#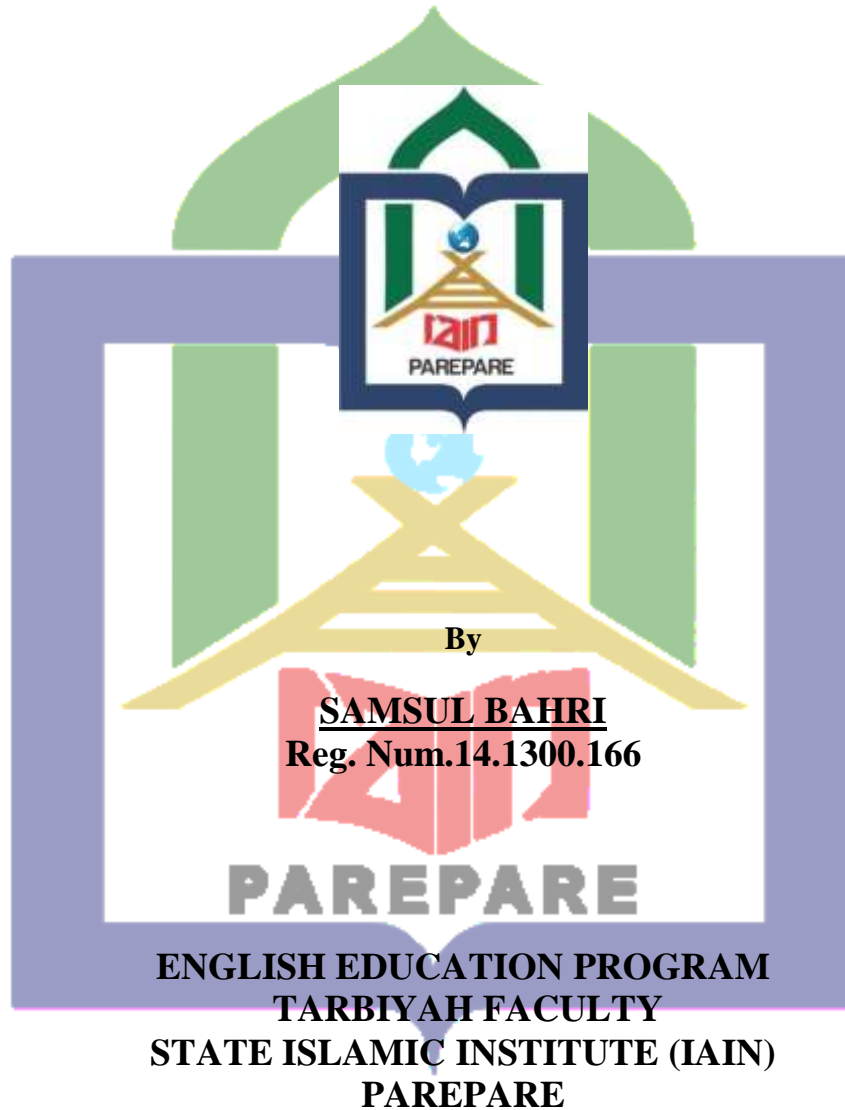 THE EFFECTIVENESS OF PREVIEWING AS PRE-READING ACTIVITY TO IMPROVE STUDENTS' READING COMPREHENSION AT THE ELEVENTH GRADE OF SMA NEGERI 7 PINRANG

By

SAMSUL BAHRI
Reg. Num.14.1300.166

ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE

2019

i

SKRIPSI

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ACTIVITY TO IMPROVE STUDENTS' READING
COMPREHENSION AT THE ELEVENTH
GRADE OF SMA NEGERI 7 PINRANG**

By

**<u>SAMSUL BAHRI</u>
Reg. Num.14.1300.166**

Submitted to the English Education Program of Tarbiyah faculty
State Islamic Institute of Parepare in Partial Fulfillment of the
Requirements for the Degree of Sarjana Pendidikan (S.Pd)

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TARBIYAH FACULTY
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To

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SKRIPSI

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Parepare, January 15nd 2020

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Stated that herself conducted this skripsi, if it can be proved that is copied, duplicated or copied by other people, this skripsi and degree that has been gotten would be post poned.

Parepare, January 15th 2020

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ABSTRACT

Samsul Bahri. *The Effectiveness of Previewing as Pre-Reading Activity to Improve Students' Reading Comprehension at Grade of SMA Negeri 7 Pinrang Kab..Pinrang* (Consultant by Hj. Nanning and Abdul Haris Sunubi).

This research aimed to know the improvement of the students' reading comprehension by using previewing as pre-reading activity at the second grade students of SMA Negeri 7 Opinrang Kab. Pinrang. Furthermore, the significance of the research was expected to be useful information for English teacher especially in teaching English reading. In addition, it can be used as a teaching model to improve reading Comprehension and migh guide, help and encourage students to express their mind, opinion and motivation.

This research employed pre-experimental method. The population was the second grade studentss of SMA Negeri 7 Pinrang Kab. Pinrang. Moreover, the samples of this research are the class II Mipa 1 and II Mipa 2 it consist of 20 students, in academic year 2019/2020. It uses random sampling technique and the instruments of this research are test and quaetionnaire.
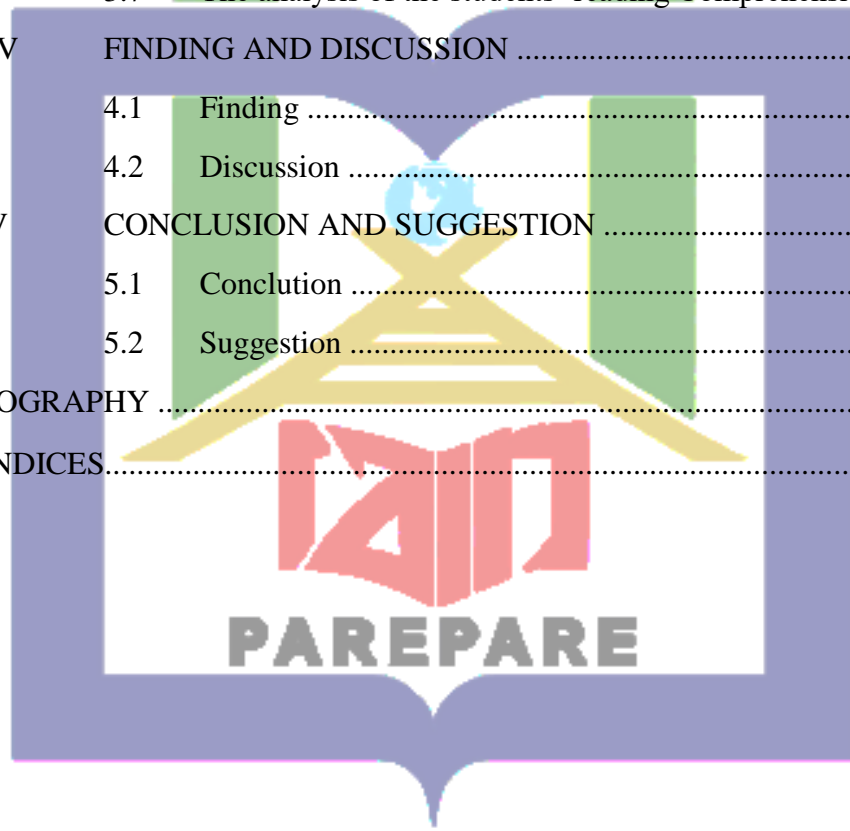
The result of this researcher are, the first result it the researcher found that the students in SMA Negeri 7 Pinrang Kab. Pinrang are low in reading. It was based on the researcher observation. The second result is by using previewing as pre-reading activity could improve the students' reading comprehension. It clarified through the research that done by the researcher about a month in SMA 7 Pinrang Kab. Pinrang. Based on the researcher's analysis usinf quantitative, the researcher found that the mean score of pre-test and post-test is different, and the score of the test is highest than the score of t-table $(1,729) < (8,94)$. Ho is rejected it means that there is significance difference before and after using previewing as pre-reading activity. Based on the explanation above, the researcher concluded that previewing as pre-reading activity could improve the students' reading comprehension. The third result of this research is previewing as pre-reading activity is giving motivation to the students according to the data of the questionnaire and the researcher's analysis by using continum formula

Keyword: Reading, Previewing, Motivation.

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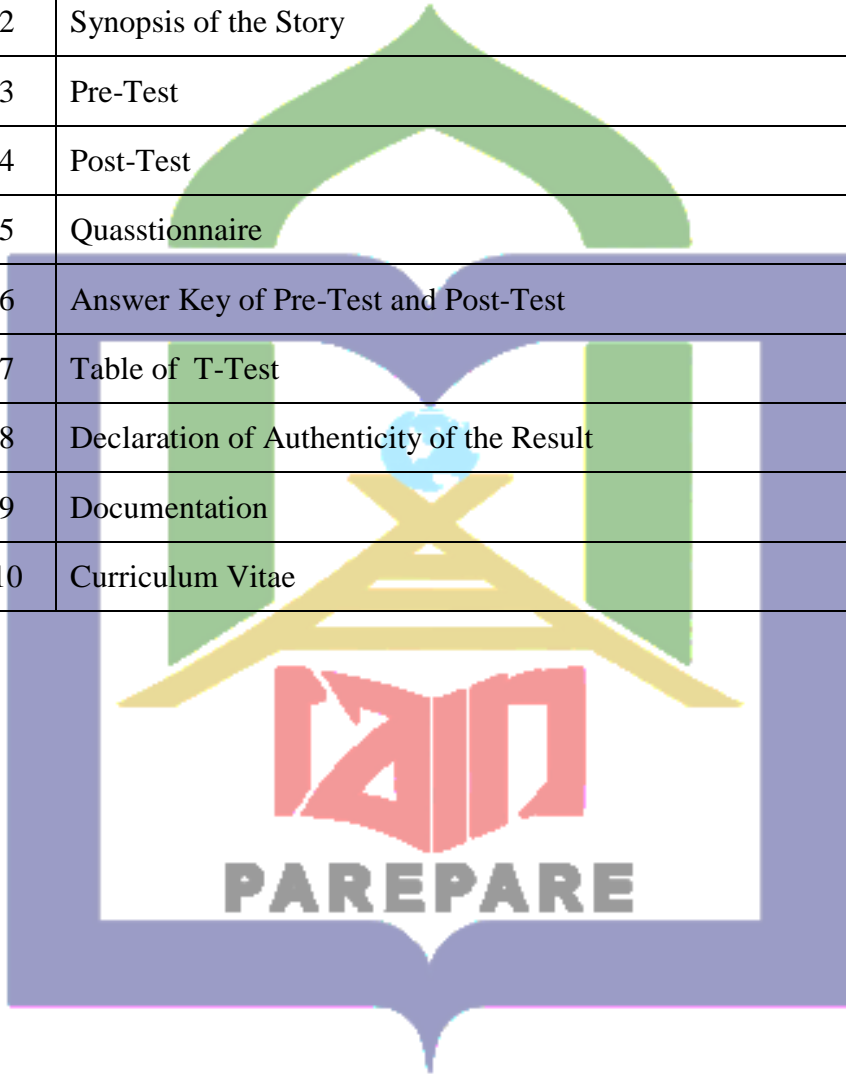
CHAPTER I

INTRODUCTION

1.1 Backround

Education is a human effort to be able to grow and develop the potentials brought from birth both physically and spiritually according to the values that exist in society and culture. the purpose of education is basically to lead people towards changes in behavior both intellectual, moral and social so that they can live independently as individuals and social beings so as to produce quality human resources. According to Langeveld, education is very single effort, effect, protection and assistance provided to the duties capably enough of his own life. The influence came from and adult (or created by adults such as school books, the daily round of life, and so on) and is adressed to people who are not yet mature.[1] and according to John Dewey viewed education as a fundamental skill formation procces of intellectual and emotional human beings.[2]

The purpose of the education, it can be read on ordinance of Republic Indonesia no. 20, 2003 and some of the goverment's ordinance in indonesia. The aim of education generally improving the personality of hiuman being optimally physical and spiritual , their live and life, family, society and him selves.[3]

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[1]Lavenged,(terj.), *Paedagogik Teoritis/Sistematis*, FIP-IKIP Jakarta, 1971; Fatsal 5,5a.

[2]Hasbullah, *Dasar-Dasar Ilmu Pendidikan* (Ed.Revisi-6, Jakarta : PT Raja Grafindo Persada,2008),p.2

[3]Made Pidarta, *Landasan Kependidikan : Stimulus Ilmu Pendidikan Bercorak* Indonesia (Jakarta : Rineka Cipta, 2007),p.9

Based on the education expert above that is mean that education is the way to lead us to be the better human being in the world, which is continuous after born till dying. By the education, people gets a lot of knowledge, one of them is language. Language is a system of communication in speech and writing used by people of a particular country.[4] Language is a tool of communication it has a big influence in building the relationship with another people, one may express their idea, opinion forgotten by language user. Language needen to develop the intellectual life of nation, science and technology. Then, most of source of information or since and technology contain English. So it demands the people to learn English.

In learning English there are four language skills, those are listening, speaking, reading, and writing also the language components, such as grammar, pronounciation and vocabulary. In the relation to all those skills, researcher concerns reading skill.

Reading is one way to understand what the writer means, as a reading process that can help the students to be easier in study and understand and know what they read which is book, magazine, newspaper, etc. Reading also in one of the basic communicative skills, but it is a very complex process. It happened because reading is a process in which reader have to has skill to understand and comprehed what they read.

In reality in the field, not all teachers can realize the importance of teaching reading. In reading teaching at school, there are some teachers who just say, "please open page 30, you read the excerpts and answer questions that are in the book". Teachers who start learning in this way are almost impossible to motivate students to

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[4]Oxford Learner's Pocket Dictionary, Fourth Edition (Oxford New York : Oxford University Press, 2011), p.247

read or students will not be able to fully understand what is given by the teacher. This can make students just read the text and not understand the text while in the competency standard it is stated that students must understand the text. To understand text, students need some mitigation, background knowledge, and some strategies and skills.

A motivation in learning is a neccesary for the students. Motivation is a stimulus to improve and increase students' ability in learning English especially in learning reading comprehension. Mc. Donald in Syaiful Bahri Djamarah states motivation is an energy change within the person characterizes by affective arousal and anticipatory goal and reactions.[5]

In this research, the researcher used previewing to improve students' reading comprehension and also their motivation. Previewing the text by using the title, pictures, illustration, or subtitles of a text as stimuli. It can help students predict or make some educated guesses about what is in the text. Trought this process, the teacher moves students from memorizing information to meaningful reading activity and begins the process of connecting reading activity rather than remembering bits and pieces.

Based on the explanation above the research has conducted previewing in SMA Negeri 7 Pinrang because in other side the researcher realized how important teaching reading is. The researcher interest to conduct a research by title,"the Effectiveness of Previewing as Pre-Reading Activity to Improve Student' Reading Comprehension at the Eleventh Grade of SMA Negeri 7 Pinrang".

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[5]Syaiful Bahri Djamarah, *Psikologi Belajar* (Jakarta: PT RINEKA CIPTA, 2002), p.144.

1.2 Statment Problem/Research question

Based on the bacground above, the teacher formulated research questions as follow :

1.2.1 Is previewing as pre-reading activity able to improve students' reading comprehension at the eleventh grade of SMA Negeri 7 Pinrang?

1.2.2 Is applying previewing as pre-reading activity able to motivate the students of the eleventh grade of SMA Negeri 7 Pinrang to improve their reading comprehension?

1.3 Objective of the Research

Based on the problem statements above, this research would clarify whether by applying previewing as pre-reading activity is effective to improve students' readig comprehension and motivate the students to improve their reading comprehension

1.4 Significance of the research

Significance of this research was expected to be of useful contribution to:

1.4.1 Theoretical significance

The researcher realized that learning English need some references, literatures, sources and etc the example books, on line books, research and etc. The researcher hoped that the result of this research became useful information of english study, especially in learning reading comprehension. Learning reading comprehension need a fresh method.

1.4.2 Practical significance

This study was expected to give contribution for the following parties:

1.4.2.1. English teachers

This study is expected to give information and knowladge in implementing previewing as pre-reading activity and also it will be expected to give a new insight in developing English teaching in general, especially to improve students' reading comprehension.

1.4.2.2. Students

This study is useful to give sources or information for student of English education departmen. It also gives a contribution for them as a sample in language teaching, especially in teaching reading, they choose an appropriate ways which is suitable for students' needs and capacities

1.4.2.3. Other researchers

This study can be useful as a reference to conduct a similar research that deals with the same way and with the same or difference research design to develop the teaching quality of reading.
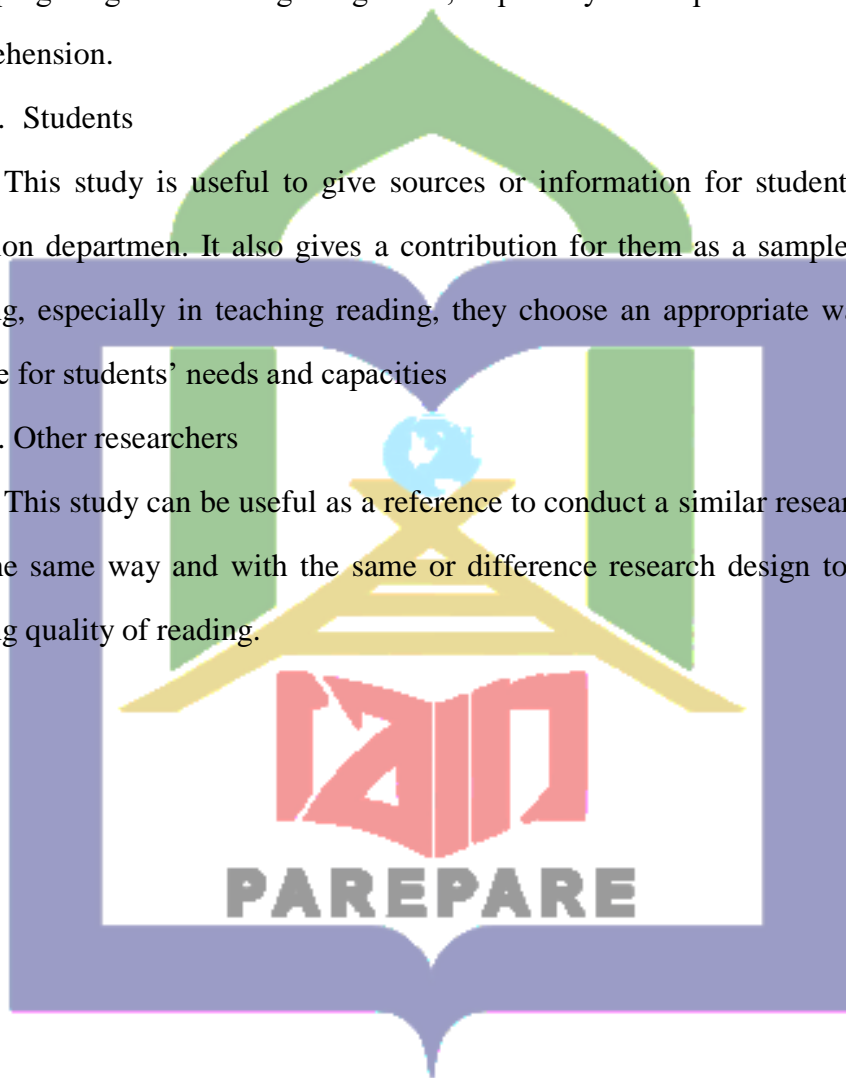
CHAPTER II

REVIEW OF RELATED LITERATURED

Review of related literature explains some pertinent ideas, previous research finding, conceptual framework and hypotesis.

2.1 Concept of the Theory

2.1.1   Reading

There are many opinions about reading, the opinions as follows. According to Sribillah definition of reading namely:

Reading is the individual or reader total interrelation with symbols, confirmation of the text. The text is not by self carry meaning; the reading brings information, emotional, experience, and culture to the printed word.[6]

Reading is the individual or reader total interrelation with symbols, confirmation of the text. The text is not by self carry meaning; the reading brings information, emotional, experience, and culture to the printed word.

The new international Webster' comprehension dictionary of the English language states some definition of reading:

2.1.1.1. The act, practice or art of reading, in any sense of the verb, a public recital; the act of reading formally to a legislative body a bill, etc. Proposed for adoption.

2.1.1.2. Literary this is need or is designed to be read.

2.1.1.3. Matter which is read or is designed to be read.

2.1.1.4. The indication of a graduated instrument as a barometer.

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[6] Sribillah, et al, *Technique in the Teaching of Reading English Skill* (Lembaga Bahasa Lia NTT, 2009), p.3.

2.1.1.5. The form which any passage or word appears in any copy of awork.

2.1.1.6. An interpretation, as of reader, or any linden meaning, delincation, reading, see synonym under, sducation ad, pertaining to or suitable or reading.[7]

According to Albert J. Harris and Edward S. Sipat the definition of Reading is the meaningful interpretatation or written verbal symbols. Reading (comprehending) is a result of the interaction between the perception of grafic symbols that represent language and the reader's language skill and knoeladge of the world. In this process tries to re-create the meaning intended by the writer.[8]

So reading is complex process and one of language skill that need to understand and learn carefully.

2.1.1.1 Models of Reading Process

Most models of reading are partial in that they are concerned with specific aspects (e.g., perceptual or cognitive), stage (beginning or skilled reading), or model (oral or silent reading) and do not attempt to account for all phases of the reading process. No model can be called the most accepttable; the search continues. Most model can be called the most acceptable; the search continous. Most models may be placed in one of three categories: bottom-up, top-down, and interactive. These classification are summarized below; in order to obtain a move complete understanding of the models, each should be studied in its original form.

2.1.1.1.1   Bottom-Up models

In bottom-up models of the reading process, reading is basically a translating, decoding, or encoding process. The reader stars with letters or large units, and as he

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[7]Websters' ,*Comprehension Dictionary of the English Language (2003)I,* p.1049

[8]Albert J. Harris and Edward R. Sipay, *How to Increase Reading Ability* (Seven Edition Revised and Enlarged Longman New York, 1980), p.8.

attends to them, begins to anticipate the words they spell. As words are identified, they are decoded to inner speech, from which the reader derives meaning the same away as in listening. Jenkins and Larson in Albert J. Harris and Edward S. Sipay states reading comprehension is believed to an automatic out ocome of accurate word recognition.[9] Writers from diverse professions including journalist structural linguists , and information-processing theorists in Albert J. Harris and Edward S. Sipay have argued that reading is essentialy the translation of graphic symbols into an appoproximation of oral language. Most of these authors belive that written language is subservient to oral language and that learning what pronted symbols "say" is the only activity unique to reading. Resninck in Albert J. Harris and Edward S. Sipay states once the code is broken, all reader need to do understand the materials is to apply acquired oral language skill.

2.1.1.1.2 Top-Down Models

In the top-down models, the reader's cognitive and language competence plays the key role in the contruction of meaning from printed materials. K. Goodman, F. Smith in Albert J. Harris and Edward S. Sipay most of these models are based on psycolinguistic theory, the interaction between thought and language. According to K. Goodman in Albert J. Harris and Edwar S. Sipay, reading, which he describe as a "psycholinguistic guessing game, " is a process that involves using available language cues selected from perceptual input on the basis of the reader's prediction. As the information process, tentative decisions about meaning are comfirmed, rejected, or refined as reading progresses. Unlike bottom-up processing models graphic information is used only to support or reject hypotheses about meaning.

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[9]Albert J. Harris and Edwar R. Sipay, *How to Increase Reading Ability, p.9-10*

Words are not likely to be pulled in form the reader's visual peripheral field unless they fit with the semantic and syntatic cues the reader is processing and the prediction he is making.

Meaning (comprehension) is obtained by using only as much information as neccesary from graphic, syintactic, and semantic cues system.

2.1.1.1.3 Interactive Model

Theorist like Rumelhart in Albert J. Harris and Edward S. Sipay have postulated that, at least for skilled readers, top-down and bottom-up processing seen to occur simultaneously. He believe that comprehension is dependent on both the graphic information an the information in reader's mine. Therefore, comprehension may be obstructed when a critical skill or a piece of knowladge is missing. When comprehension is hampered, the skilled reader compensates by decoding word, relaying on context, or both.[10]

2.1.1.2 Kinds of Reading

In teaching English three are three kinds of reading that can improve skill of reader they are : Reading aloud, silent reading, and speed reading.

2.1.1.2.1 Silent reading

Silent reading is frequently practice by a reader who wants to comprehend the text in reading process. Silent reading means reading by gears, where no voice expressed. This type of reading aims it find out the word and how to express word as in reading aloud. Reading silent needs a reader should have a full concentration.

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[10] Albert J. Harris and Edwar R. Sipay, *How to Increase Reading Ability,* p.6.8

2.1.1.2.2   Reading aloud

Reading aloud is kind of reading that expressed orally every word in text. It aims to improve he students' ability in pronouncing the word, stressing the word and having a good intonation about every sentence in the progress because they themselves always measure their own skill of pronouncing and stressing the words that shown by the teacher the reading in reading aloud activity

2.1.1.2.3   Speed reading

Speed reading : why that required by the teacher for reader to be able to read the text rapidly and comprehend at it once.[11]

2.1.1.3 Components of Reading

Each component is an essential ingredient of a multi-dimensional definition of reading and provides guidance for understanding how the reading process should be taught. The components of reading here as follow:

2.1.1.3.1   Attitude and Motivation

Motivation refers to a child's eagerness and willingness to read the National Literary and Numeracy Strategy, Literacy and Numeracy for Learning and Life in NCCA, states that positive attitude and motivation are vital for progression in literacy and numeracy. It also states that "... all learners should benefit from the opportunity to experience the joy and excitement of getting 'lost' in a book (in both paper based and digital formants)".

2.1.1.3.2   Reading Fluency

According to Mc Kenna & Stahl in NCCA states the three key components of reading fluency are (1) accurate word recognition; Accurately decoding printed words

[11] Raja Nasir, *Teaching and Learning selected and Simplified Reading* (London Longman Inc, 1984), 78-89.

refers to simply producing the sound correspondences that go with the printed letters of the word, (2) autimaticly; in word recognition refers to the ability to rapidly and effortlessly decode words with little conscious effort; thus saving cognitive resources for the demands of text comprehension, (3) appropriate rhythm and intonation of speech; is a linguistic term that refers to the rhythmic and tonal characteristics of spoken language. Prosodic features include intonation or pitch, stress or loudness, and duration or timing.

2.1.1.3.3 Comprehension

The teaching of reading needs to include a range of comprehension strategies. Comprehension strategies can be defined as the 'mental process' that good reader use to understand text. These strategies need to be explictly taught toward developing independent readers who engage meaningfully with text.

2.1.1.3.4 Vocabularary

Vocabulary depelovment is the enrichment and extension of pupils' word knowladge and understanding. Vocabulary consist of the words we understand when we hear or read them (receptive vocabulary) and words we speak or write (expressive vocabulary). We build vocabulary by piscking up words that we read or hear and though direct intruction from teachers or other profesional.

2.1.1.3.5 Phonological Awareness/Phonics

Phonological awareness is ability to recognize, combine and manipulate the different sounds of spoken words. It is an aural and an oral skill that is unrelated to inteligence (as measured in I.Q. test), meaning that ' Phonological awareness' is very different to 'Phonich'. The starting point is the sounds we hear in words as opposed to letters on a page. Phonological awareness is a central part of learning to read.

Although different to phonics, it is important precursor to learning phonics effectively.

Phonics is the combination of (letters) in written language and phonemes (sounds) in spoken language and how to use these correspondences to read and spell. Phonics is a method of instruction that teaches students correspondences between graphemes (letters) in written language and phonemes (sound) inspoken language and how to use these correspondences to read and spell. Phonics intruction is systematic when all the major grapheme-phoname correspondences are taught and they are covered in a clearly difined sequance.[12]

2.1.2 Reading Comprehension

Reading comprehension is the reader activity to understand and to get information from a text with the simultaneous. There some types of reading comprehension, they are:

2.1.2.1 Literal Comprehension

Literal comprehension involves understanding and obtaining explicit information presented in the text, such as facts, vocabulary, dates, location and times. Questions of literal comprehension can be answered directly and explicity from the text. In our experiences working with teachers, we have found that they often check on literal comprehension first to make sure that their students have understood the basic or surface meaning of the text. Literal comprehension is the lowest level type understanding.

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[12] NCCA, *The Reading Process: pdst Frofesional Development Service for Teacher (Research* Report 15,2012), p.23-27.

2.1.2.2 Reorganization

Reorganization, which is based on literal comprehension; students need to make use of their comprehension from different parts of the text and combine it for additional understanding. Questions that address this type of comprehension are important because they teach students to examine the text in its entirety, helping them move from a sentence-by-sentence consideration of the text to a more global view. In our exprience, student generally find reorganization question somewhat more difficult than straighforward literal comprehension questions.

2.1.2.3 Inference

An inference requires student to identify meaning that is in text but not explicity stated. This involves combining what is provided with personal experience and intuitions.

2.1.2.4 Prediction

Prediction, which involves being able to determine what might happen next in the flow of the text. To do this, readers are supposed to use both their understanding of the text and their personal background knowladge.

2.1.2.5 Evaluation

An evaluation involves being able to make a judgment about the entirety or some aspect of thr text. and Evaluation involves the ability to make judgments about the whole or several aspects of the text and to measure the success of a teaching program.

2.1.2.6 Personal response

Personal response neccessitates a level of comprehension that enable readers to express a personal opinion about the text and subject.[13] Or A personal response generally involves several details that analyze, interpret and make connections to the text that was read. An effective response is elaborated and well-supported with direct evidence from the text.

2.1.2.7 Teaching reading comprehension

In teaching reading comprehension divided into three reading stages proposed by some scholars, this includes: pre-reading stage, while reading stage post reading stage. Teaching reading comprehension was based on a concept of reading as the application of a set of isolated skills such as identifying words, finding main ideas, identifying cause and effect relationships, comparing and contrasting, and sequencing. Teaching reading comprehension was viewed as a mastery of these skills. Comprehension instruction followed what the study called mentioning, practicing, and assessing procedure where teachers mentioned a specific skill that students were to apply, had students practice the skill by completing workbook pages, then assessed them to find out if they could use the skill correctly. Instruction did little to help students learn how or when to use the skills, nor was is ever established that this particular set of skills enabled comprehension.

2.1.2.8 Pre-Reading

Wallace in Nurman Antoni states in this stage, on very popular kind of activity is brainstorming. In line with this, Crawford et al in Nurman Antoni defide brainstorming as a method for creating many ideas about a topic. In this activity,

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[13] Ismail Hakki and Muge Karakas, *Understanding The Divergent Influence Of Reading Activities On The Comprehension of Short Stories,* the Reading Matrix Vol.7, No.3,2007), p.115-116

student are invited to call out word, knowladge and experience that relevant to the text, relevant language and an expectation meaning. Generation text type or text structure is also the activities that can be created in this stage. Discussing the text type in teaching reading comprehension is aimed to familiarize students with the major contextual features of a text or text structure and to show these features can help them to work out the main function of the text and the possible content. The next activity which can be applied is sequencing picture. It is an activity to give a picture that related to the text and provide relevant background knowladge which set up expectation meaning. It is also important for teachers to discuss new vocabulary with students in this stage because discussing new vocabulary can help them to comprehend the text. When student have problems of unknown word, teacher can encourage them to use dictionary. It is in line with Wallace's idea in NurmanAntoni states that teacher can encouradge students to use dictionary in pre-while stage. Another activity is predicting. This strategy is suggested to use by Anderson Pelinscar and Brown.

2.1.2.9 While Reading

In this reading stage, a teacher can generate appropriate strategies to help students in comprehending the text. The commons one is reading aloud activity which is recommended to use by Gibbons; Hancock and Leaver, Nuttal in Nurman Antoni. There are two kinds of reading aloud; reading aloud to students is can used as an opportunity to bring students into a populer culture and on opportunity to challenging text and reading aloud by students is individual students to each other can develop class cohesion and encourage students about the text Hancock and Leaver in Nurman Antoni. The next activity that teacher can geberate in this stage is silent reading.

Anderson in Nurman Antoni states that the majority of reading that we do will be done silently. Anderson explained that silent reading is primaryly in reading comprehension because it focus on getting meaning from print. Then, NCLRC in Nurman Antoni also propose reread to check comprehension as one of while-activity in reading comprehension.

2.1.2.10 Post Reading

For this stage, a teacher's activity is primarly to evaluate the students' comprehension in particular task as suggested by an online publication; the National Capital Language Resource Center. Wellce; Bernet in Nurman Antoni in this case, teachers can conduct such activities; scanning, question, summarizing, learner's purpose, and following-up. Furthermore, Tierney et al in Nurman Antoni also recommend eight practical strategies for improvement of teaching reading comprehension in the classroom for appropriate levels. They are prep techniques, GIST, question-answer relationship, direct reading activity, vocabulary self-collection strategy, contextual redefinition, and text structure strategy. Additionally, Brown and Palinscar, Anderson and USA National Reading Panel in Nurman Antoni, propose predicting, questioning,clarifying, summarizing, monitor comprehension, and justify comprehension as the strategies taht can be implemented in classroom activities in teaching reading comprehension.[14]

2.1.3 Previewing

One type of Pre-Reading Strategy is previewing. Swaffar et al states that previewing technique have benefits that allow students to formulate hypotheses about

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[14]Nurman Antoni, *Jurna Penelitian Pendidikan: Exploring EFL Teacher' Strategies inTeaching Reading Comprehension* (Vol, 11 , No, 2: 2019), p.42

text. According to Chia in Parvis Ajideh.[15] states the purpose of previewing is to help readers to predict or make some guesses about what is in the text and this activate effective top down processing for reading comprehension. Several stimuli in a text such as the tirle, illustrations, photographs, or subtitles, are usually closely connected to the author's ideas and content of the text.

The make more specific prediction students apperently need more guidance. The following guidelines are used in previewing.

2.1.3.1 The teacher asks the students to read the title of the text. Do they know anything about the subject?

2.1.3.2 Then ask them to see the picture in the text which is related to the content of the text. Do they know anyting about picture?

2.1.3.3 After that, ask the students read the first few paragraph, which generally introduce the topics discussed in the text. Can they determine the general themes of the text.

2.1.3.4 Then ask them to read to firs sentence of cash paragraph, usually the topic sentence, which gives the main idea of the paragraph. Can they determine the majir points of the text.

2.1.3.5 After that ask them to read the last paragraph, which often reveals the conclusion of the author. Let the students to discuss how the auther organizes information to present his point of view.

2.1.3.6 The last, the students then read the entire article for more detailed information. As they already have overview of the text, they can understand the rest of the information much more easily.

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[15] Parviz ajideh, *Schema Theory-Based Pre-ReadingTask: a Neglected Essential in the ESL Reading Class,* The Reading Matrix (Vol.3. No.1, 2003), p.8.

2.1.4 Motivation

Motivation is defined as the process that initiates, guides and maintains goaloriented brhaviors. Motivation is what cuse of act, whether is getting a glass of water to reduce thirst or reading a book to again knowladge. It involves the biological, emotional, social and cognitive forces that acttivate behavior. In everyday usage, the term motivation is frequently used to decribe why a person does something. For example, you might say a student is so motivation to get into a clinical psycology program that she spends every night studying.[16]

Different types of motivation are frequently describe as being either extrinsic or instrinsic.

2.1.4.1 Extrinsic Motivation

Extrinsically motivation behaviors, on the other hand, are insrumental in nature. They are perfomed not out of interest but because they are believed to be instrumental to some separable consequence. In early research on insrinsic and extrinsic motivation, the two forms of motivation appeared to be antagonistic, and thus exrinsically motivated behaviors were assumed not to be self-determined. More recently, however, theory and research have suggested that there are different types of extrinsically motivated behaviors and taht types differ in the extent to which they respent self-determined versus controlled responding. Deci and Ryan identified four types of extrinsic motivation: interjected, identified, and integrated forms of regulation.

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[16] Kendra Cherry, *What Is Motivation?* (1998), p.2

2.1.3.1.1 External Regulation

External regulation refers to behaviors for which the locus of initiation is external to the person, for example, the offer of a reward or the threat of a punishment. A student who does an assigment for teacher's praise or to avoid parental confrontation is externally regulated. The behavior is performed because of an external contigency, and these contingencies are considered the loci of intiation and regulation. External regulation represent the least self-determined form of extrinsic motivation.

2.1.3.1.2 Interjected Regulation

Taking in but not accepting a regulation as one's own is the basis of interjected regulation. Such regulation involves internalizes rules or demands that pressure one to behave and are buttressed with threatened sanction (e.g., guilt) or promised rewards (e.g., self aggrandizement). Interjection regulation, although within the person, are not part of the integrated self, so behavior regulated by interjects is not considered self-determined.

2.1.3.1.3 Identified Regulation

Identified regulation accurs when the person has come to value the bahvior ad has identified with and accepted the regulatory procces. With identification, the regulatory process has become more fully a part of the self, so the person does the activity more willingly.

2.1.3.1.4 Integrated Regulation

The most developmentally advanced form of extrinsic motivation is integrated regulation. In this case the regulatory process is fully integrated with the individual's coherent sense of self; that is, the identification are reciprocally assimilated with the

indivudual's other values, and identities.[17] Three general goals as extrinsic, in that they primarily entail obtaining contingen external approval and rewards: finacial succes (money), social recognition (fame), and an appealing appearance (amage).[18]

2.1.3.2 Intrinsic Motivation

Intrinsically motivated behaviors are engaged in for their own sake-for the pleasure and satifaction derived from their performance. When intrinsical motivated, people engage in activities that interest them, and they do so freely, with a full sense of volition and without the necessity of material rewards or contraints. The child who reads a book for the inherent pleasure of doing so is intrinsically motivated for that activity. Intrinsically motivated behaviors represent the prototype of self-determination-they emanate from the self and are fully endorsed.[19] Deci and Ryan; Maslow; Rogers in Peter Schmuck states intrincic goals e.g., self-acceptance, affiliation, community feeling, and physical fitness are those which are inherently satisfying to pursue because they are likely to statisfy innate psychological needs for autonomy, relatedness, competence, and growth.[20]

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[17]Edward L. Deci et al, *Motivation and Education: the Self-Determination Perspective. Educational Psychologist*, 26(3 & 4) (Lawrence Erlbaum Associates, Ins., 1991), p.328-330.

[18]Tim Kasser and Richard M. Ryan, *Further Examining the American Dream: Differential Correlates of Intrinsic and Extrinsik Goals* (PSPB, Vol.22 No 3, Society for Personality and Social Psycology, Inc., 1996), p.280

[19]Edward L, Deci et al, *Motivation and Education: the self_Determination Perapective Educational Psycologist*, P.328.

[20]Peter Schmuck et al, *Intrinsik and Extrinsik Goals: Their Structure and Relationship to Well-Being in German and U.S. College Students* (Netherlands: Kluwer Academic Publisher, 2000), p.255-226

2.2 Some Previous Research Finding

There were some relevant previous researches related to this study. Some of their findings were as follow:

Nurhana on her research Improving the students Reading Comprehension through Directed Reading Thinking Activity (DRT) at the Eleventh grade student of SMA Negeri 5 Pinrang. The result of the research revealde that the reading comprehensionof the eleventh grade students of SMA Negeri 5 Pinrang Improved. It is proved by the result of statistical t-test value (39,166) was higher than t-table value on significant level (0,683). And it could be stated that the through DRTA (Directed Reading Thinking Activity) method can improve the students reading comprehension.[21]

Sahabuddin on this research the Effectiveness of Using Pre-Reading Task to Improve the Students' Reading Comprehension of the Second Year Students of SMP Negeri 1 Wonomulyo based on the result of his data analysis, his research concluded that using pre-reading task can improve the students' reading comprehension of the second year students of SMP 1 Monomulyo.[22]

Nurhidayanti on her research Using Media Triangle to Improve the Students' Reading Comprehension at The Second Year Student of SMP Negeri 2 Patampanua conclude the using media triangle in reading comprehension was effective for the second year students of SMP Negeri 2 Patampanua because it had the significance

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[21]Nurhana*," Improving the students Reading Comprehension through Directed Reading Thinking Activity* (DRT) at the Eleventh grade student of SMA Negeri 5 Pinrang" (Unpublished Skripsi : STAIN Parepare,2017), p. 46

[22]Sahabuddin " *the Effectiveness of Using Pre-Reading Task to Improve the Students' Reading Comprehension of The Second Year Student of SMP Negeri 1 Monomulyo*" (Unpublished Skripsi : STAIN Parepare, 2011), p.47

influence toward the students' reading comprehension of who were taught by this media than who were not. It proved by the result of po-test's t-Test Value which was higher than t-table.[23]

Muge Karakas on her reserach the Effects of Pre-Reading Activities on ELT Traince Comprehension of Short Story, she used a previewing activities and brainstorming as her treatments. The study concludes previewing activities contribute immensely to the comprehension of short stories and can be usefully used to help readers digest new stories.[24]

Based on the result of researches above there were many kinds of strategy, technique and media in implementing reading skill specific for reading comprehension and the result of researches above have same purpose on this research which are increasing and improving students' reading comprehension but in the other research there has not found yet research using previewing as pre-reading activity. So research trying to applying Previewing as Pre-Reading activity, that hopefully may imptoves students' reading comprehension and has effect as like the researches had been researched before

[23]Nurhildayanti, "*Using Media Triangle to Improve the Students' Reading Comprehension at the Second Year Students of SMP Negeri 2 Patampanua*" (Unpudblished Skripsi : STAIN Parepare, 2014), p.49

[24]Muge Karakas, *The Effects of Pre-Reading Activities on ELT Trainee Comprehension of Short Story* (Egitimde Kuram ve Yygulama, Cilt 1 Say 1-2), p.25

2.2 Conceptual Framework

The conceptual framework of this research that would be used as follow:

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┌─────────────────────────┐
│         INPUT           │
│     Reading Material    │
└─────────────────────────┘
           ▲
┌──────────────────────────────────────────────────┐
│                PROSES/ TREATMENT                   │
│  ┌────────────────────────────────────────────┐   │
│  │ The students of the Second Grade of        │   │
│  │ SMA Negeri 7                                │   │
│  └────────────────────────────────────────────┘   │
│  ┌────────────────────────────────────────────┐   │
│  │ First Step: The students was given a       │   │
│  │ question relared to the story              │   │
│  └────────────────────────────────────────────┘   │
│  ┌────────────────────────────────────────────┐   │
│  │ Second Step: The teacher read the          │   │
│  │ synopsis of the story                      │   │
│  └────────────────────────────────────────────┘   │
│  ┌────────────────────────────────────────────┐   │
│  │ Third Step: The students guessed the       │   │
│  │ title of the story                         │   │
│  └────────────────────────────────────────────┘   │
│  ┌────────────────────────────────────────────┐   │
│  │ Fourth Step: The students guess the        │   │
│  │ conclusion of the story                    │   │
│  └────────────────────────────────────────────┘   │
└──────────────────────────────────────────────────┘
           ▲
┌──────────────────────────────────────────────────┐
│                    OUTPUT                          │
│       The Students Could comprehend the text well  │
└──────────────────────────────────────────────────┘
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2.2.1 Input : This input refers to reading material that the researcher has made that will be taught during the learning process later.

2.2.2 Process : In this process the researcher asks students to focus and refers to several ways to look first. First, researchers ask questions to students related to stories that already exist or that have been prepared. The second is the teacher reads the synopsis of the story and then the students are given the opportunity or readiness to listen carefully and seriously so that when the teacher reads the synopsis students can

understand it. Third, students are welcome to guess the title of the story. and finally, students guess the story's conclusions.

2.2.3   Output : Output refers to student achievement that researchers expect students to be able to build an understanding of the meaning of a story or text then students can translate with their own language that can be useful for themselves and useful for others.

2.4 Hypothesis

Based on the previos relate literature and the problem statement, the researcher puts forward hypothesis as follows:

H_o (Null hypothesis)   :Using previewing as pre-reading activity is not effective in improving students reading comprehension at the eleventh grade SMA Negeri 7 Pinrang.

H_1 (Alternative hypothesis) :Using Previewing as pre-reading activity is effective in improve students' reading comprehension at the eleventh grade SMA Negeri 7 Pinrang.

CHAPTER III

METHOD OF RESEARCH

3.1. The Research Design and Variable

3.1.1   Research Design

This research will employed pre-experimental design and use descriptive quantitative, which applied pre-test and post-test. This design will be presented as follows:

$$O1 \ X \ O2$$

Where :

O1   : Pre-test

X   : Treatment

O2   : Post-test[25]

3.1.2   Variable of the Research

Independent variable is using previewing as pre-reading activity and the dependent variable is students' reading comprehension.

3.1.3   Operational Definition Variable of the Research

Previewing as pre-reading activity is one of strategy or teaching in improving students' reading comprehension and stimulated the students in reading to

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[25] Sugiyono, *Metode Penelitian Pendidikan* (Bandung. Alfhabeta, 2015), P.III

expose their ideas and opinion about what have they read. The strategy of previewing as pre-reading activity is to lead the students to guess the containing of the story, what the story talking about after listened up the synopsis that read by the teacher. It forces the students simulated to read and for having a good result, they automaticlly comprehended it well.

Students' reding comprehension is one of the students' skill in reading the text and comprehending what the texts about by using previewing as pre-reading activity. It determined after the students answer the questions of the texts whether they comprehended the texts or they have not comprehende it well. It could be drawn by the pre-test and the post-test.

Students' motivation is an interesting that could increase students' achievement or their spirit in learning. It whether the students interesting in learning English by utilized previewing as pre-reading activity or they were not. It could be shown by the questionnaire.

3.2 Location and Duration

The location of this research will be in Senior High School 7 Pinrang or SMA Negeri 7 Pinrang. This Research will be conducted after seminar proposal and need a time about a month to obtain information and data collection. The first is when the reserach went there to confirm and to observe the students' achievement.

3.3 Population and Sample

3.3.1 Population

Population is formulated as the whole groups of people or object that have been formulated clearly. The population of this research is the student of Senior High School 7 Pinrang or SMA Negeri 7 Pinrang. Exatly the eleventh grade of SMA

Negeri 7 Pinrang. Based on the researcher observation, there are two classes of the eleventh grade in Sma Negeri 7 Pinrang. They are class II MIA 1 and II MIA 2. Those are the table of the number of the students there as follow:

Table 3.1. The population of the Eleventh grade Students of SMA Negeri 7 Pinrang.

No	Class	Students		Total
		Male	Famale	
1	MIA 1	13	20	33
2	MIA 2	11	22	33
3	MIA 3	15	20	35
4	MIA 4	14	20	34
Total		53	82	135

(Sourch of SMA Negeri 7 Pinrang 2018/2019)[26]

3.3.2   Sample

Sample is Some of chosen population using certain procedur so that can be expected to respont its population. Sampling is the process to choose and take sample correctly from population so that it can be used as valid representative to the population.[27] In this research, the researcher will use random sampling technique. This technique take the subject/sample which is based on strata and not based on the consideration of a certain purpose or random. Therefore the researcher chose 10 students of class II MIA 1 and II MIA 2 randomly and the totally of the sample were 20 samples by give the students chance to take a number and who get an add number, they were as the sample.

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[26]Document of SMA Negeri 7 Pinrang 2018-2019

[27] Sugih"arto et al, *Teknik sampling (*Jakarta: Gramedi Pustaka Utama, 2003),p.4

3.4 The Instrument of the Research

The instrument of this research that the researcher will use :

3.4.1 Test : the test will be given to the students is achievment test which used 20 items of reading materials test, the form 10 essay items and 10 multiple-choice items.[28]

3.4.2 Questionnaire : the questionnaire reformulated written set of question to which respondents record their answer, usually within rather closely alternatives the questionnire propose to find out the students' motivation in improving students' reading comprehension by using previewing as pre-reading activity.

3.5 Procedure of Collecting Data

Pre- Reading is invited to call out word, knowladge and experience that relevant to the text, relevant language and an expection meaning.

Previewing is technique have benefits that allow students to formulate hypotheses about text to help readers to predict or make some guesses about what is in the text and this activate effective top down processing for reading comprehension.

3.5.1 Pre-Test

The researcher give test to the students before doing the treatment by using previewing as pre-reading activity to know the students achievement in students' reading comprehension.

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[28] J. B. Heaton, *Writing English Language Test,* Longman handbooks for language teachers (New Ed., Longman Inc., New York 1998), p.107-166.

3.5.2 Treatment

After gave the pre-test, the researcher gave the students a set of material using previewing as pre-reading activity.

1. First Meeting

1) The researcher will gave the students a set of reading text and before it the researcher let them guessed the title by giving them pre question that led them to guess it so they could be stimulated to read and activated their proir knowladge. (10 minutes)

2) The researcher will asked the students to see the picture in the text which is related to the content of text then asked them to do that they know anything related to the picture. (5 minutes)

3) The researcher will asked the student to read the first few paragraphs, which generally introduced the topics discussed in the text then asked them to determine the general themes of the text. (15 minutes)

4) The researcher will asked the students to read the first sentence of cash paragraph, usually the topic sentence, which gave the main idea of the paragraph then ask them to find out the main idea. (15 minutes)

5) The researcher will asked the students to read the last paragraph, which often revealed the conclusion of the author then the students asked to explore the conclusion. (15 minutes)

6) The researcher will asked the students to read the entail test than gave students chance to asked some question and the words that they didn't know yet. (25 minutes)

2. Second Meeting

1) The researcher gave the students a set of reading text and before it the researcher let them guessed the title by reading the synopsis of the text do they can be stimulated to read and activate their prior knowladge. (10 minutes)

2) The researcher will asked the students to see the picture in the text which is related to the content of the text then ask them did they know anything related to the picture. (5 minutes)

3) The researcher asked the students to read the first few paragraphs, which generally introduced the topics discussed in the text then ask to determine the general themes of the text. (15 minutes)

4) The researcher asked the students to read the last paragraph, which often revaled the conclusion of the autor. (15 minutes)

5) The researcher asked the students to read the entail text then concluded what the text about and shared it to their friend by presenting in front of the class. (15 minutes)

6) The researcher gave the students chance to asked some questions and the words that they didn't know yet. (25 minutes)

3. Third Meeting

1) The researcher gave the students a set of reading text and before it the researcher let them guessed the title by giving them pre question that let them to guess it and the researcher read the synopsis of the text also, so they could be stimulated to read and activated their prior knowladge. (10 minutes)

2) The researcher asked the students to see the picture in the text which was related to the content of the text then asked them did they know anything related to the picture. (5 minutes)

3) The researcher asked the students to read the first few paragraphs, which generally introduced the topics discussed in the text then asked them to determine the general themes of the text. (15 minutes)

4) The researcher asked the students to read the last paragraph, which often revealed the conclusion of the author. (15 minutes)

5) The researcher asked the students to red the entail text than concluded what the text about and shared it by visiting every group and asked their opinion about the text. (15 minutes)

6) The researcher gave the students chance to asked some questions and the words that they didn't know yet. (25 minutes)

4. Fourth Meeting

1) The researcher gave the students a set of reading text and before it the researcher let them guessed the litle by giving them pre question that led them to guess it and the researcher read the synopsis of the text also, so they could be stimulated to read and activated their prior knowladge. (10 minutes)

2) The resercher asked the students to see the picture in the text which was related to the content of the text then asked them did they know anything related to the picture. (5 minutes)

3) The researcher asked the students to read the first few paragraph, which generally introduced the topics discussed in the text then asked them to determine the general themes of the text. (15 minutes)

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4) The researcher asked the students to read the last paragraph, which often revealed the conclusion of the author. (15 minute)

5) The researcher asked the students to read the entail text than concluded what the text about by discussing with their group and retell the conclusion to their friends. (15 minutes)

6) The researcher gave the students chance to asked some question and the words that they didn't know yet. (25 minutes)

3.5.3 Post-Test

At the last meeting, the students given a test by the researcher to find out the students reading comprehension after join treatment.

3.6 Technique of Data Analysis

To analyze the data, the result of the pre-test and post-test, some formulas one used in this research as follows:

3.6.1. Calculating the student's score of the test as follow :

$$Score = \frac{Student\ correct\ answer}{The\ total\ member\ of\ item} \times 100$$

Table 3.2. Classifying of students' score on the following classification :

No	Classification	Criteria
1	Excelent	86-100
2	Good	71-85
3	Fair	56-70

4	Poor	41-55
5	Very poor	≤ 40[29]

3.6.2. Accounting the mean score used the following formula

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

Where :

X   = Mean score

$\sum x$ = The sum of the all score

N   = Total number of sample

Computing the frequency and the rate percentage of the students:

P = $\frac{f}{N}$ X 100%

Where :

P : Percentage

F : Item of frequency

N : Total number of students[30]

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[29] Suharsini Arikunto, *Dasar-dasar Evaluasi Pendidikan* (Rev, Edition, Jakarta: PT. Bumi Aksara, 2005), p.245

[30] Burhan Nurgiyantoro, *Penilaian dalam Pengajaran bahasa dan Sastra* (Yogyakarta: BPFE-Yokyakarta, 1987), p.327

3.6.3.   Finding out the standart deviation of the students

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

Where

      SD   =   Standar Deviation

      $\sum X^2$ =   The sun of score

      $(\sum X)^2$ =   Te square of the sum of the score

      N   =   The total number of the object

3.6.5.   Finding the signifikant between the mean score and pre-test and post-test by calculating the value of the test.

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

Where:

      D   =   The total score difference

      $\sum D$ =   The sum of total difference

      $\sum D^2$ =   The square of the sum score of difference

      N   =   The total number of students

      T   =   Test of significance

3.6.6. Criteria of testing hypotesis

3.6.6.1. If t-table > t-test, H_o is accepted and is H_1 rejected, it means that Previewing as Pre-Reading cannot be one the alternative in teaching reading, because it cannot improve students' reading comprehension.

3.6.6.2. If t-table $\leq$ t-test H_1 is accepted H_o is rejected, it means that Previewing as Pre-Reading can be one of the Teachers's alternative in teaching reading, beacause it can improve students' reading motivation.

3.7 The analysis of the student's reading comprehension

      The researcher used two kinds of statement, namely positive and negative to calculate data trought questionnaire will use Likert Scale, and then will be analyzed of average.[31]

3.7.1   For the positive statements, the score are: strongly agree 5; agree 4; undecided 3; disagree 2; strongly disagree 1.

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[31]John W. Best, *Research in Education* (Prentice-Hall International, Inc., London, 1981),p.182

3.7.2   For the negative statement, the score are: strongly agree 1; agree 2; undecided 3; disagree 4; strongly disagree 5.

3.7.3   The researcher will have 5 positive and 5 negative statements. Therefore if the students answer the 5 positive statements with strongly agree and with all 5 negative statements with strongly agree and with all 5 negative with strongly agree will get 20.

Tbale 3.3. The classifications of the students' score in answering the questionnaire, based on the explaination aboveScale likes of classifications.

Positive	Scale	Negative
5	Strongly agree	1
4	Agree	2
3	Undecided	3
2	Disagree	4
1	Strongly disagre	5

The questionnaire got five categories, the interval that will be used to determine the category is 80: 5= 16 the following is the rating score of the category.

The rating score

81% - 100%	Str ongly agree
61% - 80%	Agree
41% - 60%	Undecided
21% - 40%	Disagree
0% - 20%	Strongly disagree

Calculate the rate percentage of the student's score

$$P = \frac{F}{N \text{ (high score x question items)}} \times 100\%$$

Where:

P= Percentage

F= Frequency

N= Total number times high score x question items.[32]

[32]Ridwan and Akdon, *Rumus dan Data Dalam Analisis Statistika,* (Bandung; Alphabeta,2002).P. 13

CHAPTER IV

FINDING AND DISCUSSION

This chapter consist of two part namely finding and discussion of the research. The finding deals with the frequency score of pre-test, post-test, t-test, and test of significance. The discussion deals with the students' reading comprehension and deals with findings explanation.

4.1. Finding

As explained in collection data reading comprehension test was administered twice in pre-test and post-test. The pre-test was given before treatment, which purposed to check the students' achievement in comprehending thereading text and post-test was given after treatment to check the students' achievment after joining the treatment.

1. The result of the students' pre-test and post-test was tabulated as follows:

Table 4.1. The students' pre-test score and the students' post-test score.

NO	Students	Pre-test		Post-test	
		Score	Classification	Score	Classification
1	Student 1	65	Fair	75	Good
2	Student 2	70	Fair	80	Good
3	Student 3	65	Fair	85	Good
4	Student 4	80	Good	95	Excelent
5	Student 5	65	Fair	85	Good
6	Student 6	80	Good	85	Good
7	Student 7	75	Good	90	Excelent

8	Student 8	60	Fair	85	Good
9	Student 9	70	Fair	75	Good
10	Student 10	70	Fair	80	Good
11	Student 11	85	Good	85	Good
12	Student 12	65	Fair	80	Good
13	Student 13	70	Good	75	Good
14	Student 14	85	Good	95	Excelent
15	Student 15	65	Fair	75	Good
16	Student 16	70	Fair	90	Excelent
17	Student 17	75	Good	95	Excelent
18	Student 18	55	Fair	70	Good
18	Student 19	80	Good	90	Excelent
20	Student 20	70	Fair	85	Good

(Source: Result of Research)

The rate percentage was acquired by the students in pre-test reading comprehension and post-test reading comprehension. It has been mention in the previous chapter that after tabulation and analyzing thescore into percentage. The score was classified into five levels as follow.

Table 4.2 The frequency and percentage of the pre-test result and the post-test result.

No	Classification	Score	Pre-test		Post-test	
			Frequency	Percentage	Frequency	Percentage
1	Very good	86-100	-	-	6	30%
2	Good	71-85	8	40%	14	70%
3	Fair	56-70	12	60%	-	-

4	Poor	41-55	-	-	-	-
5	Very poor	<40	-	-	-	-
			20	100%	20	100%

(Source: Result of Research)

The table above showed the students' score in pre-test and post-test. Most of them got fair (60%) 12 students, some of them got good (40%) 8 studens and there is no a student got poor and Very poor in the pre-test. Conversely in post-test most of them got good (70%) 14 students and very good (30%) 6 students and none of them got fair, poor and very poor. It was meant that before giving a treatment most of the students got fair score classification till poor score classification and none of them got high score classification, it showed the students' reading comprehension still low. The first treatment, the researcher explain about previewing as pre-reading methode to them. Before the students were given reading material, the students were given a question related to the material, after that the students were read synopsis of the material then the researcher asked them to guess the title and the conclusion of the material. After that the researcher gave the reading material and let them read it by the theirself carefully after students had ben readed the material, the researcher gave chance to the stu dents to retell it in front of their friends. The second treatmen most of the students interesting and anjoy in reading likewise in the thirtd treatmen and fourth treatmen.

After all the treatment that have been given to the studen ts, most of them got good score classification till very good classification and none of them got fair, poor and very poor classification it indicate that the students had high score none of

them got low score, it show got the students' reading comprehension good was improved.

Table 4.3 The mean score of the pre-test and post-test:

Test	Mean score
Pre-test	71
Post-test	83,75

Based the result, the students of obtained different means score. The result of post-test (71) was higher than pre-test (83,75) it meant that after the students have given treatmen by using previewing as pre-reading the students hade better score.

2. The work sheet of the calculation of the score on pre-test and post-test on the students' reading comprehension.

Table 4.4. The calculation score of pre-test and post-test

No	X1	X2	$X_1{}^2$	$X_2{}^2$	$D(X_2\text{-}X_1)$	$D^2(X_2\text{-}X_1)^2$
1	65	75	4225	5625	10	100
2	70	80	4900	6400	10	100
3	65	85	4225	7225	20	400
4	80	95	6400	9025	15	225
5	65	85	4225	7225	20	400
6	80	85	6400	7225	5	25
7	75	90	5625	8100	15	225
8	60	85	3600	7225	25	625
9	70	75	4900	5625	5	25
10	70	80	4900	6400	10	100

11	85	85	7225	7225	0	0
12	65	80	4225	6400	15	225
13	70	75	4900	5625	5	25
14	85	95	7225	9025	10	100
15	65	75	4225	5625	10	100
16	70	90	4900	8100	10	100
17	75	95	5625	9025	20	400
18	55	70	3025	4900	15	225
19	80	90	6400	8100	10	100
20	70	85	4900	7225	15	225
N	1420	1675	102050	141325	245	3725

(Source: Result of Research)

Table 4.5. The standard deviation of the students' pre-test and post-test was tabulated as follow:

		N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	20	8,046	1,799
	Postest	20	7,412	1,657

The table above showed that standard deviation of the students on pre-test was 8,046 and standard deviation of the students on post-test was 7,412

3. The result of computation of T-test and T-table value was tabulated as follow :

Find out $\overline{D}$

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

$$D = \frac{245}{20}$$

$$D = 12.25$$

The calculation of the T-Test Value

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 \frac{(\sum D)^2}{N}}{N(N-1)}}} = \frac{12.25}{\sqrt{\frac{3725 \frac{(245)^2}{20}}{20(20-1)}}} = \frac{12,25}{\sqrt{\frac{3725 \frac{60025}{20}}{20(19)}}}$$

$$= \frac{12,25}{\sqrt{\frac{3725 - 3001.25}{380}}}$$

$$= \frac{12,25}{\sqrt{\frac{723.75}{380}}}$$

$$= \frac{12,25}{\sqrt{1,90}}$$

$$= \frac{12,25}{1,37}$$

$$= 8,94$$

To find out (df) dependent sample

$$Df = N - 1$$

$$= 20 - 1$$

$$Df = 19$$

$$\alpha = 1,729 \text{ and t-test value} = 8,94$$

Based on the result of t-test for the level significance (p=0,05) and df = 19 the value of t-test (8,94) was higher and t-table (1,729). It indicated that there is significance improvment in aplying previewing as pre-reading to the secon grade students of SMA Negeri 7 Pinrang.

This part discuses the resoult of quasionnaire about the students motivation in learning by using previewing as pre-reading. The analysis of each number of quasionnaire will be delivered in table below:

Table 4.6. Saya senang belajar reading dengan menggunakan previewing / tinjauan awal karena memudahkan saya memahami teks bacaan (Positive Statement).

No	Question Alternative	Score	Frequency	Percentage(%)
1	Strongly Agree	5	11	55%
2	Agree	4	7	35%
3	Undecided	3	2	10%
4	Disagree	2	-	-
5	Strongly Disagre	1	-	-
	Total		20	100%

Based on the table above, it was gotten from 20 students. The researcher could conclude that almost of the students were enjoy in learning reading by using previewing as pre-reading. It could be seen by the table above the higher answer was (55%) or strongly agree and 7 chose (35%), there was no chose undecided, disagree and strongly disagree.

Table 4.7. Saya tidak senang belajar reading dengan menggunakan previewing / tinjauan awal karena menyita waktu belajar saya (Negative Statement).

No	Question Alternative	Score	Frequency	Percentage(%)
1	Strongly Agree	1	-	-
2	Agree	2	-	-
3	Undecided	3	1	5%
4	Disagree	4	9	35%

5	Strongly Disagre	5	10	60%
	Total		20	100%

Based on the table above, it was gotten from 20 students. The researcher could conclude that almost of the students like to study reading by using previewing as pre-reading because most of the students were in strongly disagree 12 students (60%) with the negative statement of thr second questionaire, disagre 7 students (35%) undecided 1 students (5%) ther is no chose Agree and Strongly Agree.

Table 4.8. Saya termotivasi belajar reading dengan menggunakan previewing/tinjauan awal (Positive Statement).

No	Question Alternative	Score	Frequency	Percentage(%)
1	Strongly Agree	5	2	10%
2	Agree	4	14	70%
3	Undecided	3	4	20%
4	Disagree	2	-	-
5	Strongly Disagre	1	-	-
	Total		20	100%

Based on the table above, it was gotten from 20 students. The researcher could conclude that most of the students were motivated in learning reading by using previewing as pre-reading 14 students (70%) chose agree in the third questionnaire, Srongly agree 2 students (10%), undecided 4 students (20%), ther is no students chose disagree and strongly disagre.

Table 4.9. Saya tidak bisa memahami teks bacaan dengan menggunakan previewing / tinjauan awal (Negative Statement).

No	Question Alternative	Score	Frequency	Percentage(%)
1	Strongly Agree	1	-	-

2	Agree	2	-	-
3	Undecided	3	7	35%
4	Disagree	4	5	25%
5	Strongly Disagre	5	8	40%
	Total		20	100%

Based on the table above, it was gottrn from 20 students. The researcher could conclude that most of the students comprehended in reading by using previewing as pre-reading. It also proved by their choice 8 students (40%) strongly disagree with the negative statement above, disagree 5 students (25%) Undecided 7 students (35%) ther is no students chose agree and strongly agree.

Table 4.10. Dengan menggunakan previewing/tinjauan awal dalam belajar reading membantu saya meningkatkan pemahaman saya pada tekas bacaan (Positive Statement).

No	Question Alternative	Score	Frequency	Percentage(%)
1	Strongly Agree	5	6	30%
2	Agree	4	13	65%
3	Undecided	3	1	5%
4	Disagree	2	-	-
5	Strongly Disagre	1	-	-
	Total		20	100%

Based on the table above, it was gotten from 20 students. The researcher could conclude that the students were easier to improve their understanding in learning reading process by using previewing as pre-reading because most of them were in strongly agree 6 students (30%) and agree 13 students (65%) and undecided 1 students (5%) and there is no chose students disagree and strongly disagre.

Table 4.11. Saya senang tidak menggunakan previewing/tijauan awal untuk membantu saya dalam memahami tekas bacaan (Negative Statement).

No	Question Alternative	Score	Frequency	Percentage(%)
1	Strongly Agree	1	-	-
2	Agree	2	-	-
3	Undecided	3	-	-
4	Disagree	4	4	20%
5	Strongly Disagre	5	16	80%
	Total		20	100%

Based on the table above showed that the students' choice 16 (80%) strongly disagre and than students' choice 4 (20%) disagree, there is no students choice Undecide, and than there is no students also chose Agree and Strongly agree. Thre was a student from the negative statement above, it was meant that by using previewing as pre-reading could help the students.

Table 4.12. Saya menerapkan previewing/tinjauan awal ketika saya membaca sebuah teks bacaan (Positive Statement).

No	Question Alternative	Score	Frequency	Percentage(%)
1	Strongly Agree	5	4	20%
2	Agree	4	10	50%
3	Undecided	3	6	30%
4	Disagree	2	-	
5	Strongly Disagre	2	-	
	Total		20	100%

Based on the table above, it showed that 10 students (50%) agree, 4 students (20%) strongly agree, 6 students (30%) undecided, and ther is no chose students

Disagre, and also ther is no chose students strongly disagre with the positive statemnt above. It was meant that they applied previewing as pre-reading when they read a text

Table 4.13. Saya lebih memilih menghindari kelas ketika belajar reading dengan menggunakan previewing/tinjauan awal karena saya tidak suka (Negative Statement).

No	Question Alternative	Score	Frequency	Percentage(%)
1	Strongly Agree	1	1	5%
2	Agree	2	-	-
3	Undecided	3	-	-
4	Disagree	4	-	-
5	Strongly Disagre	5	19	95%
	Total		20	100%

Based on the table above showed that the students 19 students (95%) strongly disagree and 1 students (5%) strongly agree. No one students chose agree and undecided and than ther is no stuents' choice disagree with the negative statemnt above, it meant that they enjoyed the method.

Table 4.15. Saya menggunakan previewing/tinjauan awal dalam belajar reading membuat saya selalu ingin belajar reading (Positive Statement).

No	Question Alternative	Score	Frequency	Percentage(%)
1	Strongly Agree	5	1	5%
2	Agree	4	9	45%
3	Undecided	3	10	50%
4	Disagree	2	-	-
5	Strongly Disagre	1	-	-
	Total		20	100%

Based on the table above showed that the studens (45%) agree 11 students, 1 students (5%) strongly agree, 10 students (50%) undecided, there was no one chose disagree and strongly disagree, it meant that they like learning reading by using previewing as pre-reading.

Table 4.16. Saya berharap previewing/tinjauan awal digantikan dengan metode lain dalam belajar reading (Negative Statement).

No	Question Alternative	Score	Frequency	Percentage(%)
1	Strongly Agree	1	1	5%
2	Agree	2	9	45%
3	Undecided	3	9	45%
4	Disagree	4	1	5%
5	Strongly Disagre	5	-	-
	Total		20	100%

Based on the table above showed that 1 students chose (5%) disagree, 9 students (45%) undecided, 9 students (45%) agree, 1 students (5%) strongly agree, there was no one chosee strongly disagre with the negative statemnt above It was meant that they hope previewing as pre-reading change with other metode when they read a text

Table 4.17.The score of the students' motivation in learning reading by using previewing as pre –reading activity.

No	Name	Item pernyataan										Jumlah
		1	2	3	4	5	6	7	8	9	10	
1	Student 1	5	4	4	5	4	5	4	5	4	2	42
2	Student 2	5	4	3	5	4	5	4	5	3	3	41
3	Student 3	5	5	5	5	5	5	4	5	5	3	47
4	Student 4	4	5	4	5	4	5	3	5	3	4	42
5	Student 5	4	5	4	5	4	5	3	5	3	4	42
6	Student 6	4	5	5	3	5	5	5	5	4	3	44

7	Student 7	5	4	4	3	4	5	3	5	3	4	40
8	Student 8	4	5	3	4	4	4	3	5	3	4	39
9	Student 9	5	4	4	3	4	5	5	5	3	4	42
10	Student 10	5	4	4	3	4	5	4	5	3	4	41
11	Student 11	5	5	4	5	5	5	4	5	4	5	47
12	Student 12	3	3	3	3	3	4	5	1	4	3	32
13	Student 13	4	5	4	4	4	5	4	5	4	4	43
14	Student 14	4	5	4	5	4	5	4	5	3	4	43
15	Student 15	5	4	4	4	5	5	4	5	4	3	43
16	Student 16	4	4	4	4	5	4	3	5	4	4	41
17	Student 17	5	5	4	3	4	5	4	5	4	3	42
18	Student 18	5	5	4	3	4	4	4	5	4	3	41
19	Student 19	3	4	3	4	4	5	3	5	3	3	37
20	Student 20	5	4	4	5	5	5	5	5	3	3	44
	Jumlah	89	89	78	81	85	96	78	96	71	70	833

The table above shows that the cumulative of quationnaire number 1 Got score 89, number 3 got score 78, number 5 got score 85, number 7 got score 78, and number 10 got score 71 it indicatet that most of student agree with. the cumulative of quationnaire number 2 got score 89, number 4 got score 81, number 6 got number 96, and number 8 got number 96 . that they got though questionnaire was 833, it can be shown by continuum formula

$$P = \frac{833}{1000} \text{x } 100\% = 83,3$$

Table 4.18. The calculate of quastionnaire.

0	20	40	60	80	100
	SD	D	U	A	SA
				83,3	

It indicated that the students agree that using previewing as pre-reading in learning reading was motivate them.

lxv

4.2. Discussion

According Gun in Ismail Hakki and Muge Karakas often the most important of the four language skills for EFL learner is reading. It enable students to gain exposure to the target language and receive valuable linguistic input to increase up language proficiency. Richards and Renandya also saidmany foreign language students often have reading as one of their most important goals in their language learning experience and various pedegogical purpose served by written text help reading receive this special focu. [33]

According to Akyol he said that a dynamic infering process that makes communication between writer and reader essential is reading . Ozbay in Ayfer Sahin reading skill means students' reading text they encounter in theeir daily lives properly and fluently by using rifht methodes.Kavcar Oguskan and Sever in Ayfer Sahin complete and accurate understanding: is being comprehended the information, feeling and throughts that are wished to be conveyed to us much the same without causing any misunderstanding and without remaining any suspicious point, with all aspects. Understanding is a way of finding the meaning helps students to focus on meaning and using the expression in a proper way in order to improve comprehension skill.

According to, Hiebet, Scott and Wilkinson in Ayfer Sahin reading comprehension: is the act of inference from written text based on complex process of the various source of information related to each other. Referred Kingham in Ayfer Sahin reading comprehension is having infer and configure spontaneously with reading. Reading comprehension depends on reader's experience and knowladge

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[33]   Ismail Hakki and Muge Karakas, *UNDERSTANDING THE DIVERGENT INFLUENCES OF READING ACTIVITIES ON THE COMPREHENSION OF STORIES.* p.113

about the language, sentence structure and repetition of reading text, difficully and length of the reading text.[34]

Reading and teaching is important to learning, it needed a big awarenes. Through this research previewing as pre-reading activity explained the important of teaching reading to be taught. Teaching reading Using previewing as pre-reading in teaching reading can improve the student' reading comprehension at the second grade of SMA Negeri 7 Pinrang.

Based on the date analyzis, the researcher found that the mean score of pre-test was 71. That results show that some of students got poor score before taugh by using previewing as pre reading. Based on the result of pretest, the highest score was 85 and the lowest score was 55. There were 14 students got score under 80 and just six students who got score more than 80, it indicated that students' reading comprehension before learning reading by using previewing as prereading is not good. Therefore the researcher overcame that problem by using previewing as pre-reading.

In the first meeting on Monday, October 28th, 2019, The researcher gave the students a set of reading text and before it the researcher let them guessed the title by giving them pre question that led them to guess it so they could be stimulated to read and activated their proir knowladge and then the researcher asked the students to see the picture in the text which is related to the content of text then asked them to do that they know anything related to the picture after that the researcher asked the student to read the first few paragraphs, which generally introduced the topics

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[34]Ayfer Sahin, *the effect of text Types on Reading Comprehension*, Meviana Internaitional Journal of Education (MIJE) (Vol.3(2), 57-67, 2013),p.57

discussed in the text then asked them to determine the general themes of the text. (15 minutes)

And than the researcher asked the students to read the first sentence of cash paragraph, usually the topic sentence, which gave the main idea of the paragraph then ask them to find out the main idea after that the researcher asked the students to read the last paragraph, which often revealed the conclusion of the author then the students asked to explore the conclusion. And then the researcher will asked the students to read the entail test than gave students chance to asked some question and the words that they didn't know yet.

On Thursday November 4th 2019. the The researcher gave the students a set of reading text and before it the researcher let them guessed the title by reading the synopsis of the text do they can be stimulated to read and activate their prior knowladge. After that the researcher asked the students to see the picture in the text which is related to the content of the text then ask them did they know anything related to the picture and than the researcher asked the students to read the first few paragraphs, which generally introduced the topics discussed in the text then ask to determine the general themes of the text.

The researcher asked the students to read the last paragraph, which often revaled the conclusion of the autor after that the researcher asked the students to read the entail text then concluded what the text about and shared it to their friend by presenting in front of the class. And than the researcher gave the students chance to asked some questions and the words that they didn't know yet.

On Monday November 11th ,2019 The researcher gave the students a set of reading text and before it the researcher let them guessed the title by giving them pre

question that let them to guess it and the researcher read the synopsis of the text also, so they could be stimulated to read and activated their prior knowladge and than the researcher asked the students to see the picture in the text which was related to the content of the text then asked them did they know anything related to the picture.

The researcher asked the students to read the first few paragraphs, which generally introduced the topics discussed in the text then asked them to determine the general themes of the text after that the researcher asked the students to read the last paragraph, which often revealed the conclusion of the author and than the researcher asked the students to red the entail text than concluded what the text about and shared it by visiting every group and asked their opinion about the text. After that the researcher gave the students chance to asked some questions and the words that they didn't know yet.

On Monday, November 18th 2019 The researcher gave the students a set of reading text and before it the researcher let them guessed the litle by giving them pre question that led them to guess it and the researcher read the synopsis of the text also, so they could be stimulated to read and activated their prior knowladge an then the resercher asked the students to see the picture in the text which was related to the content of the text then asked them did they know anything related to the picture.

The researcher asked the students to read the first few paragraph, which generally introduced the topics discussed in the text then asked them to determine the general themes of the text and than the researcher asked the students to read the last paragraph, which often revealed the conclusion of the author after that he researcher asked the students to read the entail text than concluded what the text about by discussing with their group and retell the conclusion to their friends and thanthe

researcher gave the students chance to asked some question and the words that they didn't know yet. An than

After implementing previewing as pre-reading, the students had better score. It can be proved by the result of pretest. The result of pretest was 83,75. The higher score that was obtined by the students was 95 and the lower score was 75. From that result none students got score lower than 70. 6 students obtined equal/more than 90. The result of mean score of pretest was 71 and the result of mean score of postest was 83. Based on the result of data analysis of mean score of pretest and postest, the mean score of postest (83,75) was higher than pretes (71). That result show that there was improvement in students reading comprehension. Therefore using previewing as prereading to teach reading can improve students reading comprehension.

Beside the result of mean score, the result of t-test proved students' improvement in reading comprehension. From the analysis of t-test, the researcher found that the value of t-test (8,94) was higher and t-table (1,729). Because of the value of t-test was higher that t-table, it indicated that there is significant improvement between students' reading comprehension before and after teaching reading by using previewing as prereading.

Not only analysed the students improvement, this research also provided the the data analysis of students motivation who used using previewing as prereading in learning reading. To know that previewing as prereading effected students' motivation , the researcher collected the data by using questionnaire. The questionnair consist of 10 statments. 5 possitive statments and 5 negative statments.

Based on the result of questionnaire, the researcher found that teaching reading by using previewing as prereading effects students' motivation it proved by

the result of data analysis of questionneire. The result of data analysis of questinnaire was 83.3 that indicated that after using previewing as prereading, it improve students' motivation.the researcher also found that before using previewing as prereading, the students were lack of motivation because the students' teacher theach them by using convensional ways therefore, the students were not enjoy teaching prossess.

Implementing previewing as pre reading not only improves students' motivatin but also makes them comfortable in learning reading. Stimulating students by using previewing about material that would be provided by the researcher helped students to prepare himselp to recieve the material that would be delivered by the researcher. Students will easies to understand the material because the researcher gave them some stimulant that related to the material.

Chia in Parvis Ajideh.[35] states the purpose of previewing is to help readers to predict or make some guesses about what is in the text and this activate effective top down processing for reading comprehension. Several stimuli in a text such as the tirle, illustrations, photographs, or subtitles, are usually closely connected to the author's ideas and content of the text. Based on that statment, using previewing as prereading is really helpful to the students.

According to Sahabuddin's research "The Effectiveness of Using Pre-Reading Task o Improve the Students' Reading Comprehension of the Second Year Students of SMP Negeri 1 Wonomulyo" based on the result of his data analysis, his research concluded that using pre-reading is able to improve students' reading comprehension of the second year students of SMP 1 Monomulyo

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[35] Parviz ajideh, *Schema Theory-Based Pre-ReadingTask: a Neglected Essential in the ESL Reading Class,* The Reading Matrix (Vol.3. No.1, 2003), p.8.

As conclusion, using previewing as pre reading is able to improve students' reading. Not only imroves reading comprehension, previewing as pre reading also effect students' motivation in learning reading . The students are enjoy the learning processes because before the students were given the main material the students were given chance to make some guess about the material that will be provided by the teacher and it will stimulate the students to interest to the material.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter consist of conclution and suggestion. The conclusion deal with the conclusion was concluded based on the findings discussion. The suggestion deal with some suggestion given by writer.

5.1 Conclusion

Based on the findings and discussion in previewing chapter. It can be concluded that there are some conclusion, they are:

1. Based on the first problem statement itcan be clarify that by applying previewing as pre-reading activity to the second grade SMA Negeri 7 Pinrang is effective and there is significant difference between pre-test and pos-test. It drawn by the students' post test mean score 83,75 than the variablewas higher than the students' pre-test mean score 71 and the value of t-test was greater than the variable $(8,94) > (1,729)$.

2. The conclusion from the promlem statemen isusing previewing as pre-reading activity able to motivate the students of the second grade of SMA Negeri 7 Pinrang. It can be seen in the score of the students' questionnaire, it was 83,3 in the right side so it means that the students agree that previewing as pre-reading was able motivatedt them.

5.2 Suggestion

Based on the resultof the rsearch, the research would like to offer some suggestion to improve the students' reading comprehension.The suggestions are :

1. A teacher of English at Senior High School be creative in selecting interesting strategy in teaching learning process. The teacher shoul be able to apply some strategy in teaching learning which is suitable with students' condition, so that the students are not bored in the classroom following the materials in learning.

2. For the students' would not be less motivation in learning reading, they should always read every text that they found to make them more easily to comprehend the text.

3. For the nest researcher, they could use this as a literature to guide them when they want to do the similar research. Although this study has been done but because of limited time it still has many weaknesses. Therefore, the researcher suggest to do deep research to build up the quality of the young generation in English learning.
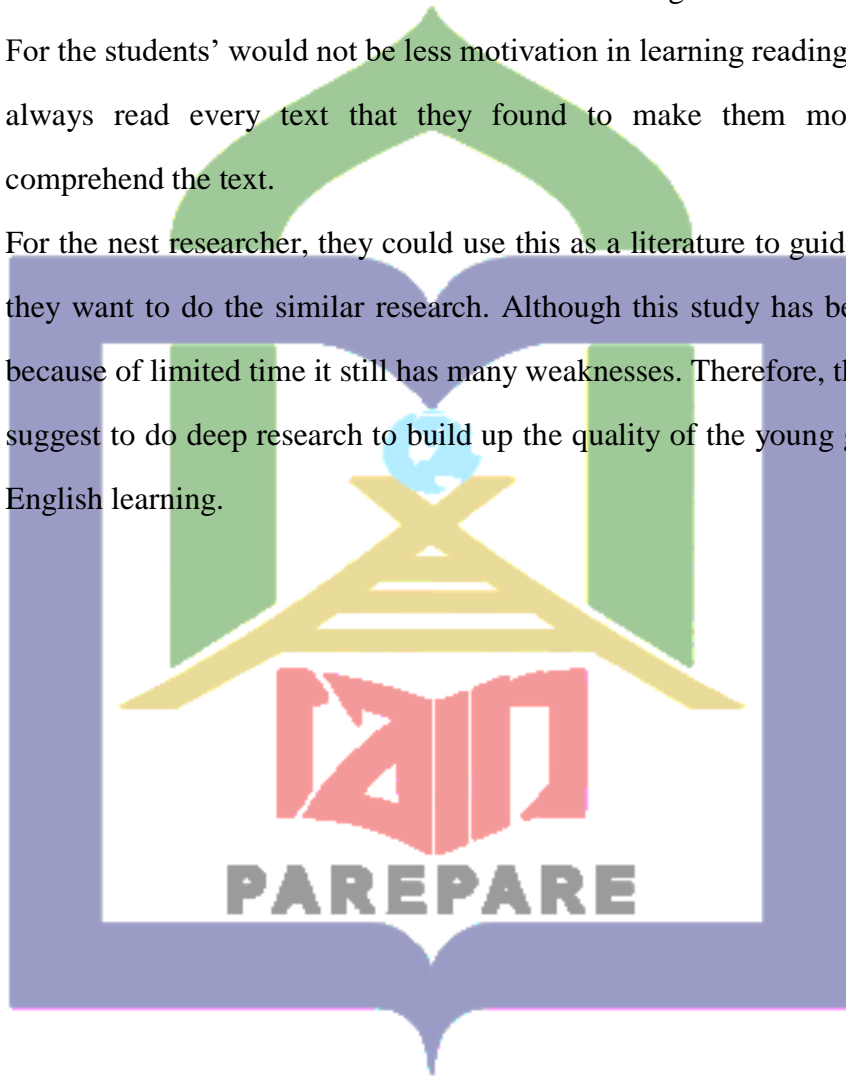
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RENCANA PELAKSANAAN PEMBELAJARAN

Sekolah   : **SMA Negeri 7 Pinrang**
Mata Pelajaran   : **Bahasa Inggris**
Kelas/ Semester : **XI/2**
Pertemuan   : **Pertemuan 1, 2, 3, dan 4**
Alokasi Waktu   : **2x45 menit**

Standar Kompetensi

Memahami makna dalam esei pendek sederhana berbentuk *narrative* untuk berinteraksi dengan lingkungan sekitar

Kompetensi Dasar dan Indikator

Merespon makna dalam tes tulis fungsional pendek sederhana secara akurat, lancar dan berterimah yang berkaitan dengan lingkungan sekitar.

Indikator

1. Mengidentifikasi tujuan komunikatif teks *narrative*.
2. Memahami kandungan isi pada teks *narrative*

1. **Tujuan Pembelajaran**
   1) Peserta didik mampu mengidentifikasi tujuan komunikatif teks *narrative*
   2) Peserta didik mampu memahami kandungan isi teks *narrative*

2. **Materi Pembelajaran**

Materi 1: A WOLF IN SHEEP CLOTHING

There was a big wolf. He was waiting for a chance to steal a sheep, But the sheepherd and his dog continously chased him away. After i week, the wolf began to get very hungry, and tough," i much find a way to get close to the sheep". It was by luck that he found a sheep's skin. He carefully pulled the skin over his body show that none of his grey fur showed under the white sheep skin. Then he could walk in easily and now he was in the middle of the herd.

The big wolf knew that the most delicious sheep were the lambs, or they young sheep. He then imitated the voice of a ewe or a mother sheep. He could easily cheat a lamb who though that he was its mother. And, the lamb. Followed him to the woods. There, he eventually ate the innocent lamb. For many days he could eat as many lambs as his stomach could take. The big wolf got bigger and bigger every day. Now he looked lie the biggest sheep on earth.

One day the shepherd was planning to hold a party. He would invite many relatives and friends. So, he decided to slaughter the biggest sheep from the herd. The shepherd approached the biggest sheep very slowly and carefully. Guess who it was? The wolf, of course, who was fully covered by the white sheep skin! But, the wolf was so fat that he could not run and fight for his safety, very easily the shepherd him, chopped him, and then cooked him for the big party.

Materi 2: MOUSEDEER AND CROCODILE

One day Mousedeer saw a lot of fruits on the other side of the river. He wanted to eat them but he could not cross the river. There were many crocodiles there, but there was no bridge across the river. The mousedeer suddenly had an idea. He stood on the river side called out.

"Hello, Is anybody there?"

Crocodile heard him, he swam fast to meet Mousedeer, and answered, "Hello, Mousedeer. How are you? Please come in." He pretended to be friendly. He had a plan. As soon as Mousedeer got near, he would snap him and ear him for breakfast.

But Mousedeer was standing on top of a big stone. In a proud voice he said, "Crocodile, I'm here to do the King's order. The king will give away free meat to all crocodiles. He has sent me to count the number of all the crocodiles here."

Crocodiles was so happy that he forgot his plan to eat Mousedeer. "Really? How will you count us?"

Tell them to line up from here to the other side of river," ordered Mousedeer.

Before long, all the crocodiles in a long line across the river. Them, Mousedeer jumped onto the back of one crocodile to another, counting loudly "One. Two, Three, Four,"

When he got to the last crocodile he said "One hundred!5" and quickly jumped up to the land," How many are we?" asked Crocodile. "One hundres, Hahahaha, I fooled you! Thanks for giving me a bridge to cross the river. Bye!"

Materi 3: A MOUSE AND A LION

O nce, as a lion lay sleeping in his den, a naughty little mouse ran up his tail, into his bac, up his mane and danced and jumped on his head , so that the lion woke up.

Lion angry grabbed the mouse and, holding him in his large claws, roared in anger. ' How dare you wake me up! Don't you know that I am King of the Beasts? Anyone who disturbs my rest deserves to die! I shall kill you and eat you!' The terrifed mouse, shaking and trembling, begged the lion to let him go. 'Please don't eat me your Majesty! I did not mean to wake you, it was a mistake. I was only playing. Please let me go and I promise I will be your friend forever. Who knows but on day I could save your life?"

The lion looked at the tiny mouse and laughed. ' You save my life? What an absurd idea!' he said scornfully, 'But you have made me laugh, and put me into a good mood again, so i shall let you go. And the lion opened his claws and let the mouse go free. 'Oh thank you, your majesty, squeaked the mouse, and scurried away as fast as he could.

A few days later the lion was caught in a hunter's snare. Struggle as he might, he couldn;t break free and became even more entagled in the net of ropes. He let out a

roar of anger that shook the forest, Every animals heard it, including the tiny mouse. The mouse was rushing to the source of its roar and he found the lion was powerless. The mouse then bit the rope that caught the lion so that the lion can escape from the trap, the lions are very grateful to the mouse and they became friends best forever.

Materi 4: THE BOY WHO CRIED A WOLF

There was once a young shepherd boy who tended his sheep at the foot of a mountain near a dark forest. It was lonely for him watched the sheep all day. No one was near, except for theree farmers he could sometimes see working in the valley below.

One day the boy thought of a plan that would help him get a little company and have some fun. He run down toward the valley crying, "Wolf! Wolf!" The man run to meet him, and after they found out there was no wolfnafter all, one man remained to talk with the boy a while. The boy enkoyed the company so much that a few days later he tried the same prank again, and again the man run to help him

olf came from the forest and began to steal the sheep. The starled boy run toward the valley, and more loudly than ever he cried, "Wolf! Wolf!" But the man, who had been fooled twice before, thought that the boy was tricking them again, So no one came to help the boy save his sheep.

3. **Metode Pembelajaran**

   Think pair and share

   Discussion

4. **Media, Alat dan Sumber Pembelajaran**

   Media   : Picture

Alat   : Papan Tulis

Sumber Belajar : Buku (Fables and Stories, Buku Bahasa Inggris "When English Rings a Bell") dan suara guru

5. **Langkah-langkah Kegiatan Pembelajaran**

Pertemuan 1

1. Kegiatan Pendahuluan (15 menit)

   1) Mengucapkan salam dan berdo'a bersama

   2) Guru mengecek kesiapan siswa belajar baik secara fisik maupun psikologis

   3) Mengecek kehadiran siswa

   4) Mengulang inti pembelajaran sebelumnya

   5) Menyampaikan pokok bahasan yang akan dipelajari. Peneliti akan memberikan pertanyaan yang akan membuat siswa menebak judul teks yang akan diberikan agara mereka bisa terstimulus untuk membaca teks tersebut dan mengaktifkan pengetahuan mereka.

2. Kegiatan Inti (65 menit)

   1) Peneliti meminta siswa mengamati teks yang ada pada lembaran.

   2) Peneliti meminta siswa memperhatikan judul teks dan memberikan opininya tentang judul tersebut

   3) Peneliti meminta siswa mengamati gambar dan memberikan opininya.

   4) Peneliti meminta siswa membaca beberapa paragraf dan mencari temannya.

   5) Peneliti meminta siswa membaca paragraph pertama dan mencari ide pokoknya

   6) Peneliti meminta membaca paragraf terakhir dan meminta siswa mencari apa yang menjadi kesimpulan.

   7) Setelah itu peneliti meminta siswa membaca ulang semua teks agar lebih memahami teks.

3. Kegiatan Penutup (10 menit)

1) Peneliti memberikan kesempatan kepada siswa untuk bertanya.

2) Peneliti memberikan umpan balik pembelajaran

3) Guru menyampaikan rencana pembelajaran untuk pertemuan berikutnya dan memberikan pekerjaan rumah.

Pertemuan II

1. Kegiatan Pendahuluan (15 menit)

   1) Mengucapkan salam dan berdo'a bersama

   2) Guru mengecek kesiapan siswa belajar baik secara fisik maupun psikologis

   3) Mengecek kehadiran siswa

   4) Mengulang inti pembelajaran sebelumnya

   5) Menyampaikan pokok bahasan yang akan dipelajari. Peneliti akan membuat siswa menebak judul teks dengan membacakan sinopsis dari teks agar mereka bisa tertimulus untuk membaca teks tersebut dan mengaktofkan pengetahuan mereka.

2. Kegiatan Inti (65 menit)

   1) Peneliti membagi siswa menjadi beberapa pasangan setelah itu meminta siswa mengamati teks yang ada pada lembaran

   2) Peneliti meminta siswan memperhatikan judul teks dan memberikan opininya tentang judul tersebut.

   3) Peneliti meminta siswa menagamati gambar dan memberikan opininya.

   4) Peneliti meminta siswa membaca beberapa paragrap pertama dan mencari temannya

   5) Peneliti meminta siswa membaca paragrap terakhir dan meminta siswa mencari apa yang menjadi kesimpulan.

   6) Setelah itu peneliti meminta siswa membaca ulang teks agar lebih memahami teks dan menyimpulkannya serta serta mempresentasekan nya di depan kelas.

3. Kegiatan Penutup (10 menit)

1) Peneliti memberikan kesempatan kepada siswa untuk bertanya

2) Peneliti memberikan umpan balik pembelajaran

3) Guru menyampaikan rencana pembelajaran untuk pertemuan berikut nya dan memberikan pekerjaan rumah.

Pertemuan III

1. Kegiatan Pendahuluan (15 menit)

   1) Mengucapkan salam dan berdo'a bersama

   2) Guru mengecek kesiapan siswa belajar baik secara fisik maupun psikologis.

   3) Mengecek kehadiran siswa

   4) Mengulang inti pembelajaran sebelumnya

   5) Menyampaikan pokok bahasan yang akan dipelajari. Peneliti akan memberikan pertanyaan yang akan membuat siswa menebak judul teks yang akandiberikan serta membacakan sinopsis dari teks agar mereka bisa tertimulus untuk membaca teks tersebut dan mengaktifkan pengetahuan mereka.

2. Kegiatan inti (65 menit)

   1) Peneliti membagi siswa menjadi beberapa kelompok setelah itu meminta siswa mengamati teks yang ada pada lembaran.

   2) Peneliti meminta siswa memperhatikan judul teks dan memberikan opininya tentang judul tersebut.

   3) Peneliti meminta siswa mengamati gambar dan memberikan opininya.

   4) Peneliti meminta siswa membaca beberapa paragraf pertama dan mencari temanya.

   5) Peneliti meminta siswa membaca paragraf terakhir dan meminta siswa mencari apa yang menjadi kesimpulan.

   6) Setelah itu peneliti meminta siswa membaca ulang semua teks agar lebih memahami teks dan menyimpulkannya serta menyampaikan kesimpulan tersebut dengan mendatangi kelompok lain meminta pendapat mereka.

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3. Kegiatan Penutup (10 menit)

   1) Peneliti memberikan kesempatan kepada siswa untuk bertanya.

   2) Peneliti memberikan umpan balik pembelajaran.

   3) Guru menyampaikan rencana pembelajaran untuk pertemuanberikut nya dan memberikan pekerjaan rumah.

Pertemuan IV

1. Kegiatan Pendahuluan (15 menit)

   1) Mengucapkan salam dan berdo'a bersama.

   2) Guru mengecek kesiapan siswa belajar baik secara fisik maupun psikologis.

   3) Mengecek kehadiran siswa.

   4) Mengulang inti pembelajaran sebelumnya.

   5) Menyampaikan pokok bahasan yang yang akan dipelajari. Peneliti akan memberikan pertanyaan yang akan membuat siswa menebak judul teks yang akan diberikan serta membacakan sinopsis dari teks agar mereka bisaterstimulus untuk membaca teks tersebut dan mengaktifkan pengetahuan mereka.

2. Kegiatan Inti (65 menit)

   1) Peneliti membagi siswa menjadi beberapa kelompok setelah itu meminta siswa mengamati teks yang ada pada lembaran

   2) Peneliti meminta siswa memperhatikan judul teks dan memberikan opininya tentang judul tersebut.

   3) Peneliti meminta siswa mengamati gambar dan memberikan opininya.

   4) Peneliti meminta siswa membaca beberapa paragraf pertama dan mencari temannya.

   5) Peneliti meminta siswa membaca paragraf terakhir dan meminta siswa mencari apa yang menjadi kesimpulan.

   6) Setelah itu peneliti meminta siswa membaca ulang semua teks agar lebih memahami teks dan menyimpulkannya dengan berdiskusi bersama teman

kelompok serta menceritakan kembali kesimpulannya kepada teman-teman kelas.

3. Kegiatan Penutup (10 menit)

   1) Peneliti memberikan kesempatan kepada siswa untuk bertanya.

   2) Peneliti memberikan umpan balik pembelajaran

   3) Guru menyampaikan rencana pembelajaran untuk pertemuan berikutnya dan memberikan pekerjaan rumah.

6. Penilaian

Jenis   : Teks Bacaan (Pemahaman Peserta Didik)

Bentuk   : Menjawab Pertanyaan terkait teks bacaan berbahasa Inggris.

Penilaian skor teks Reading

$$\text{Skor} = \frac{\text{Total jawaban yang benar}}{\text{Total item soa}} \times 100$$

Tabel Klasifikasi Skor Peserta Didik

No	Klasifikasi	Total Perolehan Skor
1	Excelent	86 – 100
2	Good	71 - 85
3	Fair	56 – 70
4	Poor	41 – 55
5	Very poor	≤ 40

Peneliti

Samsul Bahri

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SYNOPSIS OF THE STORY

Materi 1: **A WOLF IN SHEEP CLOTHING**

Once upon a time there was a big wolf. He was waiting for a chance to steal a sheep, but the shepherd and his dog continously chased him away. After a week, the wolf began to get very hungry, and thought," I must find a away to get close to the sheep," He got an alternative he found a sheep's skin. He carefully pulled the skin over his body so that none of his grey fur showed under the white sheep skin. Then he could walk in easily and now he was in the middle of the herd. The big wolf knew that the most delicious sheep were the young sheep. The wolf imitated the voice of mother sheep. The sheep followed him to the wood because the sheep thought that was sheep' mother. Then, he ate the sheep. For many days, he had eaten much sheep till his stomach so big. And he become bigger every day, now the wolf looked like the biggest sheep on earth. One day the the shepherd was planning to hold a party. He would invite many relatives and friends. So, he decided to slaughter the biggest sheep from the herd. Guess who it was?

Materi 2: **MOUSEDEER AND CROCODILE**

One day Mousedeer saw a lot of fruits on the other side of the river. He wanted to eat them but he could not cross the river. There were many crocodiles there, but there was no bridge across the river. The mousedeer suddenly had an idea. He stood on the river side called out. "Hello, Is anybody there?" Crocodile heard him, he swam fast to meet Mousedeer, and answered, "Hello, Mousedeer. How are you? Please come in." He pretended to be friendly. He had a plan. As soon as Mousedeer got near, he would snap him and ear him for breakfast. But Mousedeer was standing on top of a big stone. In a proud voice he said, "Crocodile, I'm here to do the King's order. The king will give away free meat to all crocodiles. He has sent me to count the number of all the crocodiles here." Crocodiles was so happy that he forgot his plan to eat Mousedeer. "Really? How will you count us?" "Please call all your

family, relative, friends, neighbours, Tell them to line up from here to the other side of the river," ordered Mousedeer, Before long, all the crocodiles were in a long line across the river. Then, Mousedeer jumped onto the back of one crocodile to another, counting loudly "One, Two, Three. One hundred". What do you think would happen next?

Materi 3**: AMOUSE AND A LION**

O nce, as a lion lay sleeping in his den, a naughty little mouse ran up his tail, into his bac, up his mane and danced and jumped on his head , so that the lion woke up.

Lion angry grabbed the mouse and, holding him in his large claws, roared in anger. ' How dare you wake me up! Don't you know that I am King of the Beasts? Anyone who disturbs my rest deserves to die! I shall kill you and eat you!' The terrifed mouse, shaking and trembling, begged the lion to let him go. 'Please don't eat me your Majesty! I did not mean to wake you, it was a mistake. I was only playing. Please let me go and I promise I will be your friend forever. Who knows but on day I could save your life?"

The lion looked at the tiny mouse and laughed. ' You save my life? What an absurd idea!' he said scornfully, 'But you have made me laugh, and put me into a good mood again, so i shall let you go. And the lion opened his claws and let the mouse go free. 'Oh thank you, your majesty, squeaked the mouse, and scurried away as fast as he could.

A few days later the lion was caught in a hunter's snare. Struggle as he might, he couldn;t break free and became even more entagled in the net of ropes. He let out a roar of anger that shook the forest, Every animals heard it, including the tiny mouse. The mouse was rushing to the source of its roar and he found the lion was powerless. The mouse then bit the rope that caught the lion so that the lion can escape from the trap, the lions are very grateful to the mouse and they became friends best forever.

Materi 4: **THE BOY WHO CRIED A WOLF**

Once upon a time there was once a young shepherd boy who tended his sheep at the foot of a mountain near a dark forest. It was lonely for him watching the sheep all day. No one was near except for three farmers he could sometimes see working in the fields in the valley below. One day the boy thought of a plan that would help him get a little company and have some fun. He ran down toward the valley crying, "Wolf! Wolf! So the man came to help but there was nothing happened. The next day he did again and the man came to help him. After view days a real wolf came and stool his sheep, he crying and scream loudly. What do you think the end of the story?

Pre-Test		Post-Test	
I	1. a 2. a 3. f 4. b 5. c	I	1. c 2. e 3. a 4. b 5. d
II	1. T 2. T 3. F 4. F 5. T	II	1. T 2. T 3. F 4. T 5. F
III	1. d 2. c 3. d 4. d 5. a 6. a 7. d 8. a 9. b 10. a	III	1. c 2. d 3. a 4. c 5. c 6. a 7. c 8. b 9. b 10. e

CURRICULUM VITAE

The researcher was born on Februari 22th , 1996 in pinrang. He is the thirth child from thirth sibling : He is one sister and one brother. Her father name is Jabbar and Her mother name is Roswati. He educational backround began 2001 in SDN 80 Bua Lapalopo Kec. Mattiro bulu Kab. Pinrang and graduated 2007. He continued.

His Study at UPT SMPN 1 Kec. Mattiro bulu Kab. Pinrang and graduate on 2010 He registered in senior high school SMA Negeri 7 Pinrang. Kab. Pinrang but now it was changed become SMA Negeri 7 Pinrang and graduate on 2013. He continued at English Program Tarbiyah Faculty State Islamic Instite (IAIN) Parepare and Took English as her major. Finally ....