# **THESIS**

# IMPROVING THE READING COMPREHENSION OF THE ELEVENTH GRADE STUDENTS OF UPT SMA NEGERI 3 PAREPARE THROUGH PROBLEM BASED INSTRUCTION (PBI)



ENGLISH EDUCATION POSTGRADUATE PROGRAM STATE ISLAMIC INSTITUTE (IAIN)PAREPARE

**TAHUN 2023** 

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A Thesis Submitted in Partial Fulfillment of the Requirements for the Degree of Master of Education (M.Pd) at IAIN Parepare Postgraduate Program



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**TAHUN 2023** 

## **DECLARATION OF THE AUTHENTICITY OF THE THESIS**

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SMA Negeri 3 Parepare through Problem

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Stated that this thesis is her own writing. The things out of her masterpiece In this thesis are signed by citation and referred in the bibliography. If it can be proven that the thesis are has discrepancies, copied or duplicated by any other people, this thesis and the degree that has been gotten would be postponed

PAREPARE

Parepare, 13 February 2023

The writer,

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## PENGESAHAN KOMISI PENGUJI

Penguji penulisan Tesis saudari Julianita, NIM: 18.0213.013, mahasiswa Pascasarjana IAIN Parepare, Program Studi Tadris Bahasa Inggris, setelah dengan seksama meneliti dan mengoreksi Tesis yang bersangkutan dengan judul: Improving the Reading Comprehension of the Eleventh Grade Students of UPT SMA Negeri 3 Parepare through Problem Based Instruction (PBI), memandang bahwa Tesis tersebut memenuhi syarat-syarat ilmiah dan dapat disetujui untuk memperoleh gelar Magister dalam Ilmu Tadris Bahasa Inggris.

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At last, it is undeniable that this thesis is still far from perfection although many efforts have been made to make it complete. Therefore critics and suggestion from the readers are necessary to complete the lack of this writing. Hopefully, this thesis can assist the reader both theoretically and practically in English Language Teaching field or another related field.

Alhamdulillāhi rabbil 'alamīn

Parepare, 13 February 2022

The writer,

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# PEDOMAN TRANSLITERASI

# A. Transliterasi Arab-Latin

Daftar huruf bahasa Arab dan transliterasinya kedalam huruf latin dapat dilihat pada tabel berikut:

## 1. Konsonan

Huruf Arab	Nama	Huruf Latin	Nama	
1	alif	tidak dilambangkan	tidak dilambangkan	
ب	ba	В	be	
ت	ta	T	te	
ث	sa	Š	es (dengan titik di atas)	
<b>E</b>	Jim	J	je	
ح	ḥа	þ	ha (dengan titik di bawah)	
خ	kha	kh	ka dan ha	
٦	dal	d	de	
ذ	żal	Ż	zet (dengan titik di atas)	
ر	ra	r	er	
j	zai	Z	zet	
س	sin	S	es	
m	syin	sy	es dan ye	
ص	șad	Ş	es (dengan titik di bawah)	
ض	ḍad	d d	de (dengan titik di bawah)	
ط	ţa	PAREPARE t	te (dengan titik di bawah)	
ظ	Żа	Ż.	zet (dengan titik di bawah)	
ع	ʻain	(	apostrof terbalik	
غ	gain	g f	ge	
ف	fa	f	ef	
ق	qaf		qi	
ك	kaf	k = k	ka	
J	lam	1	el	
م	mim	m	em	
ن	nun	n	en	
و	wau	W	we	
-	ha	h	На	
۶	hamzah	,	apostrof	
ی	ya	y	Ye	

Hamzah (¢) yang terletak di awal kata mengikuti vokalnya tanpa diberi tanda apa pun. Jika ia terletak di tengah atau di akhir, maka ditulis dengan tanda (').

# 2. Vocal

Vokal bahasa Arab, seperti vokal bahasa Indonesia, terdiri atas

vokal tunggal atau monoftong dan vokal rangkap atau diftong.

Vokal tunggal bahasa Arab yang lambangnya berupa tanda atau harakat, transliterasinya sebagai berikut:

Tanda	Nama	Huruf Latin	Nama
Í	fathah	a	a
1	kasrah	i	i
ĺ	dammah	u	u

Vokal rangkap bahasa Arab yang lambangnya berupa gabungan antara harakat dan huruf, transliterasinya berupa gabungan huruf, yaitu:

Tanda	anda Nama Huruf Latin		Nama
ي	fathah dan ya	ai	a dan i
و '	fathah dan wau	au	a dan u

# Contoh:

kaif<mark>a : كيف</mark> haula : هول

# 3. Maddah

*Madda* atau vokal panjang yang lambangnya berupa harakat dan huruf, transliterasinya berupa huruf dan tanda, yaitu:

Harakat dan Huruf	Nama	Huruf dan Tanda	Nama
´´ ۱´´ ی	fath}ah dan alif atau yā'	ā	a dan garis di atas
ی	kasrah dan yā'	Ī	i dan garis di atas
ئو	dammah dan wau	ū	u dan garis di atas

Contoh:

نمَانُ : māta

Contoh:

َ رُمِي ( : ramā : qila نِ اَنْقِلْ نَامُوت : yamũtu

#### 4. Ta marbutah

Transliterasi untuk *ta' marbutah* ada dua, yaitu: *ta' marbutah* yang hidup atau mendapat harakat *fathah*, *kasrah*, dan *dammah*, transliterasinya adalah [t]. Sedangkan *ta' marbutah* yang mati atau mendapat harakat sukun, transliterasinya adalah [h].

Kalau pada kata yang berakhir dengan *ta' marbutah* diikuti oleh kata yang menggunakan kata sandang *al*- serta bacaan kedua kata itu terpisah, maka *ta' marbutah* itu ditransliterasikan dengan ha (h).

### Contoh:

```
: raudah al-atfal زَوْ مُوضُةَا ُلُطفَلَ
نَالَ مُثَيَّا اللَّهُ أَكْفَاةً أَضْلَةَ : al-madinah al-fadilah
مُثَارِبُ مُثَنِّ عَلَى مُثَانَّ : al-hikmah
```

# 5. Syaddah (Tasyidid)

Syaddah atau tasydid yang dalam sistem tulisan Arab dilambangkan dengan sebuah tanda tasydid (-'-), dalam transliterasi ini dilambangkan dengan perulangan huruf (konsonan ganda) yang diberi tanda syaddah.

# Contoh:

: rabbana
الْهُواْنَ : rabbana
الْهُواْنَ : najjaina
الْهُواْنَ : al-haqq
الْهُواْنَ : nu'ima
الْهُواْنَ : 'aduwwun

Jika huruf 😅 ber- tasyidid di akhir sebuah kata dan didahului oleh huruf *kasrah*, maka ia ditransliterasi seperti huruf *maddah* menjadi i.

### Contoh:

: 'Ali (bukan 'Aliyy atau 'Aly)
نام ( ' ' ' : 'Arabi (bukan 'Arabiyy atau 'Araby)

#### 6. Kata Sandang

Kata sandang dalam sistem tulisan Arab dilambangkan dengan huruf  $\mathcal{J}$  (alif lam ma'arifah). Dalam pedoman transliterasi ini, kata sandang ditransliterasi seperti biasa, al-, baik ketika ia diikuti oleh huruf syamsiyah maupun huruf qamariyah. Kata sandang tidak mengikuti bunyi huruf langsung yang mengikutinya. Kata sandang ditulis terpisah dari kata yang mengikutinya dan dihubungkan dengan garis mendatar (-).

#### Contoh:

زانُ اللهُ نَا اللهُ عَلَيْنَ اللهُ عَلَيْنَ اللهُ عَلَيْنَ اللهُ عَلَيْنَ اللهُ اللهُ عَلَيْنَ اللهُ اللهُ ال

: al-zalzalah (az-zalzalah)

: al-falsafah 対じ : al-biladu

#### 7. Hamzah

Aturan transliterasi huruf hamzah menjadi apostrof (') hanya berlaku bagi hamzah yang terletak di tengah dan akhir kata. Bila hamzah terletak di awal kata, ia tidak dilambangkan, karena dalam tulisan Arab ia berupa alif.

#### Contoh:

ta' muruna : 'تأكُرُ' ون ' al-nau' : هَاكَ ٱثُنُوع : syai'un : مُنْهُاءُ

: umirtu أَمْرُهُ

# 8. Penulisan Kata Arab yang Lazim Digunakan dalam Bahasa

#### Indonesia

Kata, istilah atau kalimat Arab yang ditransliterasi adalah kata, istilah

atau kalimat yang belum dibakukan dalam bahasa Indonesia. Kata, istilah atau kalimat yang sudah lazim dan menjadi bagian dari perbendaharaan bahasa Indonesia, atau sering ditulis dalam tulisan bahasa Indonesia, atau lazim digunakan dalam dunia akademik tertentu, tidak lagi ditulis menurut cara transliterasi di atas. Misalnya, kata al-Qur'an (dari *al-Qur'an*), alhamdulillah, dan munaqasyah. Namun, bila kata-kata tersebut menjadi bagian dari satu rangkaian teks Arab, maka harus ditransliterasi secara utuh.

### Contoh:

Tabaqat al-Fuqaha' Wafayah al-A'yan

## 9. Lafz al-Jalalah (الله)

Kata "Allah" yang didahului partikel seperti huruf *jarr* dan huruf lainnya atau berkedudukan sebagai *mudaf ilaih* (frasa nominal), ditransliterasi tanpa huruf hamzah.

Contoh:

مِنْ الله في أَنْ الله أَنْ إِنَّ اللهُ أَنْ اللهُ أَنْ اللهُ أَنْ اللهُ أَنْ اللهُ أَنْ اللهُ اللهُ أَنْ الله

Adapun *ta' marbutah* di akhir kata yang disandarkan kepada *lafz al- jalalah*, ditransliterasi ddengan huruf [*t*].

Contoh:

# 10. Huruf kapital

Walau sistem tulisan Arab tidak mengenal huruf kapital (*All Caps*), dalam transliterasinya huruf-huruf tersebut dikenai ketentuan tentang penggunaan huruf kapital berdasarkan pedoman ejaan Bahasa Indonesia yang berlaku (EYD). Huruf kapital, misalnya, digunakan untuk menuliskan huruf awal nama diri (orang, tempat, bulan) dan huruf pertama pada

permulaan kalimat. Bila nama diri didahului oleh kata sandang (al-), maka yang ditulis dengan huruf kapital tetap huruf awal nama diri tersebut, bukan huruf awal kata sandangnya. Jika terletak pada awal kalimat, maka huruf A dari kata sandang tersebut menggunakan huruf kapital (Al-). Ketentuan yang sama juga berlaku untuk huruf awal dari judul referensi yang didahului oleh kata sandang al-, baik ketika ia ditulis dalam teks maupun dalam catatan rujukan (CK, DP, CDK, dan DR).

Contoh:

Inna awwala baitin wudi 'a linnasi lallazi bi Bakkata mubarakan Syahru

Ramadan al-lazi unzila fih al-Qur'an

Nasir al-Din al-Tusi Abu

Nasr

al-Farabi

Al-Gazali

Al-Munqiz min al-Dalal

Jika nama resmi seseorang menggunakan kata Ibnu (anak dari) dan Abu (bapak dari) sebagai nama kedua terakhirnya, maka kedua nama terakhir itu harus disebutkan sebagai nama akhir dalam daftar pustaka atau daftar referensi. Contoh:

Ali bin 'Umar al-Dar Qutni Abu Al-Hasan, ditulis menjadi: Abu Al-Hasan, 'Ali bin 'Umar al-Dar Qutni. (bukan: Al-Hasan, 'Ali bin 'Umar al-Dar Qutni Abu)

Nasr Hamid Abu Zaid, ditulis menjadi: Abu Zaid, Nasr Hamid (bukan: Zaid, Nasr Hamid Abu)

# B. Daftar Singkatan

Beberapa singkatan yang dibakukan adalah

Swt. = subhana wa ta 'ala

Saw. = sallallahu 'alaihi wa sallam

a.s. = 'alaihi al-salam

H = Hijriah

M = Masehi

SM = Sebelum Masehi

I = Lahir tahun (untuk orang yang masih hidup saja)

W = Wafat tahun

QS. .../ ...:4 = QS. al-Baqarah/2:4 atau QS. Ali 'Imran/3: 4

HR = Hadis Riwayat

#### **ABSTRAK**

Nama : Julianita NIM : 18.0213.013

Judul Tesis : Meningkatkan Pemahaman Membaca Siswa Kelas Sebelas

SMA Negeri 3 Parepare melalui Problem Based Instruction

(PBI). Dibimbing oleh Abdul Haris Sunubi dan Arqam.

Tujuan dari penelitian ini yaitu untuk mengetahui bagaimana proses dan respon siswa terhadap penerapan problem based instruction (PBI) dapat meningkatkan pemahaman membaca siswa kelas sebelas SMA Negeri 3 Parepare pada tahun ajaran 2021/2022.

Metode yang digunakan pada penelitian ini yaitu metode kuasi-eksperimen, yang menggunakan kelas yang mana terdiri dari satu kelas eksperimen dan satu kelas kontrol. Kelas eksperimen terdiri dari 22 siswa dan kelas kontrol terdiri dari 28 siswa. Jadi, jumlah keseluruhan sampel terdiri dari 50 siswa.

Hasil dari analisis data menunjukkan bahwa pemahaman membaca siswa meningkat. Hal ini dapat dilihat dari skor rata-rata pada pre-test dan post-test antara kelas eksperimen dan kelas kontrol. Skor rata-rata kelas eksperimen pada pre-test adalah 66.59 dan pada post-test adalah 75.68. Sementara itu, skor rata-rata kelas kontrol pada pre-test adalah 64.46 dan pada post-test adalah 68.04. Hal ini menunjukkan bahwa peningkatan pada kelas eksperimen yamg memperoleh perlakuan melalui PBI lebih tinggi dari kelas kontrol yang tidak memperoleh perlakuan melalui PBI. Setelah menganalisis data dengan menggunakan rumus uji-t, hasil dari nilai t-test pada post-test adalah 2.584 dan nilai t-table adalah 1.677. Ini berarti bahwa nilai t-test (2.584) lebih tinggi dari nilai t-table (1.677). Hal ini menunjukkan bawa H<sub>1</sub> diterima dan H<sub>0</sub> ditolak.

Kata Kunci: Intruksi berbasis masalah (PBI), Pemahaman membaca, Strategi.



#### **ABSTRACT**

Name : Julianita NIM : 18.0213.013

Title : Improving Reading Comprehension of the Eleventh Grade

Students of SMA Negeri 3 Parepare through Problem Based

Instruction (PBI).

The objective of this research was to find out how the process and students' response of Problem Based Instruction (PBI) can improve the reading comprehension of the eleventh grade students of SMA Negeri 3 Parepare in academic year 2021/2022.

This researcher applied quasi-experimental method, that used two classes which consisted of one experimental class and one control class. The experimental class consisted of 22 students and the control class consisted of 28 students. So, the total of the sample was consisted of 50 students.

The result of the data analysis shows that the students' reading comprehension improved. It can be seen from the mean score of pre-test and post-test between experimental class and control class. The mean score of experimental class in pre-test was 66.59 and in post test was 75.68. Meanwhile, the mean score of the control class in pre-test was 64.46 and in post-test was 68.04. It indicated that the improvement of the experimental class who got treatment through Problem based Instruction strategy was higher than control class who did not get treatment through PBI. After analyzing the data by using the t-test formula, the result of the t-test value in post-test was 2.584 and t-table value was 1.677. It means that the t-test value (2.584) was higher than t-table value (1.677). This indicates that H1 was accepted and H0 was rejected.

**Keywords**: *Problem Based Instruction (PBI), Reading comprehension, strategy.* 

# تجريد البحث

الإسم : جوليانيتا

رقم التسجيل : ٣١٠.٣١٢٠.٨١

موضوع الرسالة : تحسين الفهم القرائي لطلاب الصف الحادي عشر بالمدرسة

الثانوية الحكومية ٣ فرى فارى من خلال التعليم المستند إلى المشكلات (PBI)

الغرض من هذا البحث هو لمعرفة كيفية العملية واستجابة الطالب لتطبيق التعليم القائم على حل المشكلات (PBI) يمكن أن يحسن فهم القراءة لطلاب الصف الحادي عشر من المدرسة الثانوية العليا ٣ في العام الدراسي ٢٢٠٢/١٢٠٢.

الطريقة المستخدمة في هذه الدراسة هي طريقة شبه تجريبية، الذي يستخدم فئة تتكون من فئة تجريبية واحدة وفئة تحكم واحدة. تألف الفصل التجريبي من ٢٢ طالبا وفصل الضبط من ٨٢ طالبا.

تظهر نتائج تحليل البيانات ذلك يزداد فهم القراءة لدى الطلاب. يمكن ملاحظة ذلك من متوسط الدرجات في الاختبار القبلي والبعدي بين الفصل التجريبي وفئة التحكم. متوسط درجات الصنف التجريبي والاختبار القبلي ٩٥٠٦٦ والاختبار البعدي ٨٦٠٥٧. وفي الوقت نفسه ، كان متوسط درجة فئة التحكم في الاختبار الأولي ٤٦٠٦٤ وكان الاختبار اللاحق ٨٦٠٤٠. هذا يدل على أن الزيادة في الفئة التجريبية التي تلقت العلاج من خلال PBI كانت أعلى من فئة التحكم التي لم تتلق العلاج من خلال وقيمة t-test في المتخدام صيغة اختبار ئا، نتيجة قيمة t-test في الاختبار اللاحق هي ٢,٤٨٥ وقيمة للحدام على المناب المتخدام عن المناب المتخدام التي أن قيمة الختبار اللاحق هي ٢,٤٨٥ وقيمة جدول t-table من المناب المناب المناب المناب المناب المناب المناب اللاحق المناب المناب المناب اللاحق المناب المناب المناب اللاحق المناب ال

# PAREPARE

الكلمات الرائسية: التعليم القائم على حل المشكلات (PBI)، والفهم القرائي، والاستراتيجية.

#### **CHAPTER I**

#### **INTRODUCTION**

This part consists of Background, Problem Statement, Objective of the Research, Significant of the Research and Scope of the Research.

#### A. Background

Learning English is not easy, because people have to mastery several skills. Based on the curriculum, there are four skills that will be developing. They are listening, reading, writing and speaking. Speaking and writing are productive skills, while listening and reading are receptive skills. In this research, the researcher focuses on the English reading comprehension.

Reading is one of important skills because through reading they can get information to enlarge knowledge. As Gain stated that reading is a early an important skill. In fact, reading is much more than a single skill. It involves the coordination of a abilities, strategies and knowledge. However, reading is not easy. Lalu Gd Sumaryani KM stated Reading is just read the text, but how comprehends the text. Reading is not only a source of information and pleasure activities, but also a means of consolidating one's knowledge of language. In other words, reading activities can bring many benefits for students such as to get information, pleasure and knowledge. As an researcher must know the strategies for learning to read well. Therefore, the students mostly find many problems. It may be caused by the teaching strategy the English teachers conduct in classroom is not interesting for the students and the students do not know about the meaning words of the text.

<sup>&</sup>lt;sup>1</sup> Lalu Gd Sumaryani KM, *Teaching Reading Strategies for Students at FPBS IKIP Mataram*, Jurnal Pendidikan (LPPM IKIP Mataram, 2016), vol.15 (2), page 151-158

Reading is an active activity of getting the meaning from text or passage and of getting the information from the researcher. To gain the meaning from text is not easy. Reading is not an easy skill to master because it involves many processes<sup>2</sup>. We have to read and try to comprehend it. To get a better comprehending, it is better for the students to translate the text. In addition, Students must know the aim of why they are learning that language. Including in reading or understanding about the text and the information because of their own problem. Reading is one of the supporting in learning of English, because in reading we will know about the important information. In fact, many students cannot read fluently and they think reading is difficult to learning. Because they have limited vocabulary and difficult to remember these vocabularies. Cause the spelling, writing, and meaning are not same.

Therefore, reading comprehension is not just a process of recognizing and understanding words and their meanings. It involves more complex cognitive processes in which students can understand the meaning of written language, relate it to their prior knowledge, and construct mental representations of the information they have read. The purpose of reading comprehension during students' elementary grades will cause them to have poor reading skills. These include lack of vocabulary, difficulties in academics, and difficulties. This is why students are often tested through a test with a list of reading texts in which they are asked to answer several questions related to the text.<sup>3</sup>

<sup>&</sup>lt;sup>2</sup> Chettri, K. & Rout, S. K. 2013. Reading Habits-An Overview. Journal of Humanities and Social Science (2013), Page 13-17.

<sup>3</sup> N.K.R. Saraswati, P.E. Dambayana, and N.P.A. Pratiwi, *An Analysis Of Students' Reading Comprehension Difficulties Of Eighth Grade Students*, (Jurnal IKA Undiksha, Vol. 19, No. 1 2016) Accessed on Maret 2021, p. 34-35.

Based on observations and interviews conducted at UPT SMA Negeri 3 writing comprehension learning Parepare, far. is mostly conventionally/traditionally (learning centers on teachers) and the weak ability of teachers to encourage and motivate makes English learning achievement still low compared to other subjects. . This the researchers found when conducting observations in class XI in the second semester of the 2021/2022 academic year. Where English lessons are always presented verbally through lectures and textbook oriented activities, with very minimal student involvement because students only doing activities sitting, silent, listening, taking notes and memorizing, so that it is less interesting for students and boring which in the end makes it easy for students to forget the concepts that have been given, so that the average value of these subjects only reaches an average of score and the percentage of completion of English subjects for class XI students semester II for the academic year 2021/2022 only reached. Due to the low learning achievement of students' English as stated above, it motivates researchers to carry out learning improvement. The researchers did this improvement by applying the steps of the Problem Based Instruction learning model with reading comprehension in the teaching and learning process.

One of the problem in this research are the students have low mastery in reading comprehension. The students are low interest in learning process, the technique or strategy which is used by teachers lack of interest, because the students fell afraid with a new language. The students should learn reading to find the information according a text, but their ability in reading is poor. In English there is a lesson read the reading comprehension that means reading with understanding what is read or understanding. Reading textbooks are usually

designed in the form of discourse that is accompanied by questions about the discourse to see if readers can understand what is read.

Students feel bored and lazy when they must read and answer a question about the discourse, they tend to work on other issues first than the questions regarding the content of discourse understanding (reading comprehension) because they do not only have the low vocabulary mastery but also have the low ability of structure and grammar. Moreover, some students have low motivation in reading comprehension and teaching technique used by teacher of students unattractive and monotonous. In addition, they are lazy to read the text because they thing that it is very difficult to keep the objectivity, completeness and balance of the passage. Therefore, some students think that to read the text needed for a long time.

In line with the statement above, Lilik Sri Wahyuningsih stated One of the reasons is the lack of motivation and ability to read, especially for reading comprehension. In addition, another reason is because the time provided is also very limited. Class atmosphere is also very boring, because usually learning is only done in class with very limited materials or materials. Usually students only read textbooks that have been determined. This is because students only buy certain books that are required by the school. Students want to look for books or other reading materials if there is only an assignment from the teacher. This makes students unable to read well due to lack of practice. According to Muah, learning process of reading comprehension without the synergy of learning strategies will certainly be less meaningful. Therefore, in this study, researchers combined reading skills with PBI (Problem Based Instruction) learning strategies,

<sup>4</sup> Lilik Wahyuningsih. *Meningkatkan Kemampuan Reading Comprehension Siswa SMA Negeri 1 Kebomas Melalui Extensive Reading*. Jurnal Paedagogy, 2021. https://doi.org/10.33394/jp.v8i1.3325 (Accessed on March 2022)

here in after referred to as PBI learning strategies. The PBI learning model is a learning model based on constructive understanding that accommodates the involvement of students in authentic learning and problem solving.<sup>5</sup>

According Listiowati Problem Based Instruction was developed to help students develop thinking skills, problem solving, intellectual skills, and learn various roles with adults through their involvement in real experiences or simulations, and become students who are autonomous and independent. Problem Based Instruction learning uses a student learning approach to real-life problems. Problem Based Instruction was developed to help students develop thinking skills, problem solving and intellectual skills, learning various roles, through real-life learning experiences.<sup>6</sup>

Then, Trianto explains that Problem Based Instruction is a learning approach that uses authentic problems with the intention of compiling student knowledge, developing inquiry and higher-order thinking skills, developing independence and self-confidence. According to Komalasari the PBI model has a syntax consisting of 5 steps, namely orienting students to problems, organizing students to learn, helping students to conduct independent and group investigations, in this case the researcher uses the group model to develop and present the work as well as analyze and evaluate the problem solving process<sup>8</sup>

Ayu Dwi Listiowati, and Antonius Tri Widodo. *Penerapan Model Pembelajaran Problem Based Instruction dengan Pendekatan Predict-Observe-Explain*. Jurnal Inovasi Pendidikan Kimia, Vol 7,No.2,2013. https://journal.unnes.ac.id/nju/index.php/JIPK/article/view/4419. (Accessed on March 2022) p. 1189-1200.

<sup>&</sup>lt;sup>5</sup> Muah T. Instruction (Pbi) Untuk Meningkatkan Keaktifan Dan Hasil Belajar Matematika Siswa Kelas 9b Semester Gasal Tahun Pelajaran 2014 / 2015 Smp Negeri 2 Tuntang - Semarang.2016. Scholaria, 6(1), p 41–53

<sup>&</sup>lt;sup>7</sup> Trianto. *Model-model Pembelajaran Inovatif Berorientasi Kontruktivistik*. Jakarta; Prestasi Pustaka. 2007, p 20

<sup>&</sup>lt;sup>8</sup> Mustamiroh, Hidayati, Hadi & Muharrami. *Penerapan Model Pembelajaran Problem Based Instruction (Pbi) Berbasis Open Ended Terhadap Keterampilan Berpikir Kritis Siwa*. (Journal of Natural Science and Education Research, 1(2) 2019), p 124–137.

In this study, the PBI learning model requires students to produce a product/work related to the material being studied. The resulting product/work will be collected through the assignments of each student and will then be given by the teacher. This of course can foster the creativity of students. This is in line with the results of research Dewi, Bektiarso and Subiki, which is that the PBI learning model has a significant effect on student learning outcomes.<sup>9</sup>

The combination of the PBI learning model with students' reading comprehension is a new innovation made by researchers, especially during the Covid-19 pandemic to make face-to-face learning during the new normal more interesting. The challenge regarding the transfer of the learning system from face-to-face to the new normal is what makes researchers want to raise the theme of this research with the aim of implementing the PBI learning model in learning to read in the new normal period of Covid-19.

From those problem above, the researcher decides to conduct the research at that school through problem based instruction. In this research, the researcher takes method through telling information on the reading text because it is consider to be interesting to the students. Telling information on the reading text can be easy for students to learn with the other students, so the students will share what they comprehend each other. The researcher focus on the students reading comprehension, so the researcher interesting to make research entitle "Improving the Reading Comprehension of the Eleventh Grade Students of UPT SMA Negeri 3 Parepare through Problem Based Instruction (PBI)".

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<sup>&</sup>lt;sup>9</sup> Dewi, Bektiarso, & Subiki, Pengaruh Model Pembelajaran Problem Based Instruction Disertai Metode Pictorial Riddle Terhadap Hasil Belajar Dan Kemampuan Berpikir Kritis Siswa Pada Mata Pelajaran Fisika Di SMA., (Jurnal Pembelajaran Fisika, 6(1), 2017),p 48–55.

#### **B.** Problem Statement

Based on the background above, the researcher formulates a question of problem statement as follow:

- 1. How is the process of Problem based Instruction improve the students' reading comprehension?
- 2. How is the results of Problem based Instruction improve the students' reading comprehension?

# C. Objective of the Research

As the research questions, the researcher considers the main purposes of this research that consist of two objectives as follows:

- 1. To find out the process of Problem based Instruction improve the students' reading comprehension
- 2. To find out the results of Problem based Instruction improve the students' reading comprehension

## D. Significance of The Research

There are two parts of significance of the research, as follows:

- Theoretical Significance, the result of the research. It is expected to be useful
  as new information for science or knowledge especially in teaching technique
  in reading.
- 2. Practical Significance, the result of this research provide the useful information such as:
  - a. For the English teachers, the result of this research is expect to be a good method to teach English especially in teaching technique in reading.
  - b. For the students, it can help, the result of this research is expect the students to understand about English, especially when they will read the text and to make them interested to read anything, especially English text.

- c. For the next researchers, the result of this research is expect to useful information and to give motivation for the next researcher to create another idea about the good technique to improve the reading comprehension.
- d. For the curriculum designer, it can be apply as comparison and reference material for developing teaching method.

# E. Scope of The Research

The scope of the research which is restrict to discipline, content, and activity is explain as follows:

- By discipline, this research will be limited to the field of linguistics subject in terms of English language teaching process especially in reading comprehension.
- 2 By content, with content, this study will explain about the learning which is based on constructive understand that accommodate student engagement in learning and problem solving authentic.
- 3. By activities, learning begins with a problem, ensure that the problems are related to the real world students organize lessons around each problem, not around each discipline. Provide great responsibility to the learners in shaping and running direct their own learning process, using small groups, and requires learners to demonstrate what they have learned in the form of a product or performance.

#### **CHAPTER II**

#### REVIEW OF RELATED LITERATURE

This part consists of some Relate Research Findings, Some Pertinent Ideas, Conceptual Framework, and Hypothesis.

#### A. Some Previous Related Research Findings

There are some researchers that have conducted researchers related to the teaching of reading comprehension, some of them are as follows:

- 1. Suyoga, Agung and Gede in their research "The effect Problem Based Learning Performance Assessement on Students' Reading and Writing Competencies". The students' reading competency taught by PBL (83.73) is higher than those taught by using conventional model (78.88). There is a significant effect of Problem Based Learning which occurs simultaneously and separately on students' reading and writing competencies, there is a significant effect of performance assessment which occurs simultaneously and separately on students' reading and writing competencies, there is a significant interaction between taching model and assessment type on students' reading and writing competencies which occurs simultaneously, and there is no significant interaction between teaching model and assessment type on students' reading competency. <sup>10</sup>
- 2. Intan Permata Sari<sup>11</sup> "The effect of Problem Based Learning Toward Students' Vocabulary Size and Students' Reading Comprehension". The result of the data analysis shows that Problem Based Learning (PBL) gave significant

Dharma Suyoga. Agung Marhaeni, Gede Budari. *The eEffect of Problem Based Learning and Performance Assesement on Students' Reading and Writing Competence*. (Pascasarjana Universitas Pendidikan Ganesha,2014). p 78

Intan Permata Sari. The Effect of Problem Based Learning Toward Students' Vocabulary Size and Students' Reading Competence. (Palangkaraya. IAIN Palangkaraya. 2020). p 84

effect on the student's vocabulary size and student's reading comperehension of the first graders of SMAN 4 Palangka Raya. The students who were taught using PBL got higher than the result of pre-test after were taught using PBL. To improve student's vocabulary size and student's reading comprehension can be used PBL. According to Arends (2007,p.68), Problem Based Learning (PBL) is a learning approach where students are faced with authentic problems so that they are expected to develop their own knowledge, develop high-level skills and inquiry, empower students, and increase his confidence. And also Shoimin (2014,p.1) argues that students have ability to assess teir own learning progress while using Problem Based Learning. It means PBL can improve students' thinking skills in understanding the content of reading and help students improve their vocabulary. It was proved by the difference the mean score between Pre-test and Post-test. The mean score of Post-test reached higher score than the mean score of pre-test. For vocabulary size the score was (55.56<79.44). it indicated that the students' score increased after conducting treatment. In the other words, teaching reading and vocabulary by problem based learning gave significant effect toward the student's vocabulary size and student's reading comperehension. The result of analysis showed there was significant effect problem based learning toward student's vocabulary size and student's reading comperehension of first graders of SMAN 4 Palangka Raya.

3. Ahmad zuhri<sup>12</sup> in his research found that the result of this research. The following obtain the data of this investigation, this research used reading test.

<sup>12</sup> Ahmad Zuhri Rosyidi. 2018. *The Effectiveness of Problem Based Learning (PBL) Method in Teaching Reading*. (International conference on Halal Tourism, Products and service, Mataram University. Indonesia, 2018) p 65

In this research, the data as the scores of the test 30 students were tested. Observing the mean score of the 30 students from pre test is 61.50. From this result, it can be judged that the tenth grade of SMAN 1 Sukamulia have problem in reading text. The result of the study the students highest score was 75 and lowest was 35. After treatment the researcher found the mean score of post test is 75.00. The result of the study the students highest score was 100 and lowest was 35. This finding supports the theory of Barrow & Hmlo-silver (2006, p.21) they said that Problem Based Learning is an instructional method in which students learn through solving problem and reflecting on their experiences. In PBL teacher is a facilitator of student learning, and the students take on responsibility for their own learning processes. Besides that this method is characteristically carried out in small, facilitated groups and takes advantage of the social aspect of learning through discussion, problem solving, and study with peers. Referring the result and discussion of the study, the present researcher concludes that: (1) There was an effectiveness of Problem based learning in teaching critical reading for the tenth graders of SMAN 1 Sukamulia. It can be seen from the result at research that post-test was higher than pre-test, the mean score of pre-test was (61.50) and post test was (75.00). and (2) There was a significant difference in the mean scores between the pre-test and the post-test, t(df=29) = 5.203 at p = 0.000. It means that the null hypothesis was rejected and alternative hypothesis was accepted.

4. Siti and wandi<sup>13</sup> in their research By using PBL strategy can make the students easily predict and delimit the topic discussed or informed in the text after they

<sup>13</sup> Siti Niah. Wandi Syahputra. Improving Students' Reading Comprehension by Using Problem-based Learning Strategy. UNiversitas MUhammadiyah Riau. Riau.(Journal of Education Informatic Technology and Science (JeITS), Volume 1, Nomor 1, 2019) p 125-136.

read and answer the questions. Through problem based learning students learn to become partners in the teaching/learning process where they accept responsibility for much of their learning, work successfully as a team member, deal with new and changing situations and develop lifelong learning skills. Problem-based learning then, can help students think critically, analyze and solve real world problems that will better prepare them for careers outside the classroom. The finding of this research indicated that there was significant effect of using PBL strategy on students' reading comprehension and motivation. Based on this finding, the implication for the teachers as model and connector and facilitator in educate students in school, beside the teacher transfer the knowledge of English and teaching and learning process, it can be additional guideline for the teachers in teaching. Then the teachers should pay attention more toward students' reading comprehension and motivation in learning English. In this case, the teacher should be equipped with a lot of strategies or technique in teaching and learning process so that the students' motivation can be increased and will give effect toward students' successful in learning and also give effect toward teachers in teaching. It also gives additional knowledge for the students and teachers that with high motivation, students have more power and spirit in applying language learning strategy. Furthermore, problem-based learning took place in successful of students in learning English. This case, give more knowledge toward students to apply more strategy learning English to reach willingness objective, and then for teachers as a facilitator in students' learning could inform more knowledge about problem-based learning strategy.

5. Isrokijah<sup>14</sup> in her research said that When PBL is applied teachers have to make two kinds of preparation. First, preparation for pre activity includes selecting the appropriate basic competence, formulating learning objectives, designing exercises for language support. Second, preparation for PBL activity includes designing warm-up activity, main activity and closing activity. Good preparation will support the teachers in applying PBL in teaching English. The application of PBL emphasizes on improving problem solving skill. It means that content knowledge and critical thinking skill of the learners will improve too. PBL promotes students' confidence in their problem solving skills and strives to make them self-directed learners. These skills can put PBL students at an advantage in future courses and in their careers. While such confidence does not come immediately, it can be fostered by good instruction. Teachers who provide a good learning community in the classroom, with positive teacher-student and student-student relationships, give students self-confidence over their learning, develop their meaningful learning methods and empower students with problem solving skills that will enhance their motivation to learn. Since PBL model needs long time periods of time it is recommended that the teachers are well prepared so that the group work will run well and the learners will enjoy doing it. Most importantly, when the learners get stuck in their group discussion or group presentation the teachers are required to give motivation and support to them, and then lead them to find solutions of the problem.

Based on the several previous findings above, the researcher assumes that teaching English through problem based learning can improve the students' English knowledge, although in writing skill. So, in this research, the researcher

<sup>14</sup> Isrokijah. 2020. Problem based learning: a model in teaching English at junior high school. Journal of research on English and Language learning. Vol. 1 | No. 2. Page 7

focused on reading skill. On the other hand, the researcher focus in problem based instruction. The researcher believe that with problem based instructions can improve reading comprehension of the eleventh grade students of SMA Negeri 3 Parepare.

#### **B. Some Pertinent Ideas**

# 1. Concept of Reading Comprehension

# a. Definition of Reading Comprehension

There are some definitions of reading. Definition of reading from Romero and Romero<sup>15</sup> reading is communication between author and reader. Communication grap between author and reader result to poor comprehension. When that grap is bridged, better comprehension takes place. Another definition from Macceca<sup>16</sup> stated that reading is a dialogue between the reader and the author, and during this "dialogue," the reader should generate questions to help anticipate meaning search for information, respond intellectually and emotionally, and infer ideas from and explain further the content of text.

Alyousef (2006: 64) states that reading can be seen as an "interactive" process between a reader and a text which leads to automaticity or (reading fluency). In this process, the reader interacts dynamically with the text as he/she tries to elicit the meaning and where various kinds of knowledge are being used: linguistic or systemic knowledge (through bottom-up processing) as well as schematic knowledge (through top-down processing).

Students. (Florentine: Rex Printing Company. 2010) Accessed on february 2021

Stephanie Macceca. Reading Strategies for Science. USA: Shell Education. 2007.

Accessed on february 2021. p 3

Angelita Romero, Rene Romero. *Development Reading: A skill Text For Collage idents*. (Florentine: Rex Printing Company, 2010) Accessed on february 2021

According to Johnson<sup>17</sup>, reading is the practice of using text to create meaning. It means by reading activity, the students can think how to create the meaning of the text that the students read. Thus, reading activity has to be an interesting activity to attract the students' attention to read. In the past decades, the writer discovered a mutual relationship between a student's academic reading skills and academic success. Students as well as teachers, however, take the learning of this skill for granted. In order to understand fully what is involved in learning to read, so far as it affects what they do, children must be shown how to use the facts that they are learning. Unfortunately, this is not as simple as at first appears. The facts that can be learned, such as the sounds that can be attached to letters, letter strings, syllables and even some words, vary according to their setting.

According to Michelle Maxom<sup>18</sup>, reading is one of the key skills in language learning. It reinforces the skills students acquire in speaking, listening and writing. Most people spend their time to read an article, a book, a newspaper and others. This activity needs some skills in order to understand it. However, some of the people cannot read well.

Whereas Geoffrey Broughton<sup>19</sup> said that reading is a commonplace of teacher education that teachers tend to teach by the methods which were used by the teachers who taught them. However, reading is not only producing sounds in the printed symbol but also making sense to comprehend the text. Through reading, people can increase vocabularies, obtain knowledge, and so forth. Hence, the readers need greatly reading comprehension to achieve the purpose of reading.

<sup>19</sup> Geoffrey Broughton and Friends. Teaching English as a Foreign Language, Second Edition, (London: University of London Institute of Education, 2003). p 89.

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<sup>&</sup>lt;sup>18</sup> Michelle Maxom. *Teaching English as a Foreign Language for Dummies*, (England: John Wiley & Sons, Ltd Publisher, 2009), p 139.

Ellizabeth<sup>20</sup> states that comprehension is an active process that produces the meaning for the printed language then concern with new word. In addition, Gillet and Temple<sup>21</sup> argues that comprehension is the readers understand the content of the text by involving prior knowledge, knowledge of structure, and the readers' active to look information.

Comprehension means making sense of what one reads. A reader who comprehends text is an active reader. It can be concluded that comprehension is a complex process to produce meaning from the text by involving prior knowledge to understand the text.

Klingner<sup>22</sup>, reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, word and word knowledge, and fluency. In the same line, Woolley<sup>23</sup> stated that reading comprehension is the process of making meaning from text. Furthermore, McNamara<sup>24</sup> stated that reading comprehension is a cognitive or behavioral action that is enacted under particular contextual conditions, with the goal of improving some aspect of comprehension.

According to Kintsch<sup>25</sup>, reading comprehension is the process of creating meaning form text. Furthermore, Janette defines that reading comprehension is the

<sup>&</sup>lt;sup>20</sup> Elizabet S. Pang, *Teaching Reading*, (Chicago: University of Illinois, 2000), p 14.

<sup>&</sup>lt;sup>21</sup> Jean Wallace and Charles Temple, Understanding Reading Problem, (United States of America: Harper Collins College Publisher, 1994), 34.

<sup>&</sup>lt;sup>22</sup>Klingner, Janette. K., Vaughn, Sharon., & Boardman, Alison. 2007. *Teaching Reading Comprehension to Students with Learning Difficulties*. New York: The Guillford Press

<sup>&</sup>lt;sup>23</sup>Gate Wooley. Reading Comprehension: Assisting Children with learning difficulties. (Springer, 2011)

<sup>&</sup>lt;sup>24</sup>S Danielle McNamara. *Reading Comprehension Strategies: Theories, interventions, and Technologies*. (New Jerssey: Lawrence Erlbaum Associates, 2007) Accessed on februari 2021

<sup>&</sup>lt;sup>25</sup> Kintsch Klinger Janette. *Teaching Reading Comprehension to Students with Learning Difficulties*. (United States of America: The Guilford Press, 2007). p 2.

process of constructing meaning by coordinating a number of complex processes that include word reading, word and world knowledge, and fluency.

In other word, to be successful at reading comprehension, students need actively process what they read. The at processing skill requires that students have automatic reading skills and fluency, necessary vocabulary, and text appropriate background knowledge. Chiara Maneghetti et.al states that reading comprehension is a complex cognitive ability requiring the capacity to integrate text. Meanwhile, Haris and Sipay assert that reading comprehension is a product of the interaction between the knowledge of language symbol and the reader's reading skills, cognitive skills, and experience.

Based on some descriptions above, it can be inferred that reading is an interactive process that goes on between the reader and the author and constructing the meaning from the written text.

## b. Processes of Reading Comprehension

In the discussions about reading and comprehension, experts generally mention about the bottom-up and top-down process. Both of them are the processes of reading comprehension and according to the recent research, there is one more kind of processing reading comprehension, called interactive reading.

1) Bottom-up processing In bottom-up processing, readers must first recognize a multiplicity of linguistic signals (letters, morphemes, syllables, words, phrases, grammatical cues, discourse markers) and use their linguistic data processing mechanism to impose some sort of order on these signals. These data-driven operations obviously require knowledge of the language itself. From among all the perceived data, the reader selects the signals that make some sense to what is called —meaning.

- 2) Top-down processing Top down, is a process in which the readers draw their own intelligence and experience to understand a text.
- 3) Interactive reading Interactive reading is a combination of top-down and bottom up processing. It is almost always a primary ingredient in successful teaching methodology because both processes are important.

## c. Level of Reading Comprhension

Reading has different levels of comprehension. Burn divided comprehension into four levels, namely: literal comprehension, interpretive comprehension, critical comprehension, and creative comprehension<sup>26</sup>.

#### 1. Literal Comprehension

Literal comprehension is the most obvious comprehension at this level involves surface meaning. At this level teacher can ask students to find information and idea that they are explicitly stated in the text. The readers can usually outline, paraphrase, or summarize the ideas expressed by the author.

#### 2. Interpretive Comprehension

Interpretive reading involves reading between the lines or making interferes. It is process of deriving ideas that are implied rather than directly stated.

## 3. Critical Comprehension

Critical reading is evaluating within material, comparing the ideas discovered in the material with known standards and drawing conclusion about the accuracy appropriate and timelines.

4. Creative Comprehension It is text involves going beyond the material presentably by author. It required thinking as they read.

<sup>&</sup>lt;sup>26</sup> Burn, et. el, *Teaching Eading In Today's*. (U.S.A: Miffin Company, 1984), p. 177

### d. The Assessment of Reading Comprehension

Tuner states that in scoring the students' reading comprehension, they are some aspects of measuring reading comprehension. They are <sup>27</sup>:

#### 1. Different Sound

While the students are asked to read the text, the teacher will assess them by hearing their pronunciation or the sound that the students may say.

## 2. Paraphrase Recognition

Paraphrase recognition means that the students are able to develop the main idea by using their own words. The teacher will assess them by looking at the way of they develop the main idea and also coherence between the main idea with supporting idea.

#### 3. Information Transfer

The teachers assess the students reading comprehension not only through their pronunciation, but also how they transfer the information to others (listener).

## 4. Finding

The Stated Information This study focuses on literal comprehension, so the aspects to be concluded in text are paraphrase recognition and finding the states information. It means that the teacher does not assess students through their findings on the printed page.

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<sup>&</sup>lt;sup>27</sup> T Tuner. *Comprehension: Reading For Meaning: Teaching Reading*, (London: Scott, Foresman, 1988), p. 161

## e. Types of Reading

Person in Dinar<sup>28</sup> stated that there are two types of reading, they are:

#### 1) Intensive Reading

Intensive reading means reading shorter texts to extract specific information. This activity is likely more to emphasize the accuracy activity involving reading for detail. The process of scanning takes a more premiere role here than skimming. Reading is trying to absorb all the information given , example: reading dosage instruction for medicine.

#### 2). Extensive Reading

Reader deals with a longer text as a whole, which requires the ability to understand the component part and their contribution the overall meaning, usually for one's own pleasure. This is a fluency activity, mainly involving global understanding. Example: Reading a newspaper, article, short story or novel. In other words Francoise Grillet defines that "Skimming is quickly running one's eyes over a text to get the gist of it while, "Scanning is quickly going through a text to find a particular piece of information.

Another types of reading according to Gavilan College Reading Lab Improving Reading Skills, as follows:

Skimming and scanning is that type of reading in which the reader locates and deals with only those parts of the content that serves their purposes. Skimming and scanning are alike in that the reader alternates in the following ways:

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<sup>&</sup>lt;sup>28</sup>Dinar. *Using Herringbone Technique to Improve the Students' Reading Comprehension at the Second Year Students of SMP Negeri 8 Pinrang*. (Parepare: STAIN Parepare. 2013). P 80

- a) Scanning: in scanning, the reader has a specific question in their mind or information that is needed. The reader goes to the content and searches through it until the information is found.
- b) Skimming: in skimming, the reader passes quickly through an article or chapter to get a general impression of the whole. A person might previewskim before reading material more carefully. This type of skimming, called surveying by many people is often used in studying and in reference work. A general impression is sufficient. The reader does not feel the need to read the material previously read, going back over material to study for a test or to prepare a report.

#### f. Levels of Reading

Gavilan College Reading Lab Improving Reading Skills, stated that Students should be proficient in the four levels of reading – Careful Reading, Usual Reading, Accelerated Reading, and Selective Reading.

- 1) Careful Reading may also be described as critical, analytical or thoughtful to detail, reflective, and evaluative. This type of reading is usually employed in studying or reading thought provoking material.
- 2) Usual Reading, the most habitual manner of reading, applies in a wide variety of situations—reading newspaper articles, novels, or magazines in which the reader usually does not have a clearly defined purpose that demands either detailed comprehension or rapid completion.
- 3) Accelerated Readingis the type of reading most often attempted when time is limited. The reader is alert, reads aggressively, and attempts to cover material sacrificing comprehension. To do this, the reader must, of course, expend extra energy.

4) Selective Reading,in order to benefit from selective reading, students should be proficient in the first three levels of reading.

## g. Principles of Teaching Reading

Nation<sup>29</sup> stated that the following principles can guide the design and practice of a reading programme. They are:

- 1) Meaning-focused Input:
- a) Practice and training in reading should be done for a range of reading purposes. A reading course should cover these purposes—reading to search for information (including skimming and scanning), reading to learn, reading for fun, reading to integrate information, reading to critique texts, and reading to write.
- b) Learners should be doing reading that is appropriate to their language proficiency level. The course should include reading simplified material at a range of levels, particularly extensive reading of graded readers.
- c) Reading should be used as a way of developing language proficiency.

  Learners should read with 98 percent coverage of the vocabulary in the text so that they can learn the remaining 2 percent through guessing from context.

# 2) Meaning-focused Output

Reading should be related to other language skills. The course should involve listening, speaking and writing activities related to the reading. See, for example, Simcockin Nation using the ask and answer technique and several others described later in this book.

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<sup>&</sup>lt;sup>29</sup>Simcockin Nation. *Teaching ESL/EFL Reading and Writing*. (New York: Routledge, 2009) P 6

## 3) Language-focused Learning

- a) Learners should be helped to develop the skills and knowledge needed for effective reading. The course should work on the sub skills of reading and the language features needed to read, including phonemic awareness activities, phonics, spelling practice, vocabulary learning using word cards, and grammar study. Some of this can be done through intensive reading.
- b) Learners should be given training and practice in a range of reading strategies. These strategies could include—previewing, setting a purpose, predicting, posing questions, connecting to background knowledge, paying attention to text structure, guessing words from context, critiquing, and reflecting on the text. Janzen and Stoller in Nation describe a similar list of strategies.
- c) Learners should be given training and practice in integrating a range of strategies. Learners should be familiar with a strategy package procedure like reciprocal teaching or concept-oriented reading (CORI).
- d) Learners should become familiar with a range of text structures, such as those used in newspaper reports, stories, recounts and information reports.

# 4) Fluency Development

- a) Learners should be helped and pushed to develop fluency in reading. They need to read material that is very familiar and contains no unknown language features. There should also be speed reading practice in word recognition and in reading for understanding. These can include activities like speed reading, repeated reading, paired reading, scanning, and skimming. Chapter 5 focuses on reading fluency.
- b) Learners should enjoy reading and feel motivated to read. Learners should have access to interesting texts and be involved in activities like listening to

stories, independent reading, and shared reading (blown-up books). Native-speaking children like to read scary books, comics and cartoons, books about sports and magazines about popular culture (Worthy, Moorman and Turner in Nation. These are not usually found at schoolshould read a lot. This can be monitored and encouraged through the use of extensive reading and issue logs.

## h. Purpose for Reading

According to Grabe<sup>30</sup> there are some purposes for reading. They are:

1) Reading to search for simple information and reading to skim.

The readers can search for simple information through scanning the text for a specific word or representative phrase. Then, tounderstand the textin general, readers canuseskimmingtechniques, for example,to determine themain ideaofatext. By combining these techniques the reader can find simple information from a text.

#### 2) Reading to learn from texts

Readingto learnis usually used in an academic context, where the bullet readers learn certain information from a text. In this case the reader connects within formation he obtained from the text.

3) Reading to integrate information, write and critique texts

In this purpose, the reader collects and connects information from various sources. Then the reader tries to provide a critique of the information that has been obtained. Given the criticisms, the reader can easily decide which information can be combined and how to combine them.

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 $<sup>^{\</sup>rm 30}$  William Grabe, L Fredricka, Stoller. Teaching and ResearchingReading. (New York: Routledge, 2013)

## 4) Reading for general comprehension

Reading for general comprehension is the basic goal in reading, which involves fluent reading this purpose. To understand the text in general, then it is needed fluency in reading.

## i. Students' Problem in Reading Comprehension

The weaknesses of students in reading are unquestionable. The lack prior knowledge which is a very important foundation in getting the gist of the paragraph<sup>31</sup>, commonly students have problems in reading comprehension related to what topic of the text is. The students are unable to understand the paragraph they have read. In order understand the paragraph they must have appropriate meaning for the key words and understand the meaning all of the words and their relationship within the paragraph. The problems involves come closely related phenomena, they lacks prior knowledge such as:

#### 1. Word Recognition

The students face difficulties when trying to recognize words of the target language. These difficulties arise because these two languages, English and Indonesia, are not branches of the same language. They have different syntactical patterns such as ordering to express equivalent ideas. Word that is introduced to the students in the first time is greatly influenced by the prior knowledge about words.

## 2. The language system

Language system involves and structure, vocabulary and sound system, and vocabulary and spelling.

<sup>31</sup> Kustaryo Sukirah . *Reading Techniques for College Students*. (Jakarta:DepdekbudDirjenDikti, 1988), p. 15

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#### 3. Others factors

Other factors that might weaken the students when learning a language are the student himself, the teacher and the educational context.

#### 2. Problem Based Instructions

## a. The Concept of Problem Based Instructions (PBI)

Barrows<sup>32</sup> stated that problem-based instruction (PBI) is an instructional strategy in which students actively resolve complex problems in realistic situations. As an instructional model, it demonstrates that any learning can be accomplished through "learning prompts," which serve both to intrigue the learner and ensure high quality learning outcomes. It can be used to teach individual lessons, units, or even entire curricula. PBI is often approached in a team environment with emphasis on building skills related to consensual decision making, dialogue and discussion, team maintenance, conflict management, and team leadership.

Arends et al in Mahanani<sup>33</sup> stated that problem-based instruction is a teaching model that is based on the constructivist understanding that accommodate student involvement in learning and solving authentic problems.

According to Trianto<sup>34</sup>, problem based instruction is a learning approach in which students work on authentic problems with a view to compiling their own knowledge, developing inquiry and higher-order thinking skills, developing independence and self-confidence.

<sup>33</sup>Mahanani. *Model Pembelajaran Problem-Based Instruction*. (online). (http://www.m-edukasi.web.id/2012/05/model-pembelajaran-problem based.html). 2012. Accessed on February 13<sup>rd</sup>, 2021

<sup>&</sup>lt;sup>32</sup>Harold Barrows. *Problem-based Instruction (PBI)*. (online). (http://web.cortland.edu/frieda/id/IDtheories/46.html). 2015. Accessed on February 13<sup>rd,</sup>

<sup>&</sup>lt;sup>34</sup> Trianto. Mendesain Model Pembelajaran Inovatif - Progresif Konsep, Landasan dan Implementasinya pada Kurikulum Tingkat Satuan Pendidikan (KTSP). (Jakarta: Kencana, 2009) P. 92

According to Suyatno<sup>35</sup>, problem based instruction is a learning process whose starting point is learning based on problems in real life and then from this problem students are stimulated to study problems based on the knowledge and experience they have previously (prior knowledge) so that knowledge will be formed, and new experiences.

According to Rusman<sup>36</sup>, problem based instruction is a learning model that can generate students' understanding of the problem, an awareness of gaps, knowledge, a desire to solve problems, and a perception that they are able to solve the problem.

According to Purwaningsih<sup>37</sup>, problem based instruction was developed to help students develop thinking skills, problem solving and intellectual skills, learning various roles, through real-life learning experiences.

#### b. The Characteristics of Problem-Based Instruction

According to Trianto<sup>38</sup> (2009:93), the characteristics or characteristics of the problem-based learning model are as follows:

Asking Questions or Problems (understanding the problem). Instead of
organizing around specific academic principles or skills, problem-based
learning organizes teaching around questions and problems that are both
socially important and meaningful to students.

<sup>36</sup> Rusman. *Model-model Pembelajaran (Mengembangkan Profesionalisme Guru)*. (Jakarta: Raja Grafindo Persada. 2014)

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<sup>&</sup>lt;sup>35</sup> Suyatno. *Menjelajah Pembelajaran Inovatif*. (Sidoarjo: Masmedia Buana Pusaka, 2009)

<sup>&</sup>lt;sup>37</sup> Ira Purwaningsih. Model Pembelajaran Problem Based Instruction (PBI) Untuk Meningkatkan Keaktifan Belajar dan Kemampuan Berpikir Kritis Siswa, Jurnal Pendidikan Geografi. (Malang: Universitas Negeri Malang. 2013)

Trianto. Mendesain Model Pembelajaran Inovatif - Progresif Konsep, Landasan dan Implementasinya pada Kurikulum Tingkat Satuan Pendidikan (KTSP). (Jakarta: Kencana.2009) P. 93

- 2. Focuses on inter-discipline interrelationships. Although problem-based learning may be centered on a particular subject (science, mathematics, and social sciences), the problem to be investigated has been chosen to be real so that in solving it, students review the problem from many subjects.
- 3. Authentic Research. Based learning requires students to conduct authentic investigations to find real solutions to real problems. They must analyze and define problems, develop hypotheses, conduct experiments (if needed), make inferences and formulate conclusions.
- 4. Produce products and showcase them. Problem-based learning requires students to produce certain products in the form of real works or artifacts and demonstrations that explain or represent the form of problem solving they find. The product can be a transcript of the debate. The product can also be in the form of reports, physical models, videos or computer programs.
- 5. Collaboration / cooperation. Problem-based learning is characterized by students working together with one another, most often in pairs or in small groups. Working together provides motivation to continuously engage in complex tasks and increases opportunities for inquiry and dialogue and to develop social skills and thinking skills.

#### c. Model of Problem-Based Instruction

Model of problem-based instruction have five steps of learning, namely:

1) Teachers define or presenting problems or issues related (problem could be to a unit of study or more, can be used for meeting one, two, or three weeks, can be derived from the results of the selection of the teacher or the student exploration)

- 2) Teachers help students clarify the problem and determine how the matter was investigated (investigation involves learning resources, information, and data varied, do serve and measurement
- 3) Teachers help students create meaning associated with the results of which will be reported problem solving (how they solve problems and what rational)
- 4) Organizing reports (papers, oral reports, models, computer programs, etc.)
- 5) Presentation (in class involves all students, teachers, if necessary, involve administrator and members of the public).

## d. The steps of problem based instruction

Aqib<sup>39</sup> stated that the steps of problem-based instruction has five steps of learning, namely:

Teacher explains about the learning purposes

- 1. Teacher helps the students to define and organize the task that connect with that problem (decide the topic and task)
- 2. Teacher asks the students to collect, experimental to get explanation and solve the problem, collect the data and hypothesis
- 3. Teacher helps the students in planning to prepare the work that as the report and helps them to share the task with their friends
- 4. Teacher help the students to do reflection or evaluation of their task and the process that they are used.
- e. Advantages and disadvantages of problem based learning model Instruction (PBI)
  - 1) Advantages

a) Students are engaged in learning activities that knowledge really well absorbed.

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<sup>&</sup>lt;sup>39</sup>Zainal Aqib. *Model-model, Media, dan Strategy Pembelajaran Konstektual (Inovatif)*. (Bandung: Penerbit Yrama Widya, 2014)

- b) Trained to be able to cooperate with other students.
- c) Can obtain from various sources.
- d) Students are actively involved in teaching
- e) Students better understand the concepts that are taught because they themselves who find the concept.
- f) Involve students actively solve problems and thinking skills students require higher
- g) Learning more meaningful
- h) Students can experience the benefits of learning because the problems are solved everyday problems
- i) Make students more independent
- j) Instill positive social attitudes, giving aspirations and accept the opinions of others
- k) Can develop logical thinking and practicing ways of expression
- 2) Disadvantages
- a) For students who are lazy, the purpose of such methods can not be achieved.
- b) Requires a lot of time and money.
- c) Not all subjects can be applied with this method.
- d) Takes a lot of
- e) Not every matter of English language can be taught by PBI
- f) Requires adequate facilities such as laboratories, students are conditioned seating for group learning, learning tools, etc.
- g) Demanding teachers plan learning more mature.
- h) Less effective if the number of students too much, ideally a maximum of 30 students Smaller.

## f. The steps of Direct instruction

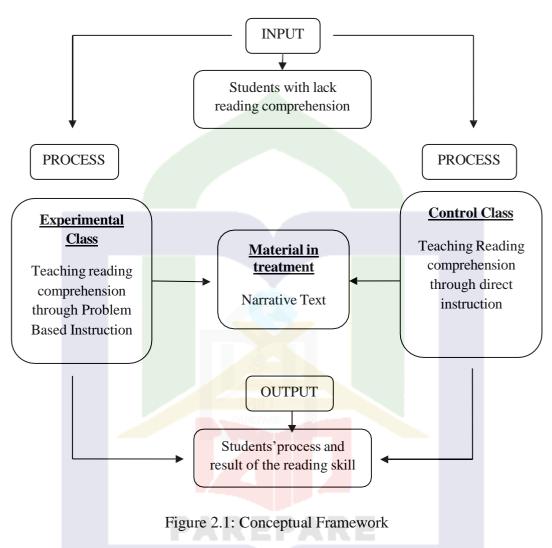
 $Aqib^{40}$  stated that the steps of problem-based instruction has five steps of learning , namely:

- 1. The researcher gave demonstration about explanation text
- 2. The researcher gave exercise and ask the students to identify generic structure of explanation text
- 3. The researcher checked the student's knowledge by given feedback
- 4. The researcher gave conclusion



<sup>&</sup>lt;sup>40</sup>Zainal Aqib. *Model-model, Media, dan Strategy Pembelajaran Konstektual (Inovatif)*. (Bandung: Penerbit Yrama Widya,2014)

## C. Conceptual Framework



## 1. Input

The input of this research is the students' prior knowledge, the students reading comprehension and their response on learning English by conventional method that teacher always given to the students'. The researcher gave a pre-test to measure the students' comprehension.

#### 2. Process

In this stage, the researcher give two different processes in different class to compare the students' reading comprehension, namely:

### **a.** Experimental Class

In experimental class, the researcher apply problem based instructions as a strategy to students in reading activity.

#### **b.** Control Class

In control class, the researcher apply direct instruction to the students in reading activity.

## 3. Output

The output of this research reflect in the result of post-test. The researcher hopes that there is a significant comparison between pre-test and post-test in experimental class and pre-test and post-test in control class. The researcher find out the significant process and the result of students reading comprehension through problem based instruction.

## D. Hypothesis

Based on the previous related literature and the problem statement above, the researcher puts forwards hypothesis as follows:

The Null Hypothesis (H<sub>0)</sub> : there were not a significance improvement between the students who are taught through problem based instructions (PBI) and the students who are not taught through problem based instructions (PBI).

The Alternative Hypothesis  $(H_1)$ : there were a significance improvement between the students who are taught through problem based instructions (PBI) and the students who are not taught through problem based instructions (PBI).

## CHAPTER III

#### RESEARCH METHOD

This part presented research design, Research Variables and their operational definition, population and sample, instrument of the research, technique of collecting data, treatment, technique of data analysis, and criteria of testing hypothesis.

## A. Research Design

In this research, the researcher applied quasi-experimental method with nonequivalent group design. The researcher took at two classes as the sample; they were experimental class and control class. It is represented by the following diagram<sup>41</sup>:

Quasi Experimental Research Design

 $E=O_1$  $X_1$ 

 $O_2$ 

 $C = O_1 X_2$ 

 $O_2$ 

Where:

: Control Class C

 $O_1$ : Pretest

 $O_2$ : Post-test

 $X_1$ : The treatment for experimental class

 $X_2$ : The treatment for control class

<sup>&</sup>lt;sup>41</sup>L. R Gay, Geoffrey E Mills. Peter Airasian. Educational Research: Competencies for Analysis and Applications (8<sup>th</sup> Edition). (Upper Saddle River, New Jersey Columbus, Ohio: Pearson. 2006)

## B. Variables of the Research and Operational Definition

#### 1. Variable

This research had two variables; they were independent variable and dependent variable.

- a. Dependent variable was the students reading comprehension.
- b. Independent variable was the Problem based instruction (PBI) Strategy in teaching reading.

## 2. Operational Definition of Variables

## a. Reading Comprehension

Reading comprehension was the ability of eleventh grade students of SMA Negeri 3 Parepare in conveying or information of Narrative text

### b. Problem based instruction (PBI)

Problem based instruction (PBI) was a strategy in teaching-learning process in the classroom that believe can enhance skill in reading at eleventh grade students of SMA Negeri 3 Parepare.

## C. Population and Sample

#### 1. Population

The population of this research is the eleventh grade students SMAN 3 Parepare in academic year 2021/2022 with a total of 99 students, which has 4 classes.

Number of Population

Nu.	Class				
		Student	M	F	Quantity
1.	XI MIPA 1	22	10	12	22
2.	XI MIPA 2	26	9	17	26
3.	XI IPS 1	29	15	14	29
4.	XI IPS 2	22	11	11	22
	Total	99	45	54	99

## 2. Sample

The sample is choose by using cluster random sampling. The researcher took two classes as sample which is the class of XI MIPA.1 as experimental class consists of 22 students and the class of XI MIPA.2 as control class consists of 26 students.

Sample of Researcher

GROUP	CLASS
Experimental Class	XI MIPA 1
Control Class	XI MIPA 2

#### D. Instrument of the Research

The research use reading comprehension test as instrument that is use to find out how far the students' improvement in reading comprehension. Both experimental class and control class receive the same test. The reading test relate to the narrative text. The students looking for information from the text and answer the question. In this case, the researcher used three forms of tests namely

multiple choice, true false and fill the blank. There were 10 items of multiple choice, 5 items of true false, and 5 items of fill the blank. So, the total number of the reading comprehension test were 20 items.

## E. Treatment

This research was applied Problem Based Intructions as a method of research. The procedure conducting of this research as follows:

## 1. Experimental

In experimental class the researcher has done some activities, they are:

## a. First meeting

- 1) The researcher explained the competency and mention the means or support tools required.
- 2) The researcher motivated students to engage in problem-solving activities that have been.
- 3) The researcher helped students learn to define and organize the tasks related to the issue (set of topics and tasks) about The Legend of Rawa Pening.

## The Legend of Rawa Pening

Once upon a time, there was a little poor boy came into a little village. He was very hungry and weak. He knocked at every door and asked for some food, but nobody cared about him. Nobody wanted to help the little boy.

Finally, a generous woman helped him. She gave him shelter and a meal. When the boy wanted to leave, this old woman gave him a "lesung", a big wooden mortar for pounding rice. She reminded him, "please remember, if there is a flood you must save yourself. Use this "lesung" as a boat". The "lesung" was happy and thanked the old woman. The little

boy continued his journey. While he was passing through the village, he saw many people gathering on the field. The boy came closer and saw a stick stuck in the ground. People challenged each other to pull out that stick. Everybody tried, but nobody succeeded. "Can I try?" asked the little boy. The crowd laughed mockingly. The boy wanted to try his luck so he stepped forward and pulled out the stick. He could do it very easily. Everybody was dumbfounded.

Suddenly, from the hole left by stick, water spouted out. It did not stop until it flooded the village. And no one was saved from the water except the little boy and the generous old woman who gave him shelter and meal. As she told him, he used the "lesung" as a boat and picked up the old woman. The whole village became a huge lake. It is now known as Rawa Pening Lake in Salatiga, Central Java, Indonesia.

- A. Choose the correct answer a, b, c or d based on the text.
  - 1. What is the story about?
    - a. A poor boy
    - b. The legend of rawa pening
    - c. Sacred lesung
    - d. The legend of big flood
  - 2. What is the complication of the story?
    - a. The little boy was very hungry.
    - b. Nobody succeeded to pull out the stick.
    - c. Nobody want to help the little boy.
    - d. There was a flood.
  - 3. What happen when the little boy pulled out the stick?
    - a. Everybody was dumbfounded.
    - b. Water spouted out until it flooded the village.
    - c. Everybody gave congratulation to the little boy.
    - d. The little boy used the lesung as boat.

		4.	What is the message of the story?					
	a. We have to be helping each other							
	b. We have to have the lesung							
			d. We have to be brave to try something.					
		5.	He knocked at every door and asked for some for	ood	(first			
	paragraph). The italicize word refers to							
			b. The boy					
			c. Village					
			d. Time					
	B.	Dec	cide whether the following statements are true (T) or	fal	se (F)			
		bas	ed on the text.					
		6.	The old woman gave the little boy a "lesung". {		}			
		7.	Everybody challenged each other to pull out the stick.	{	}			
		8.	No one was saved from the flood.	{	}			
		9.	Finally the village become a huge river.	{	}			
		10.	The little boy did not interested to pulled out the stick. {		}			
Key An	SWA	or						
110,71110	1.		6. T					
	2.		7. T					
	3.		8. F					
	4.		9. F					
	5.		10. F					

- 4) The researcher encouraged students to collect appropriate information, an experiment to get an explanation and problem solving, data collection, and hypothesis
- 5) The researcher required delegation of some groups to deliver their work.
- 6) The students answered the questions based on the text.
- 7) Finally Conclusions / Closing.

#### b. Second Meeting

- 1) The researcher explained the competency and mention the means or support tools required.
- 2) The researcher motivated students to engage in problem-solving activities that have been.
- 3) The researcher helped students learn to define and organize the tasks related to the issue (set of topics and tasks) about Pinocchio

#### Pinocchio

Once upon a time, there was a puppeteer named Geppetto. He really wanted a boy but his wife has been died for a long time ago. One day, he had an idea. He wanted to make a puppet so he would never felt lonely again. He made a puppet all night without resting. In the morning, finally he finished his work. He named the puppet, Pinocchio. He played whole day with Pinocchio. However, he felt lonely again because Pinocchio couldn't talk or walk by himself. In the middle of the night, Geppetto prayed to the God. His wish was Pinocchio became a real boy, human. He thought it on his mind in his dream.

In the next morning, he surprised. Pinocchio was alive. He really was happy. He tough Pinocchio how to walk, how to speak, how to read etc. like a teacher. Pinocchio learned fast. He entered an elementary school. One day, Pinocchio felt bored. So, he went

home late. Geppetto worried about him. When Pinocchio came to home, Geppetto asked him. He said he was on school but he didn't. Suddenly, Pinocchio's nose grow longer. It meant that Pinocchio lied.

The next day, Pinocchio got caught by thieves. The thieves was the owner of circus. Pinocchio became a slave for the circus. He was famous because he was a talking puppet. Geppetto worried him. Pinocchio didn't come home for 2 days. He did not find Pinocchio everywhere. When he discovered the sea, big wave smashed him. He was on whale's stomach when he awoke. He couldn't find the way out.

In different place, Pinocchio finally could get out from circus. He went to home but Geppetto wasn't on there. He found Geppetto at sea. He had the same accident like Geppetto. He met Geppetto in whale's stomach. They got out from its stomach by made a fire. They went home back together. In the end, they lived happy forever after.

- A. Answer the questions below.
  - 1. Who is Pinocchio?
  - 2. What is the second paragraph tell us about?
  - 3. How did we know that Pinocchio lie?
  - 4. Why did the thieves catch Pinocchio?
  - 5. What happen to Gappetto when looking for Pinocchio?
  - 6. How did Gappetto and Pinocchio get out from whale's stomatch?
  - 7. What is the message of the story?

#### Key Answer

- 1. A boy who is made from puppet.
- 2. Pinocchio was alive.
- 3. Pinocchio's nose grow longer.
- 4. Because he want to make Pinoccchio become a slave for his circus.

- 5. Big wave smashed him.
- 6. They made a fire.
- 7. We must not to lie and benefitted someone.
- 4) The researcher encouraged students to collect appropriate information, an experiment to get an explanation and problem solving, data collection, and hypothesis
- 5) The researcher required delegation of some groups to deliver their work.
- 6) The students answered the questions based on the text.
- 7) Finally Conclusions / Closing.
- c. Third Meeting
- 1) The researcher explained the competency and mention the means or support tools required.
- 2) The researcher motivated students to engage in problem-solving activities that have been.
- 3) The researcher helped students learn to define and organize the tasks related to the issue (set of topics and tasks) about The Legend of Banyuwangi

#### The legend of Banyuwangi

Once upon a time, there was a local ruler named King Sulahkromo. The king had a prime minister named Raden Sidopekso. The prime Minister had a wife named Sri tanjung. She was so beautiful that the king wanted her to be his wife.

One day, the King sent his prime minister to a long mission. While the prime minister was away, the king tried to get Sri Tanjung. However he failed. He was very angry. Thus, when Sidopekso went back, the king told him that his wife was unfaithful to him. The prime minister was very angry with his wife. Sri Tanjung said that it was not true. However, Sidopekso said that he would kill her. He brought her to the river bank. Before he kill her and threw her into the river, she said her innocence would be proven.

After Sidopekso killed her, He threw her dead body into the dirty river. The river immediately became clean and began to spread a wonderful fragrance. Sidopekso said, "Banyu... Wangi... Banyuwangi". This means "fragrant water" Banyuwangi was born from the proof of noble and sacred love.

A. Choose the correct answer a, b, c or d based on the text.

- 1. What is the story about?
  - a. The legend of river
  - b. The legend of Sri Tanjung
  - c. The legend of King Sulahkromo
  - d. The legend of Bayuwangi
- 2. Who is Sri Tanjung?
  - a. The queen
  - b. The wife of King Sulahkromo
  - c. The wife of Raden Sidopekso
  - d. The fairy of the river
- 3. Why did the king get angry?
  - a. Because his prime minister go to along time.
  - b. Because he failed to get Sri Tanjung.
  - c. Because Sidepekso killed his wife.
  - d. Because his prime minister had a wife.
- 4. Why did Sidepokso kill his wife?
  - a. Because he was very angry with her.
  - b. Because he assumed that his wife was unfaithful.
  - c. Because the King is kind.

- d. Because he was very angry with the king.
- 5. What is the origin of Bayuwangi?
  - a. Bayu and wangi
  - b. Wonderful fragrance
  - c. The proof of the noble and secred love
  - d. The anger of Sidopekso
- B. Decide whether the following statements are true (T) or false (F) based on the text.

6. The King lied to Sidopekso.	{	}
7. Sidopekso Kill and threw his wife into the river	{	}
8. The King is very kind.	{	}
9. The innocence of Sri Tanjung was proven.	{	}
10. Sri Taniung was not guilty	{	}

## Key Answer

- 1. D 6. T
- 2. C 7. T
- 3. B 8. F
- 4. B 9. T
- 5. C 10. T
- 4) The researcher encouraged students to collect appropriate information, an experiment to get an explanation and problem solving, data collection, and hypothesis
- 5) The researcher required delegation of some groups to deliver their work.
- 6) The students answered the questions based on the text.
- 7) Finally Conclusions / Closing.

## d. Fourth Meeting

- 1) The researcher explained the competency and mention the means or support tools required.
- 2) The researcher motivated students to engage in problem-solving activities that have been.
- 3) The researcher helped students learn to define and organize the tasks related to the issue (set of topics and tasks) about Cinderella

#### Cinderella

Once upon a time, there was a girl called Cinderella. Cinderella is lived happily with her mother and father until her mother died. Feel that Cinderella needs a mother figure in his life, Cinderella's father remarries to a woman who has two daughters of her own.

Unfortunately, Cinderella's father dies and she lived only with her stepmother and stepsisters. They were very bossy, she had to do all the housework.

One day on invitation to the hall come to the family. The King invited for all the eligible ladies in the kingdom so as to find Prince a wife. Her stepsisters would no let her go. Cinderella was sad. The stepsisters went to the hall without her. Fortunately, the fairy Godmother came and helped her to get

to the hall with the wave of magic wand, helped prepared Cinderella for the hall. The fairy does warn her that is magic will end at a stroke of midnight, so she must leaved the hall before than.

At the hall all people surprised when Cinderella arrived. And then the Prince invited Cinderella to danced. He fell in love with her. All of a sudden, the clock star to chime that is a midnight. Cinderella hastily runs away, dropped a glass slipper as she does so. Cinderella escapes, with nothing from the night left, except from the other glass slipper, which had not changed back.

Prince Charming orders his love to be found by means of the odd shoe, and the Grand Duke is sent around the land getting every girl in the land to try on the glass slipper to see if it fits.

Eventually the Grand Duke reaches the residence of Cinderella, but she is nowhere to be seen. The stepsisters frantically try to get the glass slipper to fit so as to wed into royalty, but compatible nothing that. The Grand Duke is about to leave as Cinderella finally appears.

He orders the messenger to brought forth the glass slipper, yet the stepmother in a last minute attempt to prevent her stepdaughter from better things, causes the messenger to trip, thus broken the fragile shoe into pieces.

Yet the arrogant woman hadn't betted on Cinderella produced the other glass slipper, which fits onto Cinderella's foot perfectly. Very soon, wedding bells ring, and Cinderella married her prince, and they live happily ever after.

# PAREPARE

A. Answer the questions below based on the text.

- 1. Who are the characters in the story?
- 2. Why did the King invite all the eligible ladies?
- 3. How did Cinderella go to the hall?
- 4. Why did Cinderella run away from the hall?
- 5. How did the Prince find Cinderella?
- 6. What is the ending of the story?
- 7. What is the message of the story?

### Key Answer

- 1. Cinderella, her father, her step mother, her stepsister, the fairy, and the prince.
- 2. To find prince a wife.
- 3. He got help from the fair to get to the hall with the wave of magic wand.
- 4. Because the clock star to chime that is a midnight. It means that the magic that helped her will lost.
- 5. The prince sent cinderella's glass slipper that he dropped around the land and getting every girl in the land to try on the glass slipper to see if it is fits.
- 6. Cinderella married with the prince and they live happily ever after.
- 7. We must not to arrogant.
- 4) The researcher encouraged students to collect appropriate information, an experiment to get an explanation and problem solving, data collection, and hypothesis
- 5) The researcher required delegation of some groups to deliver their work.
- 6) The students answered the questions based on the text.
- 7) Finally Conclusions / Closing.

#### 2. Control Class

For the control class, the researcher gave the treatment in four times. The researcher applied direct instruction in teaching and learning process. The procedures of treatment that were given were as follows:

## a. First Meeting

- 1) The researcher gave demonstration about Narrative text.
- 2) The researcher gave exercise and ask the students to read a text

## The Legend of Rawa Pening

Once upon a time, there was a little poor boy came into a little village. He was very hungry and weak. He knocked at every door and asked for some food, but nobody cared about him. Nobody wanted to help the little boy.

Finally, a generous woman helped him. She gave him shelter and a meal. When the boy wanted to leave, this old woman gave him a "lesung", a big wooden mortar for pounding rice. She reminded him, "please remember, if there is a flood you must save yourself. Use this "lesung" as a boat". The "lesung" was happy and thanked the old woman. The little boy continued his journey. While he was passing through the village, he saw many people gathering on the field. The boy came closer and saw a stick stuck in the ground. People challenged each other to pull out that stick. Everybody tried, but nobody succeeded. "Can I try?" asked the little boy. The crowd laughed mockingly. The boy wanted to try his luck so he stepped forward and pulled out the stick. He could do it very easily. Everybody was dumbfounded.

Suddenly, from the hole left by stick, water spouted out. It did not stop until it flooded the village. And no one was saved from the water except the little boy and the generous old woman who gave him shelter and meal. As she told him, he used the "lesung" as a boat and picked up the old woman. The whole village became a huge lake. It is now known as Rawa Pening Lake in Salatiga, Central Java, Indonesia.

- A. Choose the correct answer a, b, c or d based on the text.
  - 1. What is the story about?
    - a. A poor boy
    - b. The legend of rawa pening
    - c. Sacred lesung
    - d. The legend of big flood
  - 2. What is the complication of the story?
    - a. The little boy was very hungry.
    - b. Nobody succeeded to pull out the stick.
    - c. Nobody want to help the little boy.
    - d. There was a flood.
  - 3. What happen when the little boy pulled out the stick?
    - a. Everybody was dumbfounded.
    - b. Water spouted out until it flooded the village.
    - c. Everybody gave congratulation to the little boy.
    - d. The little boy used the lesung as boat.
  - 4. What is the message of the story?
    - a. We have to be helping each other
    - b. We have to have the lesung
    - c. We have to be kind to a little boy
    - d. We have to be brave to try something.
  - 5. *He* knocked at every door and asked for some food.....(first paragraph).

The italicize word refers to...

- a. The little boy
- b. The boy
- c. Village
- d. Time

- B. Decide whether the following statements are true (T) or false (F) based on the text.
- 6. The old woman gave the little boy a "lesung". { }
- 7. Everybody challenged each other to pull out the stick. { }
- 8. No one was saved from the flood. {
- 9. Finally the village become a huge river. {
- 10. The little boy did not interested to pulled out the stick. { }

#### Key Answer

- 1. B 6. T
- 2. B 7. T
- 3. B 8. F
- 4. A 9. F
- 5. A 10. F
- 3) The students answered the question based on the text
- 4) The researcher gave conclusion

#### C. Second Meeting

- 1) The researcher gave demonstration about Narrative text
- 2) The researcher gave exercise and ask the students to to read a text

#### **Pinocchio**

Once upon a time, there was a puppeteer named Geppetto. He really wanted a boy but his wife has been died for a long time ago. One day, he had an idea. He wanted to make a puppet so he would never felt lonely again. He made a puppet all night without resting. In the morning, finally he finished his work. He named the puppet, Pinocchio. He played whole day with Pinocchio. However, he felt lonely again because Pinocchio couldn't talk or walk by himself. In the middle of the night, Geppetto prayed to the God. His wish was

Pinocchio became a real boy, human. He thought it on his mind in his dream.

In the next morning, he surprised. Pinocchio was alive. He really was happy. He tough Pinocchio how to walk, how to speak, how to read etc. like a teacher. Pinocchio learned fast. He entered an elementary school. One day, Pinocchio felt bored. So, he went home late. Geppetto worried about him. When Pinocchio came to home, Geppetto asked him. He said he was on school but he didn't. Suddenly, Pinocchio's nose grow longer. It meant that Pinocchio lied.

The next day, Pinocchio got caught by thieves. The thieves was the owner of circus. Pinocchio became a slave for the circus. He was famous because he was a talking puppet. Geppetto worried him. Pinocchio didn't come home for 2 days. He did not find Pinocchio everywhere. When he discovered the sea, big wave smashed him. He was on whale's stomach when he awoke. He couldn't find the way out.

In different place, Pinocchio finally could get out from circus. He went to home but Geppetto wasn't on there. He found Geppetto at sea. He had the same accident like Geppetto. He met Geppetto in whale's stomach. They got out from its stomach by made a fire. They went home back together. In the end, they lived happy forever after.

- B. Answer the questions below.
- 1. Who is Pinocchio?
- 2. What is the second paragraph tell us about?
- 3. How did we know that Pinocchio lie?
- 4. Why did the thieves catch Pinocchio?
- 5. What happen to Gappetto when looking for Pinocchio?
- 6. How did Gappetto and Pinocchio get out from whale's stomatch?
- 7. What is the message of the story?

#### Key Answer

- 1. A boy who is made from puppet.
- 2. Pinocchio was alive.
- 3. Pinocchio's nose grow longer.
- 4. Because he want to make Pinoccchio become a slave for his circus.
- 5. Big wave smashed him.
- 6. They made a fire.
- 7. We must not to lie and benefitted someone.
- 3) The students Answered the question based on the text
- 4) The researcher gave conclusion

## C. Third Meeting

- 1) The researcher gave demonstration about Narrative text
- 2) The researcher gave exercise and ask the students to to read a text

## The legend of Banyuwangi

Once upon a time, there was a local ruler named King Sulahkromo. The king had a prime minister named Raden Sidopekso. The prime Minister had a wife named Sri tanjung. She was so beautiful that the king wanted her to be his wife.

One day, the King sent his prime minister to a long mission. While the prime minister was away, the king tried to get Sri Tanjung. However he failed. He was very angry. Thus, when Sidopekso went back, the king told him that his wife was unfaithful to him. The prime minister was very angry with his wife. Sri Tanjung said that it was not true. However, Sidopekso said that he would kill her. He brought her to the river bank. Before he kill her and threw her into the river, she said her innocence would be proven.

After Sidopekso killed her, He threw her dead body into the dirty river. The river immediately became clean and began to spread a wonderful fragrance. Sidopekso said, "Banyu... Wangi... Banyuwangi". This means "fragrant water" Banyuwangi was born from the proof of noble and sacred love.

- A. Choose the correct answer a, b, c or d based on the text.
- 1. What is the story about?
  - a. The legend of river
  - b. The legend of Sri Tanjung
  - c. The legend of King Sulahkromo
  - d. The legend of Bayuwangi
- 2. Who is Sri Tanjung?
  - a. The queen
  - b. The wife of King Sulahkromo
  - c. The wife of Raden Sidopekso
  - d. The fairy of the river
- 3. Why did the king get angry?
  - a. Because his prime minister go to along time.
  - b. Because he failed to get Sri Tanjung.
  - c. Because Sidepekso killed his wife.
  - d. Because his prime minister had a wife.
- 4. Why did Sidepokso kill his wife?
  - a. Because he was very angry with her.
  - b. Because he assumed that his wife was unfaithful.
  - c. Because the King is kind.
  - d. Because he was very angry with the king.
- 5. What is the origin of Bayuwangi?
  - a. Bayu and wangi
  - b. Wonderful fragrance
  - c. The proof of the noble and secred love

# d. The anger of Sidopekso

B. Decide v	whether the following sta	atements are true	(T) or false (F)	based on
the text.				

6. The King lied to Sidopekso.	{	}
7. Sidopekso Kill and threw his wife into the river	{	}
8. The King is very kind.	{	}
9. The innocence of Sri Tanjung was proven.	{	}
10. Sri Tanjung was not guilty.	{	}

# Key Answer

- 1. D 6. T
- 2. C 7. T
- 3. B 8. F
- 4. B 9. T
- 5. C 10. T
- 3) The students answered the question based on the text
- 4) The researcher gave conclusion

# C. Fourth Meeting

- 1) The researcher gave demonstration about Narative text
- 2) The researcher gave exercise and ask the students to read

#### Cinderella

Once upon a time, there was a girl called Cinderella. Cinderella is lived happily with her mother and father until her mother died. Feel that Cinderella needs a mother figure in his life, Cinderella's father remarries to a woman who has two daughters of her own.

Unfortunately, Cinderella's father dies and she lived only with her stepmother and stepsisters. They were very bossy, she had to do all the housework.

One day on invitation to the hall come to the family. The King invited for all the eligible ladies in the kingdom so as to find Prince a wife. Her stepsisters would no let her go. Cinderella was sad. The stepsisters went to the hall without her. Fortunately, the fairy Godmother came and helped her to get

to the hall with the wave of magic wand, helped prepared Cinderella for the hall. The fairy does warn her that is magic will end at a stroke of midnight, so she must leaved the hall before than.

At the hall all people surprised when Cinderella arrived. And then the Prince invited Cinderella to danced. He fell in love with her. All of a sudden, the clock star to chime that is a midnight. Cinderella hastily runs away, dropped a glass slipper as she does so. Cinderella escapes, with nothing from the night left, except from the other glass slipper, which had not changed back.

Prince Charming orders his love to be found by means of the odd shoe, and the Grand Duke is sent around the land getting every girl in the land to try on the glass slipper to see if it fits.

Eventually the Grand Duke reaches the residence of Cinderella, but she is nowhere to be seen. The stepsisters frantically try to get the glass slipper to fit so as to wed into royalty, but compatible nothing that. The Grand Duke is about to leave as Cinderella finally appears.

He orders the messenger to brought forth the glass slipper, yet the stepmother in a last minute attempt to prevent her stepdaughter from better things, causes the messenger to trip, thus broken the fragile shoe into pieces.

Yet the arrogant woman hadn't betted on Cinderella produced the other glass slipper, which fits onto Cinderella's foot perfectly. Very soon, wedding bells ring, and Cinderella married her prince, and they live happily ever after.

Answer the questions below based on the text.

- 1. Who are the characters in the story?
- 2. Why did the King invite all the eligible ladies?
- 3. How did Cinderella go to the hall?
- 4. Why did Cinderella run away from the hall?
- 5. How did the Prince find Cinderella?
- 6. What is the ending of the story?
- 7. What is the message of the story?

#### Key Answer

- 1. Cinderella, her father, her step mother, her stepsister, the fairy, and the prince.
- 2. To find prince a wife.
- 3. He got help from the fair to get to the hall with the wave of magic wand.
- 4. Because the clock star to chime that is a midnight. It means that the magic that helped her will lost.
- 5. The prince sent cinderella's glass slipper that he dropped around the land and getting every girl in the land to try on the glass slipper to see if it is fits.
- 6. Cinderella married with the prince and they live happily ever after.
- 7. We must not to arrogant.
- 3) The researcher checked the student's knowledge by given feedback
- 4) The researcher gave conclusion

#### E. Procedure of Collecting Data

#### 1. Pre-test

Pre-test have given to know their achievement in reading test. The researcher ask the students to answers the questions based on the text in reading comprehension. The allocation time was given to students to answer of pretest was 80 minutes. The students had to answer 20 questions forms, which consisted of 10 items of multiple-choice test, 5 items of true false, and 5 items of fill the blank.

The text as follow:

#### A. Read the text below and answer the questions.

### The Story of the Smart Parrot

A man in Puerto Rico had a wonderful parrot. There was no another parrot like it. It was very smart. This parrot would say any word except one. He would not say the name of the town where he was born. The name of the town was Catano.

The man tried to teach the parrot to say Catano. But the bird would not say the word. At first the man was very nice, but then he got angry. "You are a stupid bird! Why can't you say the word? Say catano, or I will kill you!" but the parrot would not say it. Then the man got to so angry that the shouted over and over, "Say Catano, or I'll kill you!" but the bird wouldn't talk.

One day after trying for many hours to make the bird say Catano, the man got very angry. He picked up the bird and threw him into the chicken house. "You are more stupid than the chickens. Soon I will eat them, and I will eat you, too."

In the chicken house there are four old chickens. They were for Sunday's dinner. The man put the parrot in the chicken house and left.

The next day the man came back to the chicken house. He opened the door and stopped. He was very surprised at what he saw!

He saw three dead chickens on the floor. The parrot was screaming at the fourth chicken, "Say Catano, or I'll kill you!

# I. Cross (X) the correct answer a, b, c or d based on the text.

- 1. What is the story about?
  - a. A parrot and a cat.
- c. A parrot and the owner.
- b. A parrot and a chiken.
- d. A parrot, a chicken, and the owner.
- 2. Where does the story take place?
  - a. In London.
- c. In Jakarta.
- b. In Puerto Rico.
- d. In Buenos Aires.
- 3. What is the second paragraph about?
  - a. The man got angry at the parrot.
  - b. The man killed the parrot.
  - c. The man tried to teach the parrot to say Catano.
  - d. The man was very nice.
- 4. How often did the owner teach the bird how to say the word?
  - a. Always

c. Many times

b. Everyday

- d. Every second
- 5. Which statement is true according to the text?
  - a. The parrot could say Catano.
  - b. At last the parrot could say Catano.
  - c. Catano was the name at the parrot.
  - d. The man never got angry at the parrot.
- 6. What does the man do to the bird because the bird cannot say the name of a place?
  - a. The man ate the bird.
  - b. The man sold the bird.
  - c. The man killed the bird.
  - d. The man taught the bird.

wonderful

7. It is most li	ikely that				
a. the bird	killed the thre	ee chickens.			
b. the three	e chickens kil	led the bird.			
c. the bird	killed all the	chicken.			
d. the bird	killed one of	the three chickens.			
8. " <u>It</u> was ver	y smart"				
The underl	ined word ref	ers to			
a. the man		c. the chicken			
b. the bird		d. Puerto Rico			
9. You are more st	tupid than the	chickens". The opposite	e word f	for 'stupid'	is
a. poor		c. diligent			
b. clever		d. beautiful			
10. "The parrot w	as screaming	at the fourth chickens"			
What does the	underlined wo	ord mean?			
a. Smiling		c. Shouting			
b. Crying		d. Laugh			
o. Crying		u. Laugh			
II Dogida what	ther the follo	wing statements are tri	10 (T) 0	r folso (F) l	hosod
on the text.	mer the folio	wing statements are tro	ic (1) 0	Taise (F)	vascu
	t cannot say (	Catano until the end.		ì	
11. The partor	camot say C	catano until the cha.	ι	J	
12. The man k	killed the chic	ken.	{	}	
13. The man t	hrew the parr	ot into the chicken house	e. {	}	
14. The parrot	t is stupid.		{	}	
15. The parrot	t played with	the chicken.	{	}	

III. Choose one of the words in the box to complete each sentences.

Catano

name

screaming

Sunday's

dead

- 16. The parrot cannot say\_\_\_
- 17. Catano is the \_\_\_\_\_\_ of the town where the bird born.
- 18. The parrot was \_\_\_\_\_at the fourth chicken
- 19. The chicken were for\_\_\_\_\_ dinner.
- 20. The man saw the three chicken.

# **Answer Key:**

#### Part I:

1. C 6. D 2. B 7. A 3. C 8. B 4. C 9. B 5. B 10. C

#### Part II:

- 11. F 14. F
- 12. F 15. F
- 13. T

#### Part III:

- 16. Catano
- 17. name
- 18. screaming
- 19. Sunday's
- 20. dead

#### 2. Post-test

Post-test have given to know their achievement in reading test. The researcher ask the students to answers the questions based on the text in reading comprehension. The total items were 20 items for three types of test, such as 10 items of multiple-choice test, 5 items of true false, and 5 items of fill the blank.

The text as follow:

#### B. Read the text below and answer the questions.

#### The Story of the Smart Parrot

A man in Puerto Rico had a wonderful parrot. There was no another parrot like it. It was very smart. This parrot would say any word except one. He would not say the name of the town where he was born. The name of the town was Catano.

The man tried to teach the parrot to say Catano. But the bird would not say the word. At first the man was very nice, but then he got angry. "You are a stupid bird! Why can't you say the word? Say catano, or I will kill you!" but the parrot would not say it. Then the man got to so angry that the shouted over and over, "Say Catano, or I'll kill you!" but the bird wouldn't talk.

One day after trying for many hours to make the bird say Catano, the man got very angry. He picked up the bird and threw him into the chicken house. "You are more stupid than the chickens. Soon I will eat them, and I will eat you, too."

In the chicken house there are four old chickens. They were for Sunday's dinner. The man put the parrot in the chicken house and left.

The next day the man came back to the chicken house. He opened the door and stopped. He was very surprised at what he saw!

He saw three dead chickens on the floor. The parrot was screaming at the fourth chicken, "Say Catano, or I'll kill you!

#### A. Cross (X) the correct answer a, b, c or d based on the text.

- 1. What is the story about?
  - c. A parrot and a cat.
- c. A parrot and the owner.
- d. A parrot and a chiken.
- d. A parrot, a chicken, and the owner.

2. Where does the story take place? c. In Jakarta. c. In London. d. In Puerto Rico. d. In Buenos Aires. 3. What is the second paragraph about? e. The man got angry at the parrot. f. The man killed the parrot. g. The man tried to teach the parrot to say Catano. h. The man was very nice. 4. How often did the owner teach the bird how to say the word? c. Always c. Many times d. Everyday d. Every second 5. Which statement is true according to the text? e. The parrot could say Catano. At last the parrot could say Catano. g. Catano was the name at the parrot. h. The man never got angry at the parrot. 6. What does the man do to the bird because the bird cannot say the name of a place? e. The man ate the bird. f. The man sold the bird. g. The man killed the bird. h. The man taught the bird. 7. It is most likely that .... e. the bird killed the three chickens. f. the three chickens killed the bird. g. the bird killed all the chicken. h. the bird killed one of the three chickens. 8. "It was very smart" The underlined word refers to .... c. the man c. the chicken

d. Puerto Rico

d. the bird

9. You are more stupid that	n the chickens". The opposit	e word for	'stupid' is	
a. poor	c. diligent			
b. clever	d. beautiful			
10. "The parrot was screar	ning at the fourth chickens"			
What does the underlined	word mean?			
a. Smiling	c. Shouting			
b. Crying	d. Laugh			
B. Decide whether the	following statements are to	rue (T) or	false (F) based	
on the text.				
11. The parrot cannot sa	y Catano until the end.	{	}	
12. The man killed the o	hicken.	{	}	
13. The man threw the p	parrot into the chicken house.	{	}	
14. The parrot is stupid.		{	}	
15. The parrot played w	ith the chicken.	{	}	
	AREDARE			
C. Choose one of the wo	rds in the box to complete e	acn sente	nces.	
dead Sunday's	screaming Catano	name	wonderful	
16. The parrot cannot sa 17. Catano is the	yof the town where th	e bird bor	n.	
_	at the fourth chicken	n		
19. The chicken were fordinner.				
20. The man saw the th	reechicken			

# **Answer Key:**

# Part I:

- 1. C 6. D
- 2. B 7. A
- 3. C 8. B
- 4. C 9. B
- 5. B 10. C

# Part II:

- 11. F 14. F
- 12. F 15. F
- 13. T

#### Part III:

- 16. Catano
- 17. name
- 18. screaming
- 19. Sunday's
- 20. dead

# F. Technique of Data Analysis

In this research there were some techniques of data analysis, such as:

1. To score the data from the result of the pre-test and post- test some formulas used in this research were as follow:

$$Score = \frac{total\ correct\ answer}{total\ test\ items}\ X\ 100$$

(Dirjen Pendidikan Dasar dan Menengah, 2005)

- 2. To identify the students classification mastery on reading. The researcher applied the formula that is presented by Depdiknas, as follows<sup>42</sup>:
  - a. 86 100 is classified as a very good
  - b. 71 85 is classified as good
  - c. 56 70 is classified as fair
  - d. 41-55 is classified as poor
  - e. < 40 is classified as very poor
- 3. Calculation the mean score of the students test by using the following formula<sup>43</sup>:

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

Where:

X = mean score

 $\Sigma X$  = the raw of the score

N = the number of sample

4. Identifying the standard deviation by using the following formula<sup>44</sup>:

$$SD = \sqrt{\frac{SS}{N}}$$
 in which  $SS = \Sigma X^2 - \frac{\Sigma X^2 - (\Sigma X)^2}{N}$ 

Where:

SD = standard deviation

SS = the sum square

N = the number of student

<sup>&</sup>lt;sup>42</sup>Dirjen Pendidikan Dasar dan Menengah. *Peraturan Direktorat Jenderal Pendidikan Dasar dan Menengah Tentang Penilaian Perkembangan Anak Didik.* (Jakarta: Depdikbud. 2005) p 10

<sup>&</sup>lt;sup>43</sup>Sugiyono. 2010. Statistika untuk Penelitian. (Bandung: Alfabeta, cv. 2010) p 24

<sup>&</sup>lt;sup>44</sup> L. R Gay, Mills, Geoffrey E, Peter Airasian. *Educational Research: Competencies for Analysis and Applications* (8<sup>th</sup> *Edition*). (Upper Saddle River, New Jersey Columbus, Ohio: Pearson. 2006)

 $\Sigma X^2$  = the sum of all square

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

5. Finding of significant difference between pretest and posttest by calculating the value of t-test by using the following formula<sup>45</sup>:

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\left(\frac{SS_1 + SS_2}{n_1 + n_2 - 2}\right)\left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

$$SS_1 = \sum X_1^2 - \frac{(\sum (X_1)^2)}{n_1}$$

$$SS_2 = \sum X_2^2 - \frac{(\sum (X_2)^2)}{n_2}$$

Where:

t : Test of significance

 $\bar{X}_1$ : Mean score of experimental class

 $\bar{X}_2$ : Mean score of control class

SS<sub>1</sub>: The sum of squares of experimental class

 $SS_2$ : The sum of square of control class

n<sub>1</sub>: Total number of subject of experimental class

n<sub>2</sub>: Total number of subject of control class

 $\sum X_1$ : The sum of the all squares of experimental class

 $\sum X_2$ : The sum of the all squares of control class

 $(\sum X_1)^1$ : The sum of scores of experimental class

 $(\sum X_2)^2$ : The sum of scores of control class

#### G. Criteria of testing hypothesis

<sup>&</sup>lt;sup>45</sup>IL. R Gay, Mills, Geoffrey E, Peter Airasian. *Educational Research: Competencies for Analysis and Applications* (8<sup>th</sup> Edition). (Upper Saddle River, New Jersey Columbus, Ohio: Pearson. 2006)

In testing the research hypothesis, the researcher apply two tailhypothesis with  $\alpha$ = 0,05 and degree of freedom (df)  $N_1$  +  $N_2$ . Before coming to criteria oftesting a research hypothesis, the researcher formulated the statistical hypothesis are follow<sup>46</sup>:

 $H_0$ :  $\mu_1 k \mu_2$ 

 $H_1: \mu_1 > \mu_2$ 

Where:

μ<sub>1</sub>= Teaching through Problem Based Instruction (PBI)

 $\mu_2$  = Teaching through Direct instruction.

- 1. If t-test k t-table, null hypothesis ( $H_0$ ) was accepted and alternative hypothesis ( $H_1$ ) is reject. It indicate that there is no significance difference between the reading comprehension of the students who are taught through Problem based instruction (PBI) and those are taught through direct instruction.
- 2. If t-test> t-table, null hypothesis (H<sub>0</sub>) is reject and alternative hypothesis (H<sub>1</sub>) was accepted. It indicate that there is a significance difference between the reading comprehension of the students who are taught through Problem based instruction (PBI) and those are taught through direct instruction.

<sup>46</sup>Sugiyono. *Statistika untuk Penelitian*. (Bandung: Alfabeta, cv. 2010)

#### **CHAPTER IV**

#### FINDINGS AND DISCUSSION

This chapter consists of findings and discussion. In this case, there are some categories which are analyzed and discussed from the findings of pre-test and post-test both for experimental class and control class. They are the percentage of students' score, mean score, standard deviation, and calculating of t-test and t-table.

# A. Findings

#### 1. Review of the Treatment

After giving the pre-test in both of class, the researcher gave the treatment four times. In Experimental class the researcher taught through problem based instruction while in control class the researcher taught through Direct instruction.

In experimental class, the researcher did some activities: The researcher explained the competency and mention the means or support tools required. The researcher motivated students to engage in problem-solving activities that have been. The researcher helped students learn to define and organize the tasks related to the issue (set of topics and tasks). The researcher encouraged students to collect appropriate information, an experiment to get an explanation and problem solving, data collection, and hypothesis. The researcher will assisted students in preparing a work plan that is appropriate such as reports and help them share the duties with his friend. The researcher helped students to reflect on or evaluation of their experiments and the The students answered the questions based on the text. And finally Conclusions / Closing.

In control class, the researcher did some activities; The researcher gave demonstration about explanation text. The researcher gave exercise and ask the students to answered the question that related narrative text. and finally, the researcher gave conclusion.

The findings were obtained through reading comprehension test of the eleventh grade students of UPT SMA Negeri 3 Parepare in academic year 2021/2022. The researcher applied all of procedures that had been showed in the previous chapter that included pre-test, treatment, and post-test. The treatment that was given to the experimental class was problem based instruction (PBI) strategy, while the treatment that was given to the control class was Direct Instruction strategy. After giving pre-test, treatment, and post-test the researcher continued by analyzing the students' score between pre-test and post-test both of the experimental class and control class. After analyzing the data, the researcher found the students' score as follow:

#### 2. The percentage of students' score

#### a. The result of pre-test

The following table describes about the classification of the students' score of pre-test in experimental class and control class.

No.	lassification	Score	Exper	Experimental		ontrol
110.	iassification	Score	F	%	F	%
1	Very Good	6-100	1	4.54%		
2	Good	71-85	5	22.72%	3	10.71%
3	Fair	56-70	13	59.09%	20	71.42%
4	Poor	41-55	2	9.09%	5	17.85%
5	Very Poor	<40	1	4.54%		
	Total		22	100%	28	100%

Based on the table above, it shows that before treatment the students' score both experimental class and control class were still low. In experimental class only 1 (4.54%) student got very good score. Then, 5 (22.72%) students got good score, 13 (59.09%) students got fair score, 2 (13.63%) students got poor score, and 1 (4.54%) student got very poor score. Meanwhile, in the control class no one of the students got very good score. Then, 3 (10.71%) students got good score, 20 (71.42%) students got fair score, and 5 (17.85%) students got poor score. It indicated that the achievement of the students in pre-test was still low, and there was no significant difference between the achievement of the students in the experimental class and in the control class.

#### b. The result of post-test

The following table describes about the classification of the students' score of post-test in experimental class and control class.

Table 4.2: The percentage of students' score on post-test

NI-	C1:6:4:	Tassification Coope		Experimental		ntrol
NO	Classification	Score	F	%	F	%
1	Very Good	86-100	2	9.09%		
2	Good	71-85	13	59.09%	8	8.57%
3	Fair	56-70	6	27.27%	17	0.71%
4	Poor	41-55	1	4.54%	3	0.71%
5	Very Poor	<40				
	Total		22	100%	28	100%

Based on the table above, it shows that after treatment in experimental class 2 (9.09%) students got very good score. Then, 13 (59.09%) students got good score, 6 (27.27%) students got fair score, and 1 (4.54%) students got poor score. Meanwhile, in control class there was no students got very good score. Then, only 8 (28.57%) students got good score, 17 (60.71%) students got fair score, and 3 (10.71%) students got poor score.

The rate percentage of experimental class was different to control class. After giving treatment, the students in the experimental class has significant improvement. Meanwhile, in the control class the rate percentage of the students also improved, but it was not significant. It indicated that the students' reading comprehension in experimental class after giving treatment was higher and better than the students' reading comprehension in the control class. It meant that the implementation of Problem based Instruction PBI) strategy was better than the

implementation of Direct Instruction Strategy to improve the students' reading comprehension.

# 3. The mean score and standard deviation of pre-test and post-test in experimental class and control class

The mean score and standard deviation of the students in the pre-test and post-test between experimental class and control class are presented as follow:

Table 4.3: The mean score and standard deviation of the students' pre-test

No.	Class	Mean Score	Standard Deviation
1	Experimental	66.59	12.28
2	Control	64.46	8.20

The table above shows that the mean score of the students in experimental class for pre-test was 66.59 and the standard deviation was 12.28. Meanwhile, the mean score of the students in control class for pre-test was 64.46 and the standard deviation was 8.20. It indicated that there was no significant different of the students' reading comprehension between experimental class and control class before giving treatment.

Table 4.4: The mean score and standard deviation of the students' post-test

No.	Class	Mean Score	Standard Deviation
1	Experimental	75.68	12.08
2	Control	68.04	8.85

The table above shows that the mean score of the students in experimental class for post-test was 75.68 and the standard deviation was 12.08. Meanwhile, the mean score of the students in control class for post-test was 68.04 and the standard deviation was 8.85. It indicated that there was significant different of the students reading comprehension between experimental class and control class after giving treatment through Problem based instruction (PBI) strategy and Direct instruction strategy.

# 4. Hypothesis testing

In testing the hypothesis testing, the researcher applied a t-test formula at the level of significance with  $\alpha=0.05$  and with degree of freedom (df) = 48 a. The result of pre-test

The rate of the hypothesis testing on pre-test was as follow:

Table 4.5: The t-test of students on pre-test

Df	Type of Test	t-test value	t-table value
48	Pre-test	0.734	1.677

# PAREPARE

After calculating the t-test for students' pre-test both in experimental class and control class, it was found that the result of statistical t-test value was (0.734). Meanwhile, the t-table value was (1.677) with the level of significance  $\alpha$ = 0.05 and the degree of freedom (df) = 48. It can be concluded that before giving treatment, the t-test value was smaller than the t-table value. It meant that the null hypothesis was accepted and the alternative hypothesis was rejected.

#### b. The result of post-test

The rate of the hypothesis testing on post-test was as follow:

Table 4.6: The t-test of students on post-test

Df	Type of Test	t-test value	t-table value
48	Post-test	2.584	1.677

The table above shows the t-test for students' post-test both in experimental class and control class. It can be seen that the t-test value was 2.584. It was higher than the t-table value was 1. 677 with the level of significance  $\alpha$ = 0.05 and the degree of freedom (df) = 48. It can be concluded that the null hypothesis was rejected and the alternative hypothesis was accepted. It meant that after giving treatment, the students' reading comprehension improved.

#### **B.** Discussion

Reading is an interactive process that goes on between the reader and the author and constructing the meaning from the written text. It was supported by Macceca<sup>47</sup> stated that reading is a dialogue between the reader and the author, and during this "dialogue," the reader should generate questions to help anticipate meaning search for information, respond intellectually and emotionally, and infer ideas from and explain further the content of text. In other words, the reader not only read the text but also understand it to get the point of information that exist in the text. It is in line with Klingner<sup>48</sup>, who stated that reading comprehension is the process of constructing meaning by coordinating a number of complex processes

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<sup>&</sup>lt;sup>47</sup> Stephanie Macceca.. *Reading Strategies for Science*. (USA: Shell Education. 2007)

<sup>&</sup>lt;sup>48</sup> Janette. K Klingner, Sharon Vaughn, Alison Boardman. *Teaching Reading Comprehension to Students with Learning Difficulties*. (New York: The Guillford Press. 2007)

that include word reading, word and word knowledge, and fluency. In the same line, Woolley<sup>49</sup> stated that reading comprehension is the process of making meaning from text. So that, the reader should try to identify those symbols and ideas to make their reading becomes meaningful.

Based on the observation during this research, the researcher found that most of the eleventh grade students of UPT SMA Negeri 3 Parepare were still low of reading comprehension. There are some problems that caused it. The first is the students cannot understand the text because the text was printed in English. It was because they did not have much vocabulary. Therefore, the students have difficulty to understand the text and felt that reading is a difficult subject. Based on the previous chapter, it was said that vocabulary is one of reading components.

In this research, the researcher used two different strategy as a treatment in experimental class and control class. In the experimental class, the researcher used Problem based instruction (PBI), while in the control class the researcher used Direct Instruction. Arends et al in Mahanani (2012) stated that problem-based instruction is a teaching model that is based on the constructivist understanding that accommodate student involvement in learning and solving authentic problems.

Based on that abbreviation, this strategy consists of four steps. The first is the teacher helps the students to define and organize the task that connect with that problem (decide the topic and task). The second is the teacher asks the students to collect, experimental to get explanation and solve the problem, collect the data and hypothesis. The third is the teacher helps the students in planning to prepare the work that as the report and helps them to share the task with their

<sup>&</sup>lt;sup>49</sup> Gain Wooley. Reading Comprehension: Assisting Children with learning difficulties. (Springer. 2011)

friends. The last, Teacher help the students to do reflection or evaluation of their task and the process that they are used. And The students answered te question that related the text.

During this research, the researcher found some obstacles to applied problem based instruction (PBI) strategy in experimental class for the early meeting. Most of the students have difficulty in understand the text. They were vocabulary still low. Besides, they also cannot make a report. In making summary, the students only rewrite all of the sentences of the text. Therefore, in applying this strategy it is needed to explain each of the steps clearly and easily. In other words, this strategy need much time to be applied particularly in senior high school.

Based on the findings, it shows that before giving treatment, most of the students in the experimental class got fair score, there was two students got poor score and one students got very poor score. Meanwhile, in the control class most of the students also got fair score, there were five students got poor score and there was no students got very poor score. It can be concluded that before giving treatment, the ability of experimental class and control class was almost same.

After giving the treatment for four times to each class, there was improvement of the students score from pre-test to post-test. Most of the students in experimental class got good score, and there was only one student got poor score, and there was no students got very poor score again. It was different from control class. Where, in the control class most of the students still got fair score, and there were three students got poor score.

The improvement of the students' reading comprehension also showed by mean score in experimental class was 66.59 up to 75.68. Meanwhile, the mean score of the control class was 64.46 up to 68.04. It can be seen that the students'

score in the experimental class after giving treatment was more improve and higher than the mean score of the control class. Therefore, the researcher assumed that Problem based Instruction strategy was effective to teach reading comprehension. Through this technique, the students can find and comprehend the information of text easily. Besides, they can enrich their comprehension by sharing the information each other. In other word, they did not only learned individual but also learned by group. The presence of the group made the students more active and interested to learned.

Besides, the students also indicated an improvement on t-test value. Before giving treatment, the t-test value was 0.734. It was smaller than the t-table value was 1.677 with the level of significance  $\alpha$ = 0.05 and the degree of freedom (df) = 48. However, after giving treatment the t-test value was up to 2.584. It was higher than the t-table value was 1.677. It meant that the null hypothesis was rejected and the alternative hypothesis was accepted. It can be concluded that teaching reading comprehension through Problem Based Instruction was better than teaching reading comprehension through Direct Instruction.

This research supported some previous research findings conducted by some researcher. They are Suyoga ,Intan Permata Sari, Ahmad Zuhri, Siti and Wandi and Isrokijah.

Suyoga<sup>50</sup>, in his research there is a significant effect of Problem Based Learning which occurs simultaneously and separately on students' reading and writing competencies, there is a significant interaction between teaching model and assessment type on students' reading and writing competencies which occurs

Suyoga Dharma, Agung Marhaeni, Gede Budari. *The eEffect of Problem Based Learning and Performance Assesement on Students' Reading and Writing Competence*. (Pascasarjana Universitas Pendidikan Ganesha. 2014)

simultaneously, and there is no significant interaction between teaching model and assessment type on students' reading competency.

Indah Permata Sari<sup>51</sup> in her research stated that The result of the data analysis shows that Problem Based Learning (PBL) gave significant effect on the student's vocabulary size and student's reading comprehension of the first graders of SMAN 4 Palangka Raya. The students who were taught using PBL got higher than the result of pre-test after were taught using PBL. She concluded that the mean and standard deviation who were taught by using PBI increased after giving treatment.

Ahmad zuhri<sup>52</sup> in his research found that the result of this research. The following obtain the data of this investigation, this research used reading test. In this research, the data as the scores of the test 30 students were tested. Observing the mean score of the 30 students from pre test is 61.50. From this result, it can be judged that the tenth grade of SMAN 1 Sukamulia have problem in reading text. The result of the study the students highest score was 75 and lowest was 35. After treatment the researcher found the mean score of post test is 75.00. The result of the study the students highest score was 100 and lowest was 35. This finding supports the theory of Barrow & Hmlo-silver (2006, p.21) they said that Problem Based Learning is an instructional method in which students learn through solving problem and reflecting on their experiences. In PBL teacher is a facilitator of student learning, and the students take on responsibility for their own learning processes.

<sup>&</sup>lt;sup>51</sup> Indah Permata Sari. *The Effect of Problem Based Learning Toward Students' Vocabulary Size and Students' Reading Competence*. (Palangkaraya. IAIN Palangkaraya. 2020)

<sup>&</sup>lt;sup>52</sup> Ahmad Zuhri Rosyidi. 2018. *The Effectiveness of Problem Based Learning (PBL) Method in Teaching Reading*. International conference on Halal Tourism, Products and service. (Mataram Univercity. Indonesia. 2018)

Siti and wandi<sup>53</sup> in their research By using PBL strategy can make the students easily predict and delimit the topic discussed or informed in the text after they read and answer the questions. Through problem based learning students learn to become partners in the teaching/learning process where they accept responsibility for much of their learning, work successfully as a team member, deal with new and changing situations and develop lifelong learning skills. Problem-based learning then, can help students think critically, analyze and solve real world problems that will better prepare them for careers outside the classroom. The finding of this research indicated that there was significant effect of using PBL strategy on students' reading comprehension and motivation.

Isrokijah<sup>54</sup> in her research said that When PBL is applied teachers have to make two kinds of preparation. First, preparation for preactivity includes selecting the appropriate basic competence, formulating learning objectives, designing exercises for language support. Second, preparation for PBL activity includes designing warm-up activity, main activity and closing activity. Good preparation will support the teachers in applying PBL in teaching English. The application of PBL emphasizes on improving problem solving skill. It means that content knowledge and critical thinking skill of the learners will improve too. In this case, Suyoga, Intan Permata Sari, Ahmad Zuhri, Siti and Wandi and Isrokijah had similar strategy with the researcher through problem based learning (PBL). Based on the researcher's finding, it supports that Problem based instruction (PBI) is better to teach reading comprehension. it can be seen from the improvement of the students' reading comprehension after giving treatment through this strategy.

<sup>&</sup>lt;sup>53</sup> Siti Niah, Wandi Syahputra. *Improving Students' Reading Comprehension by Using Problem-based Learning Strategy*. Journal of Education Informatic Technology and Science (JeITS), Volume 1, Nomor 1, 2019:125-136. (UNiversitas MUhammadiyah Riau. Riau. 2019)

<sup>&</sup>lt;sup>54</sup> Isrokijah. *Problem based learning: a model in teaching English at junior high school.* Journal of research on English and Language learning. Vol. 1 | No. 2. 2020. Page 7

At the heart of the matter, the researcher found that teaching reading comprehension through Problem Based Instruction (PBI) can improve the reading comprehension of the eleventh grade students of UPT SMA Negeri 3 Parepare, particularly in experimental class. The reading comprehension of the eleventh grade students of UPT SMA Negeri 3 Parepare who were taught through problem based instruction (PBI) was higher than the students who were not taught through problem based instruction (PBI). It is supported by the mean score of the students after giving treatment in experimental class was higher than in control class. Besides, the t-test value of post-test was also higher than t-table value. In other word, the null hypothesis was rejected and the alternative hypothesis was accepted.



#### **CHAPTER V**

#### **CONCLUSION AND SUGGESTION**

This chapter consists of two sub-chapters, namely conclusion and suggestion. The conclusion deals with the previous findings and discussion. Meanwhile, the suggestion deals with the conclusion.

#### A. Conclusion

Based on the findings and discussion presented in the previous chapter, the implementation of Problem Based Instruction (PBI) was better than Direct Instruction strategy. It was supported by the data, in which the t-test value was 2.584, and the t-table value was 1.677. So, the t-test value of post-test was higher than t-table value 2.584>1.677. It means that the null hypothesis (H<sub>0)</sub> was rejected and the alternative (H<sub>1</sub>) hypothesis was accepted. In the other words, Problem based instruction (PBI) can improve the reading comprehension of the eleventh grade students of UPT SMA Negeri 3 Parepare.

#### **B.** Suggestion

Based on the conclusion above, the researcher would like to present some suggestion as follows:

For English teachers, they should implement problem based instruction (PBI)
as one of various teaching techniques and strategies to teach reading
comprehension. The implementation of problem based instruction (PBI) can
help the students easily to comprehend the text. It also made the students more
active and interested to learn.

- 2. For students, they should improve their desire to learn through varying learning style. The presence of varying learning style can improve their motivation to learn English, particularly reading comprehension.
- 3. For next researchers, they are expected to deal with some appropriate good strategies to improve the students' reading comprehension. It is suggested to find out the result research as a comparative study in employing their research.



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# **LESSON PLAN**



#### **APPENDIX A**

#### LESSON PLAN OF EXPERIMENTAL CLASS

# RENCANA PELAKSANAAN PEMBELAJARAN (RPP) (EXPERIMENTAL CLASS)

Nama sekolah : SMAN 3 Parepare

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : XI MIPA / 1

Standar Kompetensi : 11. Membaca

Memahami makna dalam esei pendek sederhana berbentuk *recount*, dan *narrative* untuk berinteraksi

dengan lingkungan sekitar.

Kompetensi Dasar : 11.3 Merespon makna dan langkah retorika dalam esei

pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks

berbentuk *narrative*.

Indikator :

1. Mengidentifikasi berbagai informasi dalam teks esei berbentuk *narrative*.

- 2. Mengidentifikasi tujuan komunikatif teks *narrative*.
- 3. Mengidentifikasi langkah retorika teks *narrative*.

Alokasi Waktu : 2 x 40 menit

# I. Tujuan Pembelajaran

Pada akhir pembelajaran siswa diharapkan mampu:

- 1. Mengidentifikasi berbagai informasi dalam teks esei berbentuk *narrative*.
- 2. Mengidentifikasi tujuan komunikatif teks *narrative*.
- 3. Mengidentifikasi langkah retorika teks *narrative*.

# II. Materi Pembelajaran

# **Social Function of Narrative text**

To amuse, entertain, and to deal with actual or vicarious experiences in different ways.

# **Generic structure**

a. Orientation : Sets the scene and introduces the participants.

b. Complication : A crisis arises

c. Resolution : The crisis is resolved, for better or worse.

III. Teknik Pembelajaran : Problem Based Instruction

# IV. Langkah-Langkah Pembelajaran

П	No	Kegiatan	Waktu
	1.	Kegiatan Awal	10
		- Memberi sapa dan mengecek kehadiran siswa	Menit
		- Menyamp <mark>aikan tujuan pem</mark> bela <mark>j</mark> aran	
	2.	Kegiatan Inti	
		- Guru melak <mark>ukan tanya jawab kep</mark> ada siswa mengenai	60
		teks narrative.	Menit
		- Guru menje <mark>laskan materi.</mark>	
		- Guru membagikan teks dan worksheet kepada semua	
		siswa.	
		- Guru memberikan contoh bagaimana memahami dan	
		mengidentifikasi teks narrative dengan menggunakan	
		PBI strategy.	
		- Siswa mengerjakan tugas berupa menjawab pertanyaan	
		berdasarkan bacaan yang terdapat dalam worksheet.	
		- Guru memanggil 1-3 siswa ke depan kelas untuk	
		membacakan hasil analisisnya.	
	3	Kegiatan Akhir	
		- Guru menyakan kesulitan yang dihadapi siswa dalam	

memahami dan mengidentifikasi teks narrative.	10
- Guru memberikan kesimpulan mengenai pelajaran pada	menit
hari itu.	
- Guru menyampaikan tema pembelajaran pada pertemuan	
berikutnya.	

## V. Alat/Bahan/Sumber Belajar:

- 1. Buku Paket
- 2. Kamus
- 3. Worksheet

## VI. Penilaian

- 1. Teknik
  - Tes Tertulis
- 2. Bentuk
  - Multiple choice
  - True false
  - Essay
- 3. Instrumen

#### Pertemuan Pertama

## The Legend of Rawa Pening

Once upon a time, there was a little poor boy came into a little village. He was very hungry and weak. He knocked at every door and asked for some food, but nobody cared about him. Nobody wanted to help the little boy.

Finally, a generous woman helped him. She gave him shelter and a meal. When the boy wanted to leave, this old woman gave him a "lesung", a big wooden mortar for pounding rice. She reminded him, "please remember, if there is a flood you must save yourself. Use this "lesung" as a boat". The "lesung" was happy and thanked the old woman. The little boy continued his journey. While he was passing through the village, he saw many people

gathering on the field. The boy came closer and saw a stick stuck in the ground. People challenged each other to pull out that stick. Everybody tried, but nobody succeeded. "Can I try?" asked the little boy. The crowd laughed mockingly. The boy wanted to try his luck so he stepped forward and pulled out the stick. He could do it very easily. Everybody was dumbfounded.

Suddenly, from the hole left by stick, water spouted out. It did not stop until it flooded the village. And no one was saved from the water except the little boy and the generous old woman who gave him shelter and meal. As she told him, he used the "lesung" as a boat and picked up the old woman. The whole village became a huge lake. It is now known as Rawa Pening Lake in Salatiga, Central Java, Indonesia.

- A. Choose the correct answer a, b, c or d based on the text.
  - 1. What is the story about?
    - a. A poor boy
    - b. The legend of rawa pening
    - c. Sacred lesung
    - d. The legend of big flood
  - 2. What is the complication of the story?
    - a. The little boy was very hungry.
    - b. Nobody succeeded to pull out the stick.
    - c. Nobody want to help the little boy.
    - d. There was a flood.
  - 3. What happen when the little boy pulled out the stick?
    - a. Everybody was dumbfounded.
    - b. Water spouted out until it flooded the village.
    - c. Everybody gave congratulation to the little boy.
    - d. The little boy used the lesung as boat.
  - 4. What is the message of the story?
    - a. We have to be helping each other

			b. We have to have the lesung
			c. We have to be kind to a little boy
			d. We have to be brave to try something.
		5.	He knocked at every door and asked for some food(firs
			paragraph).
			The italicize word refers to
			a. The little boy
			b. The boy
			c. Village
			d. Time
	B.	Dec	cide whether the following statements are true (T) or false (F)
	٠.		ed on the text.
			The old woman gave the little boy a "lesung". { }
			Everybody challenged each other to pull out the stick. { }
			No one was saved from the flood. { }
			Finally the village become a huge river. { }
			The little boy did not interested to pulled out the stick. {
		10.	The fittle boy did not interested to punce out the steek. {
<u>Ku</u>	nci	<i>Ја</i> и	<u>vaban</u>
	1.	В	6. T
	2.	В	7. TAREPARE
	3.	В	8. F
	4.	A	9. F
	5.	A	10. F

## Pedoman Penilaian

Untuk nomor 1-10 tiap jawaban yang benar skornya: 1

Jumlah skor maximal = 10

Nilai maksimal = 100

Nilai perolehan =  $\frac{SkorPerolehan}{SkorMaksimal}x100$ 

## Pertemuan Kedua

#### Pinocchio

Once upon a time, there was a puppeteer named Geppetto. He really wanted a boy but his wife has been died for a long time ago. One day, he had an idea. He wanted to make a puppet so he would never felt lonely again. He made a puppet all night without resting. In the morning, finally he finished his work. He named the puppet, Pinocchio. He played whole day with Pinocchio. However, he felt lonely again because Pinocchio couldn't talk or walk by himself. In the middle of the night, Geppetto prayed to the God. His wish was Pinocchio became a real boy, human. He thought it on his mind in his dream.

In the next morning, he surprised. Pinocchio was alive. He really was happy. He tough Pinocchio how to walk, how to speak, how to read etc. like a teacher. Pinocchio learned fast. He entered an elementary school. One day, Pinocchio felt bored. So, he went home late. Geppetto worried about him. When Pinocchio came to home, Geppetto asked him. He said he was on school but he didn't. Suddenly, Pinocchio's nose grow longer. It meant that Pinocchio lied.

The next day, Pinocchio got caught by thieves. The thieves was the owner of circus. Pinocchio became a slave for the circus. He was famous because he was a talking puppet. Geppetto worried him. Pinocchio didn't come home for 2 days. He did not find Pinocchio everywhere. When he discovered the sea, big wave smashed him. He was on whale's stomach when he awoke. He couldn't find the way out.

In different place, Pinocchio finally could get out from circus. He went to home but Geppetto wasn't on there. He found Geppetto at sea. He had the same accident like Geppetto. He met Geppetto in whale's stomach. They got out from its stomach by made a fire. They went home back together. In the end, they lived happy forever after.

A. Answer the questions below.

1. Who is Pinocchio?

- 2. What is the second paragraph tell us about?
- 3. How did we know that Pinocchio lie?
- 4. Why did the thieves catch Pinocchio?
- 5. What happen to Gappetto when looking for Pinocchio?
- 6. How did Gappetto and Pinocchio get out from whale's stomatch?
- 7. What is the message of the story?

## Kunci Jawaban

- 1. A boy who is made from puppet.
- 2. Pinocchio was alive.
- 3. Pinocchio's nose grow longer.
- 4. Because he want to make Pinoccchio become a slave for his circus.
- 5. Big wave smashed him.
- 6. They made a fire.
- 7. We must not to lie and benefitted someone.

## Pedoman Penilaian

Untuk nomor 1-7 tiap jawaban yang benar skornya : 2

Jumlah skor maksimal = 14

Nilai maksimal = 100

Nilai perolehan =  $\frac{SkorPerolehan}{SkorMaksimal} \times 100$ 

#### Pertemuan Ketiga

## The legend of Banyuwangi

Once upon a time, there was a local ruler named King Sulahkromo. The king had a prime minister named Raden Sidopekso. The prime Minister had a wife named Sri tanjung. She was so beautiful that the king wanted her to be his wife.

One day, the King sent his prime minister to a long mission. While the prime minister was away, the king tried to get Sri Tanjung. However he

failed. He was very angry. Thus, when Sidopekso went back, the king told him that his wife was unfaithful to him. The prime minister was very angry with his wife. Sri Tanjung said that it was not true. However, Sidopekso said that he would kill her. He brought her to the river bank. Before he kill her and threw her into the river, she said her innocence would be proven.

After Sidopekso killed her, He threw her dead body into the dirty river. The river immediately became clean and began to spread a wonderful fragrance. Sidopekso said, "Banyu... Wangi... Banyuwangi". This means "fragrant water" Banyuwangi was born from the proof of noble and sacred love.

- A. Choose the correct answer a, b, c or d based on the text.
  - 1. What is the story about?
    - a. The legend of river
    - b. The legend of Sri Tanjung
    - c. The legend of King Sulahkromo
    - d. The legend of Bayuwangi
  - 2. Who is Sri Tanjung?
    - a. The queen
    - b. The wife of King Sulahkromo
    - c. The wife of Raden Sidopekso
    - d. The fairy of the river
  - 3. Why did the king get angry?
    - a. Because his prime minister go to along time.
    - b. Because he failed to get Sri Tanjung.
    - c. Because Sidepekso killed his wife.
    - d. Because his prime minister had a wife.
  - 4. Why did Sidepokso kill his wife?
    - a. Because he was very angry with her.
    - b. Because he assumed that his wife was unfaithful.
    - c. Because the King is kind.

- d. Because he was very angry with the king.
- 5. What is the origin of Bayuwangi?
  - a. Bayu and wangi
  - b. Wonderful fragrance
  - c. The proof of the noble and secred love
  - d. The anger of Sidopekso
- B. Decide whether the following statements are true (T) or false (F) based on the text.
  - 6. The King lied to Sidopekso.

{ }

7. Sidopekso Kill and threw his wife into the river

}

8. The King is very kind.

}

9. The innocence of Sri Tanjung was proven.

{ }

10. Sri Tanjung was not guilty.

## Kunci jawaban

- 1. D 6. T
- 2. C 7. T
- 3. B 8. F
- 4. B 9. T
- 5. C 10. T

# Pedoman Penilaian

Untuk nomor 1-10 tiap jawaban yang benar skornya: 1

Jumlah skor maximal = 10

Nilai maksimal = 100

Nilai perolehan =  $\frac{SkorPerolehan}{SkorMaksimal}x100$ 

## Pertemuan Keempat

#### Cinderella

Once upon a time, there was a girl called Cinderella. Cinderella is lived happily with her mother and father until her mother died. Feel that Cinderella needs a mother figure in his life, Cinderella's father remarries to a woman who has two daughters of her own.

Unfortunately, Cinderella's father dies and she lived only with her stepmother and stepsisters. They were very bossy, she had to do all the housework.

One day on invitation to the hall come to the family. The King invited for all the eligible ladies in the kingdom so as to find Prince a wife. Her stepsisters would no let her go. Cinderella was sad. The stepsisters went to the hall without her. Fortunately, the fairy Godmother came and helped her to get

to the hall with the wave of magic wand, helped prepared Cinderella for the hall. The fairy does warn her that is magic will end at a stroke of midnight, so she must leaved the hall before than.

At the hall all people surprised when Cinderella arrived. And then the Prince invited Cinderella to danced. He fell in love with her. All of a sudden, the clock star to chime that is a midnight. Cinderella hastily runs away, dropped a glass slipper as she does so. Cinderella escapes, with nothing from the night left, except from the other glass slipper, which had not changed back.

Prince Charming orders his love to be found by means of the odd shoe, and the Grand Duke is sent around the land getting every girl in the land to try on the glass slipper to see if it fits.

Eventually the Grand Duke reaches the residence of Cinderella, but she is nowhere to be seen. The stepsisters frantically try to get the glass slipper to fit so as to wed into royalty, but compatible nothing that. The Grand Duke is about to leave as Cinderella finally appears.

He orders the messenger to brought forth the glass slipper, yet the stepmother in a last minute attempt to prevent her stepdaughter from better things, causes the messenger to trip, thus broken the fragile shoe into pieces.

Yet the arrogant woman hadn't betted on Cinderella produced the other glass slipper, which fits onto Cinderella's foot perfectly. Very soon, wedding bells ring, and Cinderella married her prince, and they live happily ever after.

## A. Answer the questions below based on the text.

- 1. Who are the characters in the story?
- 2. Why did the King invite all the eligible ladies?
- 3. How did Cinderella go to the hall?
- 4. Why did Cinderella run away from the hall?
- 5. How did the Prince find Cinderella?
- 6. What is the ending of the story?
- 7. What is the message of the story?

## Kunci jawaban

- 1. Cinderella, her father, her step mother, her stepsister, the fairy, and the prince.
- 2. To find prince a wife.
- 3. He got help from the fair to get to the hall with the wave of magic wand.
- 4. Because the clock star to chime that is a midnight. It means that the magic that helped her will lost.
- 5. The prince sent cinderella's glass slipper that he dropped around the land and getting every girl in the land to try on the glass slipper to see if it is fits.
- 6. Cinderella married with the prince and they live happily ever after.
- 7. We must not to arrogant.

## Pedoman Penilaian

- Untuk nomor 1 jawaban yang benar skornya: 6
- Untuk nomor 2 jawaban yang benar skornya: 2
- Untuk nomor 3 dan 5 jawaban yang benar skornya: 3
- Untuk nomor 6 dan 7 jawaban yang benar skornya: 2

Jumlah skor maximal = 19

Nilai maksimal = 100

Nilai perolehan =  $\frac{SkorPerolehan}{SkorMaksimal}x100$ 

Parepare, ......2022

Mengetahui,

Guru Mata Pelajaran

Peneliti

## LESSON PLAN OF CONTROL CLASS

## RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

(CONTROL CLASS)

Nama sekolah : SMA Negeri 3 Parepare

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : XI MIPA / 1

Standar Kompetensi : 11. Membaca

Memahami makna dalam esei pendek sederhana berbentuk *recount*, dan *narrative* untuk berinteraksi

dengan lingkungan sekitar.

Kompetensi Dasar : 11.3 Merespon makna dan langkah retorika dalam esei

pendek sederhana secara akurat, lancar dan berterima

yang berkaitan dengan lingkungan sekitar dalam teks

berbentuk narrative.

## Indikator :

- 1. Mengidentifikasi berbagai informasi dalam teks esei berbentuk *narrative*.
- 2. Mengidentifikasi tujuan komunikatif teks *narrative*.
- 3. Mengidentifikasi langkah retorika teks *narrative*.

Alokasi Waktu : 2 x 40 menit

I. Tujuan Pembelajaran

Pada akhir pembelajaran siswa diharapkan mampu:

- 1. Mengidentifikasi berbagai informasi dalam teks esei berbentuk *narrative*.
- 2. Mengidentifikasi tujuan komunikatif teks narrative.
- 3. Mengidentifikasi langkah retorika teks narrative.

## II. Materi Pembelajaran

## Social Function of Narrative text

To amuse, entertain, and to deal with actual or vicarious experiences in different ways.

## **Generic structure**

a. Orientation : Sets the scene and introduces the participants.

b. Complication : A crisis arises

c. Resolution : The crisis is resolved, for better or worse.

III. Teknik Pembelajaran : Three Phase Technique

## IV. Langkah-Langkah Pembelajaran:

Kegiatan	Waktu
Kegiatan Awal (Pre-reading)	10 Menit
-Memberi sapa dan mengecek kehadiran siswa	
- Menyampaikan tujuan pembelajaran	

- Guru melakukan tanya jawab kepada siswa mengenai teks narrative.
- Guru memperkenalkan tema bacaan yang akan dipelajari.

## **Kegiatan Inti (Whilst-reading)**

regutum mer (vvimst readin

- Guru menjelaskan materi.

- Guru membagikan teks kepada semua siswa.
- Siswa membaca teks dengan diam melalui scanning dan skimming.

## **Kegiatan Akhir (Post-reading)**

- Guru membagikan worksheet kepada semua siswa.
- Siswa mengerjakan tugas berupa menjawab pertanyaan berdasarkan bacaan yang terdapat dalam worksheet.
- Guru menyakan kesulitan yang dihadapi siswa dalam memahami dan mengidentifikasi teks narrative.
- Guru membe<mark>rik</mark>an kesimpulan mengenai pelajaran pada hari itu.
- Guru menyampaikan tema pembelajaran pada pertemuan berikutnya.

## V. Alat/Bahan/Sumber Belajar:

- Buku Paket
- Kamus
- Worksheet

#### VI. Penilaian

- 1. Teknik
  - Tes Tertulis

60 Menit

- 2. Bentuk
  - Multiple choice
  - True false
  - Essay
- 3. Instrumen

#### Pertemuan Pertama

## The Legend of Rawa Pening

Once upon a time, there was a little poor boy came into a little village. He was very hungry and weak. He knocked at every door and asked for some food, but nobody cared about him. Nobody wanted to help the little boy.

Finally, a generous woman helped him. She gave him shelter and a meal. When the boy wanted to leave, this old woman gave him a "lesung", a big wooden mortar for pounding rice. She reminded him, "please remember, if there is a flood you must save yourself. Use this "lesung" as a boat". The "lesung" was happy and thanked the old woman. The little boy continued his journey. While he was passing through the village, he saw many people gathering on the field. The boy came closer and saw a stick stuck in the ground. People challenged each other to pull out that stick. Everybody tried, but nobody succeeded. "Can I try?" asked the little boy. The crowd laughed mockingly. The boy wanted to try his luck so he stepped forward and pulled out the stick. He could do it very easily. Everybody was dumbfounded.

Suddenly, from the hole left by stick, water spouted out. It did not stop until it flooded the village. And no one was saved from the water except the little boy and the generous old woman who gave him shelter and meal. As she told him, he used the "lesung" as a boat and picked up the old woman. The whole village became a huge lake. It is now known as Rawa Pening Lake in Salatiga, Central Java, Indonesia.

- A. Choose the correct answer a, b, c or d based on the text.
  - 1. What is the story about?

b. The legend of rawa pening		
c. Sacred lesung		
d. The legend of big flood		
2. What is the complication of the story?		
a. The little boy was very hungry.		
b. Nobody succeeded to pull out the stick.		
c. Nobody want to help the little boy.		
d. There was a flood.		
3. What happen when the little boy pulled out the stick?	?	
a. Everybody was dumbfounded.		
b. Water spouted out until it flooded the village.		
c. Everybody gave congratulation to the little boy.		
d. The little boy used the lesung as boat.		
4. What is the message of the story?		
a. We have to be helping each other		
b. We have to have the lesung		
c. We have to be kind to a little boy		
d. We have to be brave to try something.		
5. He knocked at every door and asked for some food	(first paraş	graph).
The italicize word refers to		
a. The little boy		
b. The boy		
c. Village		
d. Time		
B. Decide whether the following statements are true (T) or	r false (F) b	ased
on the text.		
6. The old woman gave the little boy a "lesung".	{	}
7. Everybody challenged each other to pull out the stick	ς. {	}
8. No one was saved from the flood.	{	}
9. Finally the village become a huge river.	{	}

a. A poor boy

10. The little boy did not interested to pulled out the stick. {

## Kunci Jawaban

- 1. B 6. T
- 2. B 7. T
- 3. B 8. F
- 4. A 9. F
- 5. A 10. F

## Pedoman Penilaian

Untuk nomor 1-10 tiap jawaban yang benar skornya: 1

Jumlah skor maximal = 10

Nilai maksimal = 100

Nilai perolehan =  $\frac{SkorPerolehan}{SkorMaksimal}x100$ 

#### Pertemuan Kedua

#### Pinocchio

Once upon a time, there was a puppeteer named Geppetto. He really wanted a boy but his wife has been died for a long time ago. One day, he had an idea. He wanted to make a puppet so he would never felt lonely again. He made a puppet all night without resting. In the morning, finally he finished his work. He named the puppet, Pinocchio. He played whole day with Pinocchio. However, he felt lonely again because Pinocchio couldn't talk or walk by himself. In the middle of the night, Geppetto prayed to the God. His wish was Pinocchio became a real boy, human. He thought it on his mind in his dream.

In the next morning, he surprised. Pinocchio was alive. He really was happy. He tough Pinocchio how to walk, how to speak, how to read etc. like a teacher. Pinocchio learned fast. He entered an elementary school. One day, Pinocchio felt bored. So, he went home late. Geppetto worried about him. When Pinocchio came to home, Geppetto asked him. He said he was on school but he didn't. Suddenly, Pinocchio's nose grow longer. It meant that Pinocchio lied.

The next day, Pinocchio got caught by thieves. The thieves was the owner of circus. Pinocchio became a slave for the circus. He was famous because he was a talking puppet. Geppetto worried him. Pinocchio didn't come home for 2 days. He did not find Pinocchio everywhere. When he discovered the sea, big wave smashed him. He was on whale's stomach when he awoke. He couldn't find the way out.

In different place, Pinocchio finally could get out from circus. He went to home but Geppetto wasn't on there. He found Geppetto at sea. He had the same accident like Geppetto. He met Geppetto in whale's stomach. They got out from its stomach by made a fire. They went home back together. In the end, they lived happy forever after.

## A. Answer the questions below.

- 1. Who is Pinocchio?
- 2. What is the second paragraph tell us about?
- 3. How did we know that Pinocchio lie?
- 4. Why did the thieves catch Pinocchio?
- 5. What happen to Gappetto when looking for Pinocchio?
- 6. How did Gappetto and Pinocchio get out from whale's stomatch?
- 7. What is the message of the story?

## Kunci Jawaban

- 1. A boy who is made from puppet.
- 2. Pinocchio was alive.
- 3. Pinocchio's nose grow longer.
- 4. Because he want to make Pinoccchio become a slave for his circus.
- 5. Big wave smashed him.
- 6. They made a fire.
- 7. We must not to lie and benefitted someone.

## Pedoman Penilaian

Untuk nomor 1-7 tiap jawaban yang benar skornya : 2

Jumlah skor maksimal = 14

Nilai maksimal = 100

Nilai perolehan =  $\frac{SkorPerolehan}{SkorMaksimal}x100$ 

## Pertemuan Ketiga

## The legend of Banyuwangi

Once upon a time, there was a local ruler named King Sulahkromo. The king had a prime minister named Raden Sidopekso. The prime Minister had a wife named Sri tanjung. She was so beautiful that the king wanted her to be his wife.

One day, the King sent his prime minister to a long mission. While the prime minister was away, the king tried to get Sri Tanjung. However he failed. He was very angry. Thus, when Sidopekso went back, the king told him that his wife was unfaithful to him. The prime minister was very angry with his wife. Sri Tanjung said that it was not true. However, Sidopekso said that he would kill her. He brought her to the river bank. Before he kill her and threw her into the river, she said her innocence would be proven.

After Sidopekso killed her, He threw her dead body into the dirty river. The river immediately became clean and began to spread a wonderful fragrance. Sidopekso said, "Banyu... Wangi... Banyuwangi". This means "fragrant water" Banyuwangi was born from the proof of noble and sacred love.

- A. Choose the correct answer a, b, c or d based on the text.
  - 1. What is the story about?
    - a. The legend of river
    - b. The legend of Sri Tanjung

		c. The legend of King Sulahkromo		
		d. The legend of Bayuwangi		
	2.	Who is Sri Tanjung?		
		a. The queen		
		b. The wife of King Sulahkromo		
		c. The wife of Raden Sidopekso		
		d. The fairy of the river		
	3.	Why did the king get angry?		
		a. Because his prime minister go to along time.		
		b. Because he failed to get Sri Tanjung.		
		c. Because Sidepekso killed his wife.		
		d. Because his prime minister had a wife.		
	4.	Why did Sidepokso kill his wife?		
		a. Because he was very angry with her.		
		b. Because he assumed that his wife was unfaithful.		
		c. Because the King is kind.		
		d. Because he was very angry with the king.		
	5.	What is the origin of Bayuwangi?		
		a. Bayu and wangi		
		b. Wonderful fragrance		
		c. The proof of the noble and secred love		
		d. The anger of Sidopekso		
Β.	D	ecide whether the following statements are true (T) or fall	se (F)	based
	0	n the text.		
	6.	The King lied to Sidopekso.	{	}
	7.	Sidopekso Kill and threw his wife into the river	{	}
	8.	The King is very kind.	{	}
	9.	The innocence of Sri Tanjung was proven.	{	}
	10	. Sri Tanjung was not guilty.	{	}

## Kunci jawaban

1. D 6. T

2. C 7. T

3. B 8. F

4. B 9. T

5. C 10. T

## Pedoman Penilaian

Untuk nomor 1-10 tiap jawaban yang benar skornya: 1

Jumlah skor maximal = 10

Nilai maksimal = 100

Nilai perolehan =  $\frac{SkorPerolehan}{SkorMaksimal} \times 100$ 

## Pertemuan Keempat

#### Cinderella

Once upon a time, there was a girl called Cinderella. Cinderella is lived happily with her mother and father until her mother died. Feel that Cinderella needs a mother figure in his life, Cinderella's father remarries to a woman who has two daughters of her own.

Unfortunately, Cinderella's father dies and she lived only with her stepmother and stepsisters. They were very bossy, she had to do all the housework.

One day on invitation to the hall come to the family. The King invited for all the eligible ladies in the kingdom so as to find Prince a wife. Her stepsisters would no let her go. Cinderella was sad. The stepsisters went to the hall without her. Fortunately, the fairy Godmother came and helped her to get to the hall with the wave of magic wand, helped prepared Cinderella for the

hall. The fairy does warn her that is magic will end at a stroke of midnight, so she must leaved the hall before than.

At the hall all people surprised when Cinderella arrived. And then the Prince invited Cinderella to danced. He fell in love with her. All of a sudden, the clock star to chime that is a midnight. Cinderella hastily runs away, dropped a glass slipper as she does so. Cinderella escapes, with nothing from the night left, except from the other glass slipper, which had not changed back.

Prince Charming orders his love to be found by means of the odd shoe, and the Grand Duke is sent around the land getting every girl in the land to try on the glass slipper to see if it fits.

Eventually the Grand Duke reaches the residence of Cinderella, but she is nowhere to be seen. The stepsisters frantically try to get the glass slipper to fit so as to wed into royalty, but compatible nothing that. The Grand Duke is about to leave as Cinderella finally appears.

He orders the messenger to brought forth the glass slipper, yet the stepmother in a last minute attempt to prevent her stepdaughter from better things, causes the messenger to trip, thus broken the fragile shoe into pieces.

Yet the arrogant woman hadn't betted on Cinderella produced the other glass slipper, which fits onto Cinderella's foot perfectly. Very soon, wedding bells ring, and Cinderella married her prince, and they live happily ever after.

# PAREPARE

- A. Answer the questions below based on the text.
  - 1. Who are the characters in the story?
  - 2. Why did the King invite all the eligible ladies?
  - 3. How did Cinderella go to the hall?
  - 4. Why did Cinderella run away from the hall?
  - 5. How did the Prince find Cinderella?
  - 6. What is the ending of the story?
  - 7. What is the message of the story?

## Kunci jawaban

- 1. Cinderella, her father, her step mother, her stepsister, the fairy, and the prince.
- 2. To find prince a wife.
- 3. He got help from the fair to get to the hall with the wave of magic wand.
- 4. Because the clock star to chime that is a midnight. It means that the magic that helped her will lost.
- 5. The prince sent cinderella's glass slipper that he dropped around the land and getting every girl in the land to try on the glass slipper to see if it is fits.
- 6. Cinderella married with the prince and they live happily ever after.
- 7. We must not to arrogant.

## Pedoman Penilaian

- Untuk nomor 1 jawaban yang benar skornya: 6
- Untuk nomor 2 jawaban yang benar skornya: 2
- Untuk nomor 3 dan 5 jawaban yang benar skornya: 3
- Untuk nomor 6 dan 7 jawaban yang benar skornya: 2

Jumlah skor maximal = 19

Nilai maksimal = 100

Nilai perolehan =  $\frac{SkorPerolehan}{SkorMaksimal}x100$ 

Parepare, ......2022

Mengetahui,

Guru Mata Pelajaran

Peneliti



#### **APPENDIX B**

## PRE-TEST FOR EXPERIMENTAL CLASS AND CONTROL CLASS

#### A. Read the text below and answer the questions.

## The Story of the Smart Parrot

A man in Puerto Rico had a wonderful parrot. There was no another parrot like it. It was very smart. This parrot would say any word except one. He would not say the name of the town where he was born. The name of the town was Catano.

The man tried to teach the parrot to say Catano. But the bird would not say the word. At first the man was very nice, but then he got angry. "You are a stupid bird! Why can't you say the word? Say catano, or I will kill you!" but the parrot would not say it. Then the man got to so angry that the shouted over and over, "Say Catano, or I'll kill you!" but the bird wouldn't talk.

One day after trying for many hours to make the bird say Catano, the man got very angry. He picked up the bird and threw him into the chicken house. "You are more stupid than the chickens. Soon I will eat them, and I will eat you, too."

In the chicken house there are four old chickens. They were for Sunday's dinner. The man put the parrot in the chicken house and left.

The next day the man came back to the chicken house. He opened the door and stopped. He was very surprised at what he saw!

He saw three dead chickens on the floor. The parrot was screaming at the fourth chicken, "Say Catano, or I'll kill you!

## I. Cross (X) the correct answer a, b, c or d based on the text.

- 1. What is the story about?
  - a. A parrot and a cat.
- c. A parrot and the owner.
- b. A parrot and a chiken.
- d. A parrot, a chicken, and the owner.
- 2. Where does the story take place?
  - a. In London.
- c. In Jakarta.

b. In Puerto Rico. d. In Buenos Aires.
3. What is the second paragraph about?
a. The man got angry at the parrot.
b. The man killed the parrot.
c. The man tried to teach the parrot to say Catano.
d. The man was very nice.
4. How often did the owner teach the bird how to say the word?
a. Always c. Many times
b. Everyday d. Every second
5. Which statement is true according to the text?
a. The parrot could say Catano.
b. At last the parrot could say Catano.
c. Catano was the name at the parrot.
d. The man never got angry at the parrot.
6. What does the man do to the bird because the bird cannot say the name of a
place?
a. The man ate the bird.
b. The man sold the bird.
c. The man killed the bird.
d. The man taught the bird.
7. It is most likely that
a. the bird killed the three chickens.
b. the three chickens killed the bird.
c. the bird killed all the chicken.
d. the bird killed one of the three chickens.
8. "It was very smart"
The underlined word refers to
a. the man c. the chicken

d. Puerto Rico

9. You are more stupid than the chickens". The opposite word for 'stupid' is..

c. diligent

b. the bird

a. poor

b. clev	er	d. beautiful					
10. "The j	parrot was <u>screami</u> ı	ng at the fourth chickens"					
What d	What does the underlined word mean?						
a. Smil	ling	c. Shouting					
b. Cryi	ng	d. Laugh					
II. Decide v	whether the follow	ing statements are true (T)	or false (F) based				
on the te	ext.						
11. The pa	arrot cannot say Car	tano until the end. {	}				
12. The m	an killed the chicke	en. {	}				
13. The m	an threw the parrot	into the chicken house. {	}				
14. The pa	arrot is stupid.	{	}				
15. The pa	arrot played with th	e chicken. {	}				
III. Choose	one of the words in	n t <mark>he box to</mark> complete each s	sentences.				
dead	d Sunday's	screaming Catano	name				
4 6 777							
16. The pa	arrot cannot say						
17. Catano	o is the	of the town where the bird	l born.				
DADEDADE							
18. The pa	rrot was	at the fourth chicken					
18. The pa		at the fourth chicken					
•	nrrot was	at the fourth chicken dinner.					
19. The ch							
19. The ch	an saw the three	dinner.					
19. The ch 20. The man	an saw the three	dinner.					
19. The ch 20. The management of the characteristics and the characteristics are characteristics are characteristics and the characteristics are characteristics are characteristics are characteristics and the characteristics are characteristics are characteristics and the characteristics are characteristics.	an saw the three	dinner.					
19. The ch 20. The management of the characteristics and the characteristics are characteristics are characteristics and the characteristics are characteristics are characteristics are characteristics and the characteristics are characteristics are characteristics and the characteristics are characteristics.	an saw the three  6. D	dinner.					
19. The ch 20. The management of the characteristics of the characte	an saw the three  6. D 7. A	dinner.					
19. The ch 20. The management of the characteristics and the characteristics are characteristics and the characteristics are characteristics and the characteristics are characteristics are characteristics are characteristics.	an saw the three  6. D	dinner.					

# Part II:

11. F 14. F

12. F 15. F

13. T

# Part III:

16. Catano

17. name

18. screaming

19. Sunday's

20. dead



#### **APPENDIX C**

## POST TEST FOR EXPERIMENTAL CLASS AND CONTROL CLASS

## A. Read the text below and answer the questions.

## The Story of the Smart Parrot

A man in Puerto Rico had a wonderful parrot. There was no another parrot like it. It was very smart. This parrot would say any word except one. He would not say the name of the town where he was born. The name of the town was Catano.

The man tried to teach the parrot to say Catano. But the bird would not say the word. At first the man was very nice, but then he got angry. "You are a stupid bird! Why can't you say the word? Say catano, or I will kill you!" but the parrot would not say it. Then the man got to so angry that the shouted over and over, "Say Catano, or I'll kill you!" but the bird wouldn't talk.

One day after trying for many hours to make the bird say Catano, the man got very angry. He picked up the bird and threw him into the chicken house. "You are more stupid than the chickens. Soon I will eat them, and I will eat you, too."

In the chicken house there are four old chickens. They were for Sunday's dinner. The man put the parrot in the chicken house and left.

The next day the man came back to the chicken house. He opened the door and stopped. He was very surprised at what he saw!

He saw three dead chickens on the floor. The parrot was screaming at the fourth chicken, "Say Catano, or I'll kill you!

#### I. Cross (X) the correct answer a, b, c or d based on the text.

- 1. What does the man do to the bird because the bird cannot say the name of a place?
  - a. The man killed the bird.
- c. The man ate the bird.
- b. The man sold the bird.
- d. The man taught the bird.
- 2. How often did the owner teach the bird how to say the word?
  - a. Many times

c. Always

	b.	Everyday			d. Ever	y second			
3.	W	here does th	e story ta	ake place?					
	a.	In London.			c. In Ja	karta.			
	b.	In Puerto I	Rico.		d. In Bu	ienos Aii	res.		
4.	" <u>It</u>	was very sr	nart''						
	Th	e underline	d word re	efers to					
	a.	Puerto Ric	0		c. the bi	ird			
	b.	the chicker	1		d. the m	nan			
5.	"T	he parrot wa	as <u>scream</u>	ning at the four	th chicke	ns"			
	W	hat does the	underlin	ed word mean	?				
	a.	Shouting			c. Smili	ng			
	b.	Crying			d. Laug	h			
6.	W	hat is the sto	ory about	?					
	a.	A parrot an	d a chick	ten.					
	b.	A parrot, a	chicken a	and the owner.					
	c.	A parrot an	d a cat.						
	d.	A parrot an	d the own	ner.					
7.	W	hich stat <mark>eme</mark>	ent is true	e according to	the text?				
	a.	The man n	ever got	angry at the pa	rrot.				
	b.	Catano was	the nam	e at the parrot.					
	c.	At last the p	parrot cou	uld say Catano	AR				
	d.	The parrot	could say	Catano.					
8.	"	You are mor	e stupid t	than the chicke	ns". The	opposite	word	d for 'st	upid'
	is.								
	a.	beautiful			c. cleve	r			
	b.	diligent			d. poor				
9.	It i	is most likel	y that	•					
	a.	the three ch	ickens ki	illed the bird.					
	b.	the bird kill	led the th	ree chickens.					
	c.	the bird kill	led all th	e chicken.					

d. the bird killed one of the three chickens.

	10.	What is	the second para	ngraph about?			
	a.	. The m	an killed the par	rrot.			
	b. The man got angry at the parrot.						
	c. The man was very nice.						
	d	. The m	an tried to teach	the parrot to	say Catano.		
II.	Deci	ide whe	ther the followi	ing statement	s are true (T) o	or false (	F) based on
	the t	text.					
	11 (	Catano i	s the name of th	ne town where	e the hird horn	ſ	
					the one oom.		
			killed the chick			{ }	
		-	ot played with the			{ }	
		-	ot cannot say Ca			{ }	
	15.	The parr	ot was not screa	aming at the fo	ourth chicken.	{ }	
Ш	l. Ch	oose on	e of the words	in the box to	complete each	sentence	es.
				PAREPARE			
		threw	Sunday's	clever	Catano	dead	
		threw	Sunday's	clever	Catano	dead	
	16.5		,			dead	
	16. 7		Sunday's ot cannot say			dead	
		The parr	,	until the en	d. RE	dead	
	17. 7	Γhe parr	ot cannot say	until the en	d. RE	dead	
	17. T	The parro	ot cannot say the parrot i	until the en	d. RE	dead	
	17. T	The parro	ot cannot say the parrot i	until the en	d. RE	dead	
	17. 7. 18. 7. 19. 7.	The parre The man The parre	ot cannot say the parrot i	until the en	d. RE	dead	
Aii	17. 7. 18. 7. 19. 7. 20. 7.	The parre The man The parre	ot cannot say the parrot is ot is	until the en	d. RE	dead	

1. D

2. A

6. D

7. C

- 3. B
- 8. C
- 4. C
- 9. B
- 5. A
- 10. D

# Part II:

- 11. T
- 14. F
- 12. F
- 15. F
- 13. F

# Part III:

- 16. dead
- 17. threw
- 18. clever
- 19. dead
- 20. Sunday's





APPENDIX D

THE SAMPLE IN EXPERIMENTAL CLASS AND CONTROL CLASS

NO.	EXPERIMENTAL	L/P	NO.	CONTROL	L/P
1	E01	L	1	C01	L
2	E02	P	2	C02	P
3	E03	P	3	C03	P
4	E04	P	4	C04	P
5	E05	P	5	C05	Р
6	E06	L	6	C06	L
7	E07	P	7	C07	P
8	E08	L	8	C08	L
9	E09	P	9	C09	P
10	E10	L	10	C10	L
11	E11	L	11	C11	L
12	E12	L	12	C12	L
13	E13	L	13	C13	L
14	E14	L	14	C14	L
15	E15	P	15	C15	L
16	E16	P	16	C16	P
17	E17	L	17	C17	P
18	E18	L	18	C18	L
19	E19	P	19	C19	P
20	E20	L	20	C20	P
21	E21	P	21	C21	P
22	E22	P	22	C22	P
		L	23	C23	L
			24	C24	P
			25	C25	P
			26	C26	P
			27	C27	P
			28	C28	L



APPENDIX E
ATTENDANCE LIST OF EXPERIMENTAL CLASS

NO			Treatment				
NO	Name	First	Second	Third	Fourth		
1	E01	✓	✓	✓	✓		
2	E02	$\checkmark$	✓	✓	✓		
3	E03	✓	<b>√</b>	✓	✓		
4	E04	✓	✓	✓	✓		
5	E05	<b>√</b>	✓	<b>√</b>	✓		
6	E06	✓	✓	✓	✓		
7	E07	✓	✓	<b>✓</b>	✓		
8	E08	<b>✓</b>	✓	<b>√</b>	✓		
9	E09	✓ /	✓	✓	✓		
10	E10	✓	✓	<b>√</b>	✓		
11	E11	$\checkmark$	✓	<b>√</b>	✓		
12	E12	<b>✓</b>	✓	✓	✓		
13	E13	$\checkmark$	✓	✓	✓		
14	E14	<b>✓</b>	✓	✓	✓		
15	E15	<b>✓</b>	✓	✓	✓		
16	E16	Α	✓	✓	✓		
17	E17	<b>✓</b>	<b>✓</b>	✓	✓		
18	E18	<b>✓</b>	✓	<b>√</b>	✓		
19	E19	AH V	<b>✓</b>	$\checkmark$	✓		
20	E20	<b>✓</b>	✓	<b>√</b>	✓		
21	E21	✓	✓	✓	✓		
22	E22	4	✓	✓	✓		

PAREPARE

APPENDIX F
ATTENDANCE LIST OF CONTROL CLASS

NO	Nama		Tre	atment	
NO	Name	First	Second	Third	Fourth
1	C01	✓	✓	✓	✓
2	C02	✓	✓	✓	✓
3	C03	✓	<b>✓</b>	✓	✓
4	C04	✓	✓	✓	✓
5	C05	✓	✓	<b>✓</b>	✓
6	C06	✓	✓	✓	✓
7	C07	<b>✓</b>	✓	<b>✓</b>	✓
8	C08	✓	✓	✓	✓
9	C09	✓	<b>✓</b>	<b>√</b>	✓
10	C10	✓	✓	✓	✓
11	C11	<b>✓</b>	✓	✓	✓
12	C12	<b>✓</b>	✓	✓	✓
13	C13	<b>✓</b>	✓	✓	✓
14	C14	<b>✓</b>	✓	✓	✓
15	C15	<b>✓</b>	<b>✓</b>	✓	✓
16	C16	Α	<b>✓</b>	<b>√</b>	✓
17	C17	<b>✓</b>	✓	✓	✓
18	C18	✓	✓	✓	✓
19	C19	_ ✓	✓	✓	✓
20	C20	✓	<b>✓</b>	✓	✓
21	C21	$\sim$	✓	✓	✓
22	C22	<b>✓</b>	<b>✓</b>	<b>√</b>	✓
23	C23	<b>✓</b>	✓	✓	✓
24	C24	✓	✓	✓	✓
25	C25	✓	✓	✓	✓
26	C26	✓	✓	✓	✓
27	C27	✓	✓	✓	✓
28	C28	✓	✓	✓	✓

# RAW SCORE OF PRE-TEST AND POST TEST

APPENDIX G
RAW SCORE OF PRE-TEST IN EXPERIMENTAL CLASS

No.	Students	<b>Total Correct</b>	Score	Category
1	E01	14	70	Fair
2	E02	12	60	Fair
3	E03	15	75	Good
4	E04	12	60	Fair
5	E05	12	60	Fair
6	E06	13	65	Fair
7	E07	14	70	Fair
8	E08	13	65	Fair
9	E09	15	75	Good
10	E10	17	85	Good
11	E11	15	75	Good
12	E12	12	60	Fair
13	E13	8	40	Very poor
14	E14	14	70	Fair
15	E15	14	70	Fair
16	E16	15	75	Good
17	E17	13	65	Fair
18	E18	10	50	Poor
19	E19	20	100	Very good
20	E20	11	55	Poor
21	E21	14	70	Fair
22	E22	12	60	Fair

APPENDIX H
RAW SCORE OF POST-TEST IN EXPERIMENTAL CLASS

No.	Students	<b>Total Correct</b>	Score	Category
1	E01	17	85	Good
2	E02	16	80	Good
3	E03	17	85	Good
4	E04	15	75	Good
5	E05	12	60	Fair
6	E06	17	85	Good
7	E07	15	75	Good
8	E08	16	80	Good
9	E09	14	70	Fair
10	E10	19	95	Very good
11	E11	17	85	Good
12	E12	16	80	Good
13	E13	15	75	Good
14	E14	16	80	Good
15	E15	17	85	Good
16	E16	10	50	Poor
17	E17	16	80	Good
18	E18	12	60	Fair
19	E19	19	95	Very good
20	E20	12	60	Fair
21	E21	12	60	Fair
22	E22	13	65	Fair

APPENDIX I
RAW SCORE OF PRE-TEST IN CONTROL CLASS

No.	Students	<b>Total Correct</b>	Score	Category
1	C01	12	60	Fair
2	C02	13	65	Fair
3	C03	14	70	Fair
4	C04	13	65	Fair
5	C05	13	65	Fair
6	C06	13	65	Fair
7	C07	16	80	Good
8	C08	12	60	Fair
9	C09	12	60	Fair
10	C10	13	65	Fair
11	C11	12	60	Fair
12	C12	14	70	Fair
13	C13	10	50	Poor
14	C14	11	55	Poor
15	C15	13	65	Fair
16	C16	14	70	Fair
17	C17	13 PARE	65	Fair
18	C18	14	70	Fair
19	C19	10	50	Poor
20	C20	13	65	Fair
21	C21	16	80	Good
22	C22	14	70	Fair
23	C23	12	60	Fair
24	C24	14	70	Fair
25	C25	11	55	Poor
26	C26	16	80	Good
27	C27	10	50	Poor
28	C28	13	65	Fair

APPENDIX J
RAW SCORE OF POST-TEST IN CONTROL CLASS

No.	Students	<b>Total Correct</b>	Score	Category
1	C01	12	60	Fair
2	C02	13	75	Good
3	C03	16	80	Good
4	C04	14	70	Fair
5	C05	14	70	Fair
6	C06	9	45	Poor
7	C07	16	80	Good
8	C08	13	65	Fair
9	C09	14	70	Fair
10	C10	12	60	Fair
11	C11	11	55	Poor
12	C12	14	70	Fair
13	C13	15	75	Fair
14	C14	11	55	Poor
15	C15	13	65	<b>Fair</b>
16	C16	14	70	Fair
17	C17	13	65	Fair
18	C18	14	70	Fair
19	C19	14	70	Fair
20	C20	12	60	Fair
21	C21	16	80	Good
22	C22	15	75	Fair
23	C23	12	60	Fair
24	C24	15	75	Fair
25	C25	13	65	Fair
26	C26	17	85	Good
27	C27	13	65	Fair
28	C28	14	70	Fair



#### APPENDIX K

# SCORING CLASSIFICATION OF EXPERIMENTAL CLASS AND CONTROL CLASS ON PRE-TEST AND POST-TEST

#### 1. Scoring Classification of Experimental Class on Pre-test and Post-test

No.	Classification	Saara	Score Pre-test		Post-test	
NO.	No. Classification	Score	F	%	F	%
1	Very Good	86-100	1	4.54%	2	9.09%
2	Good	71-85	5	22.72%	13	59.09%
3	Fair	56-70	13	59.09%	6	27.27%
4	Poor	41-55	2	9.09%	1	4.54%
5	Very Poor	<40	1	4.54%		
Total			22	100%	22	100%

#### 2. Scoring Classification of Control Class on Pre-test and Post-test

No.	Classification	Score	Pre	-test	Po	Post-test	
110.	o. Classification	Classification Score		%	F	%	
1	Very Good	86-100					
2	Good	71-85	AREPA3	10.71%	8	28.57%	
3	Fair	56-70	20	71.42%	17	60.71%	
4	Poor	41-55	5	17.85%	3	10.71%	
5	Very Poor	<40					
	Total		28	100%	28	100%	
		PAR	EP/	ARE			

APPENDIX L

THE SCORE AND SQUARE OF EXPERIMENTAL CLASS ON PRE-TEST AND POST-TEST

NO	CTUDENTS	PRE	-TEST	POST	-TEST
NO.	STUDENTS	<b>X</b> <sub>1</sub>	$X_1^2$	$\mathbf{X}_2$	$X_2^2$
1	E01	70	4900	85	7225
2	E02	60	3600	80	6400
3	E03	75	5625	85	7225
4	E04	60	3600	75	5625
5	E05	60	3600	60	3600
6	E06	65	4225	85	7225
7	E07	60	3600	75	5625
8	E08	65	4225	80	6400
9	E09	75	562 <mark>5</mark>	70	4900
10	E10	85	7225	95	9025
11	E11	75	5625	85	7225
12	E12	60	3600	80	6400
13	E13	40	1600	75	7225
14	E14	70	4900	80	6400
15	E15	70	4900	85	7225
16	E16	75	5625	50	2500
17	E17	65	4225	80	6400
18	E18	50	2500	60	3600
19	E19	100	10000	95	9025
20	E20	55	3025	60	3600
21	E21	70	4900	60	3600
22	E22	60	3600	65	4225
	$TOTAL(\Sigma)$	1465	100725	1665	129075

APPENDIX M

THE SCORE AND SQUARE OF CONTROL CLASS ON PRE-TEST AND POST-TEST

NO		PRE-	TEST	POST	-TEST
NO.	STUDENTS	X1	X2	X1	<b>X2</b>
1	C01	60	3600	60	3600
2	C02	65	4225	75	5625
3	C03	70	4900	80	6400
4	C04	65	4225	70	4900
5	C05	65	4225	70	4900
6	C06	65	4225	45	2025
7	C07	80	6400	80	6400
8	C08	60	3600	65	4225
9	C09	60	3600	70	4900
10	C10	65	4225	60	3600
11	C11	60	3600	55	3025
12	C12	70	4900	70	4900
13	C13	50	2500	75	5625
14	C14	55	3025	55	3025
15	C15	65	4225	65	4225
16	C16	70	4900	70	4900
17	C17	65	4225	65	4225
18	C18	70	4900	70	4900
19	C19	50	2500	70	4900
20	C20	65	4225	60	3600
21	C21	80	6400	80	6400
22	C22	70	4900	75	5625
23	C23	60	3600	60	3600
24	C24	70	4900	75	5625
25	C25	55	3025	65	4225
26	C26	80	6400	85	7225
27	C27	50	2500	65	4225
28	C28	65	4225	70	4900
	$TOTAL(\Sigma)$	1805	118175	1905	131725

# MEAN SCORE AND STANDARD DEVIATION PARENARE DEVIATION

#### APPENDIX N

THE MEAN SCORE AND STANDARD DEVIATION OF EXPERIMENTAL CLASS

#### **PRE-TEST**

a. Mean score

$$N = 22$$

$$X_1 = \frac{\sum x_1}{N_1} = \frac{1465}{22} = 66.59$$

$$\mathbf{SD} = \sqrt{\frac{\mathbf{SS_1}}{\mathbf{N_1} - 1}}$$

$$SS_1 = \sum x_1^2 - \frac{(\sum x_1)^2}{N_1}$$

$$=100725-\frac{(1465)^2}{22}$$

$$= 100725 - \frac{2146225}{22}$$

$$= 100725 - 97555.68$$

SD = 
$$\sqrt{\frac{3169.32}{22-1}}$$

$$=\sqrt{\frac{3169.32}{21}}$$

$$=\sqrt{150.92}$$

#### POST TEST

#### a. Mean score

$$\sum x_1 = 1665 \qquad N = 22$$

$$X_1 = \frac{\sum x_1}{N_1} = \frac{1665}{22} = 75.68$$

$$\mathbf{SD} = \sqrt{\frac{\mathbf{SS_1}}{\mathbf{N_1} - 1}}$$

$$SS_1 = \sum x_1^2 - \frac{(\sum x_1)^2}{N_1}$$

$$=129075-\frac{(1665)^2}{22}$$

$$=129075-\frac{2772225}{22}$$

$$= 129075 - 126010.22$$

$$= 306478$$

$$SD = \sqrt{\frac{3064.78}{22-1}}$$

$$=\sqrt{\frac{3064.78}{21}}$$

$$=\sqrt{145.94}$$

#### **APPENDIX O**

THE MEAN SCORE AND STANDARD DEVIATION OF CONTROL CLASS

#### **PRE-TEST**

a. Mean score

$$\sum x_2 = 1805$$

$$N = 28$$

$$X_{2} = \frac{\sum x_{2}}{N_{2}} = \frac{1805}{28} = 64.46$$

$$\mathbf{SD} = \sqrt{\frac{\mathbf{SS}_2}{\mathbf{N}_2 - 1}}$$

$$SS_2 = \sum x_2^2 - \frac{(\sum x_2)^2}{N_2}$$

$$=118175-\frac{(1805)^2}{28}$$

$$= 118175 - \frac{3258025}{28}$$

$$SD = \sqrt{\frac{1816.97}{28-1}}$$

$$=\sqrt{\frac{1816.97}{27}}$$

$$=\sqrt{67.29}$$

$$= 8.20$$

#### **POST-TEST**

#### a. Mean score

$$\sum x_2 = 1905 \qquad N = 28$$

$$X_2 = \frac{\sum x_2}{N_2} = \frac{1905}{28} = 68.04$$

$$\mathbf{SD} = \sqrt{\frac{\overline{ss_2}}{N_2 - 1}}$$

$$SS_2 = \sum x_2^2 - \frac{(\sum x_2)^2}{N_2}$$

$$=131775-\frac{(1905)^2}{28}$$

$$= 131775 - \frac{3629025}{28}$$

$$= 131775 - 129608.03$$

$$= 2116.97$$

SD = 
$$\sqrt{\frac{2116.97}{28-1}}$$

$$=\sqrt{\frac{12116.97}{27}}$$

$$=\sqrt{78.40}$$

$$= 8.85$$

#### APPENDIX P

#### THE T-TEST VALUE OF THE RESEARCH

#### a. Pre-test

$$t - test = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{SS_1 \pm SS_2}{N_1 + N_2 - 2} \cdot (\frac{1}{N_1} + \frac{1}{N_2})}}$$

$$= \frac{66.59 - 64.46}{\sqrt{\frac{3169.32 \pm 1816.97}{22 + 28 - 2} \cdot (\frac{1}{22} + \frac{1}{28})}}$$

$$= \frac{2.13}{\sqrt{\frac{4986.29}{48} \cdot (\frac{25}{308})}}$$

$$= \frac{2.13}{\sqrt{(103.88)(0.081)}}$$

$$= \frac{2.13}{\sqrt{8.414}}$$

$$= \frac{2.13}{\sqrt{999}} = 0.734$$

$$df = n_1 + n_2 - 2$$

$$= 21 + 28 - 2 = 48$$

$$df = \text{with } \alpha \ 0.05 = 1.677$$

Based on the application of the t-test formula above, it showed that t-table value was higher than t-test value. It indicated that null hypothesis (H<sub>o</sub>) of pre-test was accepted and the alternative hypothesis (H<sub>1</sub>) was rejected. Therefore, problem based instruction strategy cannot improve the students' reading comprehension of the eleventh grade students of SMA Negeri 3 Parepare.

#### **b.** Post-test

$$t - test = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{(\frac{-SS_1 + SS_2}{N_1 + N_2 - 2})(\frac{1}{N_1} + \frac{1}{N_2})}}$$

$$= \frac{75.68 - 68.04}{\sqrt{(\frac{3064.28 + 2116.97}{22 + 28 - 2})(\frac{1}{22} + \frac{1}{28})}}$$

$$= \frac{7.64}{\sqrt{(\frac{5181.25}{48})(\frac{25}{308})}}$$

$$= \frac{7.64}{\sqrt{(107.94)(0.081)}}$$

$$= \frac{7.64}{\sqrt{8.743}}$$

$$= \frac{7.64}{2.956}$$

$$= 2.584$$

$$df = n_1 + n_2 - 2$$

$$22 + 28 - 2 = 48$$

$$df = \text{with } \alpha \ 0.05 = 1.677$$

Base on the application of t-test formula above, it showed that t-test value was higher than t-table value. It indicated that null hypothesis (H<sub>0</sub>) of post-test was rejected and the alternative hypothesis (H<sub>1</sub>) of post-test was accepted. It meant that Problem based instruction strategy can improve the students' reading comprehension of the eleventh grade sudents of SMA Negeri 3 Parepare.

# ABLE OF UPPER-TAIL AND TWO –TAIL T- CRITICAL VALUES PAREPARE

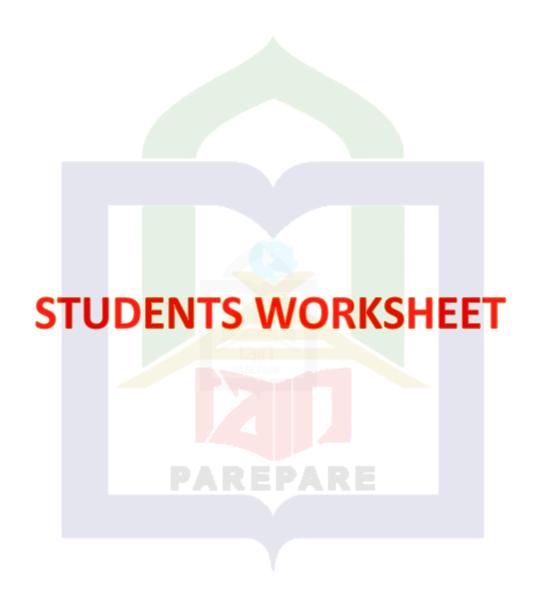
APPENDIX Q
TABLE OF UPPER-TAIL AND TWO –TAIL T- CRITICAL VALUES

		Fable of Up	per-Tail a	nd Two-T	ail t Critic	cal Values		
one-tail	0.001	0.0025	0.005	0.01	0.025	0.05	0.1	0.25
two-tail	0.002	0.005	0.01	0.02	0.05	0.1	0.2	0.5
df =1	318.3	127.3	63.66	31.82	12.71	6.314	3.078	1.000
2	22.33	14.09	9.925	6.965	4.303	2.920	1.886	0.816
3	10.21	7.453	5.841	4.541	3.182	2.353	1.638	0.765
4	7.173	5.598	4.604	3.747	2.776	2.132	1.533	0.741
5	5.893	4.773	4.032	3.365	2.571	2.015	1.476	0.727
6	5.208	4.317	3.707	3.143	2.447	1.943	1.440	0.718
7	4.785	4.029	3.499	2.998	2.365	1.895	1.415	0.711
8	4.501	3.833	3.355	2.896	2.306	1.860	1.397	0.706
9	4.297	3.690	3.250	2.821	2.262	1.833	1.383	0.703
10	4.144	3.581	3.169	2.764	2.228	1.812	1.372	0.700
11	4.025	3.497	3.106	2.718	2.201	1.796	1.363	0.697
12	3.930	3.428	3.055	2.681	2.179	1.782	1.356	0.695
13	3.852	3.372	3.012	2.650	2.160	1.771	1.350	0.694
14	3.787	3.326	2.977	2.624	2.145	1.761	1.345	0.692
15	3.733	3.286	2.947	2.602	2.131	1.753	1.341	0.691
16	3.686	3.252	2.921	2.583	2.120	1.746	1.337	0.690
17	3.646	3.222	2.898	2.567	2.110	1.740	1.333	0.689
18	3.610	3.197	2.878	2.552	2.101	1.734	1.330	0.688
19	3.579	3.174	2.861	2.539	2.093	1.729	1.328	0.688
20	3.552	3.153	2.845	2.528	2.086	1.725	1.325	0.687
21	3.527	3.135	2.831	2.518	2.080	1.721	1.323	0.686
22	3.505	3.119	2.819	2.508	2.074	1.717	1.321	0.686
23	3.485	3.104	2.807	2.500	2.069	1.714	1.319	0.685
24	3.467	3.091	2.797	2.492	2.064	1.711	1.318	0.685
25	3.450	3.078	2.787	2.485	2.060	1.708	1.316	0.684
26	3.435	3.067	2.779	2.479	2.056	1.706	1.315	0.684
27	3.421	3.057	2.771	2.473	2.052	1.703	1.314	0.684
28	3.408	3.047	2.763	2.467	2.048	1.701	1.313	0.683
29	3.396	3.038	2.756	2.462	2.045	1.699	1.311	0.683

30	3.385	3.030	2.750	2.457	2.042	1.697	1.310	0.683
31	3.375	3.022	2.744	2.453	2.040	1.696	1.309	0.682
32	3.365	3.015	2.738	2.449	2.037	1.694	1.309	0.682
33	3.356	3.008	2.733	2.445	2.035	1.692	1.308	0.682
34	3.348	3.002	2.728	2.441	2.032	1.691	1.307	0.682
35	.340	2.996	2.724	2.438	2.030	1.690	1.306	0.682
36	3.333	2.990	2.719	2.434	2.028	1.688	1.306	0.681
37	3.326	2.985	2.715	2.431	2.026	1.687	1.305	0.681
38	3.319	2.980	2.712	2.429	2.024	1.686	1.304	0.681
39	3.313	2.976	2.708	2.426	2.023	1.685	1.304	0.681
40	3.307	2.971	2.704	2.423	2.021	1.684	1.303	0.681
41	3.301	2.967	2.701	2.421	2.020	1.683	1.303	0.681
42	3.296	2.963	2.698	2.418	2.018	1.682	1.302	0.680
43	3.291	2.959	2.695	2.416	2.017	1.681	1.302	0.680
44	3.286	2.956	2.692	2.414	2.015	1.680	1.301	0.680
45	3.281	2.952	2.690	2.412	2.014	1.679	1.301	0.680
46	3.277	2.949	2.687	2.410	2.013	1.679	1.300	0.680
47	3.273	2.946	2.685	2.408	2.012	1.678	1.300	0.680
48	3.269	2.943	2.682	2.407	2.011	1.677	1.299	0.680
49	3.265	2.940	2.680	2.405	2.010	1.677	1.299	0.680
50	3.261	2.937	2.678	2.403	2.009	1.676	1.299	0.679
55	3.245	2.925	2.668	2.396	2.004	1.673	1.297	0.679
60	3.232	2.915	2.660	2.390	2.000	1.671	1.296	0.679
65	3.220	2.906	2.654	2.385	1.997	1.669	1.295	0.678
70	3.211	2.899	2.648	2.381	1.994	1.667	1.294	0.678
75	3.202	2.892	2.643	2.377	1.992	1.665	1.293	0.678
80	3.195	2.887	2.639	2.374	1.990	1.664	1.292	0.678
85	3.189	2.882	2.635	2.371	1.988	1.663	1.292	0.677
90	3.183	2.878	2.632	2.368	1.987	1.662	1.291	0.677
95	3.178	2.874	2.629	2.366	1.985	1.661	1.291	0.677
100	3.174	2.871	2.626	2.364	1.984	1.660	1.290	0.677
120	3.160	2.860	2.617	2.358	1.980	1.658	1.289	0.677
140	3.149	2.852	2.611	2.353	1.977	1.656	1.288	0.676
160	3.142	2.846	2.607	2.350	1.975	1.654	1.287	0.676
180	3.136	2.842	2.603	2.347	1.973	1.653	1.286	0.676

200	2 121	2.020	2.601	2 245	1.072	1.652	1.006	0.676
200	3.131	2.839	2.601	2.345	1.972	1.653	1.286	0.676
250	3.123	2.832	2.596	2.341	1.969	1.651	1.285	0.675
300	3.118	2.828	2.592	2.339	1.968	1.650	1.284	0.675
350	3.114	2.825	2.590	2.337	1.967	1.649	1.284	0.675
400	3.111	2.823	2.588	2.336	1.966	1.649	1.284	0.675
450	3.108	2.821	2.587	2.335	1.965	1.648	1.283	0.675
500	3.107	2.820	2.586	2.334	1.965	1.648	1.283	0.675
600	3.104	2.817	2.584	2.333	1.964	1.647	1.283	0.675
700	3.102	2.816	2.583	2.332	1.963	1.647	1.283	0.675
800	3.100	2.815	2.582	2.331	1.963	1.647	1.283	0.675
900	3.099	2.814	2.581	2.330	1.963	1.647	1.282	0.675
1000	3.098	2.813	2.581	2.330	1.962	1.646	1.282	0.675
2000	3.094	2.810	2.578	2.328	1.961	1.646	1.282	0.675
3000	3.093	2.809	2.577	2.328	1.961	1.645	1.282	0.675
4000	3.092	2.809	2.577	2.327	1.961	1.645	1.282	0.675
5000	3.092	2.808	2.577	2.327	1.960	1.645	1.282	0.675
$\mathbf{df} = \infty \ (z)$	3.090	2.807	2.576	2.326	1.960	1.645	1.282	0.674
one-tail p	0.001	0.0025	0.005	0.01	0.025	0.05	0.1	0.25
two-tail p	0.002	0.005	0.01	0.02	0.05	0.1	0.2	0.5

PAREPARE



PRI TEST	
Age War Finugrah	
All Mipa 1 / Experimental class	
Read the text below and answer the questions.	
A man in Puerto Rico had a wonders	
A man in Puerto Rico had a wonderful parrot. There was no another parrot like it.  name of the town where he was born. The name of the town was a would not say the	
again of the was norm Ti.	
the man tried to teach the parrot	
word. At first the man was very nice but the say Catano. But the bird would not say the	
word. At first the man was very nice, but then he got angry. "You are a stupid bird! Why then the man got to so angry that the should but the parrot would not say it.	
Then the man got to so angry that the shouted over and over, "Say Catano, or I'll kill	
you!" but the bird wouldn't talk	
One day after trying for many hours to make the bird say Catano, the man got	
very angry. He picked up the bird and threw him into the chicken house. "You are more	
stupid than the chickens. Soon I will eat them, and I will eat you, too."	
In the chicken house there are four old chickens. They were for Sunday's dinner.	
The man put the parrot in the chicken house and left.	
The next day the man came back to the chicken house. He opened the door and	
stopped. He was very surprised at what he saw!	
He saw three dead chickens on the floor. The parrot was screaming at the fourth	
chicken, "Say Catano, or I'll kill you!	
(ross (X) the correct answer a, b, c or d based on the text.	
What is the story about?	
A parrot and the owner.	
h A parrot and a chiken d A parrot, a chicken, and the owner.	
pariot and a clinicia	
Where does the story take place?	
in i onder	
X In Puerto Rico. d. In Buenos Aires.	
What is the second paragraph about?	
the second paragraph about	

The man got angry at the parrot.

X The man killed the parrot.

Marine Land	The second second second	
The man fried to teac	h the parrot to say Catano.	
The man was very nic	ce	
	r teach the bird how to say the word?	
Alman	Many to say the word?	
5 Everyday	d Every second	
which statement is true	according to the town	
The parrot could say		
h At last the parrot cou		
c. Catano was the name		
d The man never got an		
6 What does the man do to	the bird because the bird cannot say the name of a place?	
a. The man ate the bird.	and camior say the name of a place?	
b. The man sold the bird		
c. The man killed the bi	rd 5	
The man taught the b	ırd.	
This most likely that		
The bird killed the three	e chickens	
b the three chickens kill	ed the bird.	
the bird killed all the		
d the bird killed one of	the three chickens.	
* "It was very smart"		
anderlined word refers to		
a the man	the chicken	
h the bird	d Puerto Rico	
	the chickens". The opposite word for 'stupid' is	
2 poor	c diligent 5	
Kelever	d beautiful	
The parrot was scream	ing at the fourth chickens	
What does the underlined  4 Smiling		
b Crying	Shouting 5	
	d Laugh	
Decide whether the C.U.	ving statements are true (T) or false (F) based on the text.	
The parrot cannot say Ca	tano until the end. 1 F 1 5	
Caunot say Ca		

The man killed	the parrot into the objet
14 The parrot is stu-	e words in the box to complete each sentences.
	anday's screaming Catano name
16. The parrot cann	not say Catano 5
19 The chicken we	Soferwalg at the fourth chicken s  the for Gunday's dinner.  the three dead chicken s
Store	PAREPARE

MRETEST

NAME: Amondo Putri

CHISS: XI MAPA! / Experimental class

CHISS: Amondo Putri

# (60)

## Read the text below and answer the questions.

# The Story of the Smart Parrot

A man in Puerto Rico had a wonderful parrot. There was no another parrot like it.

It was very smart. This parrot would say any word except one. He would not say the

name of the town where he was born. The name of the town was Catano.

The man tried to teach the parrot to say Catano. But the bird would not say the word. At first the man was very nice, but then he got angry. "You are a stupid bird! Why can't you say the word? Say catano, or I will kill you!" but the parrot would not say it. Then the man got to so angry that the shouted over and over, "Say Catano, or I'll kill you!" but the bird wouldn't talk.

One day after trying for many hours to make the bird say Catano, the man got very angry. He picked up the bird and threw him into the chicken house. "You are more stupid than the chickens. Soon I will eat them, and I will eat you, too."

In the chicken house there are four old chickens. They were for Sunday's dinner. The man put the parrot in the chicken house and left.

The next day the man came back to the chicken house. He opened the door and stopped. He was very surprised at what he saw!

He saw three dead chickens on the floor. The parrot was screaming at the fourth chicken, "Say Catano, or I'll kill you!

### (ross (X) the correct answer a, b, c or d based on the text.

- What is the story about?
  - a. A parrot and a cat. A parrot and the owner.
  - h A parrot and a chiken. d A parrot, a chicken, and the owner.

Where does the story take place?

- a In London.
- c. In Jakarta.
- \* In Puerto Rico.
- d. In Buenos Aires.

What is the second paragraph about?

- a. The man got angry at the parrot
- The man killed the parrot

	teach the parrot to say Catano.
d The man was ve	ry nice.
I llow often did the o	owner teach the bird how to say the word?
Always	c. Many times
b Everyday	d Every second
3 Which statement is	true according to the text?
The parrot could	
b. At last the parro	t could say Catano.
c Catano was the r	name at the parrot
d The man never g	ot angry at the parrot.
6 What does the man	do to the bird because the bird cannot say the name of a place?
a. The man ate the	bird.
b. The man sold the	bird.
c. The man killed th	ne bird.
The man taught	the bird.
7. It is most likely that	
a. the bird killed the	e three chickens.
the three chicken	s killed the bird.
c. the bird killed al	I the chicken.
d the bird killed on	e of the three chickens.
8 "It was very smart"	
underlined word refer	s to
a the man	c the chicken
Xthe bird	d Puerto Rico
	than the chickens". The opposite word for 'stupid' is
a. poor	e. diligent
* clever	d. beautiful
The parrot was scr	eaming at the fourth chickens"
What does the under	lined word mean?
a Smiling b Crying	Shouting
The Paris of the P	d. Laugh

15 Th 14 Th	ne man t	hrew the part is stupid played with	rot into the chick		TTTTTTTTTTTTTTTTTTTTTTTTTTTTTTTTTTTTT	5	
-	dead	Sunday's	s in the box to co	omplete each	sentences.		
	dead	Surday 5	screaming	Catano	name		
16. The	e parrot	cannot say	Cotano	15			
17 Cat	tano is ti	he han	of the town	where the bird	d born.	5	
18 The	e parrot	was Sind.	at the fourt	h chicken			
			Screaming din				
20. The	e man sa	w the three_	doad	chicken.			

PRE-TEST NAME : AHMAD FAHREZA / CONTROL CLASS XI MIPA 2



gead the text below and answer the questions.

# The Story of the Smart Parrot

A man in Puerto Rico had a wonderful parrot. There was no another parrot like it. h was very smart. This parrot would say any word except one. He would not say the name of the town where he was born. The name of the town was Catano.

The man tried to teach the parrot to say Catano. But the bird would not say the word. At first the man was very nice, but then he got angry. "You are a stupid bird! Why can't you say the word? Say catano, or I will kill you!" but the parrot would not say it. Then the man got to so angry that the shouted over and over, "Say Catano, or I'll kill you!" but the bird wouldn't talk

One day after trying for many hours to make the bird say Catano, the man got very angry. He picked up the bird and threw him into the chicken house. "You are more stupid than the chickens. Soon I will eat them, and I will eat you, too."

In the chicken house there are four old chickens. They were for Sunday's dinner. The man put the parrot in the chicken house and left.

The next day the man came back to the chicken house. He opened the door and stopped. He was very surprised at what he saw!

He saw three dead chickens on the floor. The parrot was screaming at the fourth chicken, "Say Catano, or I'll kill you!"

(ross (X) the correct answer a, b, c or d based on the text.

- What is the story about?
  - a A parrot and a cat

X A parrot and the owner

h A parrot and a chiken.

d A parrot, a chicken, and the owner

Where does the story take place?

a. In London.

c. In Jakarta

X In Puerto Rico

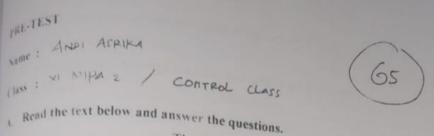
d. In Buenos Aires.

What is the second paragraph about?

- The man got angry at the parrot
- X The man killed the parrot.

the man med	to teach the parrot to say Catano
The man same	Sily filee
1 How often did the	owner teach the bird how to say the word?
Always	c. Many times
6 Everyday	d Every second
5 Which statement i	s true according to the text?
The parrot cou	ld say Catano
	ot could say Catano.
e Catano was the	name at the parrot
d. The man never	got angry at the parrot.
6 What does the mar	do to the bird because the bird cannot say the name of a place?
a. The man ate the	bird.
b. The man sold th	e bird.
The man killed	he bird.
The man taught	the bird.
7 It is most likely tha	Course
a. the bird killed th	e three chickens.
* the three chicker	s killed the bird.
c. the bird killed a	I the chicken.
d the bird killed or	ne of the three chickens.
8 "It was very smart"	
underlined word refer	rs to
a the man	c, the chicken
* the bird	d. Puerto Rico
You are more stupid	than the chickens". The opposite word for 'stupid' is.
a poor	e diligent
Xelever	d beautiful
The parrot was ser	caming at the fourth chickens"
What does the under	lined word mean?
a Smiling	Shouting
b. Crying	d Laugh

on by	Had the chief					
the man th	fled the chicke	n. Into the above		171		
14 The parrol i	s stupid	me enick		171		
	played with the	e chicken.		1 F 13	5	
ol ages one o	f the words in					
	f the words in		mplete each	sentences		
dead	Sunday's	screaming	Catano	name		
6. The parrot c	annot say	Cartano	5			
	e name					
8 The parrot v	vas Sunday	or the town	where the bir	d born.	5	
	were for ser					
	were for <u>set</u>	1				
o the man say	v the three	Carole.	chicken 5			



# The Story of the Smart Parrot

A man in Puerto Rico had a wonderful parrot. There was no another parrot like it. It was very smart. This parrot would say any word except one. He would not say the name of the town where he was born. The name of the town was Catano.

The man tried to teach the parrot to say Catano. But the bird would not say the word. At first the man was very nice, but then he got angry. "You are a stupid bird! Why can't you say the word? Say catano, or I will kill you!" but the parrot would not say it. Then the man got to so angry that the shouted over and over, "Say Catano, or I'll kill you!" but the bird wouldn't talk.

One day after trying for many hours to make the bird say Catano, the man got very angry. He picked up the bird and threw him into the chicken house. "You are more stupid than the chickens. Soon I will eat them, and I will eat you, too."

In the chicken house there are four old chickens. They were for Sunday's dinner. The man put the parrot in the chicken house and left.

The next day the man came back to the chicken house. He opened the door and stopped. He was very surprised at what he saw!

He saw three dead chickens on the floor. The parrot was screaming at the fourth

chicken, "Say Catano, or I'll	kill you!		
Cross (X) the correct answer	ra, b, c or d based on the text.		
I. What is the story about?			
a. A parrot and a cat.	A parrot and the owner.	5	
b. A parrot and a chiken.	d A parrot, a chicken, and the	e owner.	
2. Where does the story take p	place?		
a. In London	c In Jakarta.	5	
₩ In Puerto Rico.	d In Buenos Aires		
3 What is the second paragrap	oh about?		

a. The man got angry at the parrot.

b. The man killed the parrot.

The man tried to	o teach the parrot to say Catano.
4. How often did the	owner teach the bird how to say the word?
& Always	c. Many times
h Everyday	d Every second
5 Which statement is	true according to the text?
The parrot could	d say Catano
b. At last the parro	ot could say Catano.
c. Catano was the t	name at the parrot.
d. The man never g	got angry at the parrot
6 What does the man	do to the bird because the bird cannot say the name of a place?
a. The man ate the	bird.
b. The man sold the	e bird.
c The man killed t	he bird.
The man taught	the bird.
7 It is most likely that	i
The bird killed the	e three chickens.
b. the three chicken	as killed the bird.
c the bird killed al	Il the chicken.
d the bird killed on	ne of the three chickens.
8 "It was very smart"	
The underlined word refer	rs to
a the man	the chicken
b the bird	d. Puerto Rico
9. You are more stupid	than the chickens". The opposite word for 'stupid' is
a. poor	c. diligent
* clever	d. beautiful
10. "The parrot was ser	reaming at the fourth chickens"
What does the under	
a. Smiling	Shouting 5
b. Crying	d Laugh
D	ents are true (T) or false (F) based on the tex
Decide whether the fo	following statements are true (T) or false (F) based on the tex

12. The man	killed the chick	ten,		(+)	
13 The man	ot is stupid	ot into the chicke	n house	1 7 15	
15 The parr	ot played with the	he chicken		1 F 15	
				(T)	
II. Choose on	e of the words	in the box to co	mplete each	sentences.	
dead	Sunday*s	screaming	Catano	name	
16. The parre	ot cannot say	Catana			
		of the town	Whore the hi	ad bases	
		ing at the fourt		rd born.	
		unday's din			
20. The man	saw the three_	dead .	chicken.		

POST TEST All Ivan Anyonh (1855: XI Mipa 1 / Experimental class good the text below and answer the questions. The Story of the Smart Parrot A man in Puerto Rico had a wonderful parrot. There was no another parrot like it. It was very smart. This parrot would say any word except one. He would not say the name of the town where he was born. The name of the town was Catano. The man tried to teach the parrot to say Catano. But the bird would not say the word At first the man was very nice, but then he got angry. "You are a stupid bird! Why can't you say the word? Say catano, or I will kill you!" but the parrot would not say it. Then the man got to so angry that the shouted over and over, "Say Catano, or I'll kill you!" but the bird wouldn't talk One day after trying for many hours to make the bird say Catano, the man got very angry. He picked up the bird and threw him into the chicken house. "You are more stupid than the chickens. Soon I will eat them, and I will eat you, too." In the chicken house there are four old chickens. They were for Sunday's dinner. The man put the parrot in the chicken house and left. The next day the man came back to the chicken house. He opened the door and stopped. He was very surprised at what he saw! He saw three dead chickens on the floor. The parrot was screaming at the fourth chicken, "Say Catano, or I'll kill you!" (ross (X) the correct answer a, b, c or d based on the text. What does the man do to the bird because the bird cannot say the name of a place? The man ate the bird. a The man killed the bird. d. The man taught the bird b. The man sold the bird. 2. How often did the owner teach the bird how to say the word? c. Always

d. Every second

✓ In Jakarta

d. In Buenos Aires.

a. Many times

3 Where does the story take place?

X Everyday

a In London

h. In Puerto Rico.

5

I was very smart"		
the underlined word refers to		
puerto Rico		
b the chicken	the bird	_
5 The parrot was screaming at the fo	d. the man	2
What does the underlined word mea	ourth chickens"	
a Shouting		
Crying	c. Smiling	T
6 What is the story about?	d. Laugh	,
a A parrot and a chicken		
b. A parrot, a chicken and the owne	ar.	7
c A parrot and a cat.		٥
A parrot and the owner.		
7 Which statement is true according to	the toyt?	
The man never got angry at the p		
b. Catano was the name at the parro		
c. At last the parrot could say Catan		3
d The parrot could say Catano		
You are more stupid than the chick	kens". The oppo	site word for 'stupid' is.
a beautiful	c. clever	
Xdiligent	d. poor	J
It is most likely that		
a the three chickens killed the bird.		
b the bird killed the three chickens		
Xthe bird killed all the chicken		
d the bird killed one of the three chi	ickens.	
What is the second paragraph about	t?	
a. The man killed the parrot.		
* The man got angry at the parrot.		(6 (40)
<sup>c</sup> The man was very nice.		
d The man tried to teach the parrot t	o say Catano.	
Decide whether the following stateme	nts are true (T)	or false (F) based on the text.
whether the following statemen	nts are true (*)	

The man killed the chicken.  The parrot played with the chicken.  The parrot was not screaming at the fourth chicken.  The parrot was not screaming at the fourth chicken.  The parrot cannot say					
The parrot played with the chicken   T   S					
The parrot played with the chicken   T   S	mano is the	name of the rous			
The parrot played with the chicken   T   S	Cataro	ad the shirt	re the bird born	IFIC	
threw Sunday's clever Catano dead  16 The parrot cannot say	E Inc the	The state of the s			
threw Sunday's clever Catano dead  16. The parrot cannot say	13 The parrot p	ayed with the chicken		1 - 1 5	
threw Sunday's clever Catano dead  16. The parrot cannot say	14 The parrot C	innot say Catano.		1 1 5	
threw Sunday's clever Catano dead    6. The parrot cannot sayuntil the end.   7. The man saw the parrot into the chicken house   8. The parrot is. Sever   19. The man saw the three	15 The parrot w	as not screaming at the	fourth chicken.	1715	
threw Sunday's clever Catano dead  16. The parrot cannot sayuntil the end.  17. The man the parrot into the chicken house.  18. The parrot is. Clever  19. The man saw the three conditions				1 7	(30)
threw Sunday's clever Catano dead  16. The parrot cannot sayuntil the end.  17. The man the parrot into the chicken house.  18. The parrot is. Clever  19. The man saw the three conditions	III. Choose one of	the words in the box to	complete each	sentences.	40
16. The parrot cannot sayuntil the end.  17. The man the parrot into the chicken house.  18. The parrot is. Sever  19. The man saw the three chicken.  20. The chicken were for dinner.  25.  40 + 20 + 25 = 5  40 + 20 + 25 = 85					
16 The parrol cannot say	threw	Sunday's clever	Catano	dead	_
16. The parrot cannot sayuntil the end.  17. The man the parrot into the chicken house.  18. The parrot is. Sever  19. The man saw the three			Y		
17 The man the parrot into the chicken house.  18. The parrot is. Clever  19. The man saw the three chicken.  20. The chicken were for dinner.  25  40 + 20 + 25  PAREPARE	The parrot of	cotano Cotano			
19. The man saw the three chicken.  20. The chicken were for dinner.  Sear .  1 Seal = 5  40 + 22 + 25  PAREPARE					
19. The man saw the three chicken.  20. The chicken were for dinner.  Sear .  1 Seal = 5  40 + 22 + 25  PAREPARE	17 The man	the parrot into the chick	en house		
19. The man saw the three chicken.  20. The chicken were for dinner.  Star.  1 Soal = 5  40 + 2e + 25  PAREPARE					
20. The chicken were for dinner.  25  90 + 22 + 25  PAREPARE					
20. The chicken were for dinner.  940  1 Soot = 5  40 + 20 + 25  PAREPARE	19. The man saw	the three chicken.			
90 + 20 + 25 PAREPARE	20 The chicken	were for dinner		(25	
1 Soul = 5 40 + 20 + 25 PAREPARE					
40 + 20 + 25 PAREPARE	77, 200				
PAREPARE	1 8001 =	5			
PAREPARE	1		18-		
	90 +	20 + 25			

POST TEST same : Amando Pertn / Experimental class Class: XI Mupa 1 Read the text below and answer the questions.



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He saw three dead chickens on the floor. The parrot was screaming at the fourth chicken, "Say Catano, or I'll kill you!

I. Cross (X) the correct answer a, b, c or d based on the text.

What does the man do to the bird because the bird cannot say the name of a place?

a. The man killed the bird.

\* The man ate the bird.

b. The man sold the bird.

d. The man taught the bird

How often did the owner teach the bird how to say the word?

a Many times

c. Always

X Everyday

d. Every second

5

3 Where does the story take place?

a. In London b. In Puerto Rico d. In Buenos Aires.  The underlined word refers to a. Puerto Rico b. the chicken d. the parrot was screaming at the fourth chickens.  What does the underlined word mean? a. Shouting c. Smiling d. Laugh d. Laugh d. Laugh d. What is the story about? a. A parrot and a chicken. b. A parrot and a chicken and the owner. c. A parrot and the owner.  Which statement is true according to the text? a. The man never got angry at the parrot.  Catano was the name at the parrot.  Catano was the name at the parrot.  Catano was the name at the parrot.  Chat last the parrot could say Catano.  The man killed the three chickens.  The bird killed all the chicken.  The bird killed all the chicken.  The man killed the parrot.  The man killed the parrot.  The man was very nice  The man was very nice  The man tried to teach the parrot to say Catano.			A STATE OF THE PARTY.	1
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It is most likely that  a the three chickens at the parrot.  Catano was the name at the chickens.  The opposite word for 'stupid' is  c clever  diligent  d poor  It is most likely that  a the three chickens killed the bird.  The bird killed all the chicken.  d the bird killed all the chicken.  The man killed the parrot.  The man killed the parrot.  The man was very nice.	b. In Puerto Rico.	X In Jakarta.	-	
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The man killed the parrot  The man got angry at the parrot  The man was very nice				
The man killed the parrot  The man got angry at the parrot  The man was very nice	What is the second paragraph abou	t?		
<sup>6</sup> The man was very nice.	<sup>a</sup> The man killed the parrot.			
The man was very nice.  The man tried to teach the parrot to say Catano.				
The man tried to teach the parrot to say Catano.	The man was very nice.	1/4-1/2-1		
(3.5)	The man tried to teach the parrot to	o say Catano.		
			35)	

Decide wheth	the name of the towns are true (T) or false (F) based on the text.
11. Catano is 1	the name of the town where the bird born ( F ) 5
12. The man k	illed the chicken.
	played with the chicken
	cannot say Catano.
is The parrot	was not screaming at the fourth chicken { F } 5
Choose one	of the words in the box to complete each sentences.
threw	Sunday's clever Catano dead
	were for dinner  PAREPARE

NOST TEST

NAME: AHMAD FAHREZA

THE : \*\* MIPA 2 / CONTROL CLASS

Read the text below and answer the questions.

# The Story of the Smart Parrot

A man in Puerto Rico had a wonderful parrot. There was no another parrot like it. It was very smart. This parrot would say any word except one. He would not say the name of the town where he was born. The name of the town was Catano.

The man tried to teach the parrot to say Catano. But the bird would not say the word. At first the man was very nice, but then he got angry. "You are a stupid bird! Why can't you say the word? Say catano, or I will kill you!" but the parrot would not say it. Then the man got to so angry that the shouted over and over, "Say Catano, or I'll kill you!" but the bird wouldn't talk.

One day after trying for many hours to make the bird say Catano, the man got very angry. He picked up the bird and threw him into the chicken house. "You are more stupid than the chickens. Soon I will eat them, and I will eat you, too."

In the chicken house there are four old chickens. They were for Sunday's dinner. The man put the parrot in the chicken house and left.

The next day the man came back to the chicken house. He opened the door and stopped He was very surprised at what he saw!

He saw three dead chickens on the floor. The parrot was screaming at the fourth chicken, "Say Catano, or I'll kill you!

### (ross (X) the correct answer a, b, c or d based on the text.

П	What does	41		130000		1.1.3	Lanausa	tha	hird	connot	care	the nom	2 -5.	and Thomas	Ц
	what does	the	122012	MO to	a the	burd	necalise	• the	DIFG	cannot	sav	the nam	2 01 1	naco	-21

a The man killed the bird.

The man ate the bird.

b. The man sold the bird.

d. The man taught the bird.

5

2 How often did the owner teach the bird how to say the word?

a Many times

c. Always

\* Everyday

d. Every second

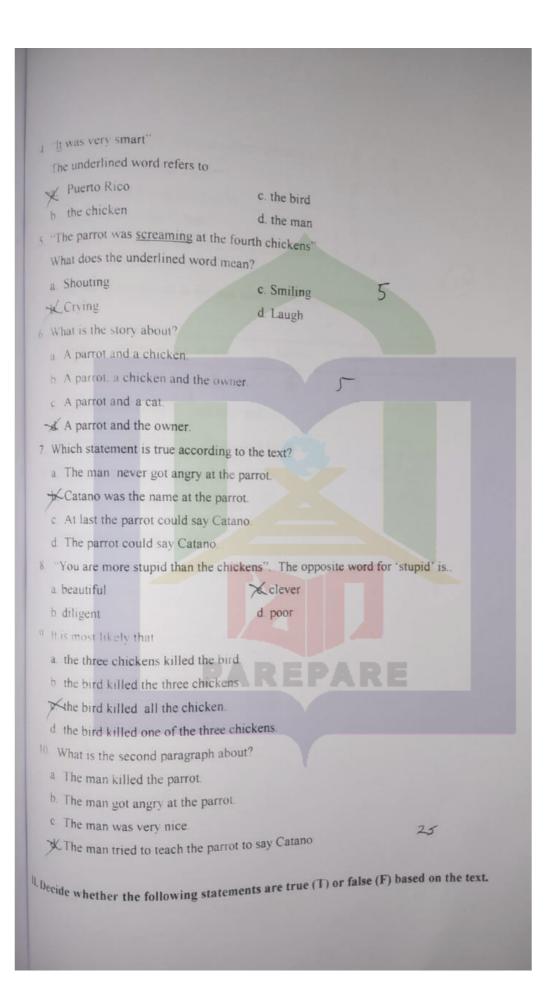
3 Where does the story take place?

a In London

X In Jakarta

h In Puerto Rico.

d. In Buenos Aires.



The parro	t played with t cannot say C	the chicken.	ere the bird bor	(F)	5 5 0	
			fourth chicken		0	10
threw	Sunday's	clever	Catano	dead		1
4	19	18	16	-		
is. The parrot	cannot say	af until the ar	nd .	20		
	aw the three	dinner.		RE		

POST TEST

Name : ANDI AFRIKA

Class: XI Mipa 1 Control Class

Read the text below and answer the questions.

# The Story of the Smart Parrot

A man in Puerto Rico had a wonderful parrot. There was no another parrot like it. It was very smart. This parrot would say any word except one. He would not say the name of the town where he was born. The name of the town was Catano.

The man tried to teach the parrot to say Catano. But the bird would not say the word At first the man was very nice, but then he got angry. "You are a stupid bird! Why can't you say the word? Say catano, or I will kill you!" but the parrot would not say it. Then the man got to so angry that the shouted over and over, "Say Catano, or I'll kill you!" but the bird wouldn't talk

One day after trying for many hours to make the bird say Catano, the man got very angry He picked up the bird and threw him into the chicken house. "You are more stupid than the chickens. Soon I will eat them, and I will eat you, too."

In the chicken house there are four old chickens. They were for Sunday's dinner. The man put the parrot in the chicken house and left.

The next day the man came back to the chicken house. He opened the door and stopped. He was very surprised at what he saw

He saw three dead chickens on the floor. The parrot was screaming at the fourth chicken, "Say Catano, or I'll kill you!

- 1. Cross (X) the correct answer a, b, c or d based on the text.
  - What does the man do to the bird because the bird cannot say the name of a place?
    - a. The man killed the bird.

The man ate the bird.

b. The man sold the bird

d. The man taught the bird.

2. How often did the owner teach the bird how to say the word?

a. Many times

c. Always

5

5

\* Everyday

d. Every second

3. Where does the story take place?

a. In London.	
b. In Puerto Rico.	In Jakarta. d. In Buenos Aires.
4. "It was very smart"	d. In Buenos Aires.
The underlined word refers to	
Y Puerto Rico	
b. the chicken	c. the bird
	d. the man
<ol><li>5. "The parrot was <u>screaming</u> at the four What does the underlined word mean</li></ol>	rth chickens"
a. Shouting	?
Crying	c. Smiling 5
6. What is the story about?	d. Laugh
a. A parrot and a chicken.	
<ul><li>b. A parrot, a chicken and the owner.</li><li>c. A parrot and a cat.</li></ul>	696
	3
A parrot and the owner.	
Which statement is true according to the	
a. The man never got angry at the part	rot.
c. At last the parrot could say Catano.	
d. The parrot could say Catano.	
"You are more stupid than the chicken	s" The opposite word for the training
	sclever
1	d. poor
It is most likely that	FPARE
a. the three chickens killed the bird.	
b. the bird killed the three chickens.	
the bird killed all the chicken.	
d. the bird killed one of the three chicke	ens.
What is the second paragraph about?	
a. The man killed the parrot.	
b. The man got angry at the parrot.	
c. The man was very nice.	
c. The man was very nice.  The man tried to teach the parrot to se	ny Catano.

II. Decide whet	ther the following	statements are true (T) or false	(F) based on the text.

- 11. Catano is the name of the town where the bird born. { + } 5
- 12. The man killed the chicken.
- 13. The parrot played with the chicken.
- 14. The parrot cannot say Catano.
- 15. The parrot was not screaming at the fourth chicken. { F } 5

# III. Choose one of the words in the box to complete each sentences.

threw	Sunday's	clever	Catano	dead
771	0	infam		
The parrot	cannot say	until the end	5	
The man	the parrot i	nto the chicken	house. 5	
	is. Cleve			
The man sa	w the three	chicken.	5	
The chicke	n were for de	dinner.	5	

PAREPARE

NAME : ARYA ADINATHA / Experimental class INSTRUMENT 1

# The Legend of Rawa Pening

Once upon a time, there was a little poor boy came into a little village. He was ten hungry and weak. He knocked at every door and asked for some food, but nobody cared about him. Nobody wanted to help the little boy

Finally, a generous woman helped him. She gave him shelter and a meal. When the boy wanted to leave, this old woman gave him a "lesung", a big wooden mortar for pounding rice. She reminded him, "please remember, if there is a flood you must save yourself. Use this "lesung" as a boat". The "lesung" was happy and thanked the old woman. The little boy continued his journey. While he was passing through the village, he saw many people gathering on the field. The boy came closer and saw a stick stuck in the ground. People challenged each other to pull out that stick. Everybody tried, but nobody succeeded. "Can I try?" asked the little boy. The crowd laughed mockingly. The boy wanted to try his luck so he stepped forward and pulled out the stick. He could do it very easily Everybody was dumbfounded.

Suddenly, from the hole left by stick, water spouted out. It did not stop until it flooded the village. And no one was saved from the water except the little boy and the generous old woman who gave him shelter and meal. As she told him, he used the "lesung" as a boat and picked up the old woman. The whole village became a huge lake. It is now known as Rawa Pening Lake in Salatiga, Central Java, Indonesia.

A. Choose the correct answer a, b, c or d based on the text.

- 1. What is the story about?
  - a. A poor boy
- Ir The legend of rawa pening
- c. Sacred lesung
- d. The legend of big flood
- 2. What is the complication of the story?
  - a The little boy was very hungry.
- Nobody succeeded to pull out the stick

c. Nobody want to help the little boy.
d There was a flood
3 What happen when the little boy pulled out the stick?
a. Everybody was dumbfounded.
b Water spouted out until it flooded the village.
c. Everybody gave congratulation to the little boy.
The little boy used the lesung as boat.
4 What is the message of the story?
a We have to be helping each other
b We have to have the lesung
We have to be kind to a little boy
d. We have to be brave to try something.
5. He knocked at every door and asked for some food(first paragraph).
The italicize word refers to
The little boy
b. The boy
c. Village
d. Time
B. Decide whether the following statements are true (T) or false (F) based on the
text.
6. The old woman gave the little boy a "lesung" { 7}
7. Everybody challenged each other to pull out the stick. { + }
8. No one was saved from the flood.
9 Finally the village become a huge river. (F)
10. The little boy did not interested to pulled out the stick. { T }
60
60
2

vime: Juniona Class: XI MIPA 1 / Experimental class INSTRUMENT 2

### Pinocchio

Once upon a time, there was a puppeteer named Geppetto. He really wanted a boy but his wife has been died for a long time ago. One day, he had an idea. He wanted to make a puppet so he would never felt lonely again. He made a puppet all night without resting. In the morning, finally he finished his work. He named the puppet, Pinocchio. He played whole day with Pinocchio. However, he felt lonely again because Pinocchio couldn't talk or walk by himself. In the middle of the night, Geppetto prayed to the God. His wish was Pinocchio became a real boy, human He thought it on his mind in his

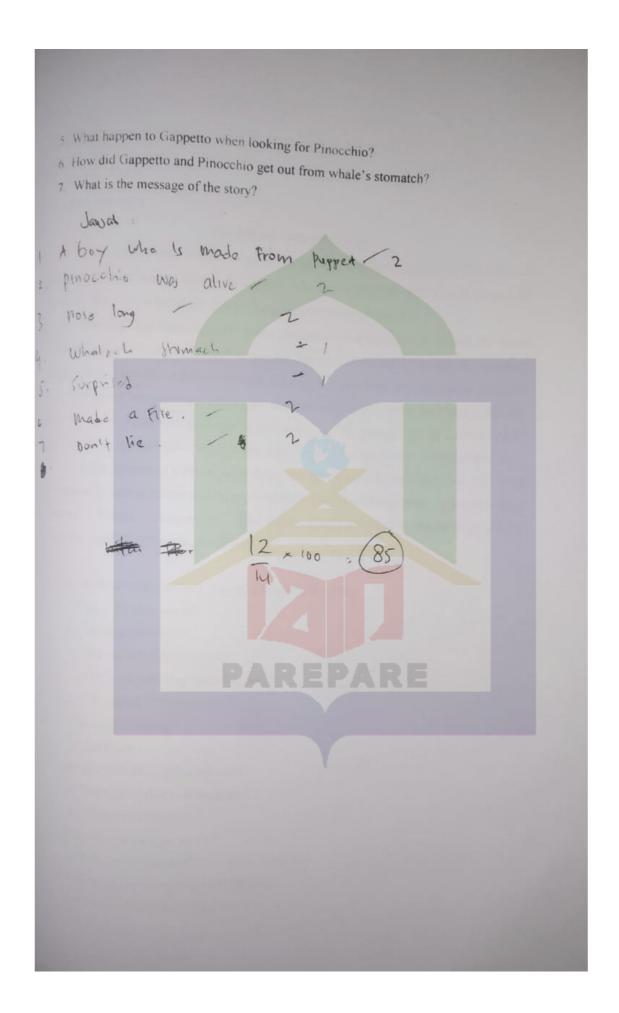
In the next morning, he surprised. Pinocchio was alive. He really was happy. He tough Pinocchio how to walk, how to speak, how to read etc. like a teacher. Pinocchio learned fast. He entered an elementary school. One day, Pinocchio felt bored. So, he went home late. Geppetto worried about him. When Pinocchio came to home, Geppetto asked him He said he was on school but he didn't. Suddenly, Pinocchio's nose grow longer. It meant that Pinocchio lied.

The next day, Pinocchio got caught by thieves. The thieves was the owner of circus. Pinocchio became a slave for the circus. He was famous because he was a talking pupper Geppetto worried him Pinocchio didn't come home for 2 days. He did not find Pinocchio everywhere. When he discovered the sea, big wave smashed him. He was on whale's stomach when he awoke He couldn't find the way out.

In different place, Pinocchio finally could get out from circus. He went to home but Geppetto wasn't on there. He found Geppetto at sea. He had the same accident like Geppetto. He met Geppetto in whale's stomach. They got out from its stomach by made a fire. They went home back together. In the end, they lived happy forever after.

A Answer the questions below

- 1. Who is Pinocchio?
- What is the second paragraph tell us about?
- 3 How did we know that Pinocchio lie?
- 4 Why did the thieves catch Pinocchio?



vime: Nadila

Class: XI mipa 1

#### INSTRUMENT 3

# The legend of Banyuwangi

Once upon a time, there was a local ruler named King Sulahkromo. The king had a prime minister named Raden Sidopekso. The prime Minister had a wife named Sri tanjung. She was so beautiful that the king wanted her to be his wife.

One day, the King sent his prime minister to a long mission. While the prime minister was away, the king tried to get Sri Tanjung. However he failed. He was very angry Thus, when Sidopekso went back, the king fold him that his wife was unfaithful to him. The prime minister was very angry with his wife. Sri Tanjung said that it was not true. However, Sidopekso said that he would kill her. He brought her to the river bank. Before he kill her and threw her into the river, she said her innocence would be proven.

After Sidopekso killed her. He threw her dead body into the dirty river. The river immediately became clean and began to spread a wonderful fragrance. Sidopekso said, "Banyu... Wangi... Banyuwangi". This means "fragrant water" Banyuwangi was born from the proof of noble and sacred love.

A. Choose the correct answer a, b, c or d based on the text.

- 1 What is the story about?
  - a. The legend of river
  - b The legend of Sri Tanjung
  - c. The legend of King Sulahkromo
- The legend of Bayuwangi
- 2 Who is Sri Tanjung?
  - a. The queen
- The wife of King Sulahkromo
- X The wife of Raden Sidopekso
- d. The fairy of the river
- 3. Why did the king get angry?
  - a. Because his prime minister go to along time
  - b. Because he failed to get Sri Tanjung.
- Because Sidepekso killed his wife.

d. Because his prime minister had a wife.		
4 Why did Sidepokso kill his wife?		
Because he was very angry with her.		
Because he assumed that his wife was unfaithful.	,	
c. Because the King is kind.	1	
d. Because he was very angry with the king.		
5. What is the origin of Bayuwangi?		
a Bayu and wangi		
b. Wonderful fragrance		
c. The proof of the noble and secred love		
d. The anger of Sidopekso		
		(3)
B Decide whether the following statements are true (T) or fa	Ise (F) based of	on the tour
6. The King lied to Sidopekso.	(T) based	on the text.
7. Sidopekso Kill and threw his wife into the river	1 - 3	
8. The King is very kind.	I E	
9. The innocence of Sri Tanjung was proven.	(F) x	
10. Sri Tanjung was not guilty.	ITI	(1)
		(4)
I Score (70)		
PEREPAR		

Name: DEA SYPPLITY

Class: XI IMIDA 2 / CONTROL

INSTRUMENT I

# The Legend of Rawa Pening

Once upon a time, there was a little poor boy came into a little village. He was very hungry and weak. He knocked at every door and asked for some food, but nobody cared about him. Nobody wanted to help the little boy.

Finally, a generous woman helped him. She gave him shelter and a meal. When the boy wanted to leave, this old woman gave him a "lesung", a big wooden mortar for pounding rice. She reminded him, "please remember, if there is a flood you must save yourself. Use this "lesung" as a boat". The "lesung" was happy and thanked the old woman. The little boy continued his journey. While he was passing through the village, he saw many people gathering on the field. The boy came closer and saw a stick stuck in the ground. People challenged each other to pull out that stick. Everybody tried, but nobody succeeded. "Can I try?" asked the little boy. The crowd laughed mockingly. The boy wanted to try his luck so he stepped forward and pulled out the stick. He could do it very easily. Everybody was dumbfounded.

Suddenly, from the hole left by stick, water spouted out. It did not stop until it flooded the village. And no one was saved from the water except the little boy and the generous old woman who gave him shelter and meal. As she told him, he used the "lesung" as a boat and picked up the old woman. The whole village became a huge lake. It is now known as Rawa Pening Lake in Salatiga. Central Java, Indonesia.

A. Choose the correct answer a, b, c or d based on the text.

- What is the story about?
  - a. A poor boy

The legend of rawa pening

- c. Sacred lesung
- d. The legend of big flood
- 2 What is the complication of the story?
  - a. The little boy was very hungry.

Nobody succeeded to pull out the stick.

c Nobody want to help the little boy.
d There was a flood
3 What happen when the little boy pulled out the stick?
was dumpfounded
b. Water spouted out until it flooded the ville
Everybody gave congratulation to the little base
The little boy used the lesung as boat
4. What is the message of the story?
We have to be helping each other
b. We have to have the lesung
c. We have to be kind to a little boy
d. We have to be brave to try something.
5. He knocked at every door and asked for some food (first paragraph).
The italicize word refers to
a. The little boy
b. The boy
Village
d Time 2
B. Decide whether the following statements are true (T) or false (F) based on the
text
6. The old woman gave the little boy a "lesung". { } }
7 Everybody challenged each other to pull out the stick { [ ]
8 No one was saved from the flood.
9 Finally the village become a huge river (F)
10 The little boy did not interested to pulled out the stick { \( \bar{\chi} \)}
(Tip)
90

Name: Muhammad Ang

Class: XI MIPA2

**INSTRUMENT 3** 

#### The legend of Banyuwangi

Once upon a time, there was a local ruler named King Sulahkromo. The king had a prime minister named Raden Sidopekso. The prime Minister had a wife named Sri tanjung. She was so beautiful that the king wanted her to be his wife.

One day, the King sent his prime minister to a long mission. While the prime minister was away, the king tried to get Sri Tanjung. However he failed. He was very angry. Thus, when Sidopekso went back, the king told him that his wife was unfaithful to him. The prime minister was very angry with his wife. Sri Tanjung said that it was not true. However, Sidopekso said that he would kill her. He brought her to the river bank. Before he kill her and threw her into the river, she said her innocence would be proven.

After Sidopekso killed her, He threw her dead body into the dirty river. The river immediately became clean and began to spread a wonderful fragrance. Sidopekso said, "Banyu... Wangi... Banyuwangi". This means "fragrant water" Banyuwangi was born from the proof of noble and sacred love.

A. Choose the correct answer a, b, c or d based on the text.

- 1. What is the story about?
  - a. The legend of river
  - b. The legend of Sri Tanjung
  - c The legend of King Sulahkromo

The legend of Bayuwangi

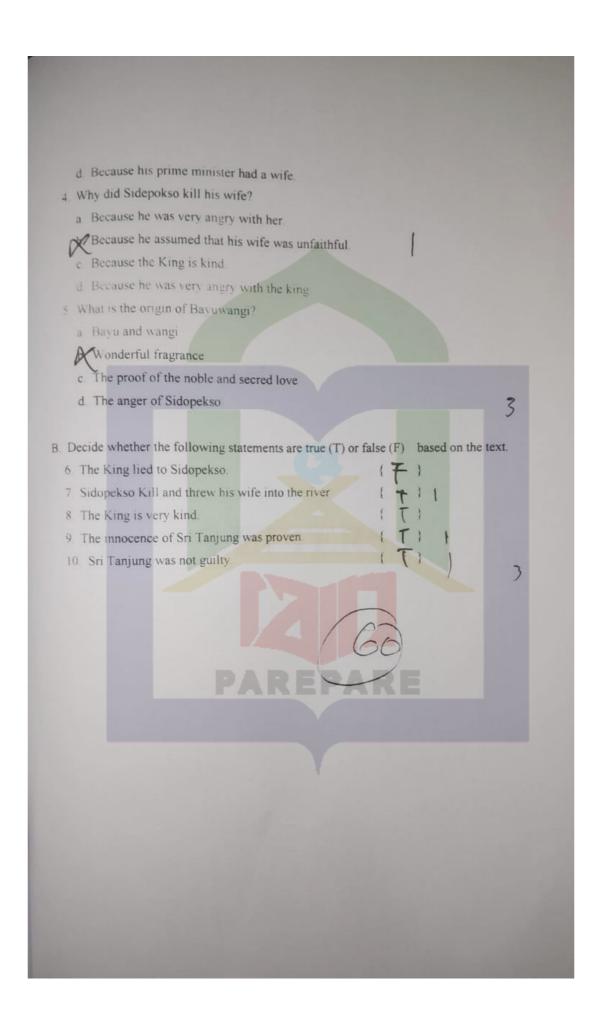
2. Who is Sri Tanjung?

The queen

- b. The wife of King Sulahkromo
- c. The wife of Raden Sidopekso
- d The fairy of the river
- 3. Why did the king get angry?

Because his prime minister go to along time.

- b Because he failed to get Sri Tanjung.
- c. Because Sidepekso killed his wife.







# KEMENTERIAN AGAMA REPUBLIK INDONESIA

INSTITUT AGAMA ISLAM NEGLRI PAREPARE PROGRAM PASCASARJANA

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Lampage

R 499 /m 39 12/PF 00 9/07/2022

Pacepare, 7-Juli 2022

Izm Melaksanakan Penelihan Pentint

Vib. Bapak Walikota Parepare Cq. Dinas Penanaman Modal Dan Pelayanan Terpadu Satu Pinto

Tempat

Assalamu Alaikum Wr. Wb.

Sehubungan dengan rencana penelitian untuk Lesis mahasiswa Program

Pascasarjana IAIN Parepare tersebut di bawah ini

JULIANITA Nama

18.0213.013 NIM

Tadns Bahasa Inggns Program Studi

Improving The Reading Comprehension Of The Eleventh Judul Tesis

Grade Stusents Of UPT SMA Neger 3 Parepare Through

Problem B (sed lostruction (PBI))

Untuk keperluan Pengurusan segala sesuatunya yang berkaitan dengan penelitian tersebut akan diselesaikan oleh mahasiswa yang bersangkutan. Pelaksanaan penelitian ini direncanakan pada bulan Juli Tahun 2022 Sampai Selesai

Sehubungan dengan hal tersebut diharapkan kepada bapak/ibu kiranya yang bersangkutan dapat diberi izin dan dukungan seperlunya

Assalamu Alaikum Wr. Wb.





## PEMERINTAH KOTA PAREPARE DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU

### REKOMENDASI PENELITIAN

Nomer: 498/19/02M-PTSP/7/2022

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imu Pengetahuan dan Telenologi, 2 Newton's Mercen Datem Negeri Republik Indonesia Romer 64 Tahun 2011 tentang Pademan Perentitian selomendas Peneitian

Neraturan Wahkota Parepare No. 45 Tahun 2020 Tentang Pendelegusian Wessenang Pelayanan Neraturan dan Non Perunan Kepada Kepala Dinas Penanaman Model dan Pelayanan Terpadu Satu

memperhatikan hal tersebut, make Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pint

MENGIZINKAN

MITADA MANA

JULIANITA, S.Pd

INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE

TADRIS BAHASA INGGRIS

AL AMAT

PALTE DESA MADELLO KEC. BALUSU KAB. BARRU

melaksanakan Pendidan/wawancara dalam Kota Parepare dengan k

JUDUL PENELITIAN : IMPROVING THE READING COMPREHENSION OF THE ELEVE GRADE STUDENTS OF UPT SMA RECERL 3 PAREPARE THROUP PROBLEM BASED INSTUCTION (PEI)

LOKASI PENELITIAN : MANTOR CARAMO DIMAS PENDIDEKAN WILAYAN WIL

LAMA PENELITIAN

14 Juli 2022 s.d 14 Agustus 2022

- Rekomendaru Peneritian berlaku selama penelitian berlangsung
- Rekomendasi ini dapat dicabut apatilia terbukti melakukan pelanggaran sesuai ketentuan perundang undan

Dikeluarkan di: Parepare 13 Juli 2022

Pada Tanggal :

KEPALA DINAS PENANAMAN NODAL DAN PELAYANAN TERPADU SATU PINTU KOTA PAREPARE



HJ. ST. RAHMAN AMER, ST, HM

| Pambino (IV/o) | 19741013 2000





## PEMERINTAH PROVINSI SULAWESI SELATAN DINAS PENDIDIKAN UPT.SMA NEGERI 3 PAREPARE

Islan Pendidikan Parepare Telepon (0421) 22836 Kota Parepare - 91132

### SURAT KETERANGAN PENELITIAN

Nomer: 070/118/UPT.SMA.03/PRP/DISDIK

Yang bertanda tangan di bawah ini Kepala UPT. SMA Negeri 3 Parepare menerangkan bahwa:

Nama : JULIANTI, S.Pd

Jenis Kelamin : Perempuan

Universias/Lembaga : IAIN PAREPARE

Jurusan : TADRIS BAHASA INGGRIS

Benar yang namanya tersebut diatas telah mengadakan penelitian pada SMA Negeri 3

Parepare dengan Judul Penelitian

"IMPROVING THE READING COMPREHENSION OF THE ELEVENTH GRADE STUDENTS OF UPT SMA NEGERI 3 PAREPARE THROUGH PROBLEM BASED INSTUCTION (PBI)."

Demikian Surat Keterangan ini kami berikan kepadanya untuk dipergunakan sebagaimana mestinya.

and 19 Juli 2022

DRS. MUDAMMAD ANSHAR RANG

Pangkar: Pembina 1k.1 NIP: 19660716 199103 1 010



### **DOCUMENTATION**

### **Experimental Class and Control Class**







Based on the documentation above, it shows that the students did the pre test from the researcher.





Based on the documentation above, it shows that the students did the post test from the researcher.



#### **CURRICULUM VITAE**



Nama : Julianita

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#### **EDUCATION PROFILE:**

- 1. TK DHARMAWANITA KARTINI MADELLO, Tahun 1999
- 2. SDN PALIE, Tahun 2005
- 3. SMP NEGERI 1 BALUSU, Tahun 2008
- 4. SMA NEGERI 1 BARRU, Tahun 2011
- 5. Sarjana Pendidikan Jurusan Bahasa Inggris, Tahun 2015

#### **JOBS PROFILE:**

- 1. Teacher di SMPN 17 Barru
- 2. Teacher and Operator di TK Kartini Madello
- 3. Tenaga Kesejahteraan Sosial Kecamatan Balusu
- 4. Teacher and Operator di UPTD SD Negeri 193 Barru

PAREPARE