

A THESIS
STUDENTS' READING SKILL THROUGH LITERAL
READING AT THE SECOND GRADE OF
SMA NEGERI 8 PINRANG



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ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE
PAREPARE

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**HADIRA
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Submitted to the English Education Program of Tarbiyah Faculty of State Islamic
Institute of Parepare in Partial of Fulfilment of the Requirements
For the Degree of Sarjana Pendidikan (S.Pd)

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Thesis

**As Partial Fulfillment of the Requirements for the Degree
of Sarjana Pendidikan (S.Pd.)**

English Education Program

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**ENGLISH EDUCATION PROGRAM
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ABSTRACT

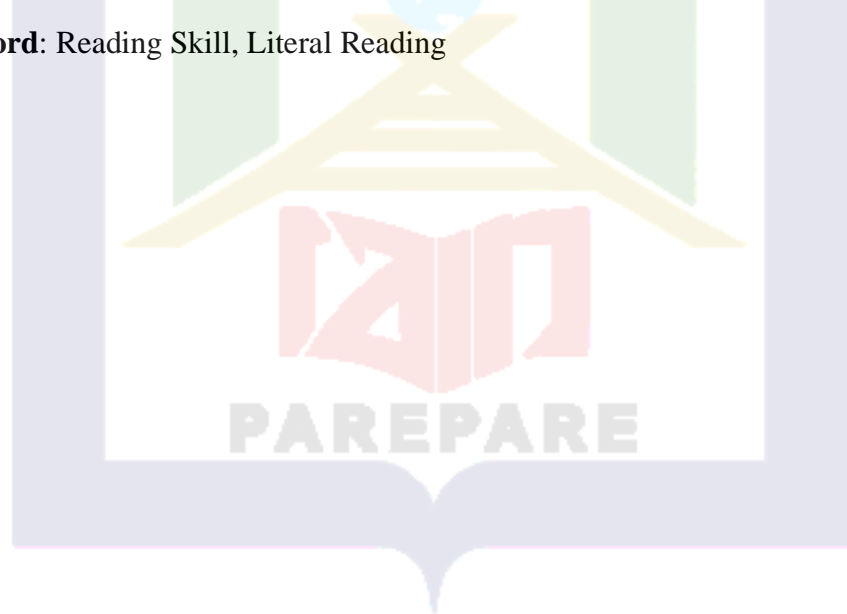
Hadira. *Students Reading Skill through Literal reading at the second grade of SMA Negeri 8 Pinrang* (Supervised by Hj. Nurhamdah and Bahtiar).

Literal reading is the understanding of information and facts directly stated in the text. It is recognized as the first and most basic level of comprehension in reading. Students can employ literal comprehension skills (keywords, skim reading and scanning) to better locate information efficiently. The purpose of this research is to find out the students reading skill through Literal reading at SMAN 8 Pinrang.

The sample of this study was 21 students' used purposive sampling from Class XI MIPA 1. The researcher conducted the research by quantitative design. The data collecting technique by students' final score document which conducted from the teacher, the research conducted in 45 days including of data analysis.

The result of the data showed that students reading literal comprehension average 77.28 than the students' maximum score in 80.00 and minimum score was 51.17. Mean or average data which showed for *Good Category*. The specific description of students' Reading literal comprehension that students can get information directly from text such as identifying main idea, supporting details and summarizing. The reader is trying to better understand what is actually happening within the text.

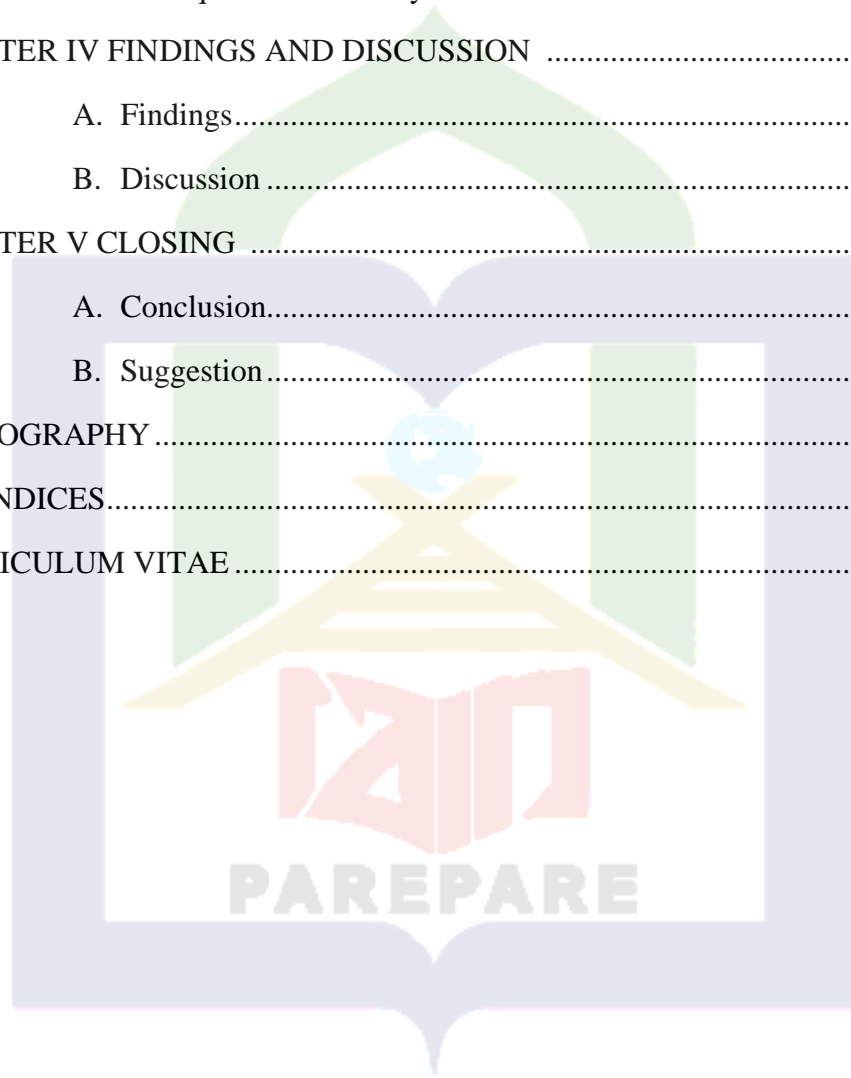
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CHAPTER I INTRODUCTION

A. Background

Reading is an important skill in learning English but sometimes students get some problems in the reading process because they limited vocabulary knowledge so that they poor in comprehension and they difficult to recall information after reading. The teachers need to help the students to resolve these problems with refining their technique in teaching reading.

The importance of learning reading is to build the Skill and knowledge of students to understand the material of reading text. Such as Skill to read various texts in English, Skill to adjust reading styles according to the purpose of reading (i, e skimming, scanning, Literal and intensive), and Skill to have critical perspective on the content of the texts. This research will refer to the Literal reading.

One of strategies which should be managed and applied by teachers in the classroom is teaching reading strategies. Wallace states that a reading strategy is a unitary process which cannot be subdivided into part skills. This means as a process, a reading strategy involves ways of processing text which will vary with the nature of the text, the reader's purpose, and the context of situation.¹

Literal reading is one of the ways to improve reading Skill for the students, because, from the Literal reading students can choose the interest book, articles, or other book for study depends on material of reading study, or suitable for study and teacher will know what the students need without making students bored, tired, or confused to improve their Skill in reading. Literal reading as an approach to teaching

¹ Wallace C, *Literal reading in language education*, (New York: Palgrave Macmillan. 2003)

reading may be thought of in terms of purpose or outcome². According Bamford Literal reading is an approach to invite the reader to develop good reading habits, to build up knowledge of vocabulary and structure, and encourage linking a reading.³

Activities of Literal reading which, students reading a lot of easy materials it become easier to save every information in their mind. The result shows that before implementation of Literal reading activities students got several words in synonym and antonym were a fair category and after implementation Literal reading students. The basic concept of Literal reading material should be variety. There are a lot of resources that can use to get reading material for students to choose what they like such as the library, the internet, magazine, newspapers, and other things based on their levels. The students must be very open to choosing the text category for their selves.

The advantages of Literal reading become very important for the learner in improving their reading performance, the researcher thinks that students may get much improvement for their reading skills after being taught by this approach of learning reading. Applying the Literal approach in teaching activities will be effected to the students reading performance.

The researcher identify the students' skills after being taught by the Literal approach, which is already being implemented by the teacher, the materials were about reading materials in a kind of text such as narrative text, and recount text. This also is integrating with the aspect of educational purposes.

The researcher assumed that by this approach of teaching reading may get several influences toward the students reading skill, students get influenced from

²Mikulecky Beatrice, *Literal Reading: What iIs It? Why Brother?*, the collection article, 1990, p. 17.

³Bamford, J and Day R Richard, *Literal reading: what is it? Why brother?*, (The collection article, 1990,p.15.

several aspects, the aspect of their improvement may cause of the teacher's method, and media, situational or many other things can affect the students performing. The researcher assumed that this approach of teaching may or not influences the students.

Student's Skill refers to the reader for understanding or comprehension the reading text, because one of the purposes of reading itself is to get information or knowledge. So it should hardly be necessary to persuade the reader that reading involves thinking besides reading comprehension also has relation with Literal reading. There are two of the many goals for Literal reading, enabling students to read without constantly stopping and providing increased word recognition. One of the fundamental conditions of successful Literal reading is that students should be reading material that they can hardly be reading for pleasure.⁴

Based on the researcher preliminary observation at SMAN 8 Pinrang, it showed that most of the students have been taught by Literal reading in class for getting points or information with the reading text. It also seeing that, students look very low in their reading skill, it identified from the text given to them. And the students mostly can't answer the test corretly.

The indicator test given in observation is about main idea, supporting idea, summarizing. The students showed the various results of Skill in catching the information. In sum, the students still can't afford the reading skill. Based on the explanation above, the so the writer is interesting to research on this issue.

B. Research Question

⁴Jeremy Harmer, *The Practice of English Language Teaching*, Malaysia, 2002, p.28

Based on the background above, the researcher formulates the question: How are the students' reading skills through Literal reading for main, supporting and summarizing idea at SMAN 8 Pinrang?

C. The Objective of The Research

Based on the problem statement above, the objectives of the research are formulated to find out the students' reading skills through Literal reading at SMAN 8 Pinrang.

D. Significances of The Research

1. For the Teacher

This research is expected to use as a reference and useful reading material so that it can contribute to the development of science, especially for educators, and can serve as a guide for future researchers.

2. For the Student

The research is expected to enrich the knowledge of English students especially by using Literal reading to get reading skills.

3. For the Researcher

This research is also expected to give benefit as reference for the researchers who want to run research related to this one.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Research Finding

Some researchers have observed and found related results referred to use the Literal reading to get reading Skill by a lot of kinds of techniques.

Dadan Hidayat from Universitas Bina Sarana Informatika, "*The Effect of Literal Reading on Students' Reading Comprehension*" the result of the research is based on the statistical calculation using t-test, the researcher gave interpretation to t value. First, the researcher considered the *d.f.* with the *d.f.* (30- 2=28). The researcher checked the score of "t" at the significant level of 0,05. The *d.f.* of (28) and the critical value 0,05 significant table was (1.70). By comparing the "t" that the researcher got in calculation t value = (7.627) and the value of "t" on the t table = $t_{0.05} = (1.70)$, it is known that the t value is bigger than table = $7.627 > 1.70$. Because the t value is bigger than t table the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted. It means that there is a significantly different score of students reading comprehension by using Literal reading on the reading process. result of the student's pre-test and post-test. Literal reading was done by the student in experimental. Then the Literal reading method was effective to improve reading comprehension. The statistical computation results proved that students' score on post-test > students' score on the pre-test. During observation when the Literal reading was implied in the reading process, the students were very enthusiastic, they could build their vocabulary knowledge and they could recall the information after reading. It was different before Literal reading was applied in experimental class; they felt confused when they found

out the new vocabulary in the reading texts and students had difficult how to recall information after reading⁵.

Eka Mardiana and Nur Hidayat from STKIP Bina Insan Mandiri Surabaya *The Effect of Literal Reading on Students' Reading Achievement Of Senior High School* The study aimed to investigate the effects of Literal reading on students' reading achievement for senior high school grade X. Literal reading was an alternative method in the teaching reading to make the students fun and easy to get the meaning of texts from many sources. The subjects were 27 students at grade X in the academic year 2018/2019. The researcher applied by using a quasi-experimental design using a quantitative approach. The instrument of this research used pre-questionnaires, tests and observation. The technique of analyzing data was applied by using a paired sample t-test from the Statistical Package for the Social Sciences 22 (SPSS22). The result of the analysis showed that the mean of the pre-test was 79, 85 and the mean of post-test was 85, 56. The mean score of posttest was higher than pretest in experimental class who were taught by Literal reading. It concluded that the implementation of the Literal reading can give positive effects to the students. It was supported by the result of observation showed that the students were enthusiastically to answer the question, many vocabularies, fun, enjoyable, easy to understand the meaning of the texts and more active in the teaching learning.⁶

The third research was from Andi Nawirsah which tittle of "The Students' Ability In Literal Reading Comprehension the students' ability in reading

⁵ Dadan Hidayat, "The effect of Literal on students reading comprehension", (wanastra: jurnal bahasa dan sastra 2020) ,p 60.

⁶ Eka Mardiana, *the effect of Literal reading on students reading achievement of senior high school*, Published by Research and Community Development Center, p.17.

comprehension is the purpose of this study. The research population was the third year students which consisted of three parallel classes. For selecting sample, random sampling was used by the researcher for taking five students in each class. Then, totally 15 students became as the sample. The data collection was taken through two kinds of instruments, namely non-test and test. Non-test consisted of questionnaire, and interview meanwhile test itself used was on the literal comprehension level. In analyzing the data, the non-test was analyzed descriptively then the test was analyzed statistically. The result of test shows that the mean score of students is 71. In short, the ability of the third year students of SMP Negeri 11 Palu in reading comprehension text is categorized as good level.

Table 2.1 Similarity of Research

No	Title	Author	Similarity	Differentiation
1	<i>The Effect of Literal Reading on Students' Reading Comprehension</i>	Dadan Hidayat	It has similar of Object research refers to the literal reading become the research issue.	The different is from the variable, previous research conducted about the effect and this research is about the students reading skill
2	<i>The Effect of Literal Reading on Students' Reading Achievement Of Senior High Schoo</i>	Eka Mardiana	It has similar of Object research also refers to the literal reading become the research issue.	The different from the target of the research, which also from the achievement of the students, previous research only for effect and achievement

3	<i>The Students' Ability In Literal Reading Comprehension</i>	Andi Naniwarsih	The similarity from the students' ability, it has similar measuring data for ability of skill	Different from the word of ability and comprehension, it shows more comprehension than this research for the issue.
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Based on the statement above, the researcher concluded there are many techniques can be used in teaching Literal reading to the students, and shows the effective method to improve the students reading Skill, so by understanding Literal reading also is hoped to improve reading Skill especially to the second grade of SMAN 8 Pinrang.

B. Some Pertinent Ideas

1. The Concept of Literal Reading

The following will describe several theories related to the research topic:

a. Definition of Literal Reading

Literal reading is an approach to invite the reader to develop good reading habits, to build up knowledge of vocabulary and structure, and encourage linking a reading. A Literal reading approach introduces students to the dynamics of reading as it is done in real life by including such key elements of real-life reading as chosen and purpose.⁷

Literal reading of high-interest material for both children and adults offers the potential for reinforcing and recombining language learned in the class.⁸It is could be

⁷ Bamford, j and Day R Richard, *Literal reading: what is it? Why brother?*, (The collection article, 1990,p.17.

⁸ Bell Timoty, *Literal Reading : why? And how*,(Kuwait University, 2008), p. 1.

measured for a reader to can chose and also focus on the reading in the textbook. And then with there is Literal reading the reader can encourage the motivation and also lack vocabulary reader can benefit. In addition, Literal reading also makes the reader comprehend, understand, and also be fluency a reader. The key to the success of the Literal reading program is to build confidence and not to pressure the students. It is very important to encourage them. If you have read a lot of the same books which they read in your class, you can share the joy of having books in common. Three golden of Literal reading:

- 1) No dictionaries while reading
- 2) Skip over difficult words
- 3) Stop reading when it is boring or too difficult.

The idea that learners can develop their language knowledge through Literal reading is attractive for several reasons: first, reading is essentially an individual activity, and therefore learning of different proficiency levels could be learning of their level without being locked into an inflexible class program. Second, it allows learners to follow their interests in choosing what they read and thus increases their motivation for learning. Third, it provides the opportunity for learning to occur outside the classroom.⁹

In reading activity, it is important for the reader to understand or comprehend the reading text, because one of the purposes of reading itself is getting information or knowledge. So it should hardly be necessary to persuade a reader that reading involves thinking besides reading comprehension also has relation with Literal reading. There are two of the many goals for Literal reading, enabling students to read without

⁹Paul Nation, *The Language Learning Benefit of Literal Reading*, (Return to the language teacher online 1999) p.26.

constantly stopping and providing increased word recognition. One of the fundamental conditions of successful Literal reading is that students should be reading material that they can hardly be reading for pleasure.¹⁰ It means that the success of Literal reading is that students should be reading material that they understand or comprehension. If they are struggling to understand or comprehend every word. So, the relationship between Literal reading and reading comprehension is clear that reading comprehension is not only a process of knowing the meaning but also the process of catching the teacher to approach the students based on students' likes and interests.

b. The characteristic of Literal reading

Literal reading is probably most usefully explained as a set of principles. There are ten principles to make a successful Literal reading program:

- 1) The reading material is easy.
- 2) A variety of reading material on a wide range of topics is available.
- 3) Learners read as much as possible. Learners choose what they want to read.
- 4) The purpose of reading is usually related to pleasure, information, and general understanding.¹¹

c. The Principle of Literal Reading

Literal reading has several principles that distinguish it from other techniques. This technique is very necessary when learning a reading subject. Based on the definition from Day and Bamford Literal reading has 10 principles; they are¹² : The reading material is easy, a variety of reading material on a wide range of topics must

¹⁰Jeremy Harmer, *The Practice of English Language Teaching*, (Malaysia, 2002) p. 2018.

¹¹Tamar, Mikeladze, *Literal Reading, Telavi Lakob Gogebashvili*: (University of Latvia, 2014), p. 15.

¹²Yurika Iwahori. "Developing Reading Fluency: A Study of Literal Reading in EFL. Reading in a foreign Language" (2008. Volume 20), p. 71.

be available, learners choose what they want to read, learners read as much as possible, the purpose of reading is usually related to pleasure, information, and general understanding, reading is its own reward, reading speed is usually faster rather than slower, reading is individual and silent, teachers orient and guide their students, and the teacher is a role model of a reader.

The first, the reading text is easy, it means that Literal reading text uses the familiar word with the fun topic, make the reader interest and easy to understanding the topic while reading. Second, a variety of reading material on a wide range of topics must be available, the Literal reading has broad coverage, so this Literal reading available for using in the some kind of reading material. Third, learners choose what they want to read. These principles that make Literal reading activity to be pleasure in the classroom because the learning material is easy, broad coverage, and suitable to students' interest.

d. The Benefits of Literal Reading

In a study by Day and Bamford as explained before, Literal reading is characterized by some aspects, namely: it is a large quantity of varied, self-selected, enjoyable reading at a reasonably fluent speed.¹³ In other words, Literal reading is defined as a procedure of providing students with time, encouragement, and materials to read pleurably, their own level, as many books as they can, without the pressures of testing marks¹⁴. These aspects support the goal of Literal reading that is called as

¹³ Bamford, j and Day R Richard, *Literal reading: what is it? Why brother ?*, (The collection article, 1990) p.25

¹⁴Arife KOC. *The Effect of Literal Reading on Oerall Language Achievement in the Foreign Language Classroom*. (Proceeding of Acdecsera 7th International Conference. 2017), P.5.

pleasure. Therefore, Literal reading is often said as one of activities that contributes to students' comprehension input in reading activity.

Literal reading has many benefits that we can get when applied in reading, as Nation said in his book there have been numerous researchers who have studied the effects of Literal reading on language found that Literal reading benefits the language in numerous ways including their reading proficiency, reading habits, reading fluency, vocabulary retention as well as writing and spelling.

Literal reading program requires students to read a wide variety of text materials from different fields in the target language. Bell also asserts that Literal reading is an effective reading activity that helps learners to increase their reading speed and comprehension skills.¹⁵ Grabe and Stoller also defined the extensive type of reading as the one that exposes learners to large quantities of materials within their linguistic competence. Students' exposure to such reading materials will provide them the opportunity to develop their communicative competence in English and also make them educationally proficient in other subjects.

Another opinion about the benefit of Literal Reading also said by Macalister, Literal Reading improves reading comprehension, reading speed, vocabulary, writing, speaking, and listening nearly all aspects of language competence;¹⁶ although a growing number of L2 teachers are keen to use Literal Reading in their teaching, not many are able to fully and successfully implement Literal Reading due to curricular or contextual factors¹⁷.

¹⁵ Bell, Jahna. *Active Learning Reading*. Webster University, 2006.

¹⁶ Macalister, Nation, *Improving Reading Comprehension* (New York: Routledge, 2010) p.26

¹⁷ Anna C-S Chang. Current Practice of Literal Reading in Asia: Teacher's Perceptions, the Reading Matrix, *An International Online journal*, Vol. 17, 2017, P. 42.

In addition, ER also has contributed in defining Literal reading as a teaching approach that encourages learners to read as much as they can in order to gain fluency in English and any other foreign language. This basic approach is based on the principle that reading is the best way of learning how to read. An interesting feature about ER is that students are given autonomy to choose the genre and volume of materials to read. However, instructors should be keen to ensure that the material chosen is easy to read. Through this approach, students benefit in a number of ways. For instance, they are able to capture the overall meaning of a particular text while at the same time finding great pleasure as well as enjoyment in reading. Moreover, students are not under any hard rules to read every book they choose; teacher using the ER approach allow learners to discard a book if they perceive it to be too hard or uninteresting¹⁸.

Based on the explanation above, it can be concluded that Literal reading gives many benefits for students in developing all aspects of language competence, namely; reading proficiency, reading habit, reading fluency, vocabulary, retention as well as writing and spelling.

e. Literal Reading Activities

The basic activity in Literal reading is reading. Day and Bamford stated that students will be assigned to read¹⁹. To keep track with students reading, teachers should encourage them to report back their reading in certain ways, for example by employing the reading journal. Sweet also suggest that when reading Literally, students should be involved in group discussion where critical readers and learners are more likely to

¹⁸Bamford, j and Day R Richard, *Literal reading: what is it? Why bother ?*, (The collection article, 1990) p.37

¹⁹Ziming Liu. "Reading behavior in the digital environment Changes in reading behavior over the past ten years" ,(journal of Documentation, Vo. 61, 2005) P. 702.

happen; students engage in daily discussion about what they read, subsequently, students can share the result of their discussion to a classroom. The next activity that can be utilized is reading aloud as a favorite part. Harmer affirms that yet reading aloud of a particularly exciting or interesting excerpt can be extremely motivating and enjoyable for a class²⁰. The activities which are explained above are some alternative activities which are explained above are some alternative activities in implementing Literal reading in a classroom.

Therefore, if teachers establish Literal reading in a positive way, provide reading materials which are attractive and meet with students' level, and support the students in doing Literal reading, students will encounter reading for enjoyment and bring in the language learning rewards. It means that activity of Literal reading basically just read the text that chosen by own, and the students can enjoy the reading text with fun and interested as well as comprehend the information after read the text.

f. Advantages Of Literal Reading

Aliponga state in Literal reading, students silently read large quantities of materials. These materials are usually at a level that permits students to gain at least a fair understanding of what they are reading without outside help. These large quantities of reading materials provide large amounts of comprehensible input in students new language in order to make progress toward overall command of that language.²¹

This does not only benefit reading proficiency but overall language proficiency as well. Other characteristics generally thought to be among the most important for

²⁰Annas C-S Chang. "Current Practice of Literal Reading in Asia: Teacher's Perceptions. The Reading Matrix" ,(*An International Online Journal*, Vol. 17, 2017), P. 42.

²¹Jonathan Aliponga, "Its Benefits For Literal Reading" (*International Journal of Humanities and Social Science*, Vol. 3 No. 12, 2013), p.73.

making Literal reading successful include : 1) Students choose what they want to read; 2) Students take part activities; 3) Teachers read with their students, thus serving as role models of good readers; 4) teachers and students keep track of student progress; 5) Teachers provide help and guidance where needed.

In addition, there are several opinions of the authors in Mikeladze: Compared to intensive reading, Literal reading is a long run approach, through which learners cannot expect prompt effect²². It's a time consuming approach. Nevertheless, Literal reading has obvious positive outcomes. It contributes to development of different linguistic aspects.

The benefits of Literal reading, such as gains in vocabulary, writing, spelling, and positive attitude toward reading, are described by Day and Bamfor, Bell. Steiner chief inspector for English at Israel ministry of education, in her book let Reading for pleasure lists following benefits of Literal reading : a) enhances world knowledge, b) accounts for one third of vocabulary growth, c) promotes reading as a lifelong activity, d) builds vocabulary, e) builds structural awareness, f) improves comprehension skills, g) promotes motivation, h) encourages pupils to read fluently and use all the strategies, i) encourages pupils to progress through different levels of text and monitor their own progress, j) provides with enjoyable reading experience.

Nation (2004) discusses the vocabulary learning benefits from the Literal reading which are of two kinds. One involves enriching and strengthening knowledge of words that have been met before which is more important than the former.

g. Difficulties in Applying Literal Reading

²²Tamar, Mikeladze, *Literal Reading*, Telavi Lakob Gogebashvili: (University of Latvia, 2014), p. 15.

Many language learners, however, are eager to see the effects of Literal reading in the shortest possible time and so may quit reading because of its delayed effect. These are perhaps the reasons Literal reading scholars suggest creating a system by which learners can see their progress or learning gains. Without the system, it is difficult to get students to continue reading for a longer period of time.

Given that such a large proportion of teachers experienced difficulties, the sub question focused on the types of difficulties they encountered. The difficulties they encountered came from three main sources: students, teachers, and the institutions. The top four difficulties the teacher respondents encountered were: students were not interested in reading, it was difficult to monitor whether students actually read, students were not able to read independently, and it was difficult to get students to read materials that were not assessed²³.

The other difficulties were these: students had no time for extra reading, it was difficult to assess what is learned from Literal reading, it is difficult to find suitable reading materials, the institute does not have many books for students to read, and the curriculum has a fixed schedule. Overall, it is apparent that the major difficulties experienced by the L2 teachers came from the students themselves, who were not interested in reading, were unmotivated, and were unable to read independently, and had no time to do extra reading.

These were followed by some problems from the teachers themselves: not being able to monitor and assess what students actually ready. The difficulties from their institutions seemed to be minor: not having enough books and having a fixed curriculum.

²³A Renandya, Willy, "Current Practice of Literal Reading in Asia" (The Reading Matrix: An International Online Journal, Vol. 17, Number. 1, 2017), p.48-49.

2. The Concept of Reading Skill

a. Definition of Reading

Reading is a process to carry out by the reader to get messages or information from the author through print media. This is a very complex process in recognizing and understanding written symbols that are influence by the skills of perception, experience, decoding, language background, mindset and reasoning of the reader. Besides speaking, listening, and writing, one of the skills in English is Reading. This is a way to understand the written messages. Reading is the first direct communication of students to obtain their language development. After listening and speaking, students further goes to school where they first learn to read before writing. Reading is one of the basic communicative skills, but it is a very complex process. It is difficult to arrive at a precise definition of the reading process.²⁴

Reading is the activity for getting information from the book or the text. Reading is essentially a complex that involves many things, not just receive the text, but also involves a visual activity likes thinking. As the visual process, reading is a process of translating written symbol (letters) into spoken words. As a process of thinking, reading activities include word recognition, literal comprehension, interpretation, critical reading, creative reading and creative insight.

By reading activity, we can increase our knowledge. In other word, if we always read the book every day, we can get much knowledge. Improving reading ability for students, they should practice their reading more and more. However, students may

²⁴Arthur W. Heilman, *Principles and Practices of Teaching Reading* (San Fransisco: Merril, 1990), p.2.

find out difficulty in practicing their reading so that it can make them frustration. It can be solved if they always keep practicing, they will have a good sense of English and will help them to comprehend the total meaning of the words. This following, definitions about reading that is defined by some linguists.

Reading is more than just assigning foreign language sounds to the written-word, it requires the comprehension of what is written. Students differ in their Skill to read their native language, and these same differences reappear in their Skill to read a second language.²⁵ Reading is the meaningful interpretation of printed or written verbal symbols. Reading (comprehending) is a result of the interaction between the perception of graphic symbols that represent language and the reader's language skills and knowledge of the world.²⁶

Reading is one of English skills besides speaking, listening and writing. It is the way to understand written messages. Reading means a result of interaction between the writer's mind and the reader's mind. It is the way how to the reader tries to get the message or the intended meaning from the writer. In this process, the reader tries to create the meanings intended by the writer, the reader can get the message, and the writer's meaning sense.

Reading is one of the most important academic skills needed by students as a source of knowledge and enjoyment. Reading is also quite possibly, the most important skill a student must acquire in order to success in the school and in life. Moreover reading has been a highly emphasized skill in the English foreign learner context.

²⁵Edward David Allen, *Classroom Techniques: Foreign Languages an English as a Second Language*, p. 249.

²⁶Albert J. Harris, *How to Increase Reading Skill* (San Fransisco: Longman, 1980), p. 8.

Reading can be regarded as a process that involves, decoding, interpreting and comprehending written material.

Different people use the term of reading in some ways, because reading is a complex process, and this complexity accounts for the variety of its definition. Reading is one way to communicate between the writer and reader. As Day and Bamford define reading as a process of how a reader understands the written message and connect it to his prior knowledge.

Reading is the Skill to process the written from what has been read, and then develop and construct the ideas in main depend on the experience or prior knowledge of the reader, reading also be supposed to be the Skill to relate writer's words to personal experience, along with the adequate attached to those experiences and facilitate in utilizing words recognition clues. The printed page itself has no meaning. It is only the written paper the meaning come from the mind of the reader.

Reading is a process when the reader makes meaning through the combination of prior knowledge and previous experience. He or She connects text information to what they already know. Information ideas are exchanged between writer and reader in the act of communication. The writer expresses his thoughts on paper with language using whatever skills and style she or he has developed personally. The reader tries to get meaning from printed page.

Reading is not just a means of comprehension but becoming aware of how writers express meaning and also becoming able to reconstruct those meanings for our own understanding. So, reading can add our knowledge because every word that is read to construct meaning to comprehend. With reading we get more knowledge or information. It means that reading is important to be learned.

From the definition above, it can be concluded that reading is a process of perceiving a written text in order to understand its contents. Nowadays, reading is an important thing for life. Without reading we can get knowledge or information that happens in the past time or now. Reading is windows of knowledge.

So, we can get a variety of information or knowledge by reading. We may read book or a text for many purpose. For example, we read story book for pleasure in our spending time. Moreover, reading for information when we are going to know new information like reading a newspaper or magazine. Reading is also needed by students for studying. When they have assignment of school, they have to read a related book with their assignment. For increasing the reading ability, students have to read every day.

b. Kinds of Reading

In English language teaching, there are three kinds of reading, namely reading aloud, silent reading, and speed reading.

1. Reading aloud

This is the important things that must to do as the reader, where the students who are known as the reader aloud, because it can teach students or reader how to practice their tongue about how to pronounce every word found in the text.

According to tinker, reading aloud is a kind of reading where a reader expressed orally word in the text. The purpose of the reading aloud is to improve the student's Skill in pronouncing the words, stressing the word and having good information about every sentence in the passage.²⁷

²⁷Tinker. A. Miles and Cullogh, *Teaching Vocabulary Elementary Reading* (New Jersey: Practice_Hall Inc. Englewood Cliffs: 1975), p. 5.

Reading aloud is a wonderful skill to master and will serve you well on many different levels. Not only will this help you comprehend what you are reading, it will also allow you to listen back for your voice. Hearing your voice will assist you in identifying your unique writing voice.

2. Silent Reading

This is reading activity that doesn't need word to pronounce because the readers need to finding out the meaning from the text. The reader has full concentrate with what they read and it needs much attention. Silent reading is the essential first step in breaking students from the habit of devoting all attention to the precise decoding of the shapes and sounds of letters. Phrase reading, timed reading, and guessing activities are likewise useful.

As an example of a possible text selected for the elementary reader we have adapted a reading passage prepared initially for third grade native speakers with reading problems. In exercises in which students talk about their reading, they can each other with new words. In addition, pre reading activities led by the teacher may include discussion of some of the new terms-not as vocabulary building per se, but as background information.²⁸ Silent reading improves students' understanding because it helps them concentrate on what they are reading, rather than the pronunciation of individual words. When students read silently, they can form mental pictures of the topic being discussed. This is called reading efficiency, and it will help your students to read any text with maximum attention to meaning.

3. Speed Reading

²⁸ J. Donal Bowen, *TESOL Techniques and Procedures* (Rowley: Newbury House Publishers, 1985), p. 232.

This speed reading is the activity that the reader required to find out faster of the meaning or how to the reader can understand what the text talk about. The reader can find the main ideas, supporting idea, or the ideas of the text faster.

This kinds reading is use to improve speed and comprehension in reading. This skill of speed reading must run side with the main purpose of reading that is comprehension. The rate of reading speed, however, depends on the kinds of reading material. The rate of reading story of narration will be different from the reading a scientific material.²⁹

Based on kinds of reading above, researcher can conclude that silent reading is more suitable for use in this study, because in accordance with the literacy circle that divides students into groups consists of 4 people who have their respective duties in the group.

c. Purpose of Reading

The way of read determines the purpose of reading process. The purpose of reading can be different based on the goals of readers in reading. There are fours the purpose of reading such as follow:

- 1) Reading to search simple information and reading to skim

That is common reading ability, here the readers scan the text to find out a specific piece of information or a specific word. Meanwhile, reading to skim is the strategy to form the general idea using basic reading and guesses the important point.

- 2) Reading to learn from the text

²⁹ H. Douglas Brown, *Language Assessment Principle and Classroom Practice* (San Francisco State University: Longman,2004), p. 189.

That is happen in academic and professional context. That also requires remembering main idea and the supporting idea, making a relation with the reader's knowledge. This activity could bring stronger inference because it is to help remember information.

3) Reading is integrated information, write and critique text

This skill needs critical evaluation where the reader integrates and decide the information that she/he want. Then, that is involved abilities such as composing, selecting, and making critique from the material.

4) Reading for general information

That can be done by fluent very fast and automatically in the processing word and effective coordination in many processes of the text.

From many purposes of reading above, reading has function to get information with different ways. Students as the readers will use one of that purpose in reading a text. Briefly, the purpose of reading has correlation with types of reading.

d. Technique for Technique Reading

Any of the activities listed here can be used in isolation, but Phillips points out that a whole range of practice activities might be use in concert to integrate individual skills so that higher levels of proficiency might be achieved. She has developed a five-stage plan for reading instruction that can be used either in the classroom, in individualized instructional settings, or in computer-adaptive instruction. The five stages she identifies are:

1) *Pre teaching/Preparation Stage.*

This important first step helps develop skills in anticipation and prediction for the reading of graphic material. Phillips points out that students need to build

expectancies for the material that they are about read. Some activities Phillips recommends for this first stage of reading include:

- a) Brainstorming to generate ideas that have a high probability of occurrence in the text.
- b) Looking at visual, headlines, titles, charts, or other contextual aids that are provided with the text.
- c) Predicting or hypothesizing on the basis of the title or first line of a text what significance it might have or what might come next.

2) *Skimming/Scanning Stage.*

Both of these steps are distinct processes involving, as we saw earlier, getting the gist (skimming) and locating specific information (scanning). Phillips points out that skilled readers do scanning while attempting to skim a text; however, she feels that practice is needed in each skill for second language students.

3) *Decoding/Intensive Reading Stage.*

Phillips maintains that this stage is most necessary when students are “learning to read” rather than “reading to learn”. Decoding involves guessing from context the meaning of unknown words or phrases and may be needed at the word or discourse level. Readers need to be taught not only how to guess the meaning of content words, but also how to interpret the force of connectors, determine the relationship among sentences or sentence elements, and the like.

4) *Comprehension Stage.*

In this step, comprehension checks of various sorts are made to determine if students have achieved their reading purpose(s). Phillips feels that reading

comprehension exercises should (a) not confound the reading skill with other skills, such as writing, listening, or speaking if they are to be considered pure tests of reading comprehension, and (b) reading comprehension checks should project the reader through several phases of the reading process.

5) *Transferable/Integrating Skills.*

In this final stage of teaching reading, Phillips maintains the exercises should be used that help students go beyond the confines of the specific passage to enhance skills and effective reading strategies per se, exercises that encourage contextual guessing, selective reading for main ideas, appropriate dictionary usage, and effective rereading strategies to confirm hypotheses are among those identified as especially helpful in this stage.³⁰

That is the stages or techniques undertaken to teach reading, because by using the techniques above students are able to easily understand the reading text, train students' critical thinking, and can answer questions in the text well.

The techniques and the stages make students also be more active in the learning process. The teacher also easily give direction to students, especially in process of learning to read.

1) *Determining Main Idea*

The main idea is a statement that tells the author's point about the topic. Finding main idea is a key to understand a paragraph or short selection.²³ The main idea is usually located in a sentence, and it is usually put in the first sentence but it can be in the middle or in the last sentence. Therefore, this option

³⁰Alice Omaggio, *Teaching Language in Context* (Florence: Cengage Learning Inc, 2000), p. 199-201.

²³Longan, J, *Reading and Study Skill: Seventh Edition*,(Atlanta capeCommunity College: Published by McGraw-Hill Companies. New York, 2002)

can make the main idea more difficult to find. The students will get confused to find the main idea of a paragraph, and where the main idea position is located.

2) Supporting Ideas

Reference is the antecedent of a pronoun. The antecedent is a word or phrase to which a pronoun refers.²⁴ In identifying reference, the students must understand specifically the pronoun function for the pronouns in the sentences and how is used such as the pronouns that are used to show people, place, or situation.

In making of inference, it stated that readers need to practice combining clues from the text with their background knowledge in order to make inferences.²⁶ It means that the clues in the text will help students to build assumption and draw conclusion. So, they can answer the questions. These questions are often stated in one the following form:

- a) *“From the passage, we can conclude that ...”*
- b) *“It can be inferred from the passage...”*
- c) *“What the meaning of the statement above?”.*

Therefore, sometimes the students are difficult to find the conclusion of the text because the meaning of the statement is not written on the text.

3) Detail Information

²⁴Sharpe, J. P, *How to Prepare the TOEFL Test (11th Edition: Ohio,2005)*

²⁶Kopitski, M, *Exploring the Teaching of Inference Skills (A Capstone submitted in partial fulfillment of the requirements for the degree of Master of Arts in English as a Second Language).*(Minnesota: Hamline University, 2007),p.165.

The last type of question that is usually found in reading test is detail question or information. This question usually checks student's ability to understand material that is directly written in the text. Some examples of detail question fall in the following pattern:

- a) *“According to the passage, who were fighting for the conversation in the forest?”*
- b) *“All of the following are the true except”*
- c) *“A person, date, or place is...”*.

In understanding and answering detail question, the students can use scanning strategy. In addition, to find out the answer of detail question, the reader can note or underline the key word in the question, and then scan the passage for that words' synonym.

e. The Importance of Reading

Most Scholars would agree that reading is one of the most important skills for educational and professional success. Reading reinforces the learners' other language skills. Krashen confirms that those who read more, have larger vocabularies, do better on test of grammar and write better.³¹

Chastian while accepting the significance of reading for meaning claimed that all reading activities serve to facilitate communication fluency in each on the other language skill.³² According to Eskey, in advanced levels of second language the Skill

³¹Stephen Krashen, *Secon Language Acquisition and Second Language Learning* (New York: Pergamon Press, 1981), p. 18.

³²Chastain, *Developing Second Language Skills: Theory and Pactice*(Chicago: HBJ, 1988),p. 218.

to read the written language at a reasonable rate and with good comprehension has long been recognized to be as oral skills if not more important.³³

A reader reads a text to understand its meaning, as well as to put that understanding to use. A person reads a text to learn, to find out information, to be entertained, to reflect or as religious practice. The purpose for reading is closely connected to a person's motivation for reading. It will also affect the way a book is read. We read a dictionary in a different way from the way we read a novel. In the classroom, teachers need to be aware of their students' learning needs, including their motivation for reading and the purpose that reading has in their lives.

C. Definition of Conceptual

The definition operational is set to define variables operationally based on the characteristics of research variables that allow researchers to be carefully observe an object, as well as a limitation of research.²⁹

This research has 2 definitions operational namely:

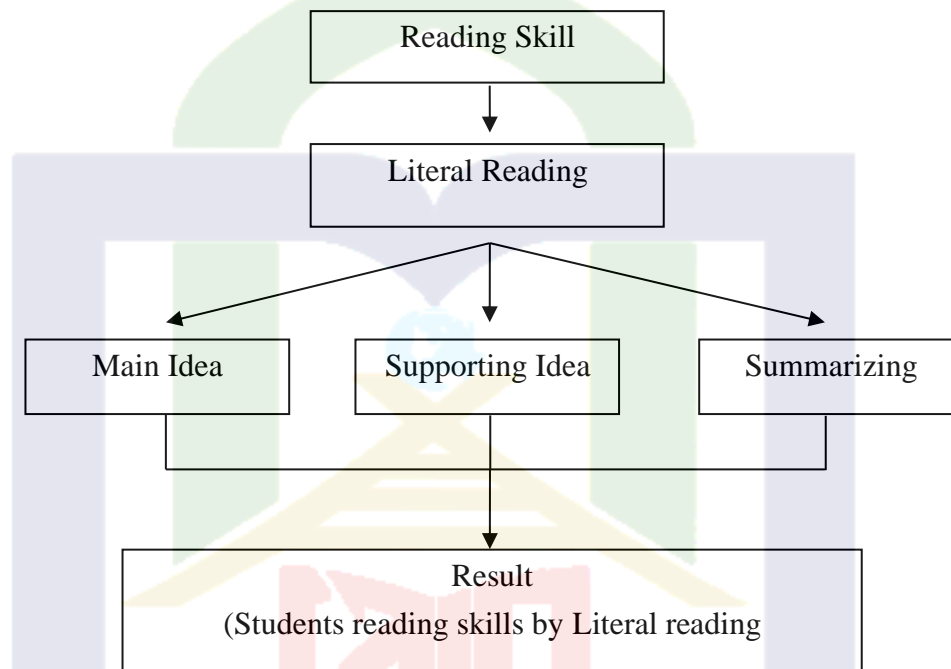
1. Literal Reading is an approach to invite the reader to develop good reading habits, to build up knowledge of vocabulary and structure, and encourage linking a reading. This approach has been implemented by the teacher. The reading measure for main idea, supporting idea and Summarizing.
2. Students Reading skill is the skill which already fulfill by the students through certain test. The test already given by the teacher. The researcher only takes the result than analyzed into descriptive analysis.

³³Eskey, *Holding in the Bottom: An Interactive Approach to the Problem of Sound Language Readers*. In (Carrell, P. L., Devine, J. and Eskey, D. E. Eds.), *Interactive Approaches to Second Language Learning* (New York: Cambridge Universiti Press, 1988), p. 130-152.

²⁹Marzuki, *Metodologi Riset*, (Yogyakarta: Hanindita Offset, 1983). P. 55

D. The Conceptual Framework

This framework is used by researchers to describe problems in writing scientific papers. So with this researchers really need a framework as a basis for systematic thinking. This picture is about Literal reading on students reading Skill at SMAN 8 Pinrang.



Based on the provided conceptual framework, literal reading involves various components, including the main idea, supporting ideas, and summarizing. In the context of the researcher's study, the process of literal reading involves utilizing the scores given by the teacher to assess the students' reading skills.

CHAPTER III

METHODOLOGY OF THE RESEARCH

A. Approach and Design of the Research

The design of this research used a quantitative approach, quantitative analysis techniques in data collection³⁴ this research is aimed to find out the influence of Literal reading which already implemented by the teacher toward students reading Skills. This research is basically a kind of survey since the data of this research on taken. For this section the writer wants to know the students reading skills by Literal reading.

B. Location and Duration of the Research

The location of this research was SMAN 8 Pinrang by focusing at the second grades academic year 2020/2021, and research was conducted for approximately a month, because this research is the quantitative and have a several time to collect and analyze data.

C. Population and Sample

1. Population

The population of this research will be third grade at SMAN 8 Pinrang in academic year 2020/2021. The second grade at SMAN 8 Pinrang consists of four classes. The description of the population may see at the table below:

Table 3.1 Population of the Research

No	Class	Total
1	XI MIPA 1	20
2	XI MIPA 2	21
Total		43

2. Sample

³⁴L. R. Gay, *Educational Research: Competencies for Analysis & Application*. (USA: Charles E Merrill Publishing Company, 1976), p.138

There are two classes of second grade MIPA students at SMAN 8 Pinrang. The researcher chooses purposive sampling technique to choose the class to be taken as a research sample. The researcher was take one class; the sample was class XI MIPA 1 which consists of 21 students as the informant of research.

D. Instruments of the Research

Based on the teacher explanation, the experiment action has been applied by the teacher in past, than the teacher suggested the researcher to take the document as the instrument in analyzing the influence. So, the researcher took the students reading score. There are some objects reconsidered in obtaining information and one of them is paper or document.³⁵ In this research, some documents collected and analyzed. The document is students' final score when its Literal reading implementing.

E. Technique of Data Analysis

The technique data analysis in this research used descriptive statistical techniques to facilitate the analysis of the research data, the researcher used simple analysis. The writer calculated the perquisite testing requirement analysis such as mean, maximum and minimum score. The technique data analysis of the research as follows:

The analysis data used descriptive statistic, which describes the existing data to obtain fact from respondents, hence more easily to understand. The analysis used with descriptive statistic was done by collecting, compiling, presenting, and analyzing all data of all variables in terms of percentage, frequency distribution, histogram, diagram, graph, mean, mode, median, and standard deviation.

Several Instrument conducted by the researcher which also become very essential for the research, some of the Rubric Score which become Assessment:

³⁵Arikunto, S. *Dasar-Dasar Evaluasi Pendidikan*. Jakarta: Bumi Aksara, 2013

Table 3.2 The Rubric Score

No	Criteria
1	The answer include a clear generation that states or implies the main idea
2	The answer states or implies the main idea from the text
3	Indicator inaccurate or incomplete understanding main idea
4	The answer include minimal or no understanding main idea
5	No specific explanation ³⁶

Another explanation may accord the interpretation of score after getting the score.

Table 3.3 The interpretation of Students reading score

No	Classification	Score
1	Very good	80-100
2	Good	66-79
3	Fair	56-65
4	Poor	40-55
5	Very poor	<39 ³⁷

³⁶ Brown Douglas, *Languange Assesment*, Principles and classroom practice. (Longman: California) p.127

³⁷Arikunto, S. *Dasar-Dasar Evaluasi Pendidikan*. Jakarta: Bumi Aksara, 2013

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

1. Students' Reading skill through Literal Reading at SMAN 8 Pinrang

The researcher conducted the data findings based on the research question. The research findings are the result of data conducted from the instrument spreading by the researcher which referred to the research question that is formulated in the first chapter. This result also presents the data processing of the students' Reading skills through Literal Reading.

The instrument spreading to the students was students reading score, the test consisted of the reading test did by the teacher for the students, the students get asked to answer the question based on the concept of the research, According to theory, this research used descriptive quantitative research which the process of answering the research question, Descriptive research is a research method that seeks to provide a systematic and careful with the actual facts and the nature of certain population which in aim to solve the actual problems faced now and collect data or information to be arranged describe, and analyzed.

The research question was answered by asked students reading score conducted on 20 Maret 2022 by face to facing to the students directly. The selection of the research, This research aim to know students' reading skill through literal reading.

The researcher found the data of the students' reading skills through literal reading:

Table 4.1 Students Description of Reading skill

No	Students	Result Score (KKM)	
		<60	>60
1	Students 1	51.17	-
2	Students 2	-	71.33
3	Students 3	-	70.33
4	Students 4	-	62.33
5	Students 5	-	67.83
6	Students 6	-	73.00
7	Students 7	58.00	-
8	Students 8	55.70	-
9	Students 9	-	78.17
10	Students 10	-	69.00
11	Students 11	-	68.00
12	Students 12	-	75.00
13	Students 13	-	71.50
14	Students 14	-	66.33
15	Students 15	51.17	-

16	Students 16	-	71.33
17	Students 17	-	70.33
18	Students 18	-	62.33
19	Students 19	-	67.83
20	Students 20	-	80.70
21	Students 21	50.60	-

Based on the result of the students' score above, the researcher conducted the score based on the result of the students reading score which spread by the teacher once it becomes valid final score getting to the analysis data in this research which delivering on the instrument of the research, the total of the student were 21 students which all done taken from the teacher related to the students reading score.

The researcher then showed retested the students after their teacher test them in the previous meeting. The accumulation of the result score is explained below:

The accumulation of the score classification can be seen below:

Table 4.2 The Classification Score

Class	<39		40-55		56-65		66-79		80-100	
	f	%	f	%	f	%	f	%	f	%
XI MIPA 1	0	0%	4	19%	4	19%	11	52%	1	5%
Category	Very Poor		Poor		Fair		Good		Very Good	
Data (N)	21 Students									

The accumulation above were the score accumulation based on the theory of students' category of their reading ability, it showed that:

1. The score of <39 was 0 student, it showed that, no student who get score in <39.
2. The score of 40-55 were 4 student which presentation of 19% of 100%.
3. The score of 56-65 were 4 student which presentation of 19% of 100%.
4. The score of 66-79 were 11 student which presentation of 52% of 100%.
5. The score of 80-100 were 1 student which presentation of 5% of 100%.

The data can be seen on the diagram below:

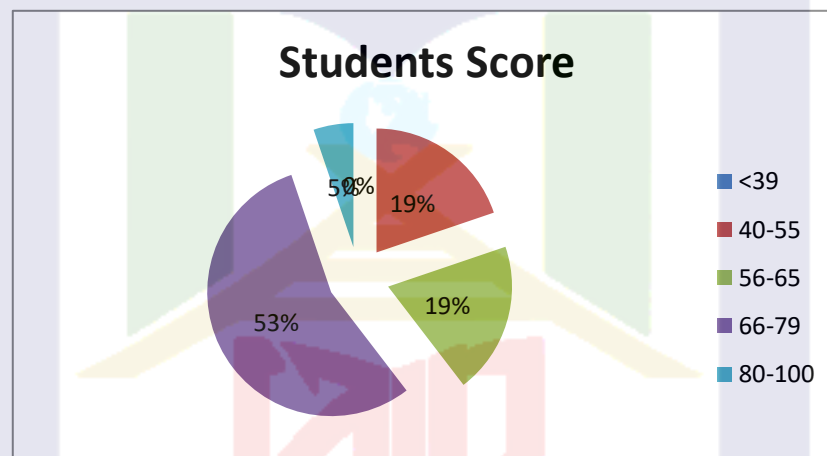


Figure 4.1 Students' Score

The data above can be explained for the category of the result of the data getting from the students reading score. The category of the students can be seen below:

Table 4.3 The Students' Result Category

No	Class	Students Result			Category
		Mean	Maximum	Minimum	
1	Class XI MIPA 1	77.28	80.00	51.17	Good

According to the data above, the result of the students score may be seen on the category of the result, the data showed in average score for 77.28 which categorize

for *Good Category*. This result may become the valid indicator before getting to the conclusion of the research.

The explanation on the data was from the result which gotten from the instrument, the instruments used in this research was students reading score, this instrument purpose to know the students reading skill by using literal reading approach teaching. This used by the researcher already fulfills to be valid data for this quantitative research.

B. Discussion

This term present the data discussion which referring from the findings above, this discussion are present based on the findings and the researcher argumentation after analyzing the data in findings.

This section finds out the answer of the research question mentioned in first chapter, which asked about the students' reading skill after teaching literal reading.

The researchers explain firstly about the reading literal which is one of English materials that must be learned by the students. To acquire it, the students should get sufficient reading practices. These practices are supposed to stimulate the students' skill in reading and expressing thoughts in a good passage. Without practicing, it is impossible to read well and effectively. The indicator used in this research focused on several things;

It showed that only several students were poor and fair. While, mostly students were good in students reading skill in their literal reading. In general, the researcher put to believe that most students just understand well about the text which followed the literal reading performance, the percentage of the students who getting score for

56-65 was 195, which means that there were only several students who are in below off KKM score.

The KKM score becomes the effective measurement score for validity achievement for the students in the scope of school in this curriculum, the students who get a score in an interval of 66-79 were the most in 52%, those means that, students get the score for mostly performance in their reading skill.

In identifying the students reading performance, several of the activities listed here can be used in isolation, some of the theories that a whole range of practice activities might be used in concert to integrate individual skills so that higher levels of proficiency might be achieved.

Some findings also argue that an example of a possible text selected for the students we have adapted a reading passage prepared initially for third grade on the research sample with reading. In exercises in which students talk about their reading, they can each other with new words. In addition, pre-reading activities led by the teacher may include discussion of some of the new terms-not as vocabulary building per se, but as background information. literal reading improves students' understanding because it helps them concentrate on what they are reading, rather than the pronunciation of individual words. When students read literally, they can form mental pictures of the topic being discussed. This is called reading efficiency, and it will help your students to read any text with maximum attention to meaning.

When it is totally shows the students reading performance that. This does only benefit reading proficiency but overall language proficiency as well. Other characteristics generally thought to be among the most important for making Literal reading successful include : 1) Students choose what they want to read; 2) Students take part activities; 3) Teachers read with their students, thus serving as role models of

good readers; 4) teachers and students keep track of student progress; 5) Teachers provide help and guidance where needed. Those performance make the students in their good category performance.

The teaching of reading begins from the lower level of comprehension respectively. The researcher focused on the literal comprehension requires a reader to be able retelling and recalling the fact or information presented in a text. At this level, the teacher can ask students to find out information and ideas that are explicitly stated in the text. The explanation provides an interpretation of the table presented. It states that the table displays the grades of a student in Class XI MIPA 1. The student has achieved a grade of 77.28 in Mathematics, 80.00 in Physics, and 51.17 in Chemistry. Additionally, the remarks column indicates that the student's overall performance is considered "Good."

This interpretation suggests that the student has performed well in Mathematics and Physics, as their grades in these subjects are relatively high. However, their performance in Chemistry is comparatively lower. Nevertheless, the student's overall performance is still regarded as "Good," indicating that they have achieved a satisfactory level of academic achievement in the given subjects.

The ability of students to identify the main idea refers to their ability to recognize the central or core concept of a text. In this context, researchers believe that most students have a good understanding of the text they read in relation to literal reading. This means that students are able to identify the main idea conveyed in the text.

Furthermore, students are also expected to be able to identify supporting ideas that support or complement the main idea. This ability allows students to understand how details or additional information in the text support the main idea conveyed.

However, the above explanation does not specifically mention whether students have been successful in identifying these supporting ideas.

Finally, the ability to summarize is the students' ability to condense the text briefly and succinctly without eliminating the main idea and relevant supporting ideas. However, the above explanation does not provide specific information about students' ability to summarize.



CHAPTER V

CLOSING

A. Conclusions

Based on the findings and the result of the data analysis in the previous chapter, the conclusion showed in the result of the students score may see on the category of the result, the data showed in average score for 77.28 which categorize for *Good Category*. This conclusion may become the valid indicator before getting to the conclusion of the research. The conclusion showed that, students was able to identify the information through the idea in the test, the score getting from the result data in good category. Literal reading comprehension involves the idea and fact that directly stated in printed test. It means students can get information directly from text such as identifying main idea, supporting details and summarizing. The reader is trying to better understand what is actually happening within the text.

B. Closing

Based on the research and discussion, researcher offer two points of ideas aimed to the teacher and researchers. These points were described as follow:

1. The English teachers are suggested to explain more about the general information and its way easily for the students in getting these all, it more deeply and clearly in order to get good results for the students.
2. The English teachers are suggested to give more practices to the students in reading especially when they are reading English in different text by using interesting strategy related to the students' ability in getting the idea of the text.
3. The researcher think it would be better if the next researcher will investigate more about reading, especially the students reading skill though literal reading.

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Appendix 01 : Instrument

	KEMENTERIAN AGAMA REPUBLIK INDONESIA INSTITUT AGAMA ISLAM NEGERI PAREPARE FAKULTAS TARBIYAH Jl. Amal Bakti No.8 Soreang 91131 Telp.(0421) 21307
	VALIDASI INSTRUMEN PENELITIAN

Name of the Student : **HADIRA**
The Title of Thesis : **Students' Reading Skill through Literal Reading at the Second Grade of SMA NEGERI 8 Pinrang**
Student Reg. Number : **16.1300.072**
Faculty : **Tarbiyah**
Study Program : **English Education Program**

PRE TEST

The Legend of Toba Lake

In the past, there lived a young orphan farm in the northern part of the island of Sumatra. Syahdan, the young man made his life from farming and fishing. One day while he was fishing he got a fish which was so beautiful in golden brown. While he was holding it, the fish turned into a beautiful princess. The princess was a woman who was condemned for violating the prohibitions and it would turn into a kind of creature who first touched it. Because at that time the human touched it, then it turned into a princess.

Fascinated by her beauty, the young man asked her to be his wife. The application was accepted on condition that the young man was not allowed to tell the origin of the princess who came originally from fish. The young man agreed to this

requirement. Having got married for a year, the couple got a boy but he had a bad habit that he never felt satisfied while he was eating. He ate all the food.

One day the boy ate all the food that should be given to his father. The young man then so angrily said: "basically you are the offspring of fish!" That statement by itself unlocked the secrets of his wife and broke his promise.

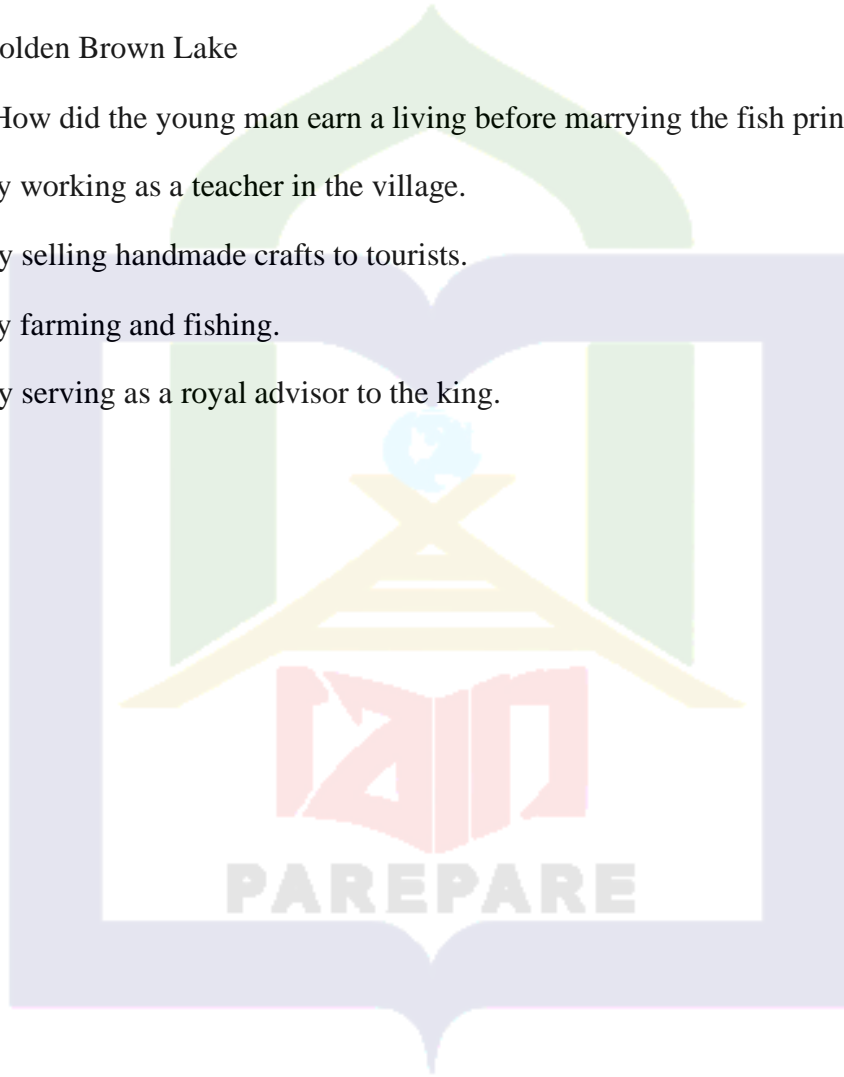
Shortly afterwards, his wife and son magically disappeared. Suddenly in the land of their former footsteps went out the springs which were very heavy. The water flew from these springs continuously and the longer it happened the larger it would be. Finally, these springs became a vast lake. The lake is now called Toba Lake

Answer the question below!

1. What was the main idea of the legend of Toba Lake?
 - a) A young man marries a beautiful princess who was originally a fish.
 - b) A young man breaks his promise and loses his wife and son.
 - c) Springs turn into a large lake known as Toba Lake.
 - d) The young man is an orphan and makes a living from farming and fishing.
2. What was the supporting idea for the creation of Toba Lake?
 - a) The young man caught a fish that turned into a beautiful princess.
 - b) The young man's wife and son magically disappeared.
 - c) The springs that emerged from the land created a large lake.
 - d) The young man broke his promise by revealing the origin of his wife.
3. How did the young man break his promise?
 - a) By marrying another woman secretly.
 - b) By revealing the origin of his wife.
 - c) By refusing to provide food for his wife and son.
 - d) By neglecting his farming and fishing duties.
4. What was the consequence of the young man breaking his promise?

- a) The springs turned into a vast lake.
 - b) The young man was banished from the village.
 - c) The fish princess turned into a fish again.
 - d) The young man lost all his possessions.
5. What was the bad habit of the young man's son?
- a) Stealing from the neighbors' farms.
 - b) Not sharing his toys with other children.
 - c) Eating all the food and never feeling satisfied.
 - d) Refusing to go to school or learn new things.
6. How did the young man and the fish princess meet?
- a) The young man saved the fish from a fisherman's net.
 - b) The fish jumped into the young man's arms while he was fishing.
 - c) The fish appeared to the young man as a beautiful princess.
 - d) The young man found the fish trapped in a shallow pool.
7. What did the young man agree to in order to marry the fish princess?
- a) To provide her with a luxurious lifestyle.
 - b) To never reveal her true origin as a fish.
 - c) To help her seek revenge on those who condemned her.
 - d) To give up his farming and fishing activities.
8. What happened to the young man's wife and son after he revealed their secret?
- a) They transformed into fish and swam away.
 - b) They disappeared magically and were never seen again.
 - c) They became trapped in a deep cave beneath the springs.
 - d) They turned into statues and were placed in the village square.

9. What is the present-day name of the lake that was formed from the springs?
- a) Toba Lake
 - b) Sumatra Lake
 - c) Fish Princess Lake
 - d) Golden Brown Lake
10. How did the young man earn a living before marrying the fish princess?
- a) By working as a teacher in the village.
 - b) By selling handmade crafts to tourists.
 - c) By farming and fishing.
 - d) By serving as a royal advisor to the king.



POST TEST

Pinocchio

In the past, there was a puppeteer whose name was Geppetto. He was eager to have a son very much but his wife passed away several years ago. One day, he got an idea to make a puppet in order not to be lonely again. He made a puppet all day long. Finally, in the morning he had finished his work and he named the puppet Pinocchio. Soon he felt lonely again since Pinocchio couldn't walk or talk by itself. One night, Geppetto prayed to God to become a real boy. He always thought it in his mind in his dream.

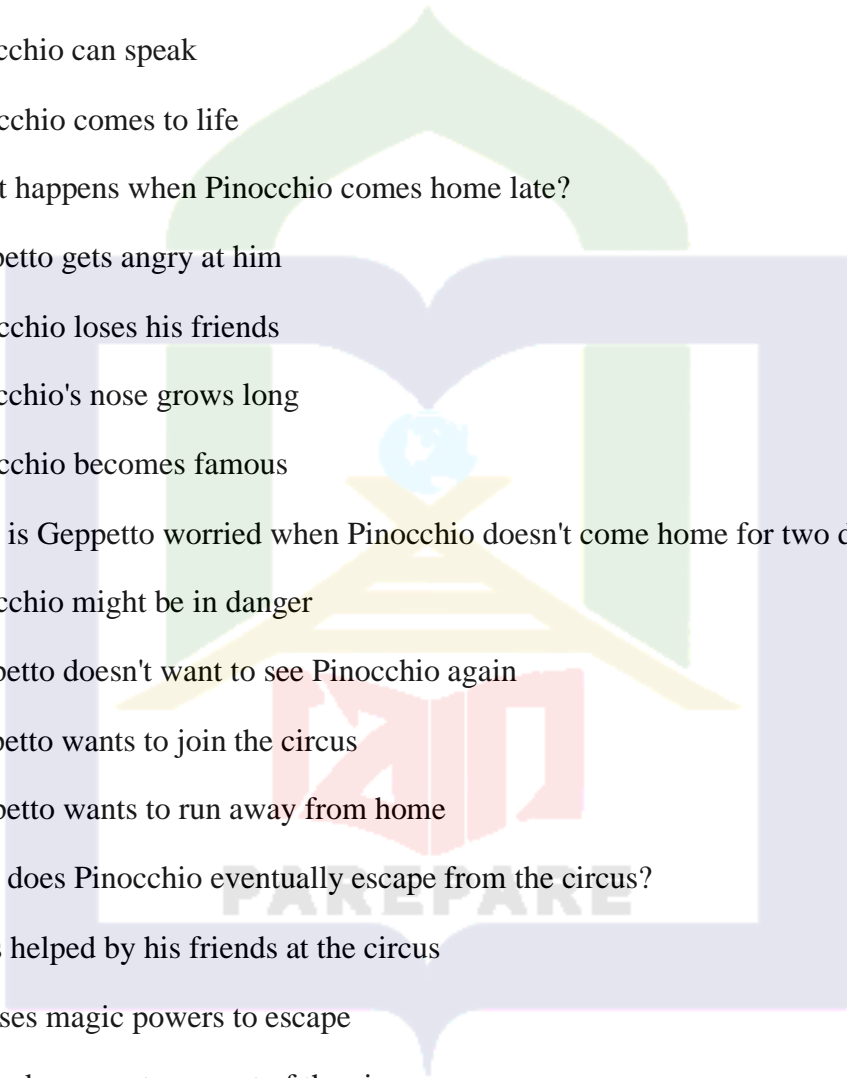
The next morning, he was surprised that Pinocchio was alive. He taught Pinocchio how to walk, how to read, how to speak and to do other things as human. He then studied at an elementary school. One day, Pinocchio felt bored and it made him go home late. When Pinocchio finally came home, Geppetto asked him. He said that he was in school but he wasn't. Instantly, Pinocchio's nose grew longer and longer and it meant that Pinocchio had lied.

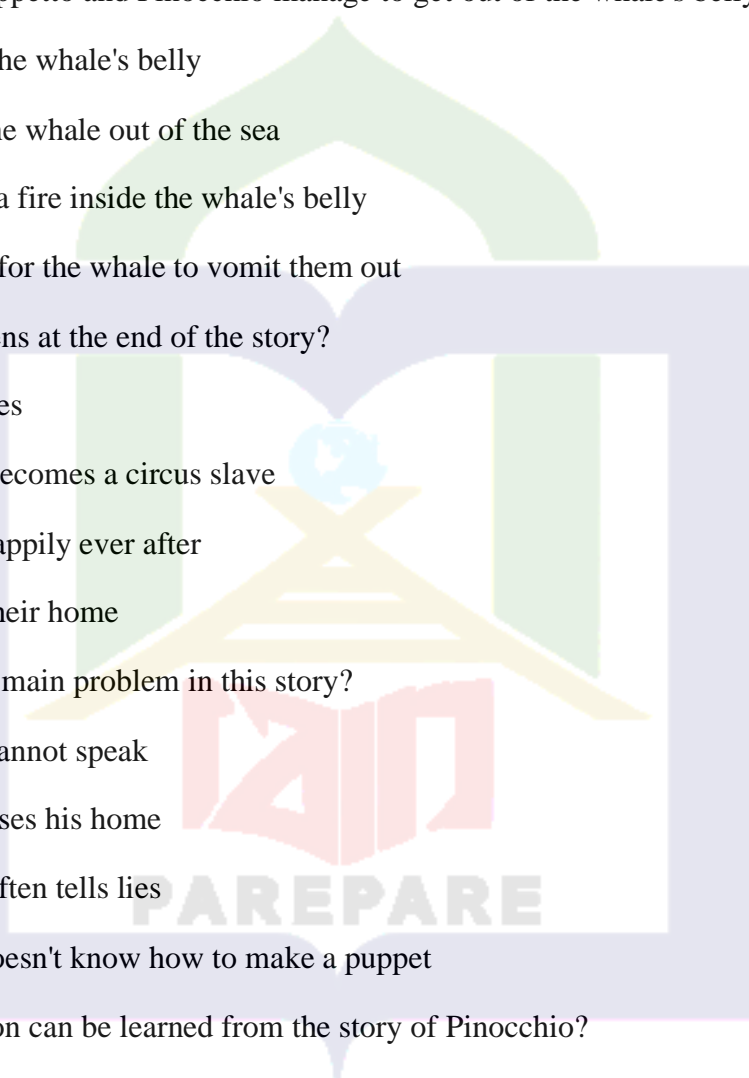
The next morning, Pinocchio was kidnaped by the owner of the circus. Pinocchio soon became a slave for the circus. He was so famous because he was a puppet which could talk. Geppetto worried about him because Pinocchio had not been going home for almost two days. He tried to find Pinocchio everywhere but he found nothing. When he searched for him on the sea, a big wave smashed him. He was then in the whale's stomach when he awoke. He couldn't find the way to go out.

On the other side, Pinocchio finally could escape out from the circus. He came home but nobody was there. Later on, he searched Geppetto in the sea. He had the same accident as Geppetto and he met Geppetto in the whale's stomach. Both of them got out from its stomach by making a fire. In the end of the story, they went home together and lived happily ever after.

Answer the question below!

1. What made Geppetto create Pinocchio?
 - a. The loss of his wife
 - b. Boredom
 - c. The loss of his friends

- 
- d. Happiness
 2. What happens after Geppetto prays for Pinocchio to become a real boy?
 - a. Pinocchio becomes a true human
 - b. Pinocchio becomes smarter
 - c. Pinocchio can speak
 - d. Pinocchio comes to life
 3. What happens when Pinocchio comes home late?
 - a. Geppetto gets angry at him
 - b. Pinocchio loses his friends
 - c. Pinocchio's nose grows long
 - d. Pinocchio becomes famous
 4. Why is Geppetto worried when Pinocchio doesn't come home for two days?
 - a. Pinocchio might be in danger
 - b. Geppetto doesn't want to see Pinocchio again
 - c. Geppetto wants to join the circus
 - d. Geppetto wants to run away from home
 5. How does Pinocchio eventually escape from the circus?
 - a. He is helped by his friends at the circus
 - b. He uses magic powers to escape
 - c. He finds a secret way out of the circus
 - d. He waits for the circus owner to leave and then runs away
 6. Where do Geppetto and Pinocchio meet after they have an accident inside the belly of a whale?
 - a. At school

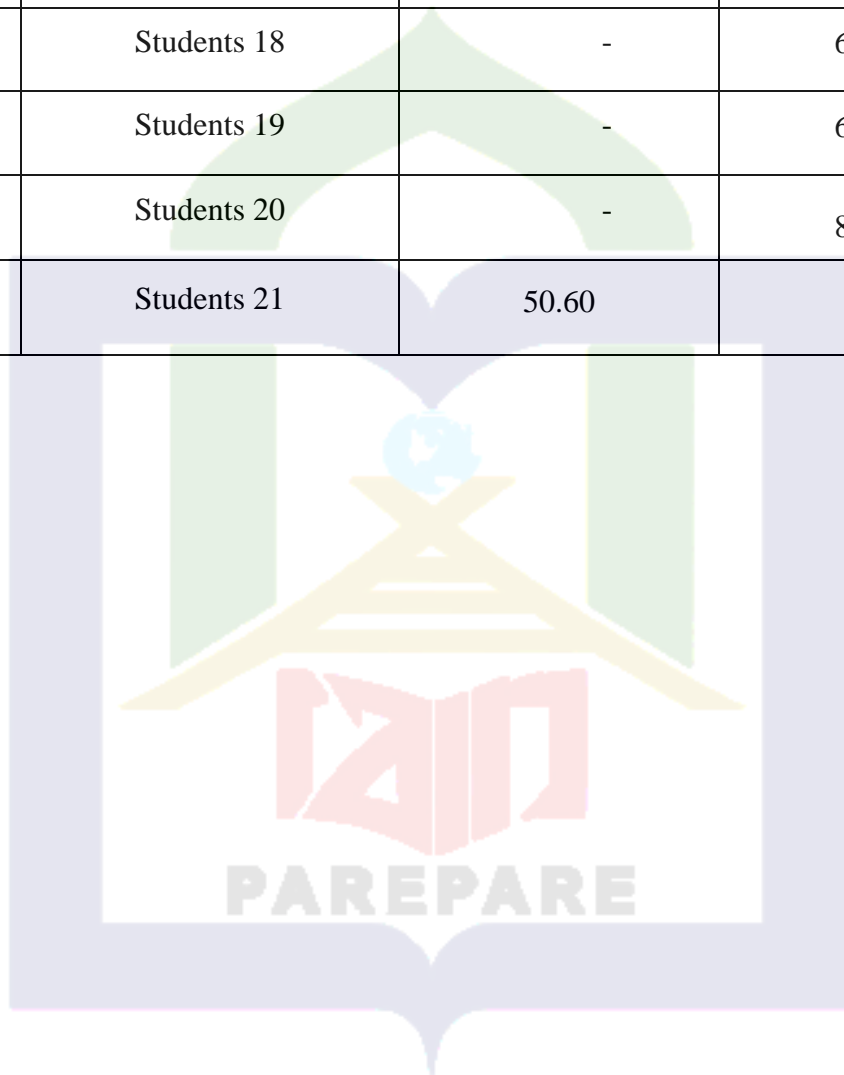
- 
- b. At the circus
 - c. At their home
 - d. Inside the belly of the whale
7. How do Geppetto and Pinocchio manage to get out of the whale's belly?
- a. By cutting the whale's belly
 - b. By luring the whale out of the sea
 - c. By starting a fire inside the whale's belly
 - d. By waiting for the whale to vomit them out
8. What happens at the end of the story?
- a. Geppetto dies
 - b. Pinocchio becomes a circus slave
 - c. They live happily ever after
 - d. They lose their home
9. What is the main problem in this story?
- a. Pinocchio cannot speak
 - b. Geppetto loses his home
 - c. Pinocchio often tells lies
 - d. Geppetto doesn't know how to make a puppet
10. What lesson can be learned from the story of Pinocchio?
- a. Don't lie
 - b. Don't make puppets
 - c. Believe in miracles
 - d. Beware of whales

Appendix 2. Students Reading Score

Nama Sekolah : SMAN 8 Pinrang
Kelas : XI IPA – IPS
Mata Pelajaran : Bahasa Inggris
Tahun Palajaran : 2021/2022

No	Students	Result Score (KKM)	
		<60	>60
1	Students 1	51.17	-
2	Students 2	-	71.33
3	Students 3	-	70.33
4	Students 4	-	62.33
5	Students 5	-	67.83
6	Students 6	-	73.00
7	Students 7	58.00	-
8	Students 8	55.70	-
9	Students 9	-	78.17
10	Students 10	-	69.00
11	Students 11	-	68.00
12	Students 12	-	75.00
13	Students 13	-	71.50
14	Students 14	-	66.33

15	Students 15	51.17	-
16	Students 16	-	71.33
17	Students 17	-	70.33
18	Students 18	-	62.33
19	Students 19	-	67.83
20	Students 20	-	80.70
21	Students 21	50.60	-



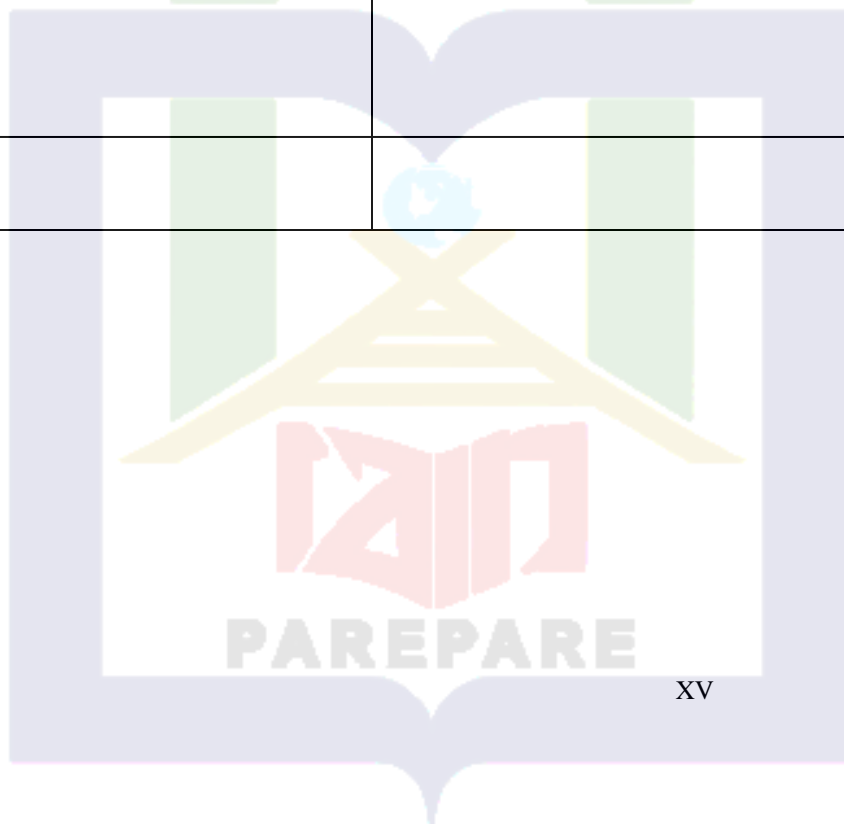
Appendix 03. Lesson Plans

PROGRAM TAHUNAN

Nama Sekolah : SMAN 8 Pinrang
 Kelas : XI IPA - IPS
 Mata Pelajaran : Bahasa Inggris
 Tahun Palajaran : 2021/2022

Semester	Standar Kompetensi	Kompetensi Dasar	Alokasi Waktu	Keterangan
1	<p>Menulis</p> <p>6. Mengungkapkan makna dalam teks tulis fungsional pendek dan esei sederhana <i>report, narrative</i> dan <i>analytical exposition</i> dalam konteks kehidupan sehari-hari.</p> <p>Menulis</p> <p>11 Mengungkapkan makna dalam teks tulis fungsional pendek dan esei sederhana <i>narrative, spoof</i>, dan <i>hortatory exposition</i> dalam konteks kehidupan sehari-hari</p> <p>Menulis</p> <p>12. Mengungkapkan makna dalam teks tulis fungsional pendek dan esei sederhana <i>narrative, spoof</i>, dan</p>	<p>4.1 Mengungkapkan makna dalam teks monolog dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: <i>report, narrative</i>, dan <i>analytical exposition</i>.</p> <p>5.1 Merespon makna dalam teks fungsional pendek (misalnya <i>banner, poster, pamphlet</i>, dll.) resmi dan tak resmi yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari.</p> <p>5.2 Merespon makna dan langkah retorika dalam esei yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan.</p> <p>Mengungkapkan makna dalam bentuk teks fungsional pendek (misalnya <i>banner, poster, pamphlet</i>, dll.) resmi dan tak resmi dengan menggunakan ragam</p>	<p>2 jam Pelajaran</p> <p>2 Jam Pelajaran</p> <p>2 Jam Pelajaran</p> <p>6 Jam Pelajaran</p>	<p>2 x 45 Menit</p> <p>1 jam pelajaran = 45 Menit</p> <p>Total Minggu Efektif =19 Minggu Efektif</p> <p>1 Minggu = 4 JP</p> <p>Total Pertemuan selama 19 Pekan = 32 x pertemuan</p> <p>Total jam efektif semester 1 = 64 jam pelajaran</p>

	<p><i>hortatory exposition</i> dalam konteks kehidupan sehari-hari.</p>	<p>bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari.</p> <p>Merespon makna dalam teks fungsional resmi dan tak resmi yang menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari untuk mengakses ilmu pengetahuan.</p> <p>12.2 Mengungkapkan makna dan langkah retorika dalam esei dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: <i>narrative, spoof, dan hortatory exposition</i>.</p>	<p>2 Jam Pelajaran</p>	



Appendix 04. Research Allowance

**SURAT KEPUTUSAN
DEKAN FAKULTAS TARBIYAH
NOMOR : 1799 TAHUN 2020
TENTANG
PENETAPAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH
INSTITUT AGAMA ISLAM NEGERI PAREPARE**

DEKAN FAKULTAS TARBIYAH

- Menimbang** : a. Bahwa untuk menjamin kualitas skripsi mahasiswa Fakultas Tarbiyah IAIN Parepare, maka dipandang perlu penetapan pembimbing skripsi mahasiswa tahun 2020;
- b. Bahwa yang tersebut namanya dalam surat keputusan ini dipandang cakap dan mampu untuk disertai tugas sebagai pembimbing skripsi mahasiswa.
- Mengingat** : 1. Undang-Undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional;
2. Undang-Undang Nomor 14 Tahun 2005 tentang Guru dan Dosen;
3. Undang-Undang Nomor 12 Tahun 2012 tentang Perguruan Tinggi;
4. Peraturan Pemerintah RI Nomor 17 Tahun 2010 tentang Pengelolaan dan Penyelenggaraan Pendidikan;
5. Peraturan Pemerintah RI Nomor 13 Tahun 2015 tentang Perubahan Kedua atas Peraturan Pemerintah RI Nomor: 19 Tahun 2005 tentang Standar Nasional Pendidikan;
6. Peraturan Presiden RI Nomor 29 Tahun 2018 tentang Institut Agama Islam Negeri Parepare;
7. Peraturan Menteri Agama Nomor 35 Tahun 2018 tentang Organisasi dan Tata Kerja IAIN Parepare;
8. Peraturan Menteri Agama Nomor 16 Tahun 2019 tentang Statuta Institut Agama Islam Negeri Parepare.
9. Keputusan Menteri Agama Nomor: 394 Tahun 2003 tentang Pedoman Pendirian Perguruan Tinggi;
10. Keputusan Menteri Agama Nomor 387 Tahun 2004 tentang Petunjuk Pelaksanaan Pembukaan Program Studi pada Perguruan Tinggi Agama Islam;
- Memperhatikan** : a. Surat Pengesahan Daftar Isian Pelaksanaan Anggaran Nomor: DIPA-025.04.2.307381/2019, tanggal 12 November 2019 tentang DIPA IAIN Parepare Tahun Anggaran 2020;
- b. Surat Keputusan Rektor Institut Agama Islam Negeri Parepare Nomor 139 Tahun 2020, tanggal 27 Januari 2020 tentang pembimbing skripsi mahasiswa Fakultas Tarbiyah;

MEMUTUSKAN

- Menetapkan** : a. Keputusan Dekan Fakultas Tarbiyah tentang pembimbing skripsi mahasiswa Fakultas Tarbiyah Institut Agama Islam Negeri Parepare Tahun 2020;
- b. Menunjuk Saudara: 1. Hj. Nurhamdah, S.Ag., M.Pd.
2. Bahtiar, S.Ag., M.A.

Masing-masing sebagai pembimbing utama dan pendamping bagi mahasiswa:

Nama Mahasiswa : HADIRA

NIM : 16.1300.072

Program Studi : PENDIDIKAN BAHASA INGGRIS

Judul Penelitian : *THE INFLUENCE OF EXTENSIVE READING ON STUDENTS READING ABILITY AT THE SECOND GRADE OF SMAN 8 PINRANG*

- c. Tugas pembimbing utama dan pendamping adalah membimbing dan mengarahkan mahasiswa mulai pada penyusunan sinopsis sampai selesai sebuah karya ilmiah yang berkualitas dalam bentuk skripsi;
- d. Segala biaya akibat diterbitkannya surat keputusan ini dibebankan kepada Anggaran belanja IAIN Parepare;
- e. Surat keputusan ini disampaikan kepada masing-masing yang bersangkutan untuk dilaksanakan sebagaimana mestinya.

Ditetapkan : Parepare
Pada Tanggal : 05 Oktober 2020

Dekan,



H. Saepudin



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBİYAH

Alamat : Jl. Amal Bakti No. 08 Sorcang Parepare 91132 telp (0421) 21307 Fax:24404
PO Box 909 Parepare 91100, website: www.iainpare.ac.id, email: mail@iainpare.ac.id

Nomor : B.464/In.39.5.1/PP.00.9/02/2022
Lampiran : 1 Bundel Proposal Penelitian
Hal : Permohonan Rekomendasi Izin Penelitian

Yth. Kepala Dinas Penanaman Modal dan PTSP
Provinsi Sulawesi Selatan
di,-

Makassar

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa Institut Agama Islam Negeri Parepare :

Nama : Hadira
Tempat/Tgl. Lahir : Gulliling, 10 Desember 1997
NIM : 16.1300.072
Fakultas / Program Studi : Tarbiyah/ Pendidikan Bahasa Inggris
Semester : XI (Sebelas)
Alamat : Gulliling, Kel. Tadokkong, Kec. Lembang, Kab. Pinrang

Bermaksud akan mengadakan penelitian di wilayah Kab. Pinrang dalam rangka penyusunan skripsi yang berjudul "**The Students Reading Skill Through Literal Reading At The Third Grade Of SMAN Negeri 8 Pinrang**". Pelaksanaan penelitian ini direncanakan pada bulan Februari sampai bulan Maret Tahun 2022.

Demikian permohonan ini disampaikan atas perkenaan dan kerjasamanya diucapkan terima kasih.

Wassalamu Alaikum Wr. Wb.

Parepare, 04 Februari 2022

Wakil Dekan I,



Tembusan :

- 1 Rektor IAIN Parepare
- 2 Dekan Fakultas Tarbiyah



PEMERINTAH KABUPATEN PINRANG
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
UNIT PELAYANAN TERPADU SATU PINTU
Jl. Jend. Sukawati Nomor 40. Telp/Fax : (0421)921695 Pinrang 91212

KEPUTUSAN KEPALA DINAS PENANAMAN MODAL
DAN PELAYANAN TERPADU SATU PINTU KABUPATEN PINRANG
 Nomor : 503/0082/PENELITIAN/DPMPTSP/03/2022

Tentang

REKOMENDASI PENELITIAN

- Menimbang** : bahwa berdasarkan penelitian terhadap permohonan yang diterima tanggal 01-03-2022 atas nama HADIRA, dianggap telah memenuhi syarat-syarat yang diperlukan sehingga dapat diberikan Rekomendasi Penelitian.
- Mengingat** :
 1. Undang - Undang Nomor 29 Tahun 1959;
 2. Undang - Undang Nomor 18 Tahun 2002;
 3. Undang - Undang Nomor 25 Tahun 2007;
 4. Undang - Undang Nomor 25 Tahun 2009;
 5. Undang - Undang Nomor 23 Tahun 2014;
 6. Peraturan Presiden RI Nomor 97 Tahun 2014;
 7. Peraturan Menteri Dalam Negeri Nomor 64 Tahun 2011 sebagaimana telah diubah dengan Peraturan Menteri Dalam Negeri Nomor 7 Tahun 2014;
 8. Peraturan Bupati Pinrang Nomor 48 Tahun 2016; dan
 9. Peraturan Bupati Pinrang Nomor 38 Tahun 2019.
- Memperhatikan** :
 1. Rekomendasi Tim Teknis PTSP : 0152/R/T.Teknis/DPMPTSP/03/2022, Tanggal : 01-03-2022
 2. Berita Acara Pemeriksaan (BAP) Nomor : 0082/BAP/PENELITIAN/DPMPTSP/03/2022, Tanggal : 02-03-2022

MEMUTUSKAN

- Menetapkan** :
- KESATU** : Memberikan Rekomendasi Penelitian kepada :
- | | |
|------------------------------|--|
| 1. Nama Lembaga | : INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE |
| 2. Alamat Lembaga | : JL. AMAL BAKTI NO. 08 SOREANG PAREPARE |
| 3. Nama Peneliti | : HADIRA |
| 4. Judul Penelitian | : STUDENTS READING SKILL THROUGH LITERAL READING AT THE THRID GRADE OF SMAN NEGERI 8 PINRANG |
| 5. Jangka waktu Penelitian | : 1 Bulan |
| 6. Sasaran/target Penelitian | : SISWA KELAS XI MIPA 1 SMAN 8 PINRANG |
| 7. Lokasi Penelitian | : Kecamatan Lembang |
- KEDUA** : Rekomendasi Penelitian ini berlaku selama 6 (enam) bulan atau paling lambat tanggal 01-09-2022.
- KETIGA** : Peneliti wajib menaati dan melakukan ketentuan dalam Rekomendasi Penelitian ini serta wajib memberikan laporan hasil penelitian kepada Pemerintah Kabupaten Pinrang melalui Unit PTSP selambat-lambatnya 6 (enam) bulan setelah penelitian dilaksanakan.
- KEEMPAT** : Keputusan ini mulai berlaku pada tanggal ditetapkan, apabila dikemudian hari terdapat kekeliruan, dan akan diadakan perbaikan sebagaimana mestinya.

Diterbitkan di Pinrang Pada Tanggal 02 Maret 2022



Blaya : Rp 0,-



Ditandatangani Secara Elektronik Oleh :
ANDI MIRANI, AP., M.Si
 NIP. 197406031993112001
Kepala Dinas Penanaman Modal dan PTSP
 Selaku Kepala Unit PTSP Kabupaten Pinrang



Dokumen ini telah ditandatangani secara elektronik menggunakan sertifikat elektronik yang diterbitkan BSrE

DPMPTSP



PEMERINTAH PROVINSI SULAWESI SELATAN
CABANG DINAS PENDIDIKAN WILAYAH X
UPT SMA NEGERI 8 PINRANG

Alamat : Jalan Poros Pinrang Polman Km. 37 Tuppu Telp. (0421) 3911111 Kab. Pinrang 91254
<http://www.sman8pinrang@hide.id> e-mail : sman8pinrang@yahoo.com

SURAT KETERANGAN TELAH MELAKSANAKAN PENELITIAN

Nomor : 421.3 /059 - UPT SMA.8 / PRG / DISDIK

Yang bertandatangan di bawah ini, Plt. Kepala UPT SMA Negeri 8 Pinrang menerangkan bahwa :

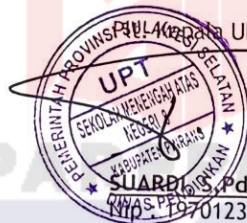
Nama : HADIRA
Fakultas : Tarbiyah
Program Studi : Pendidikan Bahasa Inggris

Yang tersebut namanya di atas telah melaksanakan Penelitian di UPT SMA Negeri 8 Pinrang Kab. Pinrang dengan Judul "STUDENT READING SKILL THROUGH LITERAL READING AT THE THRID GRADE OF SMAN 8 PINRANG".

Demikian Surat Keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Tuppu, 01 April 2022

Plt. Kepala UPT SMA Negeri 8 Pinrang



Appendix 05. The Documentation



Pict. 1. The researcher with the Principal



Pict. 2 The Researcher with English Teacher at SMA Negeri 8 Pinrang



CURRICULUM VITAE



HADIRA, her short name is DIRA, the writer was born on 10 December 1997 in Guliling South Sulawesi. She is the first Child from five children in her family, her father's name is Tahir and Her mother's name is Hadimang. She is a student of English Education Program in Tarbiyah Faculty at State Islamic Institute (IAIN) Parepare. Her education background, she began her study on 2002 at SDN 225 Lambalumama, and graduated on 2007, while at the same year she study in SMPN 1 Lembang and then continued her study in SMAN 8 PINRANG and graduated on 2011. Then continued hers study at Tarbiyah Departement of IAIN Parepare and completed her study with the title "Students' Reading Skill through Literal Reading at the Second Grade of SMA NEGERI 8 Pinrang"

