

**THE USE OF GRAPHIC ORGANIZER METHOD IN IMPROVING
STUDENTS' READING COMPREHENSION**

*(An Experimental Research at the Eleventh Grade Students Of SMAN 1
Bontonompo, Gowa)*



A THESIS

*Submitted to the Faculty of Teacher Training and Education Muhammadiyah
University of Makassar in Partial Fulfillment of the Requirements
for the degree of Sarjana Pendidikan*

BY

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2016**




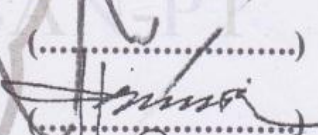
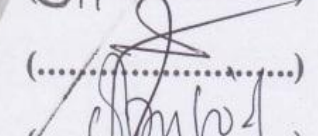
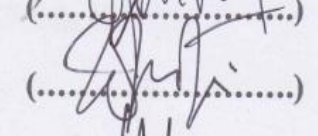
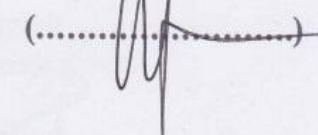


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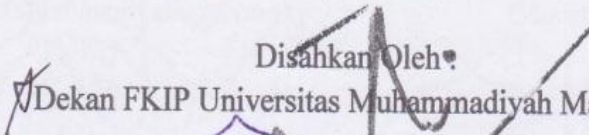
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ABSTRACT

NURHANDAYANI,2016.The Use of Graphic Organizer Method in Improving Students' Reading Comprehension at the Eleventh Grade Students of SMAN 1 Bontonomp, Gowa, under the thesis of English Education Department, the Faculty of Teacher Training and Education, Muhammadiyah University of Makassar, guided by H. Bahrin Amin and Amar Ma'ruf.

This research aimed to find out the improvement of the students' reading comprehension particularly literal and interpretative comprehension by using Graphic Organizer Method in term of Fishbone.

The researcher used a pre experimental design. The research had conducted with treatment, where each all consisted of six meetings. A pre experimental design was employed with one group pre-test and post-test design. The population of this research was the Eleventh Grade students of SMAN 1 Bontonompo year 2016/2017. The sample was only one class consisted of 31 students that was selected by using purposive sampling. The data were obtained through reading test.

The research findings indicated that achievement of the eleventh grade students of SMAN 1 BontonompoGowa was improved after using Graphic Organizer method especially Fishbone. It was proven by mean score of main idea and supporting detail in terms of Literal comprehension in pre-test was 6.42 and post-test was 7.32. The improvement of the Literal comprehension was 14.01%. While, the mean score of conclusion in terms of Interpretative comprehension was 3.77 and post-test was 5.72. The improvement of the Interpretative comprehension was 51.72%. It means that there was a significant difference between pre-test and post-test. Based on the research finding, the researcher concluded that teaching English by Graphic Organizer method especially Fishbone could improve the students' English Reading comprehension.

ACKNOWLEDGMENTS



In the name of Allah, the most gracious and most merciful

Alhamdulillahirobbilalamin, first of all the writer would like to express a lot of thanks to Allah SWT who has blessed, given love, mercy, guidance and most of all to finish this thesis. Secondly Shalawat and Salam are addressed to our beloved prophet Muhammad SAW (peace be upon him).

Many problems or difficulties, and much suffer had been encountered in finishing this thesis. Those would not been solved without help, motivation, support, critic, and advice from many people. It would be an honor to express his greatest appreciation and deepest thanks to all of them as follows:

1. The Rector of Muhammadiyah University of Makassar, Dr. H. Abd. Rahman Rahim, S.E.,M.M.
2. The Dean of Faculty of Teacher Training and Education, Dr. A. Sukri Syamsuri, M.Hum. and all his staff.
3. The Head of English Education Department Erwin Akib, S.Pd., Ph.D. for their guidance and aid.
4. The first consultant Dr. H. Bahrun Amin, M.Hum. for his time in guiding, giving correction, and advices to finish this thesis, and then the second consultant Amar Ma'ruf, S. Pd., M.Hum, for her time in guiding, giving correction and suggestion to finish this proposal.

5. The writer's beloved parents R Pemba S and Habasiah for their love, sacrifices, affections, advices and prays during the writer's study. And also to writer's sibling Ansar for his support.
6. The writer's friends especially the classmates ABLAZE, the writer would never be forgotten and will always become beautiful memories till the end.
7. Lastly, all the people who have helped the writer to finish her study that she cannot mention one by one.

Finally, the writer realizes this thesis that is still far from being perfect. Therefore, suggestion and correction for improvement of this thesis are welcome.

May almighty Allah *SubhanahuWaTa'aala* bless us all.

Billahi Fi SabililHaq, FastabiqulKhairat

Wassalam

Makassar, Oktober 2016

The writer

NURHANDAYANI

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CHAPTER I

INTRODUCTION

A. Background

English is an international language that plays important role in communication both in written and oral form. As an international language, English has a significant position in the international communication. Therefore, the mastery of English is needed, moreover in the global era, to get the best English, a complete comprehension in English teaching study is required.

Learning English is the mastery language that should reach the four basic skills : reading, writing, listening and speaking. As the four basic skills above, reading is one of the significant competencies that need to require well. The four skills indeed cover basic learning competency.

Patel (2008 : 113) states Reading is an active process which consist of recognition and comprehension skill. Reading is an important activity in life with which one can update his or her knowledge. Reading skill is one important tool for academic success. Reading is most useful and important skill for people. While Nunan (2007 : 68) says, reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning. The goal of reading is comprehension. Strategic reading is defined as the ability of the reader to use a wide variety of

reading strategies to accomplish a purpose of reading. Good reader know what to do when they encounter difficulties.

Learning through Graphic Organizer method is offered to solve those problems. According to Cleveland (2004:3) Graphic Organizers can help you recognize the patterns in your reading assignments. In this book, you will use Graphic Organizers to (1) organize, classify, and categorize information, (2) compare and contrast characters, event, or ideas, (3) understand cause and effect (4) recognize and show story sequence and character development.

According to Brackett (2004:4) you can use Graphic Organizers in many ways. You can use them before you begin a lesson to lay the foundation for new ideas. They can help you recall what you already know about a subject and see how new material is connected to what you already know. You can use them when you are reading a textbook, a biography, or informational article.

Actually there are many types of Graphic Organizer, they are Star, Spider, Fishbone, Cloud/Cluster, Tree, Cycle of Events, Venn diagram, Pie Charts, Vocabulary Map, Story Map, Biography diagram and Geography Report. But in this research, the researcher only chose Fishbone as a type of Graphic Organizer.

Based on the observation that already researcher did in SMAN 1 Bontonompo, Gowa. The students class XI IPA 2 of SMAN 1 Bontonompo, Gowa, still less in reading comprehension, students also have difficulty to identify explicit information in a text and the students unable to find the mind idea in a paragraph. According to their teacher it happens because problem mostly occurs to the students when reading books. Sometimes students are facing a book but do not read it all. They just can mention symbol word without getting any idea from the book. Most of students still face some problems in learning English. They think that English was very difficult to be learnt and understand. These problems have to be solved to make teaching and learning process successful.

Based on information above, the researcher would to solve the problem faced by the students, by using Fishbone method in improving and learning English, especially in reading comprehension.

B. Problem Statement

Based on the background above, the researcher formulates the problem in this research as follows:

1. Does the use of Graphic Organizer improve students' Literal comprehension at the Eleventh Grade of SMAN 1 Bontonompo Gowa?

2. Does the use of Graphic Organizer improve students' Interpretative comprehension at the Eleventh Grade of SMAN 1 Bontonompo Gowa?

C. Objective of the Research

Based on the problem statements, the objectives of the study are to find out:

1. Whether or not the use of Graphic Organizer improve students' Literal comprehension at the Eleventh Grade of SMAN 1 Bontonompo Gowa.
2. Whether or not the use Graphic Organizer improve students' Interpretative comprehension at the Eleventh Grade of SMAN 1 Bontonompo Gowa.

D. Significance of the Research

Theoretically, this research is expected to be useful information and positive contribution for next researcher or everyone who concern about the language teaching and learning process about Fishbone.

Practically, the students can develop their reading comprehension by using Fishbone and English teacher will get alternative contribution and information about Fishbone in teaching especially in teaching reading for Senior High School.

E. Scope of the Research

The scope of the research focused on the use of Graphic Organizer especially Fishbone in improving students' reading comprehension, and focus on literal comprehension and interpretative in descriptive text at the Eleventh Grade of SMAN 1 Bontonompo, Gowa.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Some Previous Related Research Finding

In this research, it is necessary to find reviews of previous studies to avoid the reduplication. Some similar studies have been conducted to find out the common teaching and learning reading comprehension through Graphic Organizer. These are some previous research findings conducted by previous researcher.

Toha (2013) in her research Influence of Graphic Organizer on Students' Text Comprehension found that students who acquired Graphic Organizer technique experienced slight improvement in their comprehension question and summary writing. She also indicated that the students preferred Graphic Organizer has influenced on their reading text comprehension ability.

Polloway (2007) in his research Enhancing Learning through the Use of Graphic Organizer found that Graphic Organizer very encouraging in improving students' comprehension acquisition and maintenance of information in content areas. Graphic Organizer also is an effective instructional method that should be implemented in the classroom. This technique is a actively involved in the learning process.

Guastello (2000) focused on The Use of Graphic Organizer to Facilitate Middle Level Students' (sixth, seventh, and eight grade) Learning

of Science Content. Findings from these studies (three quasi experimental, two experimental) indicated that the Graphic Organizer is an effective tool for aiding students using concept maps scored higher on posttests than students receiving more traditional types of instruction.

According with to some previous related above, Graphic Organizer have many benefits such as help student select, organize information and also Graphic Organizer is an effective tool for aiding students using concept maps.

The similarities of the research are the using of Graphic Organizer as a method and use reading skill as an object of the research. While the differences with other researcher are in Toha research used Graphic Organizer to teach students not also to improve reading comprehension but writing skill also. In Polloway research used Graphic Organizer to teach students to improving students' comprehension acquisition and maintenance of information in content areas. While in this research, the researcher uses Graphic Organizer in reading comprehension especially in descriptive text.

B. Some Pertinent Ideas

1. Concept of reading

a. Definition of Reading

Patel (2008: 113) states Reading is an active process which consisted of recognition and comprehension skill. Reading is an important activity in life with which one can update his or her

knowledge. Reading skill is an important tool for academic success. Reading is most useful and important skill for people.

This skill is more important than speaking and writing. Reading is a source of joys. Good reading is that which keeps students regular in reading which provide him both pleasure and profit. Reading is very important for students to get knowledge. Therefore the learner of English must know reading English.

b. Types of Reading

It is possible to understand materials on a number of different level Burn in Rizqiyah (2015:7) divides the reading comprehension skill into four levels. They are literal reading, interpretative reading, critical reading, and creative readings.

1) Literal Reading

Reading for literal comprehension which involves acquiring information that is directly stated in a selection is important of it and is also a prerequisite for higher level understanding. Examples of the skill involved are the ability to follow directions and the ability to follow directions and the ability to follow directions and the ability to restate the author' material in other words. Reading for literal comprehension consists of several cases the reader should know.

Literal reading refers to the ideas and fact that directly stated on the printed pages. Literal reading is the skill of getting the primary direct literal meaning of a word, ideas, or sentence in context. The basic of literal comprehension are recognizing stated main ideas, details, cause and effect and sequences.

Some specific reading skill at the literal level of comprehension are :

- a. Identifying Specific Information. This reading requires one to focus his attention only on one or some particular information or detail which he need form a text ; the rest of the text may not be read anymore.
- b. Sequencing Events or Ideas. Meaningful reading results from the reader's ability to follow the flow of thought of the writer. This is so because any discourse is made up of words and sentences which are not only grammatically linked to one another, but are also logically related and sequence o ideas as presented by the writer enables him to summarize, outline and infer correctly.
- c. Following Instructions. Students can take the lesson and knowledge from the reading.

2) Interpretative Reading

Interpretative reading is the ability for you to read something and infer something else from what you read. For

example, it may be reading a story and inferring what the overall mood is, or what a character's personality may be like from a brief description. It is the process of deriving ideas that are implied rather than directly stated.

3) Critical Reading

Critical reading is evaluating written material comparing the idea discovered in the material with known standards and drawing conclusions about their accuracy, appropriateness, timelines. The critical reader must be an active reader who depends upon literal comprehension and interpretative comprehension and grasping implied ideas is especially important.

4) Creative Reading

Creative reading goes beyond the material presented by the author; it requires the reader to think as they read. Just as a critical reader does, it also requires the reader to use their imagination. A creative reader must be skilled in the areas of cause and effect, visualization, making judgments, solving problems, predicting outcomes, improving stories, pronunciation, and producing new creations.

In this research, we will be focused on literal reading and interpretative reading from all types of reading comprehension above. The case of literal reading and interpretative reading are to recognize stated main ideas, details, causes, effects, and sequences.

The researcher limited his explanation in two main case of literal into recognizing the main idea and conclusion.

c. Concept of Main Idea, Supporting Details and Conclusion

1) Main Idea

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

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

2) Supporting details

Supporting details are additional details that support the topic sentence in a paragraph. They let the reader understand and

learn more about the main idea. These details can be reasons, descriptions, examples, explanations or comparisons.

Each paragraph should contain several supporting details to expand on the main idea. These details clarify, illustrate or defend the topic sentence. It helps the reader to understand how the main idea is true.

3) Conclusion

A conclusion recaps essays' main points. The conclusion should not repeat the ideas of the essay word-for-word it should leave the reader with a parting word or something to think about or consider. The conclusion should be the last paragraph of an essay and should primarily drive the main point's home.

d. Principles for Teaching Reading

1) Exploit the reader's background knowledge

Nunan (2007:74-75) says A teacher's background knowledge can influence reading comprehension (Carell, 1983, Carell and Connor 1991). Background knowledge includes all of the experiences that the reader brings to a text: life experiences, knowledge of how text can be organized the works, rhetorically; knowledge of how one's first language works, knowledge of how the second language works, and cultural background and knowledge.

2) Build a strong vocabulary base

Recent research emphasized the important of vocabulary to successful reading. As I have developed my own philosophy of the role of vocabulary in reading instruction. I have decided that basic vocabulary should be explicit taught, 1.2 readers should be taught to use context to effectively guess the meanings of less frequent vocabulary.

3) Teach for comprehension

In many reading instruction programs, more emphasis and time may be placed on testing reading comprehension than on teaching readers how to comprehend. Monitoring comprehension is essential to successful reading. Part of that monitoring process includes verifying that the prediction being made are correct and checking that the reader is making the necessary adjustments when meaning is not obtained.

4) Teach reading strategies

Strategy is necessary for developing communicative ability. Strategies are not a single event, but rather a creative sequence of events that learners actively use. This definition underscores the active role that the readers take in strategic reading. To achieve the desired results students need to learn how to use a range of reading strategies that match their purposes for reading. Teaching

them how to do this should be a prime consideration in the reading classroom (Anderson: 1991)

5) Visualizing

Kindrachuk (2007:1) visualization can help transform from passive to active readers while improving their reading comprehension. Helping our students gain visualization skills is an important way to foster greater comprehension when reading. Visualizing makes the reading real and more relevant. Visualizing helps in the following ways: enhances mental imagery, increases engagement with the text, creates connections or a “relationship” to the text, and helps students to stop and think about what the text is actually trying to convey. It is added by Moore and Lo (2008:124) “Visualization. He/She then distributes copies of an easy read book with all the pictures being covered.”

6) Giving motivation to the students

It is important that we give motivation every time we start teaching reading. If the students are motivated, they will learn enthusiastically. There are several ways to motivate students. For example, the teacher can state the aim and the importance of learning certain topics of reading. The teacher can also encourage students to learn by telling them how to read effectively, that is, giving some background information concerning the text to be discussed, Fachrurrazy (1994:21).

e. Definition of Reading Comprehension

According to Wainwright (2007:37) Reading comprehension is a process in which the reader has to decode linguistic symbols and reconstruct them up to a meaningful whole intended by the writer. Reading comprehension is only a term referring to reading skill through the important thing is not on the pronouncing or load reading, but it is the understanding taken into consideration.

Comprehension includes recognizing and understanding a main idea and related details, a good reader recognizes that many ideas are implied and he must read between the lines to get the full meaning.

f. Strategies to Teach Student Text Comprehension

Cahyono (2011:91) the current reading research in comprehension strategy instruction concluded that several reading strategies are beneficial to students' meaning construction. These include activating background knowledge, graphic organizing, questioning, summarizing, etc. that enable students to acquire relevant knowledge from text.

1) Making Connection

Recalling prior knowledge and experiences to help construct meaning during and across reading as you develop ideas and concepts. Good readers draw on prior knowledge and experience to

help them understand what they are reading and are thus able to use that knowledge to make connections.

2) Graphic Organizers

Rasinski and Padak (1996:2) Use a story map, biography wheel, Ven diagram, or other way to show what was included in what you read. Graphic Organizers illustrate concept and relationship between concepts in a text by using diagrams. Graphic Organizers are known by different names, such as maps, webs, graphs, charts, frames, or clusters. Graphic Organizer can help the readers focus on concepts and how they are related to other concepts.

3) Answering questions

Question can be effective because, first, give the students a purpose for reading. Second, focus students' attention on what they are to learn. Third, help students to think actively as they read. The following is encouraging students to monitor their comprehension. The last is help students to review content and relate what they have learned to what they already know.

4) Generating questions

By generating question, students become aware of whether they can answer the question and if they understand what they are reading. Students learn to ask themselves questions that require

them to combine information from different segments of text. For example, students can be taught to ask main idea questions that relate to important information in a text.

5) Recognizing story structure

In story structure, students learn to identify the categories of content (characters, setting, events, problem, and resolution). Often, students learn to recognize story structure through the use of story maps. Instruction in story structure improves students' comprehension.

6) Summarizing

Summarizing requires students to determine what is important in what they are readings and to put it into their own words. Instruction in summarizing help students: identify or generate main ideas, connect the main or central ideas, eliminate unnecessary information, remember what they read. There is more strategy to reach reading comprehension, its make the learners can use the strategy which they need to improve reading comprehension.

2. Concept of Graphic Organizer

a. Definition of Graphic Organizer

Cahyono (2011:87) states Graphic Organizer are useful thinking tools that allow students to organize information and allow students to

see their thinking. A Graphic Organizer method is a visual and graphic display depict that the relationship between facts, terms, and ideas within a learning task. Graphic Organizer method also sometimes referred to as knowledge maps, concept maps, story maps, cognitive organizer, advance organizer, or concept diagrams. Vergason and Whelan (1996:132) Graphic Organizers are “visual displays teachers use to organize information in a manner that makes information easier to understand and learn.

Actually there are many types of Graphic Organizer, but in this research the researcher only choose Fishbone as a type of Graphic Organizer that will use in teaching reading comprehension.

There are strategies to teach students text comprehension include making connection, graphic organizer, answering question, generating question, recognizing story structure and summarizing. The whole strategies enable to acquire relevant knowledge from text because by those strategies the students can develop ideas and concept. The students also can illustrate concept and relationship between concept in a text by using diagrams and requires students to determine what is important in what they are reading.

b. Types of Graphic Organizer

Gregory and Carolyn in (2007:95) state that Graphic Organizer can be used for brainstorming at the beginning of a lesson or unit to find out what students have already known.

Graphic Organizer comes in many different types, each one best suited to organizing a particular type of information. The following examples are merely a sampling of different types and uses of Graphic Organizer.

- 1) Star, if the topic involves investigating attributes associated with a single topic; use a star diagram as type of Graphic Organizer.
- 2) Spider, if the topic involves investigating associated with a single topic, and then obtaining more details on each of these ideas, use a spider diagram as type of Graphic Organizer.
- 3) Fishbone, if the topic investigating multiple cause and effect focus associated with a complex topic and to build reading comprehension through organizing main idea and supporting detail. Use a Fishbone as type of Graphic Organizer.
- 4) Cloud/Cluster, if the topic involves generating a web of ideas based on a stimulus topic use a clustering diagram as type of Graphic Organizer.
- 5) Tree, if the topic involves a chain of events with a beginning and with multiple outcomes at each node (like a family tree), use a tree as type of Graphic Organizer.

- 6) Cycle of Events, if the topic involves a recurring cycle of events, with no beginning and no end, use a cyclic Graphic Organizer.
- 7) Venn diagram, if the task involves examining the similarities and differences between two or three items, use a Venn diagram.
- 8) Pie Charts, if the task involves showing divisions with a group, use a pie chart.
- 9) Vocabulary Map, Graphic Organizer can be useful in helping a student learn new vocabulary words, having them list the word, it is part of speech, a synonym, an antonym, a drawing that represents the word, and a sentence using the word.
- 10) Story Map, Story maps can help a student summarize, analyze and understand a story or event.
- 11) Biography Diagram, Graphic Organizer is useful to help prepare for writing a biography.
- 12) Geography Report Diagrams, these Graphic Organizers are useful to for doing a short report on a country or other area.

In this research, the researcher will choose Fishbone, because that is ease for students to understand the reading text and also helps students to build the reading comprehension through organizing main idea, supporting details and conclusion. Therefore, the researcher thinks that Fishbone is suitable in this research.

c. Definition of Fishbone

According to Golding (2009:22) students can use Fishbone during and after reading. This kind of Graphic Organizer allows them to structure ideas on a topic and make multifaceted information more manageable. It provides readers with a framework for recognizing the main idea and supporting details. This kind of map can be used to analyze a complex event, but it is flexible and can be adapted to sit the level of complexity of any text students are reading.

Mc. Grow (2013: 7) states fishbone is very similar to that a main idea/supporting details chart. A main idea statement or category is written on the single line to the left. Supporting fact, examples, or subcategories is written on the single line to the right. In many cases, a third set of lines can be generated and attached to the subcategories with additional information or fact. Fishbone is kind of graphic organizer for recognizing idea and supporting details.

A fishbone is a type of Graphic Organizer that is used to explore the many aspects or effects of a complex topic, helping students to organize their thought in a simple, visual way. The use of color helps make a fishbone clearer and easier to interpret.

Resembling the skeleton of a fish, the Fishbone is an analysis tool invented by Dr. Kaoru Ishikawa, a Japanese quality control statistician. Sometimes referred to as a Cause and Effect Diagram, the Fishbone provides a systematic way of looking at effects and the

causes that create or contribute to those effects. And also Fishbone helps students to build the reading comprehension through organizing main ideas and supporting detail.

d. Teaching Steps by Using Fishbone

According to Golding (2009: 22) the following steps for developing the Fishbone:

- a. The teacher explains to the students the aim of Fishbone. The teacher gives students a copy of the down to the bone.
- b. Demonstrate how to fill out the part in Fishbone using the plot from familiar text. Discuss each information that exists in the text.
- c. Explain the text. At the head of the fish write the topic.
- d. On the board write the main idea and supporting details. Demonstrate how to complete the fishbone so the most important information in text is closest to the head of the fish.
- e. Discuss the finished organizer with students. Ask if they could add any details.
- f. Now invite students to use their fishbone to organize main idea and details.

e. Purpose of Fishbone

Golding (2009 :22) said that students can use a Fishbone both during and after reading. This kind of Graphic Organizers allows them to structure ideas on a topic and make multifaceted information more manageable. It provides readers with a framework for recognizing the main idea and supporting details.

Ellis (2001) identifies three benefits of using Graphic Organizers. First, Graphic Organizers make content easier to understand and learn. Graphic Organizers also help students separate important information from what might be interesting but not essential information. Second, according to Ellis (2001), Graphic Organizers decrease the necessary semantic information processing skills required to learn the material. By making the organizing of content information easier to understand, Graphic Organizers allow material to be addressed at more sophisticated levels. Finally, students who use Graphic Organizers may become more strategic learners.

The purpose the Fishbone organizer help students recognize that nonfiction articles and expository writing contain a main idea and supporting details. As they isolate specific information to record on the organizer, students make decision regarding its relevance. There by increasing their understanding that not all text is of equal importance.

f. The Advantages and Disadvantages of Graphic Organizer

Nikolai and Doug Buchl (2009) says there are advantages and disadvantages to using the teaching tool supplement lectures and presentations, they are:

- a. Comprehension, graphic organizer can help students to understand the relationship between various pieces of information that they may have otherwise failed to identify. Such organizers are particularly useful in helping students grasp abstract concepts.
- b. Knowledge Evaluation, asking students to complete graphic organizers allows instructors to evaluate the student's prior knowledge of a subject. As a result, teachers can make strategic decisions regarding how to most effectively present to students additional information relating to the subject at hand.
- c. Motivation, graphic organizers represent information in pattern and graphic form, which can enhance learning by stimulating a student's interest and retaining his attention.
- d. Impact on Note taking, in some cases not taking decreases when students learn material with the help of graphic representations.
- e. Impact on feedback, some instructors find creating an answer key for a graphic organizer to be time consuming. They use

organizers to encourage discussion but do not correct each student's organizer upon completion.

C. Conceptual Framework

The conceptual framework underlying the research had given in the following diagram:

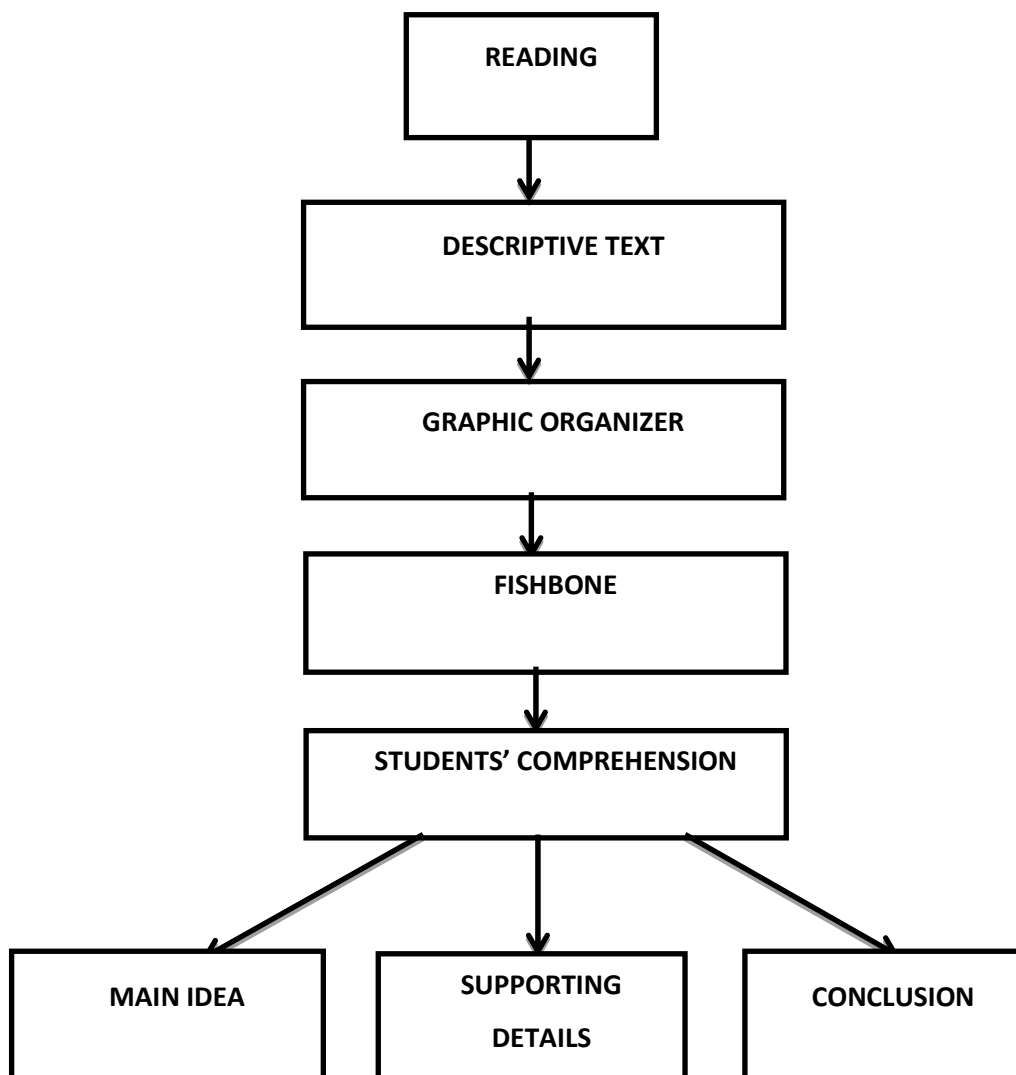


Figure 2.1. Conceptual Framework

The conceptual framework above shows how the researcher used Fishbone in teaching reading comprehension especially descriptive text of the students. The researcher have examined whether or not the used of Fishbone could improve the students' Reading Comprehension. These researches have used a pre-experimental that had given the treatment by using Graphic Organizer especially Fishbone and focused descriptive text in main idea, supporting details and conclusion.

D. Hypothesis

A hypothesis was an educated prediction that could be tested. A hypothesis was a specific, testable prediction. It describes in concrete terms what the researcher expect have happened in a certain circumstance.

Related to the previous explanation, the researcher formulated the hypothesis as follows:

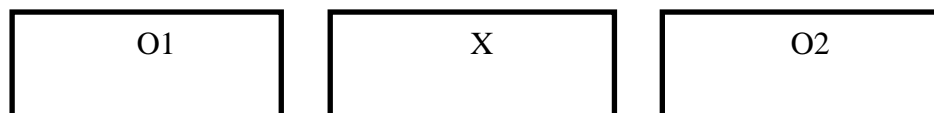
1. H₀ (Null Hypothesis): The use of Graphic Organizer does not improve students' reading comprehension at the Eleventh Grade students of SMAN 1 Bontonompo Gowa.
2. H₁ (Alternative Hypothesis): The use of Graphic Organizer improves students' reading comprehension at the Eleventh Grade students of SMAN 1 Bontonompo Gowa.

CHAPTER III
RESEARCH METHOD

A. Research Design

In this research, the researcher used an Experimental Research that was Pre Experimental. Which researcher gave the students pretest before and then the researcher treated the students by using Graphic Organizers especially Fishbone. After that, the researcher gave posttest to students to see was there any improving to students or not. By compare the average score of the pre-test and the post-test.

Figure 3.1. Research Design



Notes: O1 = Pre-test
 X = The treatment by using Graphic Organizer
 O2 = Post-test

(Gay, 1981: 225)

B. Variable

This research consist of two variables, those were dependent variable and independent variable. Dependent variable was the students' reading comprehension and independent variable was the use of Graphic Organize rmethod especially Fishbone in teaching reading.

C. Indicator

The indicator of this research was the student's ability to determine the main idea, supporting details and conclusion of the text.

D. Population and Sample

1. Population

The population in this research was the Eleventh grade students of SMAN 1 Bontonompo, Gowa. In Academic Year 2016/2017. It consists of ten classes. Obviously described in the following table:

Table 3.1.The Population of the Research

No	Class	Number of students
1	XI. IPA 1	30
2	XI. IPA 2	31
3	XI. IPA 3	30
4	XI. IPA 4	30
5	XI. IPA 5	43
6	XI. IPA 6	42
7	XI. IPA 7	41
8	XI. IPA 8	37
9	XI. IPS	47

10	XI. BAHASA	32
Total Population 363		

Source : The Administration of SMAN 1 Bontnempo, Gowa

2. Sample

The sample in this research the researcher had chosen XI. IPA 2. It consists of 31 students. Because, according the teacher of SMAN 1 Bontonompo, Gowa. The intelligence of students each class was equal. The sample selected by using Purposive sampling.

E. Research Instrument

The instrument of this research have used essay test. Tests that used were pre-test and post-test. The pre-test used to know the student's competence and to measure a starting point on the amount of pre-existing knowledge on the course topic, while the post-test used to see the improvement of the students.

F. Procedure of Data Collection

1. Pre-test

Pre-test was a test which done to measure the students' reading comprehension in the first time. Pre-test have done before treatment process. Before doing the experimental research, the researcher gave the reading test to the students. The objective of this test was to know

the students' reading comprehension before giving treatment through Graphic Organizer method especially Fishbone.

2. Treatment

The researcher applied Fishbone as a type of Graphic Organizer method to improve the students' reading comprehension. Treatment was the next step of the study. In this stage, the researcher acts as the teacher in the class. In the class the teacher checked the attendance of students and gave some motivations to students. Then the teacher explained the aims of Fishbone and shows the way to use of Fishbone. The teacher draw fishbone in the board and explain it, after that the teacher gave a text to students and orders the students to found the main idea, supporting details of the text and wrote in the paper. After that the students made a conclusion about the text and write in the paper.

3. Post-test

Post-test was a test which done after teaching process. After the treatment the researcher gave the students a post-test. It aims to know the students' achievement after the treatment, was there or not any improvement to students.

G. Data Collection

Table 3.2. Rubric for Main Idea

No	Criteria	Score
1	Clearly identified the main idea by providing strong evidences, details relating to the main idea	4
2	Identified the main idea and provided adequate evidence, details relating to the main idea	3
3	Limited the main idea and provided adequate evidence, details relating to the main idea	2
4	Did not identify the main idea and provided adequate evidence, details relating to the main idea	1

Harmer, (1995:215)

Table 3.3. Rubric for Supporting Details

No	Criteria	Score
1	Relevant telling quality details give reader important information that goes beyond the obvious or predictable.	4
2	Supporting idea or Information were relevant, but one key issue almost unsupported or more predictable than others.	3
3	Supporting idea or Information were relevant, but one or more key issues are unsupported or	2

	fairly predictable.	
4	Supporting idea or Information were some relevant, but several key issue were unsupported or all fairly predictable.	1

Hammer (1995:215)

Table 3.4. Rubric for Conclusion

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

Hammer (1995:215)

Table 3.5. Classification of the Students' Score:

Score	Classification
9.6 – 10	Excellent
8.6 - 9.5	Very Good
7.6 - 8.5	Good
6.6 - 7.5	Fairly Good
5.6 - 6.5	Fair
3.6 - 5.5	Poor
0 - 3.5	Very Poor

(Depdikbud in Amirullah, 2012 : 32)

H. Technique of Data Analysis

For analyzing the data, the researcher applied the formula. In this section, the researcher tried to find out the score of each student and the mean score of the students. To determine the score of each student, the researcher used the following the formula:

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

$$\text{Score} = \frac{\text{the total correct answer}}{\text{maximum score}} \times 10$$

(Mason & Bramble in Wahyuni 2014: 22)

2. Finding out the students' mean score of both pre-test and post-test by using the following formula :

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

Where : X = Mean score

$\sum X$ = The sum of all score

N = The number of subject/sample

(Gay 1981:298)

3. Calculating the improvement of the students' score of pre-test and post-test, the writer use the following formula :

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

Where : X1 = Mean score of Pre-Test
 X2 = Mean score of Post-Test
 P = Improvement

(Gay, 1981: 298)

4. To know the significant of differences between the score of the pre-test and the post-test the writer calculated the value of test by using the following.

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

Where: t = Test of significant differences
 D = Test differences between two scores compared
 \bar{D} = The mean of different scores
 $\sum D$ = The sum of D scores
 $(\sum D)^2$ = The square of D scores
 N = The total number of students

(Gay, 1981:362)

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter answered of problem statements 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 researcher used their own word to explain it.

A. Findings

The findings of this research deal with the Use of Graphic Organizer in improving students' reading comprehension which consists of the students' improvement in Literal comprehension and Interpretative comprehension.

1. The Improvement of Students' Reading Comprehension in Term of Literal Comprehension by Using Graphic Organizer method especially Fishbone

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 Table 4.1:

Table 4.1. Classification of the Students' Score of Literal Comprehension in Pre-test

No	Classification	Score	Frequency	Percentage
1	Excellent	9.6-10	0	0
2	Very Good	8.6-9.5	2	6%
3	Good	7.6-8.5	1	3%
4	Fairly Good	6.6-7.5	9	29%
5	Fair	5.6-6.5	16	52%
6	Poor	3.6-5.5	3	10%
7	Very Poor	0.3.5	0	0
Total			31	100%

Table 4.1 shows that the rate percentage of score in pre-test from 31 students. There 3 students (10%) got poor, 16 students (52%) got fair, 9 students (29%) got fairly good, 1 student (3%) got good, 2 students (6%) got very good and no one of the students got excellent and very poor score.

Table 4.2. Classification of the students Score of Literal Comprehension in Post-Test

No	Classification	Score	Frequency	Percentage
1	Excellent	9.6-10	0	0
2	Very Good	8.6-9.5	2	6%
3	Good	7.6-8.5	9	29%
4	Fairly Good	6.6-7.5	15	49%
5	Fair	5.6-6.5	5	16%

6	Poor	3.6-5.5	0	0
7	Very Poor	0-3.5	0	0
Total			31	100%

Table 4.2 shows that the rate percentage of score in pre-test from 31 students. There 5 students (16%) got fair, 15 students (49%) got fairly good, 9 students (29%) got good, 2 students (6%) got very good and no one of the students got excellent, poor and very poor score.

The findings of this research presents the result description of the research through the distribution score of pre-test and post-test in terms of Literal Comprehension by using Graphic Organizer method especially Fishbone. It showed from mean score of the students in pre-test and post-test and also improvement percentage. It could be seen in Table 4.3:

Table 4.3. The Improvement of Students' Reading Comprehension in Term of Literal Comprehension

No.	Indicator	Mean score		Improvement
		Pre-test	Post-test	
1.	Literal Comprehension	6.42	7.32	14.01 %

Based on Table 4.3, it showed that the score of students in post-test improved after teaching reading comprehension in terms of Literal Comprehension by using Graphic Organizer method especially Fishbone.

The mean score of the students in pre-test were 6.42 and post-test which to be 7.32.

The result of pre-test and post-test had improved which was 14.01%. The data showed that using Graphic Organizer method especially Fishbone in reading could improve students' reading comprehension in terms of Literal Comprehension.

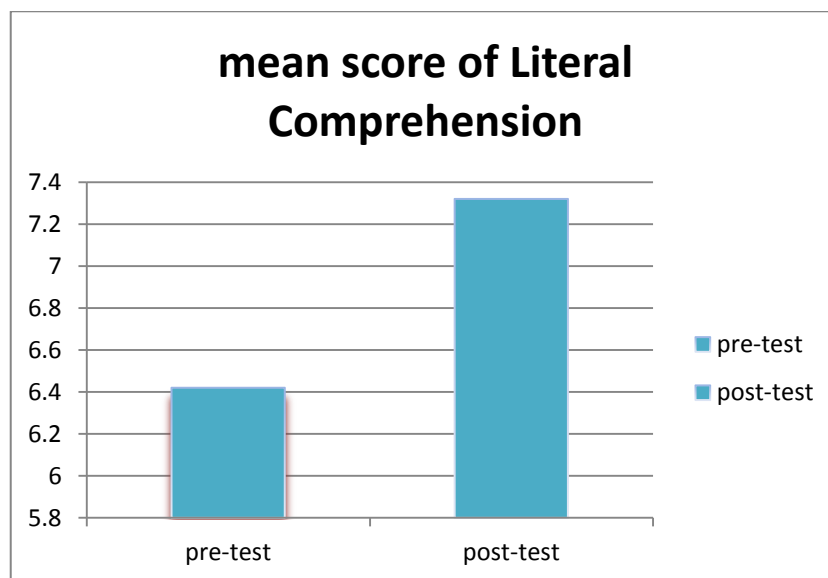


Figure 4.1. The Mean Score and Improvement of The Students' Reading Comprehension in Terms of Literal Comprehension

The Figure 4.1 showed that there was improvement of the students in reading comprehension in terms of literal comprehension from pre-test with the mean score was 6.42 to post-test with the mean score was 7.32 and the improvement of pre-test to post-test was 14.01%.

2. The Improvement of Students' Reading Comprehension in Terms of Interpretative Comprehension by Using Graphic Organizer method especially Fishbone

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 Table 4.4 :

Table 4.4. Classification of the Students Score of Interpretative Comprehension in Pre-test

No	Classification	Score	Frequency	Percentage
1	Excellent	9.6-10	0	0
2	Very Good	8.6-9.5	0	0
3	Good	7.6-8.5	0	0
4	Fairly Good	6.6-7.5	0	0
5	Fair	5.6-6.5	0	0
6	Poor	3.6-5.5	16	52%
7	Very Poor	0-3.5	15	48%
Total			31	100%

Table 4.4 shows that the rate percentage of score in pre-test from 31 students. There 16 students (52%) got poor, 15 students (48%) got very poor and no one of the students got excellent, very good, good, fairly good and fair score.

Table 4.5. Classification of the Students Score of Interpretative Comprehension in Post-Test

No	Classification	Score	Frequency	Percentage
1	Excellent	9.6-10	0	0
2	Very Good	8.6-9.5	0	0
3	Good	7.6-8.5	0	0
4	Fairly Good	6.6-7.5	11	36%
5	Fair	5.6-6.5	0	0
6	Poor	3.6-5.5	19	61%
7	Very Poor	0-3.5	1	3%
Total			31	100%

Table 4.5 shows that the rate percentage of score in pre-test from 31 students. There 1 student (3%) got very poor, 19 students (61%) got poor, 11 students (36%) got fairly good and no one of the students got excellent, very good, good and fair score.

Based on Table 4.5 can be concluded that the rate percentage in post-test was greater than the rate percentage in pre-test.

The finding of this research presents the result description of the research through the distribution score of pre-test and post-test in terms of Interpretative comprehension by using Graphic Organizer method especially Fishbone. It showed from mean score of the students in pre-test

and post-test and also improvement percentage. It could be seen in the

Table 4.6:

Table 4.6. The Improvement of Students' Reading Comprehension in Terms of Interpretative Comprehension

No.	Indicator	Mean Score		Improvement
		Pre-test	Post-test	
1.	Interpretative comprehension	3.77	5.72	51.72%

Table 4.6 described that mean score in pre-test was lower than mean score of post-test. Mean score in pre-test was 3.77 and Mean score of post-test was 5.72, it was improved from pre-test to post-test. The percentage of improvement the students in pre-test to post-test was 51.72%. It means that Graphic Organizer method especially Fishbone could improve students' reading comprehension in term of Interpretative comprehension.

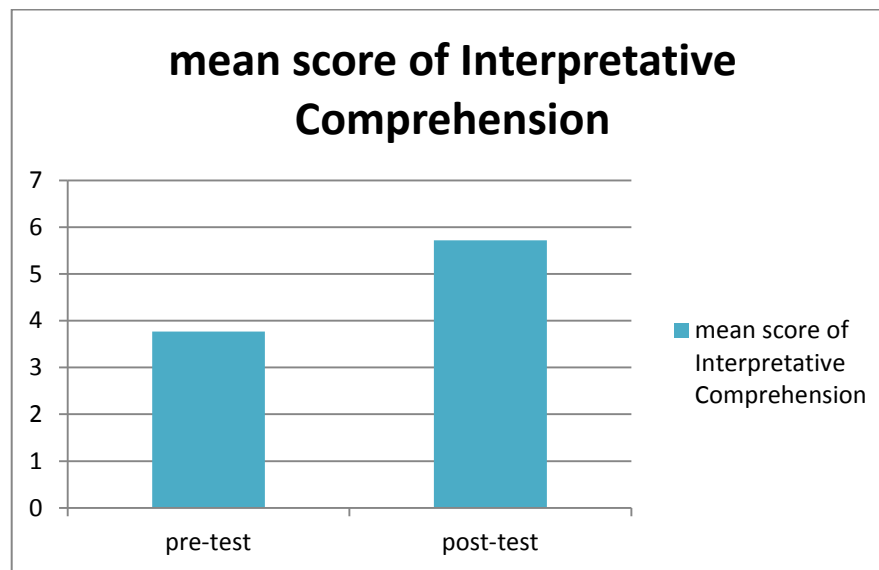


Figure 4.2.The Mean Score and Improvement of The Students' Reading Comprehension in Terms of Interpretative Comprehension

The Figure 4.2 showed that there was improvement of the students in reading comprehension viewed of Interpretative comprehension from pre-test with the mean score was 3.77 to post-test with the mean score was 5.72. Post-test score was higher than pre-test score so the improvement of pre-test to post-test was 51.72%. The improvement was significant difference.

It proved that there was significant improvement of students' reading comprehension in viewed of Literal comprehension and Interpretative comprehension by using Graphic Organizer method especially Fishbone at the Eleventh grade of students in SMAN 1 Bontonompo, Gowa. Based on the result, we could conclude that using Fishbone could improve students' reading comprehension in Literal comprehension and Interpretative comprehension.

To know significant of Literal comprehension and Interpretative comprehension, the researcher had used t-test analysis on the level of the significance (p) 0,05 with the degree of freedom (df) = N-1, where N = number of students (31 students) and then the value of t-table was 1,697. The t-test statistical analysis for independent sample was applied. The following table showed the result of t-test calculation.

Table 4.7. The t-Test Analysis of The Students' Improvement

No.	Components	t-Test Value	t-Table Value	Description
1.	Literal Comprehension	8.9	1,697	Significance
2.	Interpretative Comprehension	8.77	1,697	Significance

Table 4.7 showed that t-test value of Literal comprehension was greater than t-table value ($8.9 > 1,697$) and also t-test value of Interpretative comprehension was greater than t-table value ($8.77 > 1,697$). It meant that there was significance difference between the students' reading comprehension before and after researcher used Graphic Organizer method especially Fishbone in reading comprehension at Eleventh Grade of

students in SMAN Bontonompo, Gowa. It was show that the nul hypothesis (H_0) was rejected and the alternative hypothesis (H_1) was accepted.

B. Discussion

The description of data collected from reading comprehension in terms of Literal comprehension and Interpretative comprehension as explanation in the previous section showed that the students' comprehension in reading was improved. It was supported by mean score and percentage of the students' pre-test and post-test result. Based on the finding above, the using Fishbone made students had mean score that was higher in reading comprehension than before they knowed Graphic Organizer method especially Fishbone.

1. The Improvement of Students' Reading Comprehension in Terms of Literal Comprehension by Using Graphic Organizer method especially Fishbone

Reading Comprehension in Terms of Literal Comprehension was about the comprehension to know the main idea and supporting details of the text it based on the topic that had given from the researcher and also it was suitable for students' needs and wants. It was happened if we had more interested so the readers understandabled and got information from it.

In the first meeting when researcher gave pre-test, the researcher found that there were most of students got problem in reading because the most of them still lack to read a text and to find out the main idea each paragraphs. Wiryodijoyo (1989 : 57) state that the aim of reading is to know the content of the text and uderstand the information of the text. The second meeting the researcher gave the students treatment by giving reading text and by using Fishbone method. The researcher gave the text and explain to students about the text and how to find the main idea and supporting details of the text. The students read a text and write down the main idea and supporting details each paragraph by using Fishbone method and then write the main idea in the bones of fish. After that the students make conclusion based on what they read. The third meeting until the last meeting, the researcher gave treatment to students with different reading text. After that the researcher gave to students Post-test to know was there improvement or not.

In the pre-test shows that out of 31 students, none of them got excellent score for Reading Comprehension in term of Literal Comprehension. They was gotten difficult to read. It could be seen in the table 4.3 that the students' reading achievement in pre-test's mean score was poor, it was 6.42. Thus, the result can be concluded that the students' in reading in pre-test was categorized fair. In terms of Literal comprehension in pre-test, the students were lack of to find out the main idea and supporting details that related of the topic had given.

In the post-test also shows none of them got excellent score for Reading Comprehension in term of Literal Comprehension. After the students had given treatment, mean score in post-test from students had improved to become 7.32. It was higher score than pre-test score. Pre –test to post-test score, there was improvement score of students from low to high by using Fishbone. Somadayo (2011:11) state that students called understand the text when they have capability to catch the meaning and make a conclusion about the text.

The improvement percentage showed 14.01%. There 5 students (16%) got fair, 15 students (49%) got fairly good, 9 students (29%) got good, 2 students (6%) got very good and no one of the students got excellent, poor and very poor score. Therefore, the result of the research can be concluded that the students' reading comprehension in term of Literal comprehension in post-test was categorized fairly good. Thus, it can be shown that the using Fishbone method had improved students' reading comprehension special in Literal comprehension. Through the activities, students use their prior knowledge and develop their imagination (Lie, 1994: 4). Thus, they can find the main idea of the text well after it. At last, the students can achieve the major goal of reading is to understand the printed language (Heilman, 1981: 2). So, this research proves that the students' reading comprehension can be improved through Fishbone method in learning.

The mean score obtained from the students' pre-test was 6.42 and the mean score of the post-test was 7.32. This means that the students' Reading Comprehension in terms of Literal Comprehension was improved after being exposed to treatment namely Fishbone.

From the t-test, the researcher found that the value of t-test (8.9) was greater than the value of t-table (1,697) on alpha level or level of significance $p= 0.05$ at the degree of freedom (df) of 31. This means the result of teaching the students in reading by using Fishbone had a significant influence towards students reading comprehension improvement.

Based on the result of the t-test, the researcher found that there were significant difference between the result of the pre-test and post-test. It means that there was significant difference of the pre-test before and after teaching and learning processed by using Graphic Organizer method especially Fishbone. Thus, by using Fishbone could be improved students' reading comprehension especially in Literal comprehension.

2. The Improvement of Students' Reading Comprehension in Term of Interpretative Comprehension by Using Graphic Organizer method especially Fishbone.

In addition, Interpretative comprehension in reading, It was one of important aspect in reading comprehension because a good reading should be know to make a conclusion about their reading. Interpretative

comprehension is ability to read something and infer something else from what they read.

In the first meeting when the researcher gave pre-test to students, the researcher found that the students difficult to make conclusion because the student just write a sentence and rewrite the text not the conclusion. Therefore, in the next meeting the researcher gave treatment to students by giving a text. The researcher explain to students that they should read the text and try to find out the main idea and supportig details and then they should write on the paper that given by the researcher. After the students found the main idea and supporting details, they should write it in the bones of fish. After that, the students make a conclusion base on main idea and supporting details that have written. And base on text that they have read. Anderson (1979: 10) state about the important of reading are reading for details or fact, reading for main ideas, reading for sequence or orgaization, reading for inference and reading for classify, reading to evaluate and reading to compare or contrast.

In the pre-test shows that out of 31 students, none of them got excellent score for reading comprehension in terms of Interpretative comprehension. It could be seen in the table 4.6 that the students' reading achievement in pre-test's mean score was poor, it was 3.77. Thus, the result can be concluded that the students' in reading in pre-test was categorized poor.

In terms of Interpretative comprehension in pre-test, the students were lack to made a conclusion about their reading. Beside that in the post-test also shows none of them got excellent score for reading in terms of Interpretative. After the students had given treatment, mean score in post-test from students had improved to become 5.72. It was higher score than pre-test score. Pre –test to post-test score, there was improvement score of students from low to high by using Graphic Organizer method especially Fishbone.

The improvement percentage showed 51.72 %.There 1 student (3%) got very poor, 19 students (61%) got poor, 11 students (36%) got fairly good and no one of the students got excellent, very good, good and fair score. Therefore, the result of the research could be concluded that the students' reading comprehension in terms of Interpretative comprehension in post-test was categorized fair. Thus, using Graphic Organizer method especially Fishbone had improved students' reading comprehension in terms of Interpretative comprehension. Somadayo (2011: 11) state that someone said understand the reading better if it has ability to capture the meaning, expression that writer used, and has ability to make conclusion.

The mean score obtained from the students' pre-test was 3.77 and the mean score of the pot-test was 5.72. This means that the students' reading comprehension in terms of Interpretative comprehension was improved after being exposed to treatment namely Graphic Organizer method especially Fishbone.

From the t-test, the researcher found that the value of t-test (8.77) was greater than the value of t-table (1.697) on alpha level or level of significance $p= 0.05$ at the degree of freedom (df) of 31. This means the result of teaching the students in reading by using Graphic Organizer method especially Fishbone had a significant influence towards students reading comprehension in terms of Interpretative comprehension improvement.

Based on the result of the t-test, the researcher found that there were significant difference between the result of the pre-test and post-test. It means that there was significant difference of the pre-test before and after teaching and learning processed by using Graphic Organizer method especially Fishbone. Thus, by using Fishbone could be improved students' reading comprehension in terms of Interpretative comprehension.

To know the significant of Literal comprehension and Interpretative comprehension, after calculating the value t-test analysis then it was compared with t-table value so researcher found that the value of t-test was greater than the t-table value, it meant that null hypothesis (H_0) was rejected and alternative hypothesis (H_1) was accepted because there was difference significant mean score of test that had given by researcher before and after researcher thought reading comprehension by using Graphic Organizer method especially Fishbone. Meanwhile, when it was found that the value of t-test was lower than t-table value, it meant that the null hypothesis (H_0) was accepted and alternative hypothesis (H_1) was

rejected because there was not difference significant mean score of test that had given by researcher before and after researcher thought reading comprehension by using Graphic Organizer method especially Fishbone.

T-test value for Literal comprehension was greater than t-table ($8.9 > 1.697$) and also t-test value of Interpretative comprehension was greater than t-table ($8.77 > 1.697$). It meant that there was significant differentiate between students' reading comprehension before and after they got Graphic Organizer method especially Fishbone from researcher of the Eleventh Grade students of SMAN1 Bontonompo, Gowa and for students of XI.IPA 2 as sample in this research. Beside that, the data showed that null hypothesis (H_0) was rejected and the alternative hypothesis (H_1) was accepted.

Researcher could conclude that using Graphic Organizer method especially Fishbone was one of good method that could improve the students' comprehension in reading of the Eleventh Grade students' of SMAN 1 Bontonompo, Gowa in academic year 2016/ 2017 could improved in Literal comprehension and Interpretative Comprehension.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. CONCLUSIONS

Conclusions consisted of findings was remarked meaningfully and conversely. Besides that conclusions was repetition of chapter 4 but researcher should explain shortly and detail so the reader understandable fast and got content of the research by looking the conclusion. The conclusions of this research were:

1. The use of Graphic Organizer method especially Fishbone improve Students' Reading Comprehension in terms of Literal Comprehension. The improvement was indicated that there was significant in mean score of pre-test was 6.42 and mean score of post-test was 7.32. Looking of mean score pre-test and post-test so the improvement percentage of students was 14.01% and t-test analysis of content was 8.9, it was higher than t-table ($8.9 > 1.697$)
2. The use of Graphic Organizer method especially Fishbone improve Students' Reading Comprehension in terms of Interpretative Comprehension. The improvement was indicated that there was significant in mean score of pre-test was 3.77 and mean score of post-test was 5.72. Based on the data pre-test and post-test, the improvement percentage of students was 51.72% and t-test analysis of Interpretative comprehension was 8.77, it was higher than t-table ($8.77 > 1.697$).

From the statement above, it can be concluded that the use of Graphic Organizer method especially Fishbone at Eleventh grade students of SMAN 1 Bontonompo, Gowa was able to give greater contribution in teaching and learning reading especially of reading comprehension in term of Literal comprehension and Interpretative comprehension.

B. SUGGESTIONS

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

1. The students were suggested that they did reading comprehension continually in role play to have good command and more ability.
2. The teachers of English who teach in senior high school level were suggested that they developed students' reading comprehension because reading comprehension was a tool of students to deliver information besides writing among the whole skill of English. The teacher should provide easy and fun activities in reading; therefore the students might follow the class more active and responsive.
3. The researchers in the future were suggested that they developed these research findings to investigate the reading issues in any level of students, especially senior high school level.

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С П О - Д З П Р А

APPENDIX

The List Name of the Students of class XI SMAN 1 BontonompoGowa

NO	SAMPLE	CODE
1	Hasmawati	S-1
2	Hasniati	S-2
3	IlhamHidayat	S-3
4	Indah Pratiwi	S-4
5	Irwana	S-5
6	Muh. FiqramAgung	S-6
7	Muh. JalilSaputra	S-7
8	Mursalim	S-8
9	NurAnisaUlandariArdi	S-9
10	Nur Asia	S-10
11	NurQalbi	S-11
12	NurRahmadani	S-12
13	NurSyamsaniNisma	S-13
14	NurWahidah	S-14
15	NurulHakiki	S-15
16	NurulHusnaAmalia	S-16
17	NurulMutmainnah	S-17
18	Ramdhana Amin	S-18

19	Rindiani	S-19
20	Rizal Ardiansyah	S-20
21	Sri Mardiana	S-21
22	YeftaRanding	S-22
23	YunikaHaris	S-23
24	ZulHijjah	S-24
25	Al Hamzir Amin	S-25
26	AliefRizaldi Noor	S-26
27	AmaliaNurAzazi	S-27
28	ArniAasis	S-28
29	AstriaFachriani	S-29
30	Erni	S-30
31	FajarAswar	S-31

Classification Score of Literal Comprehension

N O	SAMPL E	PRE-TEST		POST-TEST	
		SCOR E	CLASSIFICATI ON	SCOR E	CLASSIFICATI ON

1	S-1	6.62	Fairly Good	7.75	Good
2	S-2	6.87	Fairly Good	7.75	Good
3	S-3	6.93	Fairly Good	6.93	Fairly Good
4	S-4	6.68	Fairly Good	8.06	Good
5	S-5	6.12	Fair	7.25	Fairly Good
6	S-6	5.56	Poor	5.81	Fair
7	S-7	6.12	Fair	6.93	Fairly Good
8	S-8	6.43	Fair	7.25	Fairly Good
9	S-9	6.68	Fairly Good	7.5	Fairly Good
10	S-10	5.81	Fair	7.18	Fairly Good
11	S-11	6.43	Fair	7.25	Fairly Good
12	S-12	6.06	Fair	6.93	Fairly Good
13	S-13	5.25	Poor	6.37	Fair
14	S-14	6.93	Fairly Good	6.93	Fairly Good
15	S-15	6.12	Fair	7.25	Fairly Good
16	S-16	6.12	Fair	7.25	Fairly Good
17	S-17	8.62	Very Good	8.62	Very Good
18	S-18	6.93	Fairly Good	8.06	Good
19	S-19	8.06	Good	8.06	Good
20	S-20	6.06	Fair	7.5	Fairly Good
21	S-21	6	Fair	7.75	Good
22	S-22	6.68	Fairly Good	7.81	Good

23	S-23	6.12	Fair	7.25	Fairly Good
24	S-24	4.9	Poor	6.12	Fair
25	S-25	5.81	Fair	7.75	Good
26	S-26	8.62	Very Good	8.62	Very Good
27	S-27	5.62	Fair	7	Fairly Good
28	S-28	6.68	Fairly Good	8.31	Good
29	S-29	6.12	Fair	6.12	Fair
30	S-30	5.87	Fair	7.25	Fairly Good
31	S-31	6.37	Fair	6.37	Fair

Classification Score of Interpretative Comprehension

N O	SAMPL E	PRE-TEST		POST-TEST	
		SCOR E	CLASSIFICATI ON	SCOR E	CLASSIFICATI ON
1	S-1	2.5	Very Poor	7.5	Fairly good
2	S-2	5	Poor	5	Poor
3	S-3	5	Poor	7.5	Fairly good
4	S-4	5	Poor	5	Poor

5	S-5	2.5	Very poor	5	Poor
6	S-6	2.5	Very poor	2.5	Very Poor
7	S-7	2.5	Very poor	5	Poor
8	S-8	2.5	Very poor	5	Poor
9	S-9	2.5	Very poor	5	Poor
10	S-10	5	Poor	7.5	Fairly good
11	S-11	5	Poor	5	Poor
12	S-12	2.5	Very poor	5	Poor
13	S-13	2.5	Very poor	5	Poor
14	S-14	5	Poor	5	Poor
15	S-15	5	Poor	7.5	Fairly good
16	S-16	5	Poor	7.5	Fairly good
17	S-17	5	Poor	7.5	Fairly good
18	S-18	2.5	Very poor	5	Poor
19	S-19	5	Poor	7.5	Fairly good
20	S-20	2.5	Very poor	5	Poor
21	S-21	5	Poor	7.5	Fairly good
22	S-22	5	Poor	7.5	Fairly good
23	S-23	5	Poor	7.5	Fairly good
24	S-24	5	Poor	5	Poor
25	S-25	5	Poor	5	Poor
26	S-26	5	Poor	7.5	Fairly good

27	S-27	2.5	Very poor	5	Poor
28	S-28	2.5	Very poor	5	Poor
29	S-29	2.5	Very poor	5	Poor
30	S-30	2.5	Very poor	5	Poor
31	S-31	2.5	Very poor	5	Poor

The students' Pre-Test score of Main Idea and Supporting Detail.

NO	SAMPLE	PRE-TEST				SCORE
		RAW SCORE	MAIN IDEA (16)	RAW SCORE	SUPPORTING DETAIL (20)	
1	S-1	10	6.25	14	7	6.62
2	S-2	10	6.25	15	7.5	6.87
3	S-3	11	6.87	14	7	6.93
4	S-4	11	6.87	13	6.5	6.68
5	S-5	10	6.25	12	6	6.12

6	S-6	9	5.62	11	5.5	5.56
7	S-7	10	6.25	12	6	6.12
8	S-8	11	6.87	12	6	6.43
9	S-9	11	6.87	13	6.5	6.68
10	S-10	9	5.62	12	6	5.81
11	S-11	11	6.87	12	6	6.43
12	S-12	9	5.62	13	6.5	6.06
13	S-13	8	5	11	5.5	5.25
14	S-14	11	6.87	14	7	6.93
15	S-15	10	6.25	12	6	6.12
16	S-16	10	6.25	12	6	6.12
17	S-17	14	8.75	17	8.5	8.62
18	S-18	11	6.87	14	7	6.93
19	S-19	13	8.12	16	8	8.06
20	S-20	9	5.62	13	6.5	6.06
21	S-21	8	5	14	7	6
22	S-22	11	6.87	13	6.5	6.68
23	S-23	10	6.25	12	6	6.12
24	S-24	7	4.3	11	5.5	4.9
25	S-25	9	5.62	12	6	5.81
26	S-26	14	8.75	17	8.5	8.62
27	S-27	10	6.25	10	5	5.62

28	S-28	11	6.87	13	6.5	6.68
29	S-29	10	6.25	12	6	6.12
30	S-30	10	6.25	11	5.5	5.87
31	S-31	10	6.25	13	6.5	6.37

The students' Post-Test score of Main Idea and Supporting Detail.

N O	SAMPL E	POST-TEST				SCOR E
		RAW SCOR E	MAI N IDEA (16)	RAW SCOR E	SUPPORTIN G DETAIL (20)	
1	S-1	12	7.5	16	8	7.75
2	S-2	12	7.5	16	8	7.75
3	S-3	11	6.87	14	7	6.93
4	S-4	13	8.12	16	8	8.06
5	S-5	12	7.5	14	7	7.25
6	S-6	9	5.62	12	6	5.81
7	S-7	11	6.87	14	7	6.93

8	S-8	12	7.5	14	7	7.25
9	S-9	12	7.5	15	7.5	7.5
10	S-10	11	6.87	15	7.5	7.18
11	S-11	12	7.5	14	7	7.25
12	S-12	11	6.87	14	7	6.93
13	S-13	10	6.25	13	6.5	6.37
14	S-14	11	6.87	14	7	6.93
15	S-15	12	7.5	14	7	7.25
16	S-16	12	7.5	14	7	7.25
17	S-17	14	8.75	17	8.5	8.62
18	S-18	13	8.12	16	8	8.06
19	S-19	13	8.12	16	8	8.06
20	S-20	12	7.5	15	7.5	7.5
21	S-21	12	7.5	16	8	7.75
22	S-22	13	8.12	15	7.5	7.81
23	S-23	12	7.5	14	7	7.25
24	S-24	10	6.25	12	6	6.12
25	S-25	12	7.5	16	8	7.75
26	S-26	14	8.75	17	8.5	8.62
27	S-27	12	7.5	13	6.5	7
28	S-28	13	8.12	17	8.5	8.31
29	S-29	10	6.25	12	6	6.12

30	S-30	12	7.5	14	7	7.25
31	S-31	10	6.25	13	6.5	6.37

The students' Pre-Test and Post-Test score in Literal comprehension.

NO	SAMPLE	LITERAL COMPREHENSION	
		PRE-TEST	POST-TEST
1	S-1	6.62	7.75
2	S-2	6.87	7.75
3	S-3	6.93	6.93
4	S-4	6.68	8.06
5	S-5	6.12	7.25
6	S-6	5.56	5.81
7	S-7	6.12	6.93
8	S-8	6.43	7.25
9	S-9	6.68	7.5
10	S-10	5.81	7.18
11	S-11	6.43	7.25
12	S-12	6.06	6.93

13	S-13	5.25	6.37
14	S-14	6.93	6.93
15	S-15	6.12	7.25
16	S-16	6.12	7.25
17	S-17	8.62	8.62
18	S-18	6.93	8.06
19	S-19	8.06	8.06
20	S-20	6.06	7.5
21	S-21	6	7.75
22	S-22	6.68	7.81
23	S-23	6.12	7.25
24	S-24	4.9	6.12
25	S-25	5.81	7.75
26	S-26	8.62	8.62
27	S-27	5.62	7
28	S-28	6.68	8.31
29	S-29	6.12	6.12
30	S-30	5.87	7.25
31	S-31	6.37	6.37

The Result of Students' Literal Comprehension in Term of Main Idea and Supporting Details in Mean Score of Pre-Test and Post-Test

SAMPLE	PRE TEST		POST TEST		D	D ²
	X ₁	X ₁ ²	X ₂	X ₂ ²	(X ₂ -X ₁)	
S-1	6.62	43.82	7.75	60.06	1.13	1.27
S-2	6.87	47.19	7.75	60.06	0.88	0.77
S-3	6.93	48.02	6.93	48.02	0	0
S-4	6.68	44.62	8.06	64.96	1.38	1.90
S-5	6.12	37.45	7.25	52.56	1.13	1.27
S-6	5.56	30.91	5.81	33.75	0.25	0.06
S-7	6.12	37.45	6.93	48.02	0.81	0.65
S-8	6.43	41.34	7.25	52.56	0.82	0.67
S-9	6.68	44.62	7.5	56.25	0.82	0.67
S-10	5.81	33.76	7.18	51.55	1.37	1.87
S-11	6.43	41.34	7.25	52.56	0.82	0.67
S-12	6.06	36.72	6.93	48.02	0.87	0.75
S-13	5.25	27.56	6.37	40.57	1.12	1.25
S-14	6.93	48.02	6.93	48.02	0	0
S-15	6.12	37.45	7.25	52.56	1.13	1.27
S-16	6.12	37.45	7.25	52.56	1.13	1.27

S-17	8.62	74.30	8.62	74.30	0	0
S-18	6.93	48.02	8.06	64.96	1.13	1.27
S-19	8.06	64.96	8.06	64.96	0	0
S-20	6.06	36.72	7.5	56.25	1.44	2.07
S-21	6	36	7.75	60.06	1.75	3.06
S-22	6.68	44.62	7.81	60.99	1.13	1.27
S-23	6.12	37.45	7.25	52.56	1.13	1.27
S-24	4.9	24.01	6.12	37.45	1.22	1.48
S-25	5.81	33.75	7.75	60.06	1.94	3.76
S-26	8.62	74.30	8.62	74.30	0	0
S-27	5.62	31.58	7	49	1.38	1.90
S-28	6.68	44.62	8.31	69.05	1.63	2.56
S-29	6.12	37.45	6.12	37.45	0	0
S-30	5.87	34.45	7.25	52.56	1.38	1.90
S-31	6.37	40.57	6.37	40.57	0	0
Σ	199.19	1300.52	226.98	1676.6	27.79	34.88
X	6.42	41.95	7.32	54.08	0.89	1.12

The Students' Pre-test and Post-test Score of Interpretative Comprehension

NO	SAMPLE	CONCLUSION			
		RAW SCORE	PRE TEST (4)	RAW SCORE	POST TEST (4)
1	S-1	1	2.5	3	7.5
2	S-2	2	5	2	5
3	S-3	2	5	3	7.5
4	S-4	2	5	2	5
5	S-5	1	2.5	2	5
6	S-6	1	2.5	1	2.5
7	S-7	1	2.5	2	5
8	S-8	1	2.5	2	5
9	S-9	1	2.5	2	5
10	S-10	2	5	3	7.5
11	S-11	2	5	2	5
12	S-12	1	2.5	2	5
13	S-13	1	2.5	2	5
14	S-14	2	5	2	5
15	S-15	2	5	3	7.5
16	S-16	2	5	3	7.5
17	S-17	2	5	3	7.5
18	S-18	1	2.5	2	5

19	S-19	2	5	3	7.5
20	S-20	1	2.5	2	5
21	S-21	2	5	3	7.5
22	S-22	2	5	3	7.5
23	S-23	2	5	3	7.5
24	S-24	2	5	2	5
25	S-25	2	5	2	5
26	S-26	2	5	3	7.5
27	S-27	1	2.5	2	5
28	S-28	1	2.5	2	5
29	S-29	1	2.5	2	5
30	S-30	1	2.5	2	5
31	S-31	1	2.5	2	5

The Result of Students' Interpretative Comprehension in Term of Conclusion of Pre-Test and Post-Test

SAMPLE	PRE TEST		POST TEST		D	D ²
	X ₁	X ₁ ²	X ₂	X ₂ ²	(X ₂ -X ₁)	
S-1	2.5	6.25	7.5	56.25	5	25

S-2	5	25	5	25	0	0
S-3	5	25	7.5	56.25	2.5	6.25
S-4	5	25	5	25	0	0
S-5	2.5	6.25	5	25	2.5	6.25
S-6	2.5	6.25	2.5	6.25	0	6.25
S-7	2.5	6.25	5	25	2.5	6.25
S-8	2.5	6.25	5	25	2.5	6.25
S-9	2.5	6.25	5	25	2.5	6.25
S-10	5	25	7.5	56.25	2.5	6.25
S-11	5	25	5	25	0	0
S-12	2.5	6.25	5	25	2.5	6.25
S-13	2.5	6.25	5	25	2.5	6.25
S-14	5	25	5	25	0	0
S-15	5	25	7.5	56.25	2.5	6.25
S-16	5	25	7.5	56.25	2.5	6.25
S-17	5	25	7.5	56.25	2.5	6.25
S-18	2.5	6.25	5	25	2.5	6.25
S-19	5	25	7.5	56.25	2.5	6.25
S-20	2.5	6.25	5	25	2.5	6.25
S-21	5	25	7.5	56.25	2.5	6.25
S-22	5	25	7.5	56.25	2.5	6.25
S-23	5	25	7.5	56.25	2.5	6.25

S-24	5	25	5	25	0	0
S-25	5	25	5	25	0	0
S-26	5	25	7.5	56.25	2.5	6.25
S-27	2.5	6.25	5	25	2.5	6.25
S-28	2.5	6.25	5	25	2.5	6.25
S-29	2.5	6.25	5	25	2.5	6.25
S-30	2.5	6.25	2.5	6.25	0	0
S-31	2.5	6.25	5	25	2.5	6.25
Σ	117.5	493.75	177.5	1081.25	60	168.75
X	3.77	15.92	5.72	34.87	1.93	5.44

CALCULATING MEAN SCORE

1. The Mean Score of Students' Pre-Test and Post- Test In Students' Literal Comprehension

- a. Mean score of students' pre-test in Literal comprehension

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

$$\bar{X} = \frac{199.19}{31}$$

$$\bar{X} = 6.42$$

- b. Mean score of students' post-test in Literal comprehension

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

$$\bar{X} = \frac{226,98}{31}$$

$$\bar{X} = 7,32$$

c. Mean Score of the students' Pre-Test in Interpretative comprehension

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

$$\bar{X} = \frac{117}{31}$$

$$\bar{X} = 3,77$$

d. Mean Score of the students' Pre-Test in Interpretative comprehension

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

$$\bar{X} = \frac{177,5}{31}$$

$$\bar{X} = 5,72$$

2. The improvement of the students' score in Literal Comprehension

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

$$P = \frac{7.32 - 6.42}{6.42} \times 100\%$$

$$P = \frac{0.9}{6.42} \times 100\%$$

$$P = 14.01\%$$

3. The improvement of the students' score in Interpretative Comprehension

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

$$P = \frac{5.72 - 3.77}{3.77} \times 100\%$$

$$P = \frac{1.95}{3.77} \times 100\%$$

$$P = 51.72\%$$

4. Calculating the t-Test Analysis

a. Calculating the t-test analysis of Literal Comprehension

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

$$t = \frac{0,89}{\sqrt{\frac{34.88 - \frac{(27.79)^2}{31}}{31(31-1)}}$$

$$t = \frac{0.89}{\sqrt{\frac{34.88 - \frac{772.28}{31}}{930}}}$$

$$t = \frac{0.89}{\sqrt{\frac{34.88 - 24.91}{930}}}$$

$$t = \frac{0.89}{\sqrt{\frac{9.97}{930}}}$$

$$t = \frac{0.89}{\sqrt{0.01}}$$

$$t = \frac{0.89}{0.1}$$

$$t = 8,9$$

b. Calculating the t-test analysis of Interpretative Comprehension

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

$$t = \frac{1.93}{\sqrt{\frac{168.75 - \frac{(60)^2}{31}}{31(31-1)}}}$$

$$t = \frac{1.93}{\sqrt{\frac{168.75 - \frac{3600}{31}}{930}}}$$

$$t = \frac{1.93}{\sqrt{\frac{168.75 - 116.12}{930}}}$$

$$t = \frac{1.93}{\sqrt{\frac{52.63}{930}}}$$

$$t = \frac{1.93}{\sqrt{0,05}}$$

$$t = \frac{1.93}{0.22}$$

$$t = 8.77$$

TABLE DISTRIBUTION OF T-VALUE

a (for two group sample)						
Df	0,50	0,20	0,10	0,05	0,02	0,1
	a (for one group sample)					
	0,25	0,10	0,05	0,02	0,1	0,005
1.	1,000	3,078	6,314	12,706	31,821	63,657

2.	0,816	1,886	2,920	4,303	6,965	9,925
3.	0,765	1,638	2,353	3,182	4,541	5,841
4.	0,741	1,533	2,132	2,766	3,747	4,604
5.	0,737	1,476	2,015	2,571	3,365	4,032
6.	0,718	1,440	1,943	2,447	3,143	3,707
7.	0,711	1,415	1,895	2,365	2,998	3,499
8.	0,706	1,397	1,860	2,306	2,896	3,355
9.	0,703	1,383	1,833	2,262	2,821	3,250
10.	0,700	1,372	1,812	2,228	2,764	3,169
11.	0,697	1,363	1,796	2,201	2,718	3,106
12.	0,695	1,356	1,782	2,178	2,681	3,055
13.	0,694	1,350	1,771	2,160	2,650	3,012
14.	0,692	1,345	1,761	2,145	2,624	2,977
15.	0,691	1,341	1,753	2,132	2,623	2,947
16.	0,690	1,337	1,746	2,120	2,583	2,921
17.	0,689	1,333	1,740	2,110	2,567	2,898
18.	0,688	1,330	1,734	2,101	2,552	2,878
19.	0,687	1,328	1,729	2,093	2,539	2,861
20.	0,686	1,325	1,725	2,086	2,528	2,845
21.	0,66	1,323	1,721	2,080	2,518	2,831
22.	0,686	1,321	1,717	2,074	2,508	2,819
23.	0,685	1,319	1,714	2,069	2,500	2,807
24.	0,684	1,318	1,711	2,064	2,492	2,797
25.	0,684	1,316	1,708	2,060	2,485	2,787
26.	0,684	1,315	1,706	2,056	2,479	2,779
27.	0,684	1,314	1,703	2,052	2,473	2,771
28.	0,683	1,313	1,701	2,048	2,467	2,763
29.	0,683	1,311	1,699	2,045	2,462	2,756
30.	0,683	1,310	<u>1,697</u>	2,042	2,457	2,750
40.	0,681	1,303	1,684	2,021	2,423	2,704
60.	0,679	1,296	1,671	2,000	2,390	2,660

120.	0,677	1,289	1,658	1,980	2,358	2,617
	0,674	1,282	1,645	1,960	2,362	2,676

The percentage of classification of the students' score of Literal comprehension

1. Pre Test

a. Very Good

$$P = \frac{2}{31} \times 100\% = 6\%$$

b. Good

$$P = \frac{1}{31} \times 100\% = 3\%$$

c. Fairly Good

$$P = \frac{9}{31} \times 100\% = 29\%$$

d. Fair

$$P = \frac{16}{31} \times 100\% = 52\%$$

e. Poor

$$P = \frac{3}{31} \times 100\% = 10\%$$

2. Post Test

a. Very good

$$P = \frac{2}{31} \times 100\% = 6\%$$

b. Good

$$P = \frac{9}{31} \times 100\% = 29\%$$

c. Fairly good

$$P = \frac{15}{31} \times 100\% = 49\%$$

d. Fair

$$P = \frac{5}{31} \times 100\% = 16\%$$

The percentage of classification of the students' score of Literal comprehension

1. Pre Test

a. Poor

$$P = \frac{16}{31} \times 100\% = 52\%$$

b. Very poor

$$P = \frac{15}{31} \times 100\% = 48\%$$

2. Post Test

a. Fairly good

$$P = \frac{11}{31} \times 100\% = 36\%$$

b. Poor

$$P = \frac{19}{31} \times 100\% = 61\%$$

c. Very poor

$$P = \frac{1}{31} \times 100\% = 3\%$$

RENCANA PELAKSANAAN PEMBELAJARAN

Satuan Pendidikan : SMAN 1 BONTONOMPO
Mata Pelajaran : Bahasa Inggris
Kelas : XI (Eleventh Grade)
Alokasi Waktu : 2 Jam @ 45 Menit
Pertemuan : 1

A. Standar Kompetensi

Memahami makna teks monolog/esei berbentuk *report*, *narrative* dan *analytical exposition* secara akurat, lancar, dan berterima dalam konteks kehidupan sehari-hari dan mengakses ilmu pengetahuan.

B. Kompetensi dasar

Memahami dan merespon makna dalam teks monolog/esei yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam teks berbentuk: *report*, *narrative* dan *analytical exposition*.

C. Indikator Pencapaian Kompetensi

- a. Menentukan topic pada descriptive text
- b. Menentukan main idea di dalam paragraf
- c. Membuat conclusion sesuai bacaan
- d. Menentukan supporting details dalam paragraph

D. Tujuan Pembelajaran

- a. Siswa-siswi mampu menentukan topic pada descriptive text
- b. Siswa-siswi mampu menentukan main idea di dalam paragraf
- c. Siswa-siswi mampu membuat conclusion sesuai bacaan
- d. Siswa-siswi mampu menentukan supporting details dalam paragraf

E. Materi pembelajaran

My Sphinx Cat

My sphinx cat is the only pet I have. He has a little hair but is not totally hairless as he has peach fuzz over much of his body. His coat is often a warm chamois. My sphinx has a normal cat proportion.

I like his tail although my mom says that it is like a rat's tail. I love his usual color varieties including, tortoiseshell, chocolate, black, blue, lilac, chocolate etc. He is really an amazing cat. Believe it or not, he is very intelligent cat. He can respond my voice commands.

He is really funny as well as my friends get a joke. I love him so much as I love my mother.

F. Metode pembelajaran

Fishbone method

G. Sumber, Alat, Dan Bahan pembelajaran

- a. Bukusiswa yang sesuai
- b. Internet

H. Langkah-langkah pembelajaran

1. Kegiatan Awal(15menit)

- Mengucapkan salam dengan ramah kepada siswa ketika memasuki ruang kelas
- Berdo'a sebelum memulai pelajaran
- Memeriksa kehadiran siswa
- Mendoakan siswa yang tidak hadir karena sakit atau karena halangan lainnya
- Memastikan bahwa setiap siswa datang tepat waktu
- Menegur siswa yang terlambat dengan sopan

- Menyiapkan siswa secara fisik dan psikis untuk mengikuti proses pembelajaran;
- Mengajukan pertanyaan-pertanyaan yang mengaitkan pengetahuan sebelumnya dengan materi yang akan dipelajari;
- Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dipelajari;
- Mempersiapkan materi ajar, model, alat peraga.
- Menyampaikan cakupan materi dan penjelasan uraian kegiatan sesuai silabus
- Mengaitkan materi/kompetensi yang akan dipelajari dengan nilai-nilai karakter dan kewirausahaan

Pendidikan Budaya dan Karakter Bangsa yang ditanamkan :

Bersahabat	Demokratis	Senang membaca	Analitis	Teliti
Komunikatif,	Mandiri	Religius	Logis	Pedulilingkungan
Pedulisosial	Kerjakeras	Santun	Lapang dada	Gigih
Rasa ingintahu	Disiplin	Kritis	Terbuka	Berani

Kewirausahaan/ Ekonomi Kreatif yang ditanamkan :

Mandiri	Kerjakeras	Tanggungjawab	Realistis
Kreatif	Jujur	Kerjasama	Rasa Ingintahu
Beranimengambilrisiko	Disiplin	Pantangmenyerah	Komunikatif
Berorientasipadatindakan	Inovatif	Komitmen	Motivasikuatuntuk sukses
Kepemimpinan			

2. Kegiatan Inti (60 menit)

- Guru menyampaikan kepada siswa tentang materi yang akan dipelajari
- Memberikan penjelasan tentang materi yang akan dipelajari
- Siswa membaca bacaan yang diberikan oleh guru
- Guru bertanya kepada siswa mengenai pemahamannya terhadap materi yang telah dijelaskan.
- Siswa mencatat materi yang telah dijelaskan
- Siswa mengerjakan tugas sesuai materi yang diajarkan
- Siswa diskusi tentang tugas yang telah diberikan
- Siswa diberikan kesempatan bertanya terkait materi yang diajarkan
- Memberikan kuis dan game kepada siswa

3. Kegiatan Akhir (15 menit)

- Siswa rangkum semua materi yang diajarkan
- Guru menyimpulkan materi yang telah dipelajari Dan memberikan pertanyaan kepada siswa secara acak
- Guru memberikan tugas rumah kepada siswa
- Guru memberitahukan kepada siswa tentang materi pertemuan selanjutnya

- Guru
memberikan motivasi kepada siswa dan menyangkan kepada siswa untuk belajar lebih giat
- Berdo'asebelum mengakhiri pelajaran

I. Instrument Dan Penilaian

Instrument

1. Setiap siswa akan menggambar Fishbone dalam kertas
2. Menentukan Main Idea dan Supporting details
3. Membuat Conclusion

Penilaian

- a. Teknik tekstertulis
- b. Instrument teks Descriptive
- c. Bentuk instrument menjawab pertanyaan berdasarkan teks.

Kriteria penilaian

$$\text{Score} = \frac{\text{the total correct answer}}{\text{maximum score}} \times 10$$

(Gay 1981)

Rubric for Literal comprehension

No	Criteria	Score
1	Clearly identified the main idea by providing strong evidences, details relating to the main ide	4

2	Identified the main idea and provided adequate evidence, details relating to the main ide.	3
3	Limited the main idea and provided adequate evidence, details relating to the main ide.	2
4	Did not identify the main idea and provided adequate evidence, details relating to the main ide.	1

Harmer, (1995)

Rubric for supporting idea

No	Criteria	Score
1	Relevant telling quality details give reader important information that goes beyond the obvious or predictable.	4
2	Supporting idea or Information were relevant, but one key issue almost unsupported or more predictable than others.	3
3	Supporting idea or Information were relevant, but one or more key issues are unsupported or fairly predictable.	2
4	Supporting idea or Information were some relevant, but several key issue were unsupported or all fairly predictable.	1

Hammer (1995)

Rubric for conclusion

No	Criteria	Score
1	Conclusion reflects resource readings in development of idea it is excellent.	4

2	Conclusion reflects readings in development of idea it is good.	3
3	Conclusion reflects only readings in development of idea it is poor.	2
4	Conclusion do not reflects any readings of resources in development idea.	1

Hammer (1995:215)

Gowa, Agustus 2016

Mahasiswa

Nuhandayani

NIM. 10535

5087 12

RENCANA PELAKSANAAN PEMBELAJARAN

SatuanPendidikan : SMAN 1 BONTONOMPO

Mata Pelajaran : BahasaInggris

Kelas : XI (Eleventh Grade)

AlokasiWaktu : 2 Jam @ 45 Menit

Pertemuan : 2

A. StandarKompetensi

Memahami makna teks monolog/esei berbentuk *report*, *narrative* dan *analytical exposition* secara akurat, lancar, dan berterimadalam konteks kehidupan sehari-hari dan mengakses ilmu pengetahuan.

B. Kompetensi dasar

Memahami dan merespon makna dalam teks monolog/esei yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam teks berbentuk: *report*, *narrative* dan *analytical exposition*.

C. Indikator Pencapaian Kompetensi

- e. Menentukan topic pada descriptive text
- f. Menentukan main idea dan supporting details di dalam paragraf
- g. Membuat conclusion sesuai bacaan

D. Tujuan Pembelajaran

- e. Siswa-siswi mampu menentukan topic pada descriptive text
- f. Siswa-siswi mampu menentukan main idea dan supporting details di dalam paragraf
- g. Siswa-siswi mampu membuat conclusion sesuai bacaan

E. Materi pembelajaran

My Guitar

My most valuable possession is an old, slightly warped blond guitar--the first instrument I taught myself how to play. It's nothing fancy, just a Madeira folk guitar, all scuffed and scratched and finger-printed. At the top is a bramble of copper-wound strings, each one hooked through the eye of a silver tuning key.

The strings are stretched down a long, slim neck, its frets tarnished, and the wood worn by years of fingers pressing chords and picking notes. The body of the Madeira is shaped like an enormous yellow pear, one that

was slightly damaged in shipping. The blond wood has been chipped and gouged to gray, particularly where the pick guard fell off years ago.

No, it's not a beautiful instrument, but it still lets me make music, and for that I will always treasure it.

F. Metode pembelajaran

Fishbone method

G. Sumber, Alat, Dan Bahan pembelajaran

- d. Bukusiswa yang sesuai
- e. Internet

H. Langkah-langkah pembelajaran

1. Kegiatan Awal(15menit)

- Mengucapkan salam dengan ramah kepada siswa ketika memasuki ruang kelas
- Berdoa sebelum memulai pelajaran
- Memeriksa kehadiran siswa
- Mendoakan siswa yang tidak hadir karena sakit atau karena halangan lainnya
- Memastikan bahwa setiap siswa datang tepat waktu
- Menegur siswa yang terlambat dengan sopan

- Menyiapkan siswa secara fisik dan psikis untuk mengikuti proses pembelajaran;
- Mengajukan pertanyaan-pertanyaan yang mengaitkan pengetahuan sebelumnya dengan materi yang akan dipelajari;
- Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai;
- Mempersiapkan materi ajar, model, alat peraga.
- Menyampaikan cakupan materi dan penjelasan uraian kegiatan sesuai silabus
- Mengaitkan materi/kompetensi yang akan dipelajari dengan nilai-nilai karakter dan kewirausahaan

Pendidikan Budaya dan Karakter Bangsa yang ditanamkan :

Bersahabat	Demokratis	Senang membaca	Analitis	Teliti
Komunikatif,	Mandiri	Religius	Logis	Pedulilingkungan
Pedulisosial	Kerjakeras	Santun	Lapang dada	Gigih
Rasa ingintahu	Disiplin	Kritis	Terbuka	Berani

Kewirausahaan/ Ekonomi Kreatif yang ditanamkan :

Mandiri	Kerjakeras	Tanggungjawab	Realistis
Kreatif	Jujur	Kerjasama	Rasa Ingintahu
Beranimengambilrisiko	Disiplin	Pantangmenyerah	Komunikatif
Berorientasipadatindakan	Inovatif	Komitmen	Motivasikuatuntuk sukses
Kepemimpinan			

4. Kegiatan Inti (60 menit)

- Guru menyampaikan kepada siswa tentang materi yang akan dipelajari
- Memberikan penjelasan tentang materi yang akan dipelajari
- Siswa membaca bacaan yang diberikan oleh guru
- Guru bertanya kepada siswa mengenai pemahamannya terhadap materi yang telah dijelaskan.
- Siswa mencatat materi yang telah dijelaskan
- Siswa mengerjakan tugas sesuai materi yang diajarkan
- Siswa diskusi tentang tugas yang telah diberikan
- Siswa diberikan kesempatan bertanya terkait materi yang diajarkan
- Memberikan kuis dan game kepada siswa

5. Kegiatan Akhir (15 menit)

- Siswa rangkum semua materi yang diajarkan
- Guru menyimpulkan materi yang telah dipelajari Dan memberikan pertanyaan kepada siswa secara acak
- Guru memberikan tugas rumah kepada siswa
- Guru memberitahukan kepada siswa tentang materi pertemuan selanjutnya
- Guru memberikan motivasi kepada siswa dan menyarankan kepada siswa untuk belajar lebih giat
- Berdo'asebelum mengakhiri pelajaran

I. Instrument Dan Penilaian

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Penilaian

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- h. Bentuk instrument menjawab pertanyaan berdasarkan konteks.

Kriteria penilaian

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Hammer (1995)

Rubric for conclusion

No	Criteria	Score
1	Conclusion reflects resource readings in development of idea it is excellent.	4

2	Conclusion reflects readings in development of idea it is good.	3
3	Conclusion reflects only readings in development of idea it is poor.	2
4	Conclusion do not reflects any readings of resources in development idea.	1

Hammer (1995:215)

Gowa, Agustus 2016

Mahasiswa

Nuhandayani
NIM. 10535 5087 12

RENCANA PELAKSANAAN PEMBELAJARAN

SatuanPendidikan : SMAN 1 BONTONOMPO
Mata Pelajaran : BahasaInggris
Kelas : XI (Eleventh Grade)
AlokasiWaktu : 2 Jam @ 45 Menit
Pertemuan : 3

A. Standar Kompetensi

Memahami makna teks monolog/esei berbentuk *report*, *narrative* dan *analytical exposition* secara akurat, lancar, dan berterima dalam konteks kehidupan sehari-hari dan mengakses ilmu pengetahuan.

B. Kompetensi dasar

Memahami dan merespon makna dalam teks monolog/esei yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam teks berbentuk: *report*, *narrative* dan *analytical exposition*.

C. Indikator Pencapaian Kompetensi

- h. Menentukan topic pada descriptive text
- i. Menentukan main idea dan supporting details di dalam paragraf
- j. Membuat conclusion sesuai bacaan

D. Tujuan Pembelajaran

- h. Siswa-siswi mampu menentukan topic pada descriptive text
- i. Siswa-siswi mampu menentukan main idea dan supporting details di dalam paragraf
- j. Siswa-siswi mampu membuat conclusion sesuai bacaan

E. Materi pembelajaran

My Mother

My mother is a beautiful person. She is not tall but not short, and she has curly hair and brown. Her eyes color are like honey and her color skin color light brown, and she has a beautiful smile. Her weight likes 120 lbs.

She is a very kind person. She is very lovely, friendly, patient, and she loves to help people. I love my mom, because she is a good example to me. She loves being in the Church, and she loves sing and dance too.

She is a very good child, wife and mother. She always takes care of her family. She likes her house to be clean and organized. She a very organized person and all things in the house are in the right place. She doesn't like messes.

She always has a smile on her face. She is so sweet and lovely. I like when I am going to sleep or went I wake up or when I am going to go to some places, she always give me a kiss, and when the family have a problem she always be with us to helps us and to give us all her love.

F. Metode pembelajaran

Fishbone method

G. Sumber, Alat, Dan Bahan pembelajaran

- i. Bukusiswa yang sesuai
- j. Internet

H. Langkah-langkah pembelajaran

1. Kegiatan Awal(15menit)

- Mengucapkan salam dengan ramah kepada siswa ketika memasuki ruang kelas
- Berdoa sebelum memulai pelajaran
- Memeriksa kehadiran siswa
- Mendoakan siswa yang tidak hadir karena sakit atau karena halangan lainnya
- Memastikan bahwa setiap siswa datang tepat waktu
- Menegur siswa yang terlambat dengan sopan
- Menyiapkan siswa secara fisik dan psikis untuk mengikuti proses pembelajaran;
- Mengajukan pertanyaan-pertanyaan yang mengaitkan pengetahuan sebelumnya dengan materi yang akan dipelajari;
- Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai;
- Mempersiapkan materi ajar, model, alat peraga.
- Menyampaikan cakupan materi dan penjelasan uraian kegiatan sesuai silabus
- Mengaitkan materi/kompetensi yang akan dipelajari dengan nilai-nilai karakter dan kewirausahaan

Pendidikan Budaya dan Karakter Bangsa yang ditanamkan :

Bersahabat	Demokratis	Senang membaca	Analitis	Teliti
Komunikatif,	Mandiri	Religius	Logis	Pedulilingkungan
Pedulisosial	Kerjakeras	Santun	Lapang dada	Gigih
Rasa ingintahu	Disiplin	Kritis	Terbuka	Berani

Kewirausahaan/ Ekonomi Kreatif yang ditanamkan :

Mandiri	Kerjakeras	Tanggungjawab	Realistis
Kreatif	Jujur	Kerjasama	Rasa Ingin tahu
Beranimengambilrisiko	Disiplin	Pantangmenyerah	Komunikatif
Berorientasipadatindakan	Inovatif	Komitmen	Motivasikuatuntuk sukses
Kepemimpinan			

6. Kegiatan Inti (60 menit)

- Guru menyampaikan kepada siswa tentang materi yang akan dipelajari
- Memberikan penjelasan tentang materi yang akan dipelajari
- Siswa membaca bacaan yang diberikan oleh guru
- Guru bertanya kepada siswa mengenai pemahamannya terhadap materi yang telah dijelaskan.
- Siswa mencatat materi yang telah dijelaskan
- Siswa mengerjakan tugas sesuai materi yang diajarkan
- Siswa diskusi tentang tugas yang telah diberikan
- Siswa diberikan kesempatan bertanya terkait materi yang diajarkan
- Memberikan kuis dan game kepada siswa

7. Kegiatan Akhir (15 menit)

- Siswa rangkum semua materi yang diajarkan
- Guru menyimpulkan materi yang telah di pelajari Dan memberikan pertanyaan kepada siswa secara acak
- Guru memberikan tugas rumah kepada siswa

- Guru
memberitahukan kepada siswa tentang materi pertemuan selanjutnya
- Guru
memberikan motivasi kepada siswa dan menyarankan kepada siswa untuk belajar lebih giat
- Berdo'a sebelum mengakhiri pelajaran

I. Instrument Dan Penilaian

Instrument

1. Setiap siswa akan menggambar Fishbone dalam kertas
2. Menentukan Main Idea dan Supporting details
3. Membuat Conclusion

Penilaian

- k. Teknik tekstertulis
- l. Instrument teks Descriptive
- m. Bentuk instrument menjawab pertanyaan berdasarkan teks.

Kriteria penilaian

$$\text{Score} = \frac{\text{the total correct answer}}{\text{maximum score}} \times 10$$

(Gay 1981)

Rubric for Literal comprehension

No	Criteria	Score
1	Clearly identified the main idea by providing strong evidences, details relating to the main ide	4
2	Identified the main idea and provided adequate evidence, details relating to the main ide.	3
3	Limited the main idea and provided adequate evidence, details relating to the main ide.	2
4	Did not identify the main idea and provided adequate evidence, details relating to the main ide.	1

Harmer, (1995)

Rubric for supporting idea

No	Criteria	Score
1	Relevant telling quality details give reader important information that goes beyond the obvious or predictable.	4
2	Supporting idea or Information were relevant, but one key issue almost unsupported or more predictable than others.	3
3	Supporting idea or Information were relevant, but one or more key issues are unsupported or fairly predictable.	2
4	Supporting idea or Information were some relevant, but several key issue were unsupported or all fairly predictable.	1

Hammer (1995)

Rubric for conclusion

No	Criteria	Score
1	Conclusion reflects resource readings in development of idea it is excellent.	4
2	Conclusion reflects readings in development of idea it is good.	3
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4	Conclusion do not reflects any readings of resources in development idea.	1

Hammer (1995:215)

Gowa, Juli 2016

Mahasiswa

Nuhandayani

NIM. 10535 5087 12

RENCANA PELAKSANAAN PEMBELAJARAN

Satuan Pendidikan : SMAN 1 BONTONOMPO

Mata Pelajaran : Bahasa Inggris

Kelas : XI (Eleventh Grade)

Alokasi Waktu : 2 Jam @ 45 Menit

Pertemuan : 4

A. Standar Kompetensi

Memahami makna teks monolog/esei berbentuk *report*, *narrative* dan *analytical exposition* secara akurat, lancar, dan berterima dalam konteks kehidupan sehari-hari dan mengakses ilmu pengetahuan.

B. Kompetensi Dasar

Memahami dan merespon makna dalam teks monolog/esei yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam teks berbentuk: *report*, *narrative* dan *analytical exposition*.

C. Indikator Pencapaian Kompetensi

- k. Menentukan topic pada descriptive text
- l. Menentukan main idea dan supporting details di dalam paragraf
- m. Membuat conclusion sesuai bacaan

D. Tujuan Pembelajaran

- k. Siswa-siswi mampu menentukan topic pada descriptive text
- l. Siswa-siswi mampu menentukan main idea dan supporting details di dalam paragraf
- m. Siswa-siswi mampu membuat conclusion sesuai bacaan

E. Materi pembelajaran

My Small House

I live in a small house. It has five rooms: there are two bedrooms, a living room, a bathroom, and a kitchen. Indeed it is a small house; but I like living in here for wasting my spare time. When the door is open, I can see the living room. It is so small with only three chairs and a table, nothing else. I prefer reading a novel in this room.

My bedroom is in the left side of the living room. In this room there is a night table next to the bed, a TV, a radio, and a computer. When being bored of reading, I usually play online games, chat with my friends via Facebook and so on.

Next to my bedroom is my mother's. I do not know what is inside because I never come in to see it. In the right side of the living room there is the kitchen. In the kitchen I have everything I need when I get hungry. It is very pleasure when my mother cook, the smell fills my whole house. I know it is a very small house; but it is the best place I have ever seen.

F. Metode pembelajaran

Fishbone method

G. Sumber, Alat, Dan Bahan pembelajaran

- n. Bukusiswa yang sesuai
- o. Internet

H. Langkah-langkah pembelajaran

1. Kegiatan Awal(15menit)

- Mengucapkan salam dengan ramah kepada siswa ketika masuk ke dalam kelas
- Berdo'a sebelum memulai pelajaran
- Memeriksa kehadiran siswa
- Mendoakan siswa yang tidak hadir karena sakit atau karena halangan lainnya
- Memastikan bahwa setiap siswa datang tepat waktu
- Menegur siswa yang terlambat dengan sopan
- Menyiapkan siswa secara fisik dan psikis untuk mengikuti proses pembelajaran;
- Mengajukan pertanyaan-pertanyaan yang mengaitkan pengetahuan sebelumnya dengan materi yang akan dipelajari;
- Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai;

- Mempersiapkan materi ajar, model, alat peraga.
- Menyampaikan cakupan materi dan penjelasan uraian kegiatan sesuai silabus
- Mengaitkan materi/kompetensi yang akan dipelajari dengan nilai-nilai karakter dan kewirausahaan

Pendidikan Budaya dan Karakter Bangsa yang ditanamkan :

Bersahabat Komunikatif, Peduli sosial Rasa ingintahu	Demokratis Mandiri Kerjakeras Disiplin	Senang membaca Religius Santun Kritis	Analitis Logis Lapang dada Terbuka	Teliti Peduli lingkungan Gigih Berani
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Kewirausahaan/ Ekonomi Kreatif yang ditanamkan :

Mandiri Kreatif Berani mengambil risiko Berorientasi pada tindakan Kepemimpinan	Kerjakeras Jujur Disiplin Inovatif	Tanggungjawab Kerjasama Pantang menyerah Komitmen	Realistis Rasa Ingintahu Komunikatif Motivasi kuat untuk sukses
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8. Kegiatan Inti (60 menit)

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- Memberikan kuis dan game kepada siswa

9. Kegiatan Akhir (15 menit)

- Siswa merangkum semua materi yang diajarkan
- Guru menyimpulkan materi yang telah di pelajari Dan memberikan pertanyaan kepada siswa secara acak
- Guru memberikan tugas rumah kepada siswa
- Guru memberitahukan kepada siswa tentang materi pertemuan selanjutnya
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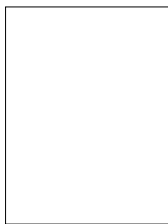
Hammer (1995:215)

Gowa, Juli 2016

Mahasiswa

Nuhandayani
NIM. 10535 5087 12

CURRICULUM VITAE



NURHANDAYANI was born on August 25th, 1994 in Ujung Pandang from the marriage of her parents R Pemba S and Habasiah. She is the second child from two siblings, one older brother called Ansar.

She began her Elementary School at MI Kacci-Kacci in 2000 and graduated in 2006. He continued her study at MTs Takwa and graduated in 2009. After finished her Junior High School, she continued her study at SMAN 1 Bajeng, Gowain 2012. Then, she continued her study at the English Department of FKIP of Makassar Muhammadiyah University in 2012.