswa

Kasmawati

NIM: 10535513712

## APPENDIX C

### TEACHING MATERIAL

#### The first meeting

#### The Monkey and Cats



It was the aftermath of a big festival. Two cats were prowling together. One of the cats saw a big cake and meowed. The other jumped up and picketed it.

The first cat said, "Give me the cake. It is I who saw it first."

The other cat said "Keep away from it. It is I who picked it up."

They were fighting and fighting. But there was no solution. Just then, a monkey passed by. He thought "What foolish cats they must be! Let me make use of this chance." He came to the cats and said in a loud voice. "Don't fight. Let me share the cake among you both". The cake was handed over to the monkey.

The monkey split the cake into two parts. He shook his head and said, "Oho! One is bigger. One is smaller". He had a bit of the bigger and now said "Oho! This has become smaller now". He ate from the other. And thus, he went on eating from part to part and finally finished the whole cake.

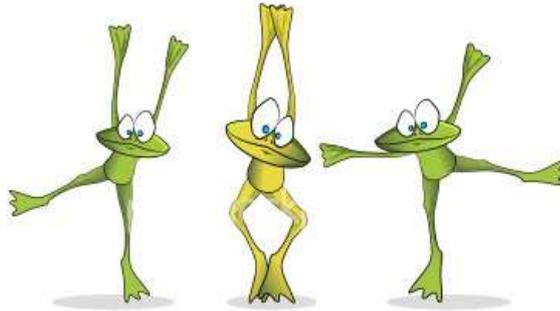
Questions:

1. What is the main idea of the text?
2. What is the first cat said?
3. Who came to see the two cats?
4. What monkeys do with the cake?
5. What happened with the two poor cats?

## TEACHING MATERIAL

### The second meeting

### Two Frogs



A group of frogs was traveling through the woods and two of them fell into a deep pit. When the other frogs saw how deep the pit was, they told the two frogs that they were as good as dead. The two frogs ignored the comments and tried to jump up out of the pit with all their might. The other frogs kept telling them to stop, that they were as good as dead. Finally, one of the frogs took heed to what the other frogs were saying and gave up. He fell down and died.

The other frog continued to jump as hard as he could. Once again, the crowd of frogs yelled at him to stop the pain and just die. He jumped even harder and finally made it out. When he got out, the other frogs said, "Did you not hear us?" The frog explained to them that he was deaf. He thought they were encouraging him the entire time.

#### Questions:

1. What is the main idea at the first paragraph?
2. How many frogs fall into a deep pit?
3. What the other frogs told with them?
4. What happend with one frog after the other frog saying and gave up to him?
5. What is the second paragraph talking about?
6. What is the lack of one the one frog so he does not listen to the other frog?
7. What happened with two frogs?
8. What message of the story?

## TEACHING MATERIAL

### The third meeting

#### Lion, Donkey and Change Sharing Prey



A lion, a Donkey and a Fox, hunt together and managed to capture many forest animals. The Donkey was asked to divide the catch animals, and the Donkey with a very fair divide, divide it into three equal parts a lot.

The Fox was very satisfied with the way the division, but the Lion became very angry, and with a large claw swung to the donkey, the Donkey is dead and help fuel the pile prey.

Then the Lion turned to the Fox.

"Now, you are dividing it," he said angrily.

The Fox did not waste time anymore to talk. He was quick to catch the animals accumulate into a large pile. Then from there, he took a small portion for himself, and even then the part that does not mean like horns and soles of the feet of a mountain goat, including the tail of a cow.

The Lion that her anger had subsided, smiled and asked the Fox.

"Who taught you to divide this heap right?"

"I had a class divide of the donkey," replied the fox while away.

Questions:

1. What is the main idea of the text?
2. How many animals in the story?
3. What's the Donkey do with the catch animals?
4. What happened with the Donkey after the Lion angry?
5. What lessons can be obtained by a Fox after the incident?

## TEACHING MATERIAL

### The fourth meeting

#### Ugly Duck



One upon time, a mother duck sat on her eggs. She felt tired of sitting on them. She just wished the eggs would break out. Several days later, she got her wish. The eggs cracked and some cute little ducklings appeared. "Peep, peep" the little ducklings cried. "Quack, quack" their mother greeted in return.

However the largest egg had not cracked. The mother duck sat on it for several days. Finally, it cracked and a huge ugly duckling waddled out. The mother duck looked at him in surprise. He was so big and very gray. He didn't look like the others at all. He was like a turkey.

When the mother duck brought the children to the pond for their first swimming lesson., the huge grey duckling splashed and paddled about just as nicely as the other ducklings did. "That is not a turkey chick. He is my very own son and quite handsome" the mother said proudly. However, the other animals didn't agree. They hissed and made fun of him day by day. Even his own sisters and brothers were very unkind. "You are very ugly" they quacked.

The little poor duckling was very unhappy. "I wish I looked like them" he thought to himself. One day, the ugly duckling run away and hid in the bushes. The sad duckling lived alone through the cold and snow winter. Finally the spring flowers began to bloom. While he was swimming in the pond, he saw three large white swans swimming toward him. "Oh, dear. these beautiful birds will laugh and peck me too" he said

to himself. But the swans did not attack him. Instead, they swam around him and stroked him with their bills. As the ugly duckling bent his neck to speak to them, he saw his reflection in the water. He could not believe his eyes. "I am not an ugly duckling but a beautiful swam" he exclaimed.

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

Questions:

1. What is the main idea at the first paragraph??
2. Why the mother duck looked at her baby in surprise?
3. What is the last paraggraph talking about?

## APPENDIX D

### POST-TEST

#### The Monkey and Cats



It was the aftermath of a big festival. Two cats were prowling together. One of the cats saw a big cake and miewed. The other jumped up and picketed it.

The first cat said, "Give me the cake. It is I who saw it first."

The other cat said "Keep away from it. It is I who picked it up."

They were fighting and fighting. But there was no solution. Just then, a monkey passed by. He thought "What foolish cats they must be! Let me make use of this chance." He came to the cats and said in a loud voice. "Don't fight. Let me share the cake among you both". The cake was handed over to the monkey.

The monkey split the cake into two parts. He shook his head and said, "Oho! One is bigger. One is smaller". He had a bit of the bigger and now said "Oho! This has become smaller now". He ate from the other. And thus, he went on eating from part to part and finally finished the whole cake.

The poor cats were disappointed.

Questions:

9. What is the main idea of the first paragraph?
10. What is the one cat saw?
11. What is the other cat do after one of them saw a big cake?
12. What is the first cat said?
13. What the other cat said?

14. Who came to see of two cats?
15. What is the last paragraph talking about?
16. What happened with the two poor cats?

Key word:

1. Two cats were prowling together
2. One of the cat saw a big cake and miewed.
3. The other cat jumped up and picket it.
4. The first cat said, " Give me the cake. It is I who saw it first."
5. The other cat said "Keep away from it. It is I who picked it up."
6. The monkey
7. The monkey split the cake into two parts.
8. The two poor cats was sad and missing their cake.

**APPENDIX E**

**DETAIL SCORE OF PRE-TEST**

No	Code	Detail Score of Literal Comprehension in Pre-Test								Total Score		Mean Score		
		Main Idea	Sequence of Detail								Main Idea	Sequence of Detail	Main Idea	Sequence of Detail
			Number											
		1	5	2	3	4	6	7	8					
1	S - 1	20	20	40	30	10	10	20	10	4	12	50	50	
2	S - 2	20	20	40	20	10	10	20	10	4	11	50	46	
3	S - 3	20	30	40	10	10	10	20	10	5	10	63	42	
4	S - 4	10	40	40	10	10	10	20	10	5	10	63	42	
5	S - 5	20	30	40	20	30	10	20	10	5	13	63	54	
6	S - 6	20	20	40	30	10	20	20	10	4	13	50	54	
7	S - 7	20	40	40	30	20	10	20	10	6	13	75	54	
8	S - 8	20	40	40	30	30	20	10	10	6	14	75	58	
9	S - 9	20	20	40	10	30	10	20	10	4	12	50	50	
10	S - 10	20	10	40	20	10	10	20	10	3	11	38	46	
11	S - 11	20	30	40	30	10	10	20	10	5	12	63	50	
12	S - 12	30	20	40	30	20	10	20	10	5	13	63	54	
13	S - 13	40	10	40	30	30	20	10	10	5	14	63	58	
14	S - 14	40	10	40	30	30	20	10	10	5	14	63	58	
15	S - 15	30	10	40	20	30	20	10	10	4	13	50	54	
16	S - 16	10	30	40	30	20	20	10	10	4	12	50	50	
17	S - 17	10	40	30	20	20	10	20	10	5	12	63	50	
18	S - 18	30	30	40	20	30	10	20	10	6	13	75	54	
19	S - 19	10	20	40	10	20	10	20	10	3	11	38	46	
20	S - 20	20	30	40	10	20	20	10	10	5	11	63	46	
21	S - 21	20	30	40	20	10	20	10	10	5	11	63	46	
22	S - 22	20	30	40	30	10	10	20	10	5	12	63	50	
23	S - 23	40	20	40	30	20	10	10	10	6	12	75	50	
24	S - 24	30	20	40	10	30	20	20	10	5	13	63	54	
25	S - 25	40	20	40	10	20	20	10	10	6	11	75	46	

## APPENDIX F

### DETAIL SCORE OF POST-TEST

No	Code	Detail Score of Literal Comprehension in Post-Test								Total Score		Mean Score		
		Main Idea	Sequence of Detail								Main Idea	Sequence of Detail	Main Idea	Sequence of Detail
			Number											
		1	7	2	3	4	5	6	8					
1	S - 1	30	40	40	40	40	40	10	20	7	19	88	79	
2	S - 2	30	40	40	40	40	40	40	10	7	21	88	88	
3	S - 3	40	40	20	30	40	40	40	20	8	19	100	79	
4	S - 4	30	40	40	20	40	40	40	20	7	20	88	83	
5	S - 5	40	40	40	40	40	40	40	30	8	23	100	96	
6	S - 6	40	40	40	30	40	40	40	20	8	21	100	88	
7	S - 7	40	40	40	40	40	40	40	20	8	22	100	92	
8	S - 8	30	30	40	40	40	40	40	20	6	22	75	92	
9	S - 9	20	40	40	20	40	40	40	20	6	20	75	83	
10	S - 10	40	40	40	20	40	40	40	20	8	20	100	83	
11	S - 11	40	40	40	30	40	40	40	30	8	22	100	93	
12	S - 12	30	30	40	40	40	40	40	30	6	23	75	96	
13	S - 13	40	40	40	30	40	40	40	20	8	21	100	88	
14	S - 14	30	40	30	40	40	40	40	30	7	22	88	92	
15	S - 15	40	30	40	40	40	40	40	10	7	21	88	88	
16	S - 16	40	40	40	20	40	40	40	20	8	20	100	83	
17	S - 17	40	40	40	30	40	40	40	20	8	21	100	88	
18	S - 18	40	40	40	20	40	40	40	10	8	19	100	79	
19	S - 19	40	40	40	40	40	40	40	20	8	22	100	92	
20	S - 20	40	30	30	40	40	40	40	20	7	21	88	88	
21	S - 21	40	40	30	40	40	40	40	20	8	21	100	88	
22	S - 22	40	40	40	40	40	40	40	30	8	23	100	96	
23	S - 23	40	30	40	40	40	40	40	20	7	22	88	92	
24	S - 24	30	30	40	40	40	40	40	30	6	23	75	96	
25	S - 25	40	30	40	40	40	40	40	20	7	22	88	92	

## APPENDIX G

### SCORE OF PRE-TEST

No.	Code	Score of Literal Comprehension		Total
		Main Idea	Sequence of Deetail	
1	S - 1	50	50	100
2	S - 2	50	46	96
3	S - 3	63	42	105
4	S - 4	63	42	105
5	S - 5	63	54	117
6	S - 6	50	54	104
7	S - 7	75	54	129
8	S - 8	75	58	133
9	S - 9	50	50	100
10	S - 10	38	46	84
11	S - 11	63	50	113
12	S - 12	63	54	117
13	S - 13	63	58	121
14	S - 14	63	58	121
15	S - 15	50	54	104
16	S - 16	50	50	100
17	S - 17	63	50	113
18	S - 18	75	54	129
19	S - 19	38	46	84
20	S - 20	63	46	109
21	S - 21	63	46	109
22	S - 22	63	50	113
23	S - 23	75	50	125
24	S - 24	63	54	117
25	S - 25	75	46	121
Total		1507	1262	2769
average		60.2	50.5	110.7

**APPENDIX H**

**SCORE OF POST-TEST**

No.	Code	Score of literal Comprehension		Total
		Main Idea	Sequence of Deatail	
1	S - 1	88	79	167
2	S - 2	88	88	176
3	S - 3	100	79	179
4	S - 4	88	83	171
5	S - 5	100	96	196
6	S - 6	100	88	188
7	S - 7	100	92	192
8	S - 8	75	92	167
9	S - 9	75	83	158
10	S - 10	100	83	183
11	S - 11	100	93	193
12	S - 12	75	96	171
13	S - 13	100	88	188
14	S - 14	88	92	180
15	S - 15	88	88	176
16	S - 16	100	83	183
17	S - 17	100	88	188
18	S - 18	100	79	179
19	S - 19	100	92	192
20	S - 20	88	88	176
21	S - 21	100	88	188
22	S - 22	100	96	196
23	S - 23	88	92	180
24	S - 24	75	96	171
25	S - 25	88	92	180
Total		2304	2214	4518
average		92.2	88.5	180.7

## APPENDIX I

### DATA OF PRE-TEST

No.	Code	Score of Literal Comprehension		Total	Final score (X <sub>2</sub> )	(X <sub>2</sub> ) <sup>2</sup>
		Main Idea	Sequence of Deatail			
1	S - 1	50	50	100	50	2500
2	S - 2	50	46	96	48	2304
3	S - 3	63	42	105	52	2704
4	S - 4	63	42	105	52	2704
5	S - 5	63	54	117	59	3481
6	S - 6	50	54	104	52	2704
7	S - 7	75	54	129	65	4225
8	S - 8	75	58	133	67	4489
9	S - 9	50	50	100	50	2500
10	S - 10	38	46	84	42	1764
11	S - 11	63	50	113	57	3249
12	S - 12	63	54	117	59	3481
13	S - 13	63	58	121	61	3721
14	S - 14	63	58	121	61	3721
15	S - 15	50	54	104	52	2704
16	S - 16	50	50	100	50	2500
17	S - 17	63	50	113	57	3249
18	S - 18	75	54	129	65	4225
19	S - 19	38	46	84	42	1764
20	S - 20	63	46	109	55	3025
21	S - 21	63	46	109	55	3025
22	S - 22	63	50	113	57	3249
23	S - 23	75	50	125	63	3969
24	S - 24	63	54	117	59	3481
25	S - 25	75	46	121	61	3721
Total		1507	1262	2769	1391	78459
Mean Score ( $\bar{X}$ )		60.2	50.5	110.7	59.52	39229.5

## APPENDIX J

### DATA OF POST-TEST

No.	Code	Score of literal Comprehension		Total	Final score (X <sub>2</sub> )	(X <sub>2</sub> ) <sup>2</sup>
		Main Idea	Sequence of Deetail			
1	S - 1	88	79	167	84	7056
2	S - 2	88	88	176	88	7744
3	S - 3	100	79	179	90	8100
4	S - 4	88	83	171	86	7396
5	S - 5	100	96	196	98	9604
6	S - 6	100	88	188	94	8836
7	S - 7	100	92	192	96	9216
8	S - 8	75	92	167	84	7056
9	S - 9	75	83	158	79	6241
10	S - 10	100	83	183	92	8464
11	S - 11	100	93	193	97	9409
12	S - 12	75	96	171	86	7396
13	S - 13	100	88	188	94	8836
14	S - 14	88	92	180	90	8100
15	S - 15	88	88	176	88	7744
16	S - 16	100	83	183	92	8464
17	S - 17	100	88	188	94	8836
18	S - 18	100	79	179	90	8100
19	S - 19	100	92	192	96	9216
20	S - 20	88	88	176	88	7744
21	S - 21	100	88	188	94	8836
22	S - 22	100	96	196	98	9604
23	S - 23	88	92	180	90	8100
24	S - 24	75	96	171	86	7396
25	S - 25	88	92	180	90	8100
Total		2304	2214	4518	2264	205594
average		92.2	88.5	180.7	90.56	8223

## APPENDIX K

### ANALYSIS OF PRE-TEST AND POST-TEST

No	Code	Final Score of Pre Test in Main Literal Comprehension $X_1$	Final Score of Post-Test in Main Literal Comprehension $X_2$	$D=(X_2-X_1)$	$D = (X_2-X_1)^2$
1	S - 1	50	84	34	1156
2	S - 2	48	88	40	1600
3	S - 3	52	90	38	1444
4	S - 4	52	86	34	1156
5	S - 5	59	98	39	1521
6	S - 6	52	94	42	1764
7	S - 7	65	96	31	961
8	S - 8	67	84	17	289
9	S - 9	50	79	29	841
10	S - 10	42	92	50	2500
11	S - 11	57	97	40	1600
12	S - 12	59	86	27	729
13	S - 13	61	94	33	1089
14	S - 14	61	90	29	841
15	S - 15	52	88	36	1296
16	S - 16	50	92	42	1764
17	S - 17	57	94	37	1369
18	S - 18	65	90	25	625
19	S - 19	42	96	54	2916
20	S - 20	55	88	33	1089
21	S - 21	55	94	39	1521
22	S - 22	57	98	41	1681
23	S - 23	63	90	27	729
24	S - 24	59	86	27	729
25	S - 25	61	90	29	841
Total		1391	2264	873	32051
Mean score		55.64	90.56	34.92	1282

## APPENDIX L

### MEAN SCORE AND THE PERCENTAGE OF IMPROVEMENT

A. The students mean score of pre-test and post-test in reading for literal comprehension in main idea.

- Pre-test  $\bar{X}_1 = \frac{\sum X}{N}$   
$$= \frac{1507}{25}$$
$$= 60.2$$

- Post-test  $\bar{X}_2 = \frac{\sum X}{N}$   
$$= \frac{2304}{25}$$
$$= 92.2$$

B. The students mean score of pre-test and post-test in reading for literal comprehension in squence of detail.

- Pre-test  $\bar{X}_1 = \frac{\sum X}{N}$   
$$= \frac{1262}{25}$$
$$= 50.5$$

- Post-test  $\bar{X}_2 = \frac{\sum X}{N}$   
$$= \frac{2214}{25}$$
$$= 88.5$$

C. The Percentage of the Students' improvement in Reading Comprehension

- Literal comprehension

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

$$P = \frac{90.6 - 59.6}{59.6} \times 100\%$$

$$P = \frac{31}{59.5} \times 100\%$$

$$P = 0.52 \times 100\%$$

$$P = 52\%$$

## **APPENDIX M**

### **RATE PERCENTAGE OF STUDENTS' SCORE**

#### **A. Classification of Students' Score in Reading for literal Comprehension**

<b>No Urut</b>	<b>Code</b>	<b>Test</b>			
		<b>Pre-Test</b>	<b>Classification</b>	<b>Post-Test</b>	<b>Classification</b>
1	S - 1	50	Poor	84	Very Good
2	S - 2	48	Poor	88	Very Good
3	S - 3	52	Poor	90	Excellent
4	S - 4	52	Poor	86	Very Good
5	S - 5	59	Poor	98	Excellent
6	S - 6	52	Poor	94	Excellent
7	S - 7	65	Fairly	96	Excellent
8	S - 8	67	Fairly	84	Very Good
9	S - 9	50	Poor	79	Good
10	S - 10	42	Poor	92	Excellent
11	S - 11	57	Poor	97	Excellent
12	S - 12	59	Poor	86	Very Good
13	S - 13	61	Fairly	94	Excellent
14	S - 14	61	Fairly	90	Excellent
15	S - 15	52	Poor	88	Very Good
16	S - 16	50	Poor	92	Excellent
17	S - 17	57	Poor	94	Excellent
18	S - 18	65	Fairly	90	Excellent
19	S - 19	42	Poor	96	Excellent
20	S - 20	55	Poor	88	Very Good
21	S - 21	55	Poor	94	Excellent
22	S - 22	57	Poor	98	Excellent
23	S - 23	63	Fairly	90	Excellent
24	S - 24	59	Poor	86	Very Good
25	S - 25	61	Fairly	90	Excellent

B. Classification of Percentage Literal Reading Achievement in Pre-test and Post-test

No.	Classification	Pre-test		Post-Test	
		F	%	F	%
1.	Excellent (90-100)	0	0	16	64
2.	Very good (80-89)	0	0	8	32
3.	Good (70-79)	0	0	1	4
4.	Fairly (60-69)	7	28	0	0
5.	poor(0-59)	18	72	0	0

Calculate the frequency and the rate percentage using this formula:

- **Pre-test**

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

For “Fairly”

$$P = \frac{7}{25} \times 100\%$$

$$= 0.28 \times 100\%$$

$$= 28\%$$

For “Poor”

$$P = \frac{18}{25} \times 100\%$$

$$P = 0.72 \times 100\%$$

$$P = 72\%$$

- **Post-test**

For “Excellent”

$$P = \frac{16}{25} \times 100\%$$

$$P = \frac{16}{25} \times 100\%$$

$$P = 0.64 \times 100\%$$

$$P = 64\%$$

For **“Very Good”**

$$P = \frac{8}{25} \times 100\%$$

$$P = 0.32 \times 100\%$$

$$P = 32\%$$

For **“Good”**

$$P = \frac{1}{25} \times 100\%$$

$$P = 0.04 \times 100\%$$

$$P = 4\%$$

## APPENDIX N

### T-TEST VALUE AND DEGREE FREEDOM OF READING COMPREHENSION

a. Calculating the T-test analysis of reading for literal Comprehension

$$\bar{D} = \frac{\sum D}{N} = \frac{873}{25} = 34.92$$

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

$$t = \frac{34.92}{\sqrt{\frac{32051 - \frac{(873)^2}{25}}{25(24)}}}$$

$$t = \frac{34.92}{\sqrt{\frac{32051 - \frac{762.129}{25}}{600}}}$$

$$t = \frac{34.92}{\sqrt{\frac{32051 - 30485}{600}}}$$

$$t = \frac{34.92}{\sqrt{\frac{1.566}{600}}}$$

$$t = \frac{34.92}{\sqrt{2.61}}$$

$$t = \frac{34.92}{1.6}$$

$$t = 21.82$$

b. Degree of Freedom

$$df = N-1$$

$$= 25-1$$

$$= 24$$

df = 24 ( table of t-value at the degree of significance of 0.05)

at the degree of significance 0.05= 1.711

the result is **21.82 > 1.711**

## APPENDIX O

### TABLE DISTRIBUTION OF T-VALUE

Df	$\alpha$ (For two groups sample)					
	0, 50	0, 20	0, 10	0, 05	0, 02	0, 1
	$\alpha$ (For one group sample)					
	0, 25	0, 10	0, 05	0, 02	0, 01	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.	0,727	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.	0,688	1,328	1,729	2,093	2,539	2,861
20.	0,687	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
<b>24.</b>	0,685	1,318	<b>1,711</b>	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	2,326	2,676

**APPENDIX P**

**DOCUMENTATION**

1. The first picture showed the students discussions about the material was given.



2. The second pictures showed the researcher explain about the material.



3. The third pictures showed the students prepare for doing the test.



4. The fourth picture show the students reviewed the material was given.



## APPENDIX Q

### ATTENDANCE LIST OF CLASS VIII

NO	NAMA	JK	Meeting					
			1	2	3	4	5	6
1.	Nurhikma	P	✓	✓	✓	✓	✓	✓
2.	Muh Syahrul	L	✓	✓	✓	✓	✓	✓
3.	Syamsinar	P	✓	✓	✓	✓	✓	✓
4.	Muhammad sain	L	✓	✓	✓	✓	✓	✓
5.	Aisyah	P	✓	✓	✓	✓	✓	✓
6.	Kariman Rasyid	L	✓	a	✓	✓	✓	✓
7.	Riswan	L	✓	✓	✓	✓	✓	✓
8.	Restu	L	✓	✓	✓	✓	✓	✓
9.	Dinar	P	✓	✓	✓	✓	✓	✓
10.	Irawati	P	✓	✓	✓	✓	✓	✓
11.	Muhammad Azis	L	✓	✓	✓	✓	✓	✓
12.	Kasmita Amelia	P	✓	✓	✓	✓	s	✓
13.	Nur. Andini	P	✓	✓	✓	✓	✓	✓
14.	Muh. Rifai	L	✓	✓	✓	✓	✓	✓
15.	Reski Fahmianti	P	✓	✓	✓	✓	✓	✓
16.	Serli	P	✓	✓	✓	✓	✓	✓
17.	Sudirman	L	✓	✓	✓	✓	✓	✓
18.	Fitri Nur Andriani	P	✓	✓	✓	✓	✓	✓
19.	Syamsuddin	L	✓	✓	✓	✓	✓	✓
20.	Haikal	L	✓	✓	a	✓	✓	✓
21.	Nur Haliza Indah	P	✓	✓	✓	✓	✓	✓
22.	Dina mansyur	P	✓	✓	✓	✓	i	✓
23.	Dimas	L	✓	✓	✓	✓	✓	✓
24.	Zulkifli	L	✓	✓	✓	✓	✓	✓
25.	Adi Aris M	L	✓	✓	✓	a	✓	✓

✓ : hadir

a : alpa

i : izin

s : Sakit

## CURRICULUM VITAE



**Kasmawati**, was born on March 05<sup>th</sup>, 1994 in Panakkukang, Jeneponto regency. She is the first child from two siblings, from the marriage of her parents Sabang Dg. Nakku and Faridah Dg. Ngida.

In 2001, the researcher registered as a student at SDN 247 Panakkukang, Jeneponto regency and graduated in 2006. The next in the same year, she registered at SMPN 1 Bangkala Barat and graduated in 2009. And continued her graduation at SMKN 5 Jeneponto and graduated in 2012. In 2012, the researcher been continued her study at Makassar Muhammadiyah University in English Education Department.