SKRIPSI

IMPROVING THE STUDENTS' READING COMPREHENSION THROUGH PHONICS METHOD AT THE SECOND YEAR STUDENTS OF MA DDI TELLU LIMPOE KAB. SIDRAP

By

NURSYAFITRI
Reg. Num. 15.1300.011

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

2020

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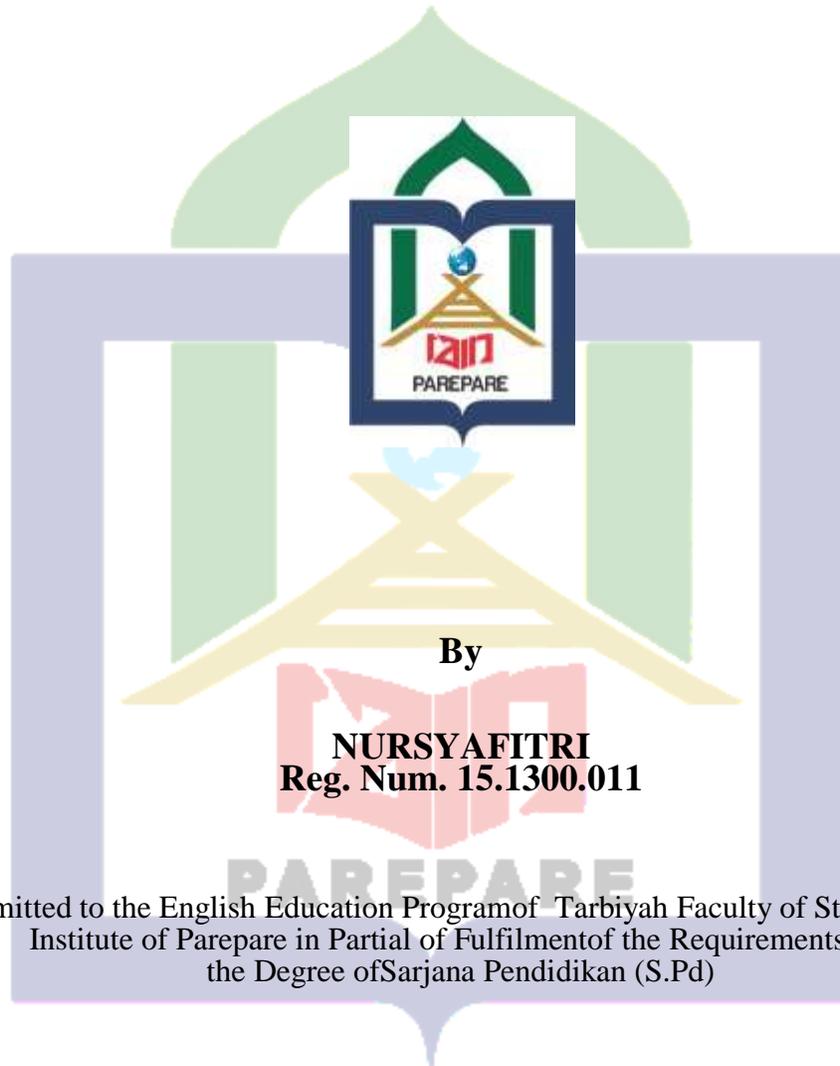
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Submitted to the English Education Programof Tarbiyah Faculty of State Islamic Institute of Parepare in Partial of Fulfilmentof the Requirements for the Degree ofSarjana Pendidikan (S.Pd)

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TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
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Skripsi

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

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to

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

2020

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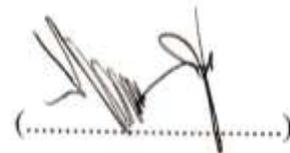
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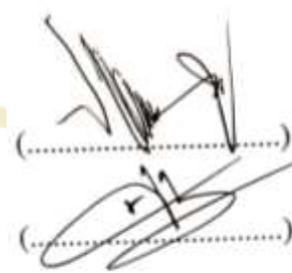
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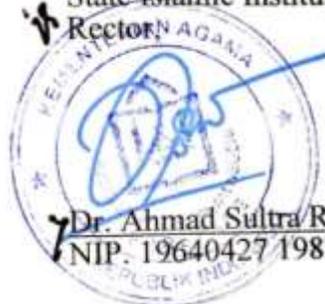
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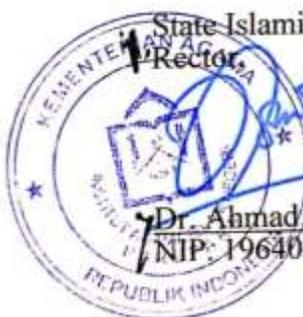
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بِسْمِ اللهِ الرَّحْمنِ الرَّحِيْمِ

In the name of Allah, The beneficent and The Merciful

Alhamdulillāhirabbilālamīn, the writer expresses her highest gratitude to the God Allah swt.to be the one transcendent creator, lord and master of all, who has given the writer good health, blessing, mercy and finish this skripsi. Shalawat and salam to the prophet Muhammad saw. Peace be upon him. Who has guided us to choose the best way of life namely Islam.

In arranging this research, the writer would like to thank to all people have provided motivation, advice, and support for the writer. In this valuable chance, the writer intended to express her gratitude and appreciation to all of them. She realizes that without their support and help, she could not be able to finish this "Skripsi". So In this opportunity, the writer would like to express especially thanks to her beloved parents and family who have given their endless love, advice, support and pray to God for writer's success.

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13. All people who have given their help in writing this "Skripsi" that the writer could not mention it one by one.

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Parepare, February 20th, 2020

The writer,

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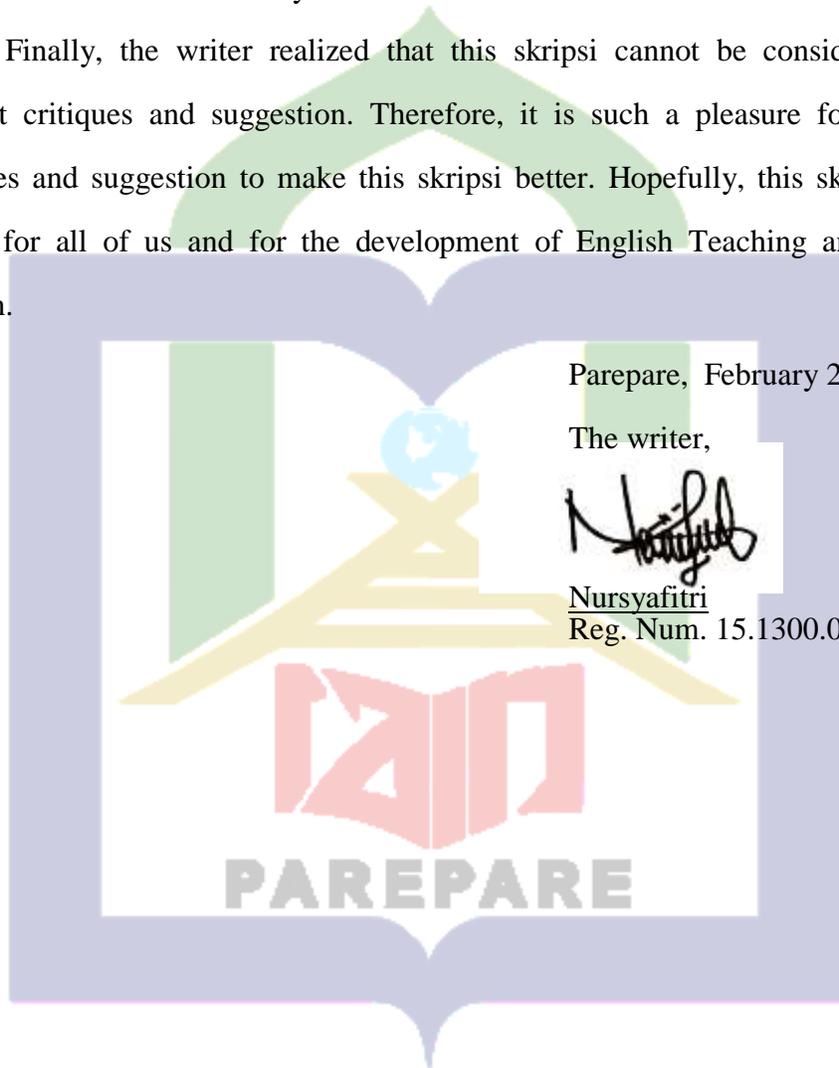
DECLARATION OF THE RESEARCH AUTHENTICITY

The writer who signed the declaration below:

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

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ABSTRACT

Nursyafitri. *Improving the students' reading comprehension through phonics method at the second year students of MA DDI Tellu Limpoe Kab. Sidrap.* (Supervised by Amzah and Mujahidah).

This study aimed to see the improvement of Reading Comprehension at the second year students of MA DDI Tellu Limpoe. The objective of this research were to measure the students' reading comprehension between the students who are taught by using phonics method in reading comprehension. The population of this research were the second year students consists of XI MIA (31 students) and XI IIS (27 students) . The sample took by using random sampling.

The research method used in this research was a quantitative method using pre-experimental method. The data was collected through pretest, posttestand questionnaire. Pretest and posttest to know whether Phonics Method in teaching reading can improve students' reading comprehension. The researcher used questionnaire to know the students response toward phonics methodin improving reading comprehension.

Based on the calculation, the result of the data analysis by using t-test showed the value of t-$_{test}$ (t_o) was higher than t_{table} (t_t), $t_o > t_t = (9.20 > 1.69)$ in significant degree of 0.05% (5%). It means that the Alternative Hypothesis (Ha) was accepted and the Null Hypothesis (Ho) is rejected. In conclusion, Phonics Method is able in improving students reading comprehension. From 10 positive and 10 negative questionnaires. All the students' answered positive and most of them got 61% - 80%. The main score of the students was 69.70 from 31 students. in conclusion, the students responses in learning reading comprehension through phonics method.

Keywords: Reading comprehension, Phonics Method.

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CHAPTER I

INTRODUCTION

1.1 Background

Reading is one of the four language skills that taught in English language learning process besides listening, speaking and writing. However, among of all the skills reading is considered as the most important skill. The people's daily life and reading activity are closely related because reading is not only useful in the world of education, but also in social and working life.

An important aspect in learning English is reading and it needs to be improved. There are some reasons why reading very important to increase; firstly, reading takes an important role in learning process because one of ways to get information is using reading and also it can facilitate the students to enrich their knowledge. Secondly, reading is not only to give information but also reading makes the students can pleasure and enjoy. The material must interest for the students so that the students can get best result from learning process of reading. But what happens now, there are many students have difficulties in reading text material. They cannot comprehend what they read and automatically they less some information because they have no skill in comprehending the texts material.

Reading for comprehension is skill involves absorbing the content of the text. The students cannot look for specific points only, but also we need to get and overall understanding of the text. Comprehension is much needed to understand the meaning of the text or written information.

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In the process of teaching reading, the students have an experience errors. These errors can be in the form of errors recognizing letters, words, sentences that are all seen in the sound that is spoken. Therefore, efforts to grow and develop reading skills in students need to practice repeatedly and intensively guidance given by the teacher, and it is expected that reading errors for students can be avoided. English reading activity is very important in improving reading skills for students. However, in reality, many students are not yet aware of this. They tend to spend more of their time watching TV and other less important things. This is also experienced by students at the MA DDI Tellu Limpoe.

Based on the observation at MA DDI Tellu Limpoe, the researcher found that the students in understanding of the reading English texts were quite low. This may be caused by various factors, such us: (a) Students had limited vocabulary, (b) Students' lack of interest in improving their reading ability, (c) Lack of learning support, (d) Lack of language knowledge, (e) Pronunciation difficulties, (f) Lack of knowledge of words, phrases, paragraphs, and passage or texts, (g) Lack of reading application of reading strategies and Lack of reading motivation.

In teaching reading, the teacher should have the ability to guide students in learning reading. However, sometimes the technique used by the teacher makes the students inactive, bored and they do not participate in teaching and learning process in the classroom. So the researcher tries to carry out this research with phonic method.

Phonics will be defined as the systematic and explicit instruction of letter-sound correspondence.[1] The goal of phonics instruction is to help students develop the alphabetic principle. Students who understand the alphabetic principle know that the sounds of spoken words are mapped onto written words in systematic ways. As students develop understandings of this principle, they become adept at using letter-sound correspondences to figure out unrecognized words. Command of the alphabetic principle is the foundation for accurate word recognition and a prerequisite for fluency well-documented characteristics of skillful readers.

Grayling states that one way to help students to improve upon their reading habits is by using the phonic method.[2] Phonic method emphasizes words through the process of listening to the sound of letters. At first the students are invited to recognize the sounds of letters then the letters become syllables and words. Then, words become sentence. And then the students are invited to read the text completely. By using Phonics Method, the researcher tries to makes students reading easily, because the students follow what the teacher reads.

Based on the explanation above, the researcher is interested to conduct a research about "Improving Students' Reading Comprehension through Phonics Method at The Second Year Students of MA DDI TelluLimpoe Kab. Sidrap".

1.2 Problem Statement

Based on the background of the study stated above. The research problems are:

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[1] Maddox K & Feng J, *Whole Language Instruction vs Phonics Instruction: Effect on Reading Fluency and Spelling Accuracy of First Grade Students* (Georgia, 2013),p.5.

[2] Abdul Wahab Adam Hamid, *"Assisting T I Ahmadiyya Junior High Students Improve Upon Their Reading and Comprehension Skills Using the Phonics Method"* (Ghana: University for Development Studies,2018), p.29.

1.2.1 Is phonics method able to improve students' reading comprehension at MA DDI Tellu Limpoe Kab.Sidrap?

1.2.2 How is the students' response toward phonics method at MA DDI Tellu Limpoe Kab.Sidrap?

1.3 Objectives of the Research

Based on the problem statement of the research above, the objective of this research are:

1.3.1 To know whether Phonics Method can improve students' reading comprehension or not.

1.3.2 To know the students response toward phonics methodin improving reading comprehension.

1.4 Significance of the research

The researcher hopes that the results of this study can be used by theresearcher, students,teacherforthe following purposes:

1.4.1 For the researcher, this researcher expected to give a new knowledge of the further of researcher to do the better research of teaching and learning cases and also to solve the students' reading problem

1.4.2 For students, it helped students to increase reading comprehension and their interest to be more active in teaching learning process.

1.4.3 For the teacher, the result of the study can be used as an alternative teaching technique to improve students' reading comprehension.

CHAPTER II

REVIEW OF RELATED LITERATURE

This section presents the theories that are related to the study. This section is divided into five parts, which are some previous related research findings, some pertinent ideas, conceptual framework, action hypothesis, variable and operational definition.

2.1 Previous Research Findings

Many researchers have conducted research in relation to the students' comprehending English text as follows:

Gabriel Kwame Ankrah in his research *"Using Phonics Method to Improve Poor Reading Ability of Pupils at Techiman Senior High School Form One"* said that the use of Phonics Method could improve poor reading ability. The improvement of the students' poor reading ability could be seen from the mean score of pre test, that was (2,24), post test was (8,8). Thus, it can be conclude that Phonics Method could be used to improve poor reading ability.[3]

Mariana in her research *"Improving Reading Comprehension by Using IBT Method (Inquiry Based Teaching) at the Tenth Grade of MA Izzatul Ma'arif Tappina Kab. Polman"*, said that the use of IBT (inquiry based teaching) Method could improve students' reading comprehension. The improvement of the students' reading comprehension could be seen from the mean score of pre test, that was (2,02), posttest was (3,40). Thus the researcher suggested that IBT could be used as a

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[3]Gabriel Kwame Ankrah,Doris Nyanta, danKwasiOpoku, "*Using Phonics Method to Improve Poor Reading Ability of Pupils at Techiman Senior High School form One*," (Unpublished by European Journal of Education Studies3, no. 6, 2017).

method to help students in learning especially in getting their reading comprehension.[4]

Heri Priyanti in her research *"The Use of Snowball Throwing Method to Improve Students' Reading Comprehension at the Eleventh Grade of MAN 1 Parepare"* said that the use of snowball throwing is able to improve the students' reading comprehension. The enhancement of the students' reading comprehension is also supported by the result of the test score. The mean score of pre test was 64,3 andit improved into 75,8 in the post test. Thus, it can be conclude that snowball throwing method can improve students' reading comprehension.[5]

Based on the various related research findings above, the researcher could conclude that in improving reading comprehension, the teacher should be more creative to apply some various technique or even method to make the students more interested in learning. Previous researchers used phonics method to improve poor reading ability of Pupils at Techiman Senior High School form One in Ghana, and In this research the researcher tries to use Phonics Method that would be useful for teaching reading comprehension in Indonesia.

2.2 Some Pertinent Ideas

2.2.1 The Concept of Reading Comprehension

2.2.1.1 Definition of Reading

Reading is a complex process in which the recognition and comprehension of written symbols are influenced by reader's perceptual skill, decoding skill,

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[4] Mariana, "Improving Reading Comprehension by Using IBT Method (Inquiry Based Teaching) at The Tenth Grade of MA Izzatul Ma'arif Tappina Kab. Polman" (Unpublished Skripsi IAIN Parepare, 2019)

[5] Heri Priyanti, "The Use of Snowball Throwing Method to Improve Students' Reading Comprehension at The Eleventh Grade of MAN 1 Parepare" (Unpublised Skripsi IAIN Parepare, 2018)

experience, language backgrounds, mind sets, and reasoning abilities as they anticipate meaning on the basis of what has been read. The total process is a Gestalt, or whole; a serious flaw in any major function or part may prevent adequate performance.[6]

Albert, Harris J and Sipay states that "reading is meaningful interpretation of printed or written verbal symbols. Reading (comprehending) is a result of between the perception of graphic symbols that represent language and the reader's language skills and knowledge of the world".[7]

Reading is useful for other purpose too: any exposure to English (provided students understand it more or less) is a good thing for language students. At the very least, some of the language sticks in their minds as part of the process of language acquisition, and if the reading text is especially interesting and engaging, acquisition is likely to be even more successful.[8]

Based on the explanation above, the researcher concluded that reading is an important skill that can make the people interacted with other people.

2.2.1.2 Kinds of Reading

2.2.1.2.1 Reading Aloud

Reading aloud is an important thing to do in reading where the students who are known as a reader are required it read aloud to practice their tongue about have to pronounce every word found in the reading text. The main point of focus in reading aloud is not catching their ideas every word in a sentence.

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[6]Albert, Harris, J & Sipay, Edward R,*How to Increasing Reading Ability* (London: Longman, 1975), p.10.

[7]Albert, Harris, J & Sipay, Edward R, *How to Increasing Reading Ability*, p. 8.

[8]Harmer, J, *How to Teach English* (1988), p. 68.

2.2.1.2.2 Silent Reading

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

2.2.1.2.3 Speed Reading

Speed reading is used to improve speed comprehension in reading. This must run by side with the main purpose of reading that is comprehension it depends on the kinds of material of reading. The rate of speed of reading a story or newspaper or narrative will be different from the reading of scientific material.[9]

Based on the explanation above, reading aloud is the reader read something loudly, silent reading is the reader read something with full concentration but not loudly, while speed reading is the reader read something quickly and comprehend it at perceptive reading once.

2.2.1.3 Types of Reading

According to Douglas Brown there are some types of reading:[10]

2.2.1.3.1 Perspective

Perspective reading task involve attending to the components of larger stretcher of discourse: letter, words, punctuation, and other graphemic symbols.

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[9]Risma, Improving The Students' Reading Comprehension on Narrative Text at The Eight Grade of Smp Muhammadiyah Belawa through Collaborative Strategic Reading (CSR), (Unpublished: A Skripsi of Tarbiyah Department of IAIN Parepare, 2019), p. 9.

[10] H, Douglas Brown,*Teaching by Principle: An Interactive Approach to Language Pedagogy, Second Edition* (New York: Addision Wesley Longman, Inc. 2001),p.109.

2.2.1.3.2   Selective

This category is largery an artifact of assessment formats. In order to ascertain one's reading recognition of lexical, grammatical or discourse features of language within a very short stretch of language, certain typical tasks are used picture-cued tasks, matching, true/false, multiple choice, etc.

2.2.1.3.3   Interactive

Included among interactive reading types are stretchesof language of several paragraphs to one page or more in which the reader must, in a psycholinguistic sense, interact with the text. That is, reading is a process of negotiating meaning; the reader brings to the text a set of schemata for understanding it, and in take is the product of that interaction. Typical genres that lend themselves to interactive reading are anecdotes, short narratives and descriptions, excerpts from longer texts, questionnaires, announcements, directions, recipes, and the like.

2.2.1.3.4   Extensive

Applies to the text of more than a page, up to and included professional articles, essay, technical reports, short stories, books.

Based on the types of reading above, the researcher assumes that the reader have to know the fourth types of reading there are some articles, stories and also reading materials in the learning always include the type of reading which can make the reader understand more about reading.

2.2.1.4   Principles of Reading

Harmer states that there are six principles behind the teaching of reading:
Principle 1: Reading is not a passive skill.

Principle 2: Students need to be engaged with what they are reading.

Principle 3: Students should be encouraged to respond to the content of a reading text, not just to the language.

Principle 4: Prediction is a major factor in reading.

Principle 5: Match the task to the topic.

Principle 6: Good teacher exploit reading text to the full.[11]

2.2.2 Definition of Reading Comprehension

Reading with comprehension is variously defined by both practice and theory. Reading comprehension is sometimes defined by comprehension test. If a test says it measures comprehension, whatever that test happens to measure becomes what comprehension is supposed to entail.[12]

Reading comprehension as composed of a multiple member number of skills and abilities those are interrelated and interdependent. [13] Comprehension is a multifaceted process affected by a variety of skills. However, unlike the large number of supposedly distinct comprehension skills identified in many commercial reading programs, researchers to date have only tentatively confirmed the existence of approximately five component skills. Reading comprehension is a process of making sense of written ideas thought meaningful interpretation and interaction with

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[11]Jeremy Harmer, *How to Teach English* (1988), p. 70-71.

[12]J. Estill Alexander, *Teaching Reading* (Canada: Little, Brown and Company, 1979), p. 133.

[13]Arthur W. Heilman, Timhoty R. Blair, William H. Rupley, *Principle and Practice of Teaching Reading* (Fifth Edition, United States of America, 1981), p.238.

language, reading comprehension is best viewed as a multifaceted process affected by several thinking and language abilities[14]

Reading comprehension is the process of making meaning from text. The goal, therefore, is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences. In understanding read text information children developmental models, or representations of meaning of the text ideas during the reading process.[15]

Reading comprehension is the process of making meaning from text. The goals is to gain an overall understanding of what is described in the text rather than obtain meaning from isolated words or sentences.

2.2.2.1 Specific Comprehension Skills

They are for comprehension, the skills so identified were:

1. Recalling word meanings.

2. Drawing inferences about the meaning of a word from context.

3. Finding answers to questions answered explicitly or merely in paraphrase of the content.

4. Weaving together ideas in the content.

5. Drawing inferences from the content.

6. Recognizing a writer's purpose, attitude, tone, and mood.

7. Recognizing a writer's technique.

8. Following the structure of passage.[16]

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[14]Arthur W. Heilman, Timhoty R. Blair, William H. Rupley, *Principle and Practice of Teaching Reading* (Fifth Edition, United States of America, 1981), p. 241-242.

[15]Woolley, G, *Reading Comprehension: Assisting Children with Learning Difficulties,* (London: Springer Science + Business Media. B.V, 2011), p.15.

[16]J. Estill Alexander et al., *Teaching Reading* (Canada: Little, Brown And Company, 1979), p. 138.

2.2.2.2 Some skills of Reading Comprehension

In comprehension a reading passage, one need to be matter some skills, some skills of reading comprehension divide into four categories. They are:

2.2.2.2.1   Literal Comprehension

Literal comprehension represents the ability to obtain a low level type of understanding by using only information explicitly stated. This category requires a lower level of thinking skills than the other three levels. Answers to literal questions simply demand that the pupil recall what the book says.

2.2.2.2.2   Interpretation

Interpretation is the next step in the hierarchy. This category demands a higher level of thinking because the questions are concerned with answers not directly stated in the text but suggested or implied. The readers must have problem solving ability and be able to work at various levels of abstraction.

2.2.2.2.3   Critical Reading

Critical reading is at a higher level than the other two categories because it involves evaluation, the making of a personal judgments, a reader must be able to collect, interpret, apply, analyze, and synthesize the information. Critical reading includes such skills as the ability to differentiate between fact and opinion, the ability to differentiate between fantasy and reality, and the ability to discern propaganda techniques.

2.2.2.2.4   Creative Reading

Creative reading uses divergent thinking skills to go beyond the literal comprehension, interpretation, and critical reading levels. In creative reading, the

reader tries to come up with new or alternate solutions to those presented by the writer.[17]

2.2.3 The Concept of Phonics Method

2.2.3.1 Definition of Phonics Method

Phonics can be defined as the use of letter-sound relationship to pronounce an unknown printed word. The reader looks at the word, gives the sounds represented by the parts, and then blends them into a whole word. If the unknown word is one of he uses in speech or one he understands when he hears it, even an approximate sounding combined with the context will usually lead him to recognize the word and understand the meaning.[18]

Yellin, Jones and Devries defined phonics as a structured relationship between phonemes (sounds) and graphemes (letters).[19] Phonics, as describe by Adams refers to a system of teaching reading that builds on the alphabetic principle, a system of which a central component is the teaching of correspondences between letters or groups od letters and their pronunciations.[20]

The National Reading Panel defines phonics as a way of teaching reading that stresses the acquisition of letter-sound correspondences and their use in reading and

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[17]Rubin, Dorothy. *Diagnosis and Correction in Reading Instruction* (Canada: 1982),p. 208.

[18]J. Estill Alexander et al., *Teaching Reading* (Canada: Little, Brown And Company, 1979), p.72.

[19]Nasrawi, A & Al-Jamal, D. *The Effect of Using Jolly Phonics on Jordanian First Grade Pupils's Reading*, (Published by International Online Journal of Education and Teaching (IOJET), 2017). Vol.4, p.106.

[20]Gabriel Kwame Ankrah et al, *Using Phonics Method to Improve Poor Reading Ability of Pupils at Techiman Senior High School form One*, (Published by European Journal of Education Studies, 2017). Vol.3, p. 770.

spelling.[21] Phonics, which is the study of relationships between the letter symbols (graphemes) of a written language and the sounds (phonemes) they represent, is a method used in teaching word recognition in reading. It is a pedagogical term. Phonics is used in the classroom as an aid to decoding words.[22]

Based on the definition above, the researcher concludes that phonics is the art of letter-sound relationships as an aid to word recognition in reading.

2.2.3.2 Content of Phonics Method

2.2.3.2.1   Consonants

Consonant phonemes are all the sounds represented by letters of the alphabet except (a), (e), (i), (o), (u). (W) is sometimes a vowel. (Y) is a consonant only at the beginning of a syllable. Consonants are relatively stable, but only (m) and (v) represent constant sounds in all words. (B), (k), (l) also represent only one sound each, but in some words they are silent. The sounds represented by the remaining consonants are fairly stable but are sometimes affected by other letters in the word.

2.2.3.2.2   Vowels

The vowel letters are (a), (e), (i), (o), (u), and sometimes (y) and (w). (Y) functions as a vowel when it is not at the beginning of a syllable, and (w) functions as a vowel when it follows a vowel in a syllable.

2.2.3.2.3   Syllabication

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[21] Maddox K & Feng J, *Whole Language Instruction vs Phonics Instruction: Effect on Reading Fluency and Spelling Accuracy of First Grade Students*, (Georgia, 2013), p.8.

[22] Rubin, Dorothy. *Diagnosis and Correction in Reading Instruction* (Canada: 1982),p. 186.

The ability to divide an unknown word into syllables is vital to phonics because the syllable is the unit of pronunciation. The sound that a letter represents often depends on its position in the syllable.[23]

2.2.3.3 Rule of Phonics Method

Here are the most commonly used phonics rules:

1. Every syllable in every word must contain a vowel. The vowels are: a, e, i, o, u, and y (although y is a consonant when at the beginning of a word).

2. When "c" is followed by "e, i, or y," it usually has the soft sound of "s". Example: city.

3. When "g" is followed by "e, i, or y," it usually has the soft sound of "j". Example: gem.

4. A consonant digraph is two or more consonants that are grouped together and represent a single sound. Here are consonant digraphs you should know: wh (what), sh (shout), wr (write), kn (know), th (that), ch (watch), ph (laugh), tch (watch), gh (laugh), ng (ring).

5. When a syllable ends in a consonant and has only one vowel, that vowel is short. Examples: tap, bed, wish, lock, bug.

6. When a syllable ends in a silent "e", the vowel that comes before the silent "e" is long. Example: take, gene, bite, hope, fuse.

7. When a syllable has two vowel and is the only vowel, that vowel is usually long and the second vowel is silent. Example: stain.

8. When a syllable ends in a vowel and is the only vowel, that vowel is usually long. Examples: ba/ker, be/come, bi/sect, go/ing, fu/ture, my/self.

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[23]J. Estill Alexander et al., *Teaching Reading* (Canada: Little, Brown And Company, 1979), p.75-80.

9. When a vowel is a followed by "r" in the same syllable, the vowel is neither long nor short. Examples: charm, term, shirt, corn, surf.[24]

2.2.3.4 Procedure of Phonics Method

There were five steps of teaching which was delivered in the class: letters sounds recognition, blending, identifying sound in word, learning tricky words and finally book reading.

1. Letters sounds recognition,teacher started with sounding out each letter and asked students to follow by sounding the letter out.

2. Blending, after students were able to sounding out the target letters, teacher then taught them how to blend these sounds altogether to form words using from the simple C.V.C words (Consonant-vocal-consonant)

3. Identifying sound in word, teacher showed many words from the simplest one (c-v-c words) to longer ones and asked students to point out certain sounds in the words.

4. Tricky words, students are asked to look carefully at the words, pay extra attention to them and put them in to their memory. Students were also encouraged to recall their knowledge of letter sounds correspondences and their blending skills asked to figure out how to sound the words correctly. Later, when they pronounce them wrong, teacher showed how to pronounce them correctly.

5. Book reading, there were three steps of classroom activities in book reading; teacher read the book to students in reading time or after phonics session in combining instruction with phonics class. Later, students read the book in

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[24]Ching Kang Liu, *Phonics: Theory and Practice*(National Taipei University), p. 6.

group to promote class interaction and finally the students read the book their self to enhance their skill in using phonics for reading.

2.2.3.5   Advantages of Phonics Method

The following are the prospects of using phonics method:

1. Teaching learners with phonics method makes them competent to handle unfamiliar word.

2. It promotes rapidly the learners knowledge of sounds, word blending, word reading and spelling.

3. It enhances whatever that is being taught among the learners through sound and letter correspondence.

4. It stimulates the reading and learning performance of the learners.

5. It provides learners with the skills to become an independent reader.

6. Phonics method helps to overcome the challenges of traditional method of reading letter.

7. It makes sounding of unfamiliar words easier.

8. It helps learners to learn syllable structure easier and better.

9. It helps learners to know spelling and letters formulation.

10. It makes learners real and motivating e.t.c.[25]

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[25]Olugbeko, *Phonics Method: a Strategy towards Enhancing Learning Retention in Basic Literacy Programme of Ondo State, Nigeria*, (Published by International Journal of Education and Research, 2016), Vol,4. p. 146.

2.3 Conceptual Framework

The conceptual framework underlying in this research was given in the following diagram:

INPUT		PROCESS		OUTPUT
ReadingMaterial	→	Teaching through Phonics Method	→	The Student's Reading Comprehension
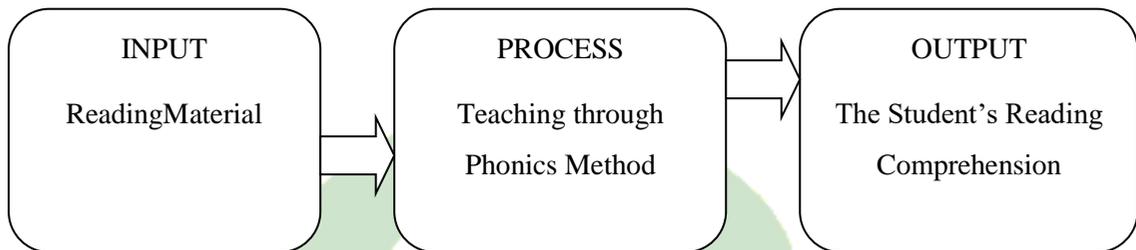
In the diagram above, there are three elements, namely:

1. Input refers to the material that is applied.
2. Process refers to pronounce vowel and consonant on unfamiliar word, pronouncing the word, giving meaning to each word, reading text completely.
3. Output refers to the students' reading comprehension.

2.4 Hypothesis

Based on the review of literature and the conceptual framework, the research formulates the following hypothesis:

H_0 : There is no a significant difference between improving reading comprehension through Phonics Method at the second year students of MA DDI Tellu Limpoe.

H_1 : There is a significant difference between improving reading comprehension through Phonics Method at the second year students of MA DDI Tellu Limpoe.

2.5 Operational Definition of Variable

2.5.1 Phonics Method is one of method that can be used to success in learning and teaching process. Phonics method is a method of word recognition through the process of listening to the sound of letters. Because the students have difficulty in reading and recognizing words in English. It is able to improve the students' reading.

2.5.2 Reading comprehension is the ability to read text, process it and understand meaning, an individual's ability to comprehend text is influenced by their traits and skill. One of which the ability to make inferences.
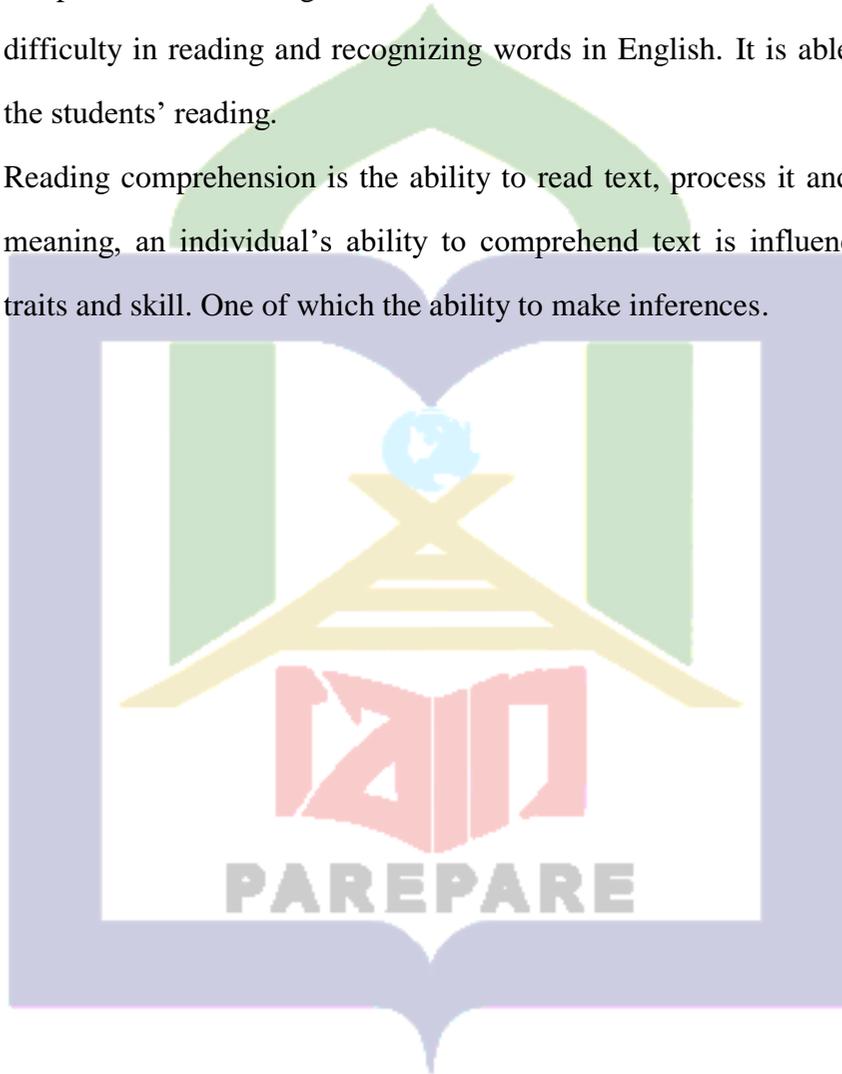
CHAPTER III

RESEARCH METHOD

3.1 The Research Design

In conducting the research, the researcher used pre-experimental with pre-test and post-test design. The students were given pre-test, treatment and post-test. It purposed to know whether using the Phonics Method can improve the students' reading comprehension. The following the formula:

O1	X	O2
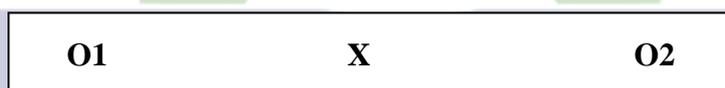
Where:

O1= Pre-test

X = Treatment

O2 = Post-test

3.2 Location and Duration of the Research

The location of this research was at MA DDI Tellu Limpoe Kabupaten Sidrap. This research focused at the second year students of MA DDI Tellu Limpoe. The duration of the research was conducted more than one month.

3.3 The Population and Sample of the Research

3.3.1 Population

The population of the research was the second year students of MA DDI Tellu Limpoe. Consists of XI (MIA) and XI (IIS). The total of population is58 students.

Table 3.1 The Population Students of MA DDI Tellu Limpoe

No.	Class	Number of students
1.	XI (MIA)	31 students
2.	XI (IIS)	27 students
Total of students		58 Students

(*Source: Administration of MA DDI Tellu Limpoe*)

3.3.2 Sample

In this research, the researcher chose sample by using random sampling technique. The researcher took class XI (MIA) which consist of 31 students as the sample of this research.

3.4 The Instrument of the Research

In this research, the researcher gave test and questionnaire as an instrument to collect the data of the second year students in reading comprehension. The students were given the test to find out the information about students' reading comprehension by Phonics Method in the classroom. The purpose of this test was to know the students' comprehension in reading. The type of this test was multiple choice tests consist of 20 items. The time interval between the pre-test and post-test were six meetings. After post-test the researcher gave questionnaire to know the students responses toward Phonics Method.

3.5 Procedure of Collecting Data

In collecting data, the researcher used one kind of test as an instrument of collecting data. It was applied in the pre-test and post-test. The procedure of collecting data was described as follows:

3.5.1 Pre-test

Before giving treatment, the researcher gave pre-test to get information about the students' reading comprehension. After giving the pre-test the next time the researcher gave the students treatment.

3.5.2 Treatment

After giving a pre-test, the researcher gave treatment to the students.The procedure of the treatment by applying Phonic Method in reading comprehension as follows:

3.5.2.1 First Meeting

1. The researcher explained the process which took place.
2. The researcher introduced and explained about phonics method.
3. The researcher explained about the material (narrative text).
4. The researcher gave an interesting reading text that had been chosen before. (The Lion and the Mouse).
5. The researcher helped students practice by reading out loud together.
6. The researcher asked the students to underlined unfamiliar word.
7. The researcher helped students to pronounce the vowel and consonant of the underlined word, blend them into a whole word, then pronounce the sentence, and the last is reading text completely.

8. The researcher asked the students to reread the initial lines or paragraph several times to build confidence and comfort with the method before preceding the new material.

9. The researcher guided the students to translate the text to identify main ideas on each paragraph, grasp all information comprehensively.

10. Then, the researcher asked the students to learn the text in house to be discussed in the next morning.

3.5.2.2 Second Meeting

1. The researcher explained the process which took place.

2. The researcher asked the students about the text from the first meeting for a minute to check whether they understand the text or not.

3. The researcher asked the students to make a group consist of five students.

4. The researcher asked the students to reread the text and marking the difficult words. Along these activities the researcher walked around in the classroom.

5. The researcher asked the students to stand up and read the text aloud in front of their friends one by one. The student was asked to focus and not to be distracted by any of the surroundings.

6. The researcher didn't stop to correct the student. Where and when the student read a portion poorly, he/she simply reread it again until improvements were visible or obtained.

7. The researcher asked the students to answer the question to measure their ability to comprehend the text.

8. Then, the researcher discussed the text with the students along the way.

3.5.2.3 Third Meeting

1. The researcher explained the process which took place.

2. The researcher gave an interesting reading text that had been chosen before. (True Friends)

3. The researcher helped students practice by reading out loud together.

4. The researcher asked the students to underlined unfamiliar word.

5. The researcher helped students to pronounce the vowel and consonant of the underlined word, blend them into a whole word, then pronounce the sentence, and the last is reading text completely.

6. The researcher asked the students to reread the initial lines or paragraph several times to build confidence and comfort with the method before preceding the new material.

7. The researcher guided the students to translate the text to identify main ideas on each paragraph, grasp all information comprehensively.

8. Then, the researcher asked the students to learn the text in house to be discussed in the next morning.

3.5.2.4 Fourth Meeting

1. The researcher explained the process which took place.

2. The researcher asked the students about the text from the last meeting for a minute to check whether they understand the text or not.

3. The researcher asked the students to make a group consist of five students.

4. The researcher asked the students to reread the text and marking the difficult words. Along these activities the researcher would walk around in the classroom.

5. The researcher asked the students to stand up and read the text aloud in front of their friends one by one. The student was asked to focus and not to be distracted by any of the surroundings.

6. The researcher didn't stop to correct the student. Where and when the student read a portion poorly, he/she simply reread it again until improvements were visible or obtained.

7. The researcher asked the students to answer the question to measure their ability to comprehend the text.

8. Then, the researcher discussed the text with the students along the way.

3.5.3   Post-test

After giving the treatment, the researcher gave the students post-test to find the result of the treatment to measure students' reading comprehension through Phonics Method, the researcher gave some test reading text.

3.5.4   Questionnaire

The researcher gave the questionnaire to find out the students' response in learning reading by using Phonics Method. This questionnaire gave to the students in during the process of collecting data and they chose the answer based on their own decision.

3.6 Technique of Data Analysis

The data collect through the data analysis. This quantitative analysis employs statistical calculation to test the hypothesis.

The data obtained from reading test it involves result of the student's assignment. To analyze the data from the result of the student's of this research, some formulates apply in this research and the researcher uses formulas as follow:

3.6.1   Scoring the students' correct answer of pretest and posttest

$$Score = \frac{Students'correctanswer}{thetotalitems} x\ 100$$

3.6.2 The classification students' score

Table 3.2 Classification the Students' Reading Comprehension

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

3.6.3 Calculating the rate percentage of the students' score by using the following formula:

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

Where:

P = percentage

F = frequency

N = total of number of sample[26]

3.6.4 Finding out the mean score by using the following formula:

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

Where:

X = Means Score

Σ X = The total number of the score

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[26]Anas Sudijon, *Pengantar Statistik Pendidikan* (Jakarta: Raja Grafindo Persada, 2006), p.43.

1N   = Total number of subjects[27]

3.6.5   Calculating the standard deviation of score by using the formula:[28]

$$\text{SD}=\sqrt{\frac{ss}{n}}\text{where SS}=\sum X^2 - \frac{(\sum x)^2}{n}$$

Where:

SD   = Standard deviation

SS   = The sum of square

N   = The number of students

Σx^2 = The sum of all square

(Σx^2) = The square of the sum of score[29]

3.6.6   Finding out the difference of the mean score between pretest and posttest by calculate the T-test value using the following formula:

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

Where:

T   = test of significance

D   = the mean score od difference

ΣD = the sum of the total scoredifference

ΣD^2 = the square of the sum score of difference

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[27]Suharsimi arikonto, *Dasar-Dasar Evaluasi Pendidikan, Edisi Revisi* (Jakarta: Bumi Aksara, 2009), p.298.

[28] L.R. Gay,*Educational Research:Competencies for Analysis and Application,* (Eight Edition, 2006), p.297-298.

[29]L.R. Gay,*Educational Research:Competencies for Analysis and Application*, p.297-298.

N   =   the total number od students[30]

3.6.7   The formula of questionnaire

3.6.7.1   To know the students responses, the researcher give the questionnaire to the students.

The questionnaire of this research employs 20 questions which consist 10 positive and 10 negative statements. The statements about the using Phonics Method to improve students' reading comprehension. The percentage of the students answer by using formula of liker scale as followed:

Table 3.3 The Percentage of the Students' Answer By Using Liker Scale below:

POSITIVE STATEMENT		NEGATIVE STATEMENT	
Category	Score	Category	Score
Strongly Agree (SA)	4	Strongly Agree (SA)	1
Agree (A)	3	Agree (A)	2
Disagree (D)	2	Disagree (D)	3
Strongly Disagree (SD)	1	Strongly Disagree (SD)	4[31]

Therefore if a student answer the ten positive statements with strongly agree and with all ten negative ones with strongly disagree can get 80 and if a student answer the ten positive statements with strongly disagree and ten negative statement with strongly agree, it is gotten twenty score. The questionnaire get four categories, the interval was used to determine category is 80:4=20.

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[30]L.R. Gay,*Educational Research: Competencies for Analysis and Application*, p. 331.

[31] L.R. Gay. *Educational Research Competences for Analysis and Application.*Second Edition. (Columbus: Charles E. Merill Publishing Company, 1981), p.331.

3.6.7.2 The rating score of response category as followed:

Table 3.4 The Followed Interpretation Criteria for the Score Based on Intervals:

No.	Category	Number
1	Very Responsive (very positive)	61– 80
2	Responsive (positive)	41– 60
3	Did not Responsive (negative)	21– 40
4	Very not Responsive (very negative)	0 - 20[32]

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[32]Riduan dan Akdon, *Rumus dan Data Dalam Analisis Statistika*, p.18.

CHAPTER IV

FINDING AND DISCUSSION

This chapter deals with the research finding and discussion. The result of data analysis was presented in findings and further explanations were presented in discussion.

4.1 Findings

4.1.1 The result of pre-test and post-test

This part presents the result of the students reading comprehension. The rate percentage and frequency of the students score.

4.1.1.1 The students' score of pre-test and post-test were classified into some criteria and percentage as follow:

Table 4.1 The Result of Students' Reading Comprehension by Using Pre-test

NO	STUDENTS	SCORE
1	CH	60
2	MAA	55
3	MF	60
4	MK	45
5	MR	40
6	MTR	60
7	MV	40
8	ALM	55
9	AG	40
10	ASRN	50

11	CT	50
12	HJH	45
13	NM	55
14	NTS	50
15	NRF	40
16	NF	80
17	NK	60
18	NH	75
19	NRL	75
20	NUA	55
21	PRD	75
22	RSK	55
23	RA	45
24	SRI	55
25	YSN	75
26	YTN	75
27	YNS	45
28	TR	50
29	WDY	75
30	WND	75
31	YUS	60
TOTAL		**1725**

Table 4.2 Students' Classification Score in Pre-test

No	Classification	Score	Frequency	Percentage (%)
1	Very good	80 – 100	1	3.22
2	Good	66 – 79	7	22.58
3	Fair	56 – 65	5	16.12
4	Poor	40 – 55	18	58.06
5	Very poor	≤ 39	0	0
	Total		**31**	**100**

The data in the table above shows that in pretest there were still many students had low score in reading. It means that they did not understand the text well, only one student can reach very good score. About the result after treatment explained with table below.

Table 4.3 The Result of Students' Reading Comprehension by Using Post-test

NO	STUDENTS	SCORE
1	CH	85
2	MAA	80
3	MF	80
4	MK	90
5	MR	85
6	MTR	80
7	MV	80

8	ALM	85
9	AG	55
10	ASRN	60
11	CT	85
12	HJH	90
13	NM	80
14	NTS	80
15	NRF	85
16	NF	85
17	NK	85
18	NH	85
19	NRL	85
20	NUA	75
21	PRD	80
22	RSK	80
23	RA	80
24	SRI	90
25	YSN	85
26	YTN	80
27	YNS	85
28	TR	80
29	WDY	85
30	WND	85

31	YUS	80
TOTAL		**2525**

The table above shows the score of students after treatment using Phonics Method. We can compare that the score after using Phonics Method bigger than before using Phonics Method and classification of the score above describe with the table below.

Table 4.4 Students' Classification Score in Post-test

No	Classification	Score	Frequency	Percentage (%)
1	Very good	80 – 100	28	90.32
2	Good	66 – 79	1	3.22
3	Fair	56 – 65	1	3.22
4	Poor	40 – 55	1	3.22
5	Very poor	≤ 39	0	0
	Total		**31**	**100**

The data in the table above shows that in Post-test there was encouraging after implementing Phonics Method in learning reading. Although there were still some students had low score. But most of the students got high score in test. It means that they can understand the text and answer the question well.

4.1.1.2 The mean score of pre-test and post-test was tabulated as follow:

Table 4.5 The Mean Score of Pre-test and Post-test

NO.	TEST	MEAN SCORE
1	PRE-TEST	55.64
2	POST-TEST	81.45

From the result above shows that the mean score obtained by the students was very different. The result of post-test was higher than the pre-test. It's proved by the mean score of the post-test 81.45 while the mean score of pre-test 55.64. It means that after giving treatment by using Phonics Method, the student's score obtained improved.

4.1.1.3 The worksheet of the calculation of the score on pre-test and post-test on the students' reading comprehension.

Table 4.6 The Worksheet of the Calculation Score of Pre-test and Post-test

No	Pre-test		Post-test		Deviation	
	X_1	X_1^2	X_2	X_2^2	D(X2-X1)	$D^2(X2-X1)^2$
1	60	3600	85	7225	25	625
2	55	3025	80	6400	25	625
3	60	3600	80	6400	20	400
4	45	2025	90	8100	45	2025
5	40	1600	85	7225	45	2025

6	60	3600	80	6400	20	400
7	40	1600	80	6400	40	1600
8	55	3025	85	7225	30	900
9	40	1600	55	3025	15	225
10	50	2500	60	3600	10	100
11	50	2500	85	7225	35	1225
12	45	2025	90	8100	45	2025
13	55	3025	80	6400	25	625
14	50	2500	80	6400	30	900
15	40	1600	85	7225	45	2025
16	80	6400	85	7225	5	25
17	60	3600	85	7225	25	625
18	75	5625	85	7225	10	100
19	75	5625	85	7225	10	100
20	55	3025	75	5625	20	400
21	75	5625	80	6400	5	25
22	55	3025	80	6400	25	625
23	45	2025	80	6400	35	1225
24	55	3025	90	8100	35	1225
25	75	5625	85	7225	10	100
26	75	5625	80	6400	5	25

27	45	2025	85	7225	40	1600
28	50	2500	80	6400	30	900
29	75	5625	85	7225	10	100
30	75	5625	85	7225	10	100
31	60	3600	80	6400	20	400
Total	**1725**	**106425**	**2525**	**207275**	**725**	**23300**

The table above helps the researcher to find out the standard deviation and the result of t-test.

4.1.1.4 The standard deviation of the students' pre-test and post-test was tabulated as follows:

Table 4.7 The Standard Deviation

No.	**Test**	**Standard deviation**
1	Pre-test	18.65
2	Post-test	7.32

The table above showed that standard deviation of the students on pre-test was 18.65 and standard deviation of the students on post-test was 7.32.

4.1.1.5 The result of T-test and T-table value was analyzed as follow:

Table 4.8 The Text of Significance

Variable	T-Test	T-Table Value
Pre-test and Post-test	9.20	1.69

Based on data above the t-test is greater than t-table value. It indicated that there was a significance difference between the result of students' pre-test and post-test after giving treatment by using Phonics Method.

4.1.1.6 Hypothesis Testing

The statistical hypothesis in this research as follow:

1. If t-table value is higher than t-test value. H0 is rejected, it means that the use of Phonics Method not able to improve reading comprehension.

2. If t-test value is higher than t-table value. H1 is accepted, it means that the use of Phonics Method able to improve reading comprehension.

For the level of significance (p) 5% and df = 30 then the value of the table = 1.69 while the value of t-test is 9.20. It means that the t-test value is greater than t-table (1.69 < 9.20). so, the null hypothesis (H0) is rejected and the alternative hypothesis (the use of Phonics Method able to improve reading comprehension) is accepted. Based on the result of data analysis, the researcher conclude that applying Phonics Method able to improve students reading comprehension.

4.1.2 The students' response toward the using Phonics Method to improve the students reading comprehension.

The questionnaire was distributed to the students to know their responses by using Phonics Method in learning process. The students were given 20 questions with positive with 10 positive and 10 negative. The data analyzed by using liker scale.

Based on the score of questionnaire shows that from 10 positive 10 negative statement of questionnaire, the researcher concludes that the students' response in learning reading comprehension by Phonics Method had a good response.

4.2 Discussion

1. The discussion of the finding through the test and treatment.

In this research, the researcher has made various efforts to teach the English language by using Phonics Method so that students can improve their reading comprehension. Which are as much as possible so that students do not get bored in learning process. The researcher also always provides motivation to the students to be diligent in reading.

The test was reading test that given before and after treatments. There were four meetings for doing the treatment of this research. At the first, before giving the treatment, the students did the pre-test it purpose to know students' ability in reading comprehension before getting the treatment. The step of this test was the researcher started to introduce herself and gave information about Phonics Method.

The first meeting, before the researcher gave treatment that was conducted on Saturday November 2th, 2019 which in the class XI MIA, the students were given the pre-test to measure their reading comprehension. After the researcher opened the meeting, she gave some test to the students' as the pre-test to know the students' reading comprehension. The type of test is multiple choices. Every student got the question and answered it.

The second meeting was conducted on Friday November 8th, 2019. In this meeting was a first treatment after giving the pre-test. The text was given about the lion and the mouse. Before the researcher gave the material about the narrative text, the researcher informed the students about Phonics Method. Next, the researcher explained the definition, the structure and the characteristic of narrative text. The researcher gave an interesting reading text that had been chosen before.It was begun

by reading out loud together. And then the researcher asked the students to underlined unfamiliar word. Next, the researcher helped students to pronounce the vowel and consonant of the underlined word, blend them into a whole word, then pronounce the sentence, and the last is reading text completely. After that, the researcher guided the students to translate the text to identify main ideas on each paragraph.

The third meeting was conducted on Saturday November16[th], 2019. The researcher asked the students about the text from the first meeting to check whether they understand the text or not. The researcher asked the students to reread the text and marking the difficult words. Then, the researcher asked the students to stand up and read the text aloud in front of their friends one by one.The researcher didn't stop to correct the student. Where and when the student read a portion poorly, he/she simply reread it again until improvements were visible or obtained. After that the students answered the questions.

The fourth meeting was conducted on Friday November 22th, 2019. The researcher gave new text, True Friends. The researcher helped students practice by reading out loud together.The students did not only read loudly but also they were asked totranslate the text. The students were asked to come forward. One student was chosen to read and another translated the text. The purpose of this activity was to help the students more easily in comprehending what they are reading and to build their confident.

The fifth meeting was conducted on Saturday November30[th], 2019. In the last treatment, to measure whether they understand the text or not, the researcher asked the students about the text from the previous meeting. The researcher asked the

students to read the text directly in front of the class. They read the text out loud with confidence, although there were still wrong pronunciation but there were encouraging than the first meeting.Then they were asked to translate the text. The students were given ten minute. The researcher randomly chose the students to translate the text. The purpose of this activity was to make them more focus and to measure whether they understand the text or not. The last activity is asking the student retell the text and discuss a few comprehension questions.

The last meeting after the researcher gave treatment to the students, the researcher gave post-test on Saturday November7[th], 2019. The students were given the post-test to find out the achievement and their progress, it was used to know the result treatment; it was also used to know whether there is an encouraging or not. After the researcher opened the meeting, she gave some test to the students` as the post-test to know the student`s comprehension in reading. Every student got the question and answered it. After getting all the data, the researcherclosing the class by greeting to the students.

The result of the research proved that using phonics method was able to improve students' reading comprehension. This treatment is proved by the students score and after given treatment which was significantly different, beside that, the result of test shows us that before the students giving of treatment (teaching reading comprehension through phonics method), their score where most student got very good classification with the mean score and standard deviation after giving them the using phonics method, their reading comprehension have improved with the mean score and standard deviation where twenty-eight students are categorized as very good classification in reading test by using phonics method.

The data above was collected through reading test that expected to improving reading comprehension at the second year students of MA DDI Tellu Limpoe Kab.Sidrap, it was supported by the frequency and rate of the students score of pre-test and post-test. Ater presented the phonics method the students score in teaching was bigger than before.

In the pre-test where, there were 1 student (3.22%) got very good, 18 students (58.06%) got poor. It means that most of students got poor classification on pre-test, the mean score of pre-test was 55.64.

In the post test where, there were 28 students (90.32%) got very good and 1 student (3.22%) got poor, it means that there is no students in very poor classification. So the students' percentage had proved by the mean score between pre-test (55.64) and post-test (81.45). It means that post-test was higher than pre-test.

Researcher's argument: the students score improved after using the treatment in their reading. Before the treatment none of the students got very good classification but after treatment by using phonics method there were 28 students got very good classification, thus the alternative hypothesis (Hi) was accepted.

After each of mean gained score was found, the researcher calculated it into the t-test. From the calculation, it showed that the result of t-test was 9.20. the score was the value that is needed in testing the hypothesis with the t-table. To find the value of t-table, the researcher should find the degree of freedom (df). It was found that the degree of freedom (df) was 30. It was obtained the value of t-table obtained the value of t-table was 1.69, it means that the t-test value was higher than t-table.

Therefore, it can be concluded that teaching reading through phonics method had an improve the students' reading comprehension after gives treatment of using phonics method were higher than the students' reading comprehension before they were gives treatment. So, teaching reading comprehension through phonics method is able to improve the students' reading comprehension at the second year students of MA DDI Tellu Limpoe.

2. The discussion of the finding through the questionnaire

The students' response toward phonics method at the second year students of MA DDI Tellu Limpoe has been analyzed by using liker scale. The questionnaire were successfully filled by 31 respondent that taken on November 2019.

From 10 positive and 10 negative statement of questionnaire, the researcher concluded that the students' response in learning reading comprehension through phonics method had a good response. All the students' answered positive and most of them got 61% - 80%.

There were 27 students got 61 - 80 score (very positive) and 4 students got 41 - 60 score (positive) from all 31 students who have thought by phonics method and the main score of the students was 69.70 from 31 students which was categorized very positive response.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents conclusions and suggestions based on the findings and interpretation in the previous chapter.

5.1 Conclusions

5.1.1   The conclusion of the finding through the test.

Based on the result of the data analysis, the researcher could conclude that using phonics method able to improve students reading comprehension at the second year students of MA DDI Tellu Limpoe. It was proved by the data showed that the mean score of pre-test was 55.64 and the mean score of post-test was 81.45. It is supported by the result of statistical analysis where the statistical t-test value (9.20) was higher than t-table value (1.69), degree of freedom (df=N-1) 30. It means that applying phonics method able to improve students reading comprehension.

Finally the using phonics method can help the students in learning English reading comprehension material because this method was effective.

5.1.2   The conclusion of the finding through the questionnaire.

From 10 positive and 10 negative questionnaires. All the students' answered positive and most of them got 61% - 80%. The main score of the students was 69.70 from 31 students. it means that phonics method make students have positive response toward in learning reading and they responsive about it.

Based on the rate score of the category the researcher could conclude that the students' responses in learning reading comprehension through phonics method.

5.2 Suggestions

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

5.2.1 English teacher of senior high school are suggested to use phonics method as an alternative method in teaching reading comprehension which it have been proven that phonics method can improve students' reading comprehension.

5.2.2 The researcher should be well-prepared toward the material that are going to be taught to the students before entering the classroom.

5.2.3 The students should be more active in learning reading text and students have to read more in order to have more knowledge.

5.2.4 The students need to realize that learning two way process, not only teacher-center but also student-center. It means that they have significant roles in achieving their success in study.

5.2.5 Both the teacher and students can collaborate effectively in teaching and learning process. It is used to make them easier to solve the problems faced in teaching and learning process.

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APPENDICES
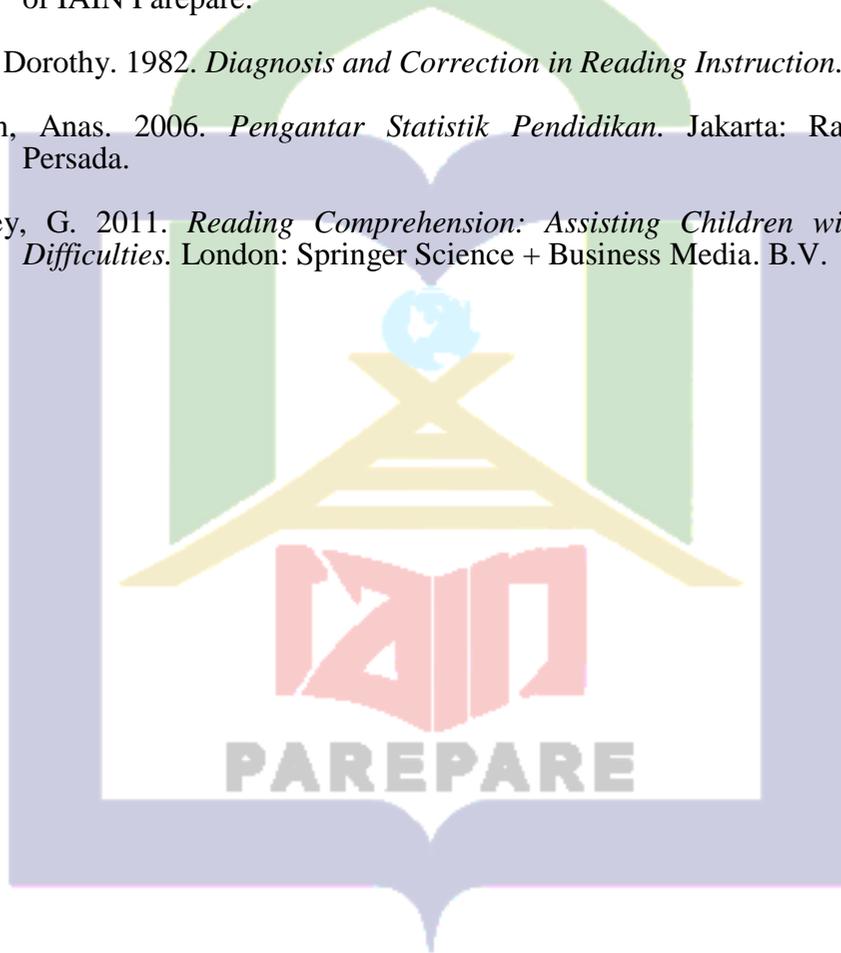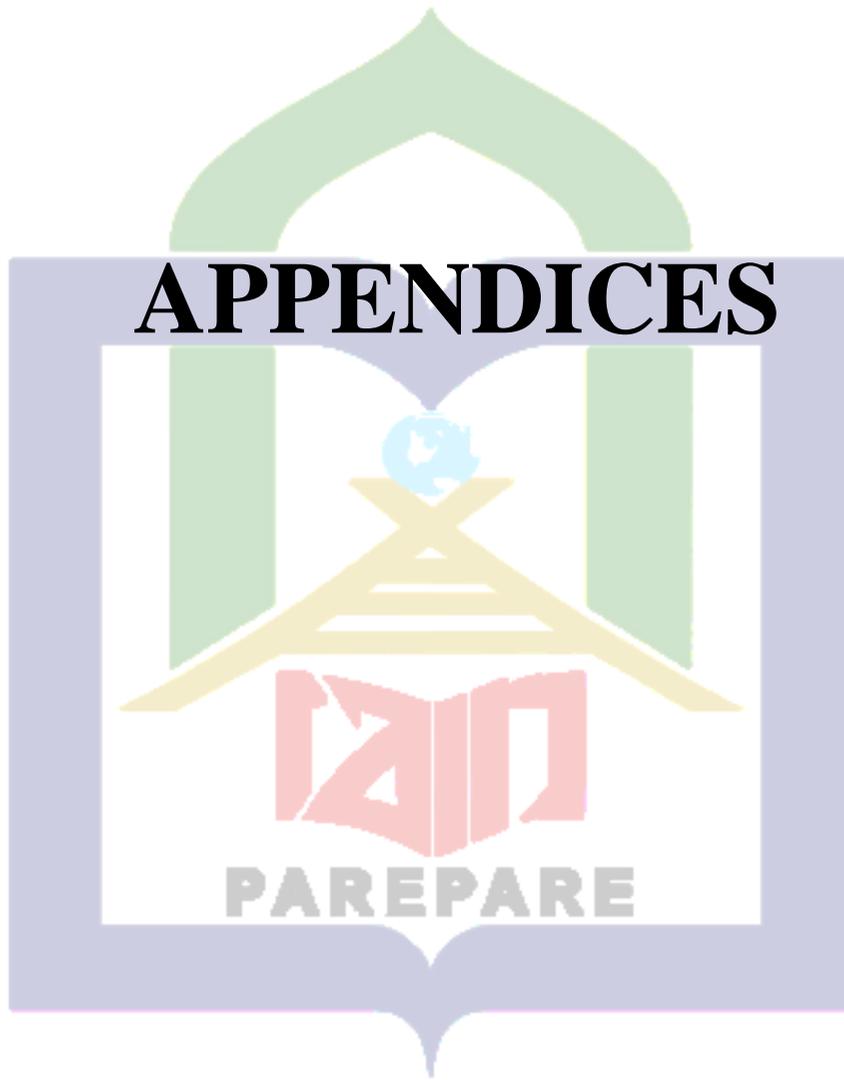
Appendix 1. Instrument of Pre-test, Post-test And Questionnaire

	KEMENTERIAN AGAMA REPUBLIK INDONESIA **INSTITUTE AGAMA ISLAM NEGERI (IAIN)** **PAREPARE** **FAKULTAS TARBIYAH** **Jl. Amal Bakti NO. 8 Soreang 911331** **Telepon (0421)21307, Fax Mail(0421)2404**
	VALIDASI INSTRUMEN PENELITIAN PENULISAN SKRIPSI

NAMA MAHASISWA   : NURSYAFITRI

NIM/ PRODI   : 15.1300.011/PBI

FAKULTAS   : TARBIYAH

JUDUL   : IMPROVING THE STUDENTS' READING

COMPREHENSION THROUGH PHONICS METHOD

AT THE SECOND YEAR STUDENTS OF MA DDI

TELLU LIMPOE KAB.SIDRAP

PRE-TEST & POST-TEST

Name :

Class :

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

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

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

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

➢ **Choose the best answer by crossing (x) a, b, c, or d!**

1. The word "eager" in paragraph 1 line 1 can easily be replaced by …
   a. Impatient
   b. Perfectly
   c. Accurately
   d. significantly

2. All of the statements below are **not true,** except …
   a. The puppeteer has no idea to make a puppet.
   b. The puppeteer did not eager to have a son.
   c. The puppeteer made a puppet all day long.
   d. The puppeteer never hopes that the puppet will be a real boy.

3. Why the puppeteer was surprised?

a. He got a new car.

b. Pinocchio was alive.

c. His wife comes back to life.

d. He becomes a rich man.

4. Where did Pinocchio study?

a. At senior high school.

b. At junior high school.

c. At elementary school.

d. At university.

5. "He said that he was on school but he wasn't."

The word "He" on paragraph 2 line 4 refers to …

a. Pinocchio

b. Boy

c. Stuart

d. Geppetto

6. When Pinocchio's nose grew longer and longer. It mean that …

a. Pinocchio has eaten.

b. Pinocchio has slept.

c. Pinocchio has run.

d. Pinocchio has lied.

7. Who has kidnapped Pinocchio?

a. Geppetto

b. Owner of circus

c. His friends

d. Geppetto's wife

8. All the following statements are **true**, except …

a. Pinocchio was kidnapped.

b. Pinocchio is a puppet which can talk.

c. Geppetto searched Pinocchio on the sea.

d. Geppetto happy when Pinocchio was kidnapped.

9. What did Geppetto and Pinocchio do when they were in whale's stomach?

a. They shouted for help.

b. They are making a fire.

c. They are crying because scared.

d. They called his family to help them.

10. The word "they" in paragraph 4 refers to …
    a. Pinocchio
    b. Geppetto
    c. Geppetto and his wife
    d. Pinocchio and Geppetto

➢ **Put a circle round the letter T if the statement is true. If it is not true, put a circle round the letter F!**

11. T F   Geppetto has a son and a wife, they live happily.
12. T F   Geppetto make a puppet in order not to be lonely.
13. T F   Geppetto felt happy since Pinocchio couldn't walk or talk by itself.
14. T F   Geppetto never prayed to the God to become a real boy.
15. T F   Geppetto teaches Pinocchio many things, like walk, read, speak and other thingsas human.
16. T F   Pinocchio's nose never grew longer if he has lied.
17. T F   Geppetto never worried when Pinocchio had not been going home for two days.
18. T F   Geppetto could not find the way to go out when he was in whale's stomach.
19. T F   Pinocchio met geppetto in whale's stomach.
20. T F   Geppetto loves Pinocchio as much as his own son.

KUESIONER RESPON SISWA

Petunjuk

Beri tanda ceklis (√) pada respon anda di lembar jawaban/kolom yang tersedia dan ikuti petunjuk-petunjuk lain yang mungkin diberikan berkaitan dengan lembar jawaban dan berilah jawaban yang benar-benar cocok dengan pilihan anda.

Keterangan jawaban

SS   : Sangat Setuju   TS   : Tidak Setuju

S   : Setuju   STS   : Sangat Tidak Setuju

No	PERTANYAAN	SS	S	TS	STS
1	Phonics Method memudahkan saya untuk belajar bahasa inggris				
2	Saya suka belajar bahasa inggris dengan berkelompok				
3	Saya sangat suka dengan model pembelajaran diskusi				
4	Saya merasa senang bekerja sama dalam kelompok				
5	Saya menyuai pelajaran bahasa inggris tes narasi (cerita)				
6	Saya sangat suka dengan model pembelajaran Phonics				
7	Saya berusaha untuk bertanya kepada guru jika saya dan teman sekelompok mengalami kesulitan dalam menjawab pertanyaan reading				
8	Guru selalu memberikan saya bimbingan secara langsung apabila mengalami kesulitan menggunakan Phonics Method				

No	Pernyataan				
9	Saya menghargai pendapat teman saat diskusi kelompok				
10	Saya membaca tulisan berbahasa inggris dengan membaca cepat seluruh teks, setelah itu membaca kembali dengan teliti				
11	Saya tidak tertarik mengikuti pembelajaran bahasa inggris menggunakan phonics method				
12	Pembelajaran bahasa inggris menggunakan phonics method membuat saya mengantuk				
13	Pembelajaran bahasa inggris menggunakan phonics method sulit untuk diterapkan				
14	Saya merasa bosan belajar bahasa inggris dengan menggunakan phonics method				
15	Belajar bahasa inggris secara berkelompok membuat saya merasa tidak nyaman				
16	Penerapan pembelajaran bahasa inggris menggunakan phonics method membuat saya kurang percaya diri				
17	Penggunaan phonics method dalam pembelajaran bahasa inggris terlalu monoton				
18	Model pembelajaran phonics method kurang bermanfaat untuk belajar bahasa inggris				
19	Saya merasa tertekan dalam pembelajaran bahasa iggris dengan menggunakan phonics method				
20	Saya kurang termotivasi apabila dalam pembelajaran bahasa inggris menggunakan phonics method				

Appendix 2. lesson Plan

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah   : MA DDI TELLU LIMPOE

Mata pelajaran   : Bahasa Inggris

Kelas/Semester   : XI

Materi Pokok   : Fungsi sosial membaca dan mengidentifikasi teks bacaan

                              yang telah tersedia.

Alokasi Waktu   : 8 X 40 Menit (4 Pertemuan)

A. Kompetensi Inti
1. Dapat mengenali ungkapan-ungkapan yang bervariasi baik itu melalui lisan atau tullisan.
2. Memahami pengetahuan (factual, konseptual, dan prosedura) berdasarkan ingin tahunya tentang ilmu pengetahuan bahasa inggris sebagai bahasa internasional.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator Pencapaian Kompetensi	
1. Mengidentifikasi fungsi social, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan member dan meminta informasi terkait *Teks bacaan yang telah disediakan* yang dekat dengan kehidupan peserta didik sehari-hari, sesuai dengan konteks penggunaannya.	3.4.1	Membaca dan mrngidentifikasi *Teks bacaan yang telah disediakan*

	3.4.2	• Struktur teks
		  - Memulai
		  - Menanggapi (diharapkan/diluar dugaan)

	3.4.3	• Unsur kebahasaan
		  - Pernyataan dan pertanyaan terkait *Teks bacaan yang telah disediakan*
		  - Penyebutan dengan bentuk jamak (-s)
		  - Ucapan, tekanan baca

		dan tulisan tangan
2. Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan member dan meminta informasi terkait *Teks bacaan yang telah disediakan* yang dekat dengan kehidupan siswa sehari-hari, dengan memperhatikan fungsi social, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	4.4.1	Identifikasi materi tentang Phonics Method
	4.4.2	Menerapkan materi-materi yang sudah di dapat melalui membaca teks bacaan yang telah disediakan
	4.4.3	Menerapkan materi-materi yang sudah di dapat melalui membaca teks bacaan yang telah disediakan
	4.4.4	Identifikasi kosa kata secara lisan

Fokus pengamatan karakter : Sikap santun, peduli dan percaya diri

C. **Tujuan Pembelajaran**

Pada akhir pembelajaran siswa dapat:

1. Siswa dapat memahami apa yang dimaksud dengan Phonics Method.
2. Siswa mampu mendeskripsikan secara lisan dan tertulis tentang Phonics Method.
3. Siswa mampu menentukan ucapan, tekanan kata, intonasi, ejaan, tanda baca dalam sebuah teks.

D. **Materi Pembelajaran**

1. **Materi Reguler**

- Fungsi social

    Membaca dan mengidentifikasi teks bacaan yang telah disediakan

- Struktur teks
    1. Memulai
    2. Menanggapi (diharapkan di luar dugaan)

- Unsur kebahasaan
    1. Pernyataan dan pertanyaan terkait teks bacaan yang telah disediakan
    2. Menjawab pertanyaan yang terkait teks bacaan yang telah disediakan
    3. Ucapan, tekanan kata, intonasi, ejaan, tanda baca dan tulisan tangan

2. **Materi Remedial**

    Unsur kebahasaan

    - Ungkapan-ungkapan yang lazim digunakan

3. **Metode Pembelajaran**

Phonics Method

4. **Media/Alat dan Bahan**

Media/Alat: kamus lengkap bahasa inggris, Teks bacaan bahasa inggris

5. **Sumber Belajar**

Buku teks yang relevan dan internet.

6. **Langkah-langkah Kegiatan Pembelajaran**

Pertemuan Pertama: (2JP)

Langkah Pembelajaran	Deskripsi	Alokasi waktu
Kegiatan Pendahuluan	• Memberi salam • Mengarahkan siswa untuk berdoa • Mengecek kehadiran siswa • Mengecek kesiapan siswa	10 menit

Kegiatan Inti	• Memperkenalkan metode yg akan digunakan
	  1. Apa itu Phonics Method
	  2. Tujuan Phonics Method
	• Menjelaskan definisi, struktur bahasa dan karakteristik narrative text
	• Membagikan siswa teks bacaan
	• Mendorong siswa untuk aktif berpartisipasi dengan mengajak siswa untuk membaca teks bersama.
	• Guru membacakan paragraf pertama, kemudian diikuti oleh siswa, setiap siswa memiliki kesempatan untuk membaca, hingga pada akhir paragraf.
	• Siswa menggaris bawahi kata yang asing, kemudian guru membantu siswa membaca (vowel & consonant, word, sentence, paragraph)
	• Siswa tidak hanya melihat teks tapi juga mendengarkan untuk membantu mereka membaca dengan baik dan benar.
	• Siswa didorong untuk menemukan ide pokok dan memperoleh informasi dari teks.
	• Proses pembelajaran akan berjalan secara perlahan,
	• Proses pembelajaran akan dilanjutkan pada pertemuan selanjutnya
		40 menit

Kegiatan Penutup	• Menyimpulkan pembelajaran. • Memberitahu siswa apa yg akan dilakukan pada pertemuan selanjutnya	10 menit

Langkah Pembelajaran	Deskripsi	Alokasi waktu
	• Mengakhiri pelajaran dengan memberikan salam	

Pertemuan kedua: (2JP)

Langkah Pembelajaran	Deskripsi	Alokasi waktu
Kegiatan Pendahuluan	• Memberi salam • Mengarahkan siswa untuk berdoa • Mengecek kehadiran siswa • Mengecek kesiapan siswa	10 menit
Kegiatan Inti	• Setiap siswa diberikan teks yang sama dan diminta untuk menerjemahkan bersama teman sebangkunya. • Mengajak siswa untuk membaca beberapa paragraf kembali yang dianggap belum lancar. • Membacakan paragraf pertama, kemudian diikuti oleh siswa, setiap siswa memiliki kesempatan untuk membaca, hingga pada akhir paragraf. • Meminta salah satu siswa untuk menuliskan teks di papan tulis untuk dibaca bersama. • Setiap siswa diminta untuk melihat ke papan tulis dan peneliti menunjuk kata yang sedang dibaca. • Kegiatan ini bertujuan untuk meningkatkan keterlibatan siswa dalam pembelajaran dengan membuka dan memancing siswa untuk aktif membaca. • Setelah itu siswa diminta untuk berlatih membaca • Selama kegiatan berlangsung, peneliti akan berkeliling di sekitar siswa. • Memberikan soal yang telah disediakan untuk melihat pemahaman siswa.	40 menit
Kegiatan Penutup	• Menyimpulkan pembelajaran. • Memberitahu siswa apa yg akan dilakukan pada pertemuan selanjutnya • Mengakhiri pelajaran dengan memberikan salam	10 menit

Pertemuan ketiga

Langkah Pembelajaran	Deskripsi	Alokasi waktu
Kegiatan Pendahuluan	• Memberi salam • Mengarahkan siswa untuk berdoa • Mengecek kehadiran siswa • Mengecek kesiapan siswa	10 menit
Kegiatan Inti	• Membagikan siswa teks bacaan baru • Mendorong siswa untuk aktif berpartisipasi dengan mengajak siswa untuk membaca teks bersama dimana suara guru lebih keras dan cepat di banding siswa. • Guru membacakan paragraf pertama, kemudian diikuti oleh siswa, setiap siswa memiliki kesempatan untuk membaca, hingga pada akhir paragraf. • Siswa tidak hanya melihat teks tapi juga mendengarkan kata untuk membantu mereka membaca dengan baik dan benar. • Siswa didorong untuk menemukan ide pokok dan memperoleh informasi dari teks. • Proses pembelajaran akan berjalan secara perlahan, • Proses pembelajaran akan dilanjutkan pada pertemuan selanjutnya	40 menit
Kegiatan Penutup	• Menyimpulkan pembelajaran. • Memberitahu siswa apa yg akan dilakukan pada pertemuan selanjutnya • Mengakhiri pelajaran dengan memberikan salam	10 menit

Pertemuan ke empat

Langkah Pembelajaran	Deskripsi	Alokasi waktu
Kegiatan Pendahuluan	• Memberi salam • Mengarahkan siswa untuk berdoa • Mengecek kehadiran siswa • Mengecek kesiapan siswa	10 menit
Kegiatan Inti	• Setiap siswa diberikan teks yang sama dan diminta untuk menerjemahkan bersama teman sebangkunya. • Mengajak siswa untuk membaca beberapa paragraf kembali yang dianggap belum lancar. • Membacakan paragraf pertama, kemudian diikuti oleh siswa, setiap siswa memiliki kesempatan untuk membaca, hingga pada akhir paragraf. • Meminta salah satu siswa untuk menuliskan teks di papan tulis untuk dibaca bersama. • Setiap siswa diminta untuk melihat ke papan tulis dan peneliti menunjuk kata yang sedang dibaca. • Kegiatan ini bertujuan untuk meningkatkan keterlibatan siswa dalam pembelajaran dengan membuka dan memancing siswa untuk aktif membaca. • Setelah itu siswa diminta untuk berlatih membaca • Selama kegiatan berlangsung, peneliti akan berkeliling di sekitar siswa. • Memberikan soal yang telah disediakan untuk melihat pemahaman siswa.	40 menit
Kegiatan Penutup	• Menyimpulkan pembelajaran. • Memberitahu siswa apa yg akan dilakukan pada pertemuan selanjutnya • Mengakhiri pelajaran dengan memberikan salam	10 menit

Appendix 8. Data Analysis

4.1.2 The students' response toward the using Phonics Method to improve the students reading comprehension.

The response of students using questionnaire to use Phonics Method to improve students' reading comprehension. This result of percentage as follows:

Table 4.9 Table Score Questionnaire of Students Answer.

No	Item																				score
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
1	3	3	2	4	2	3	3	3	4	3	3	3	3	3	3	3	3	3	3	3	60
2	3	3	3	4	3	3	4	3	4	3	3	3	3	3	3	3	3	3	3	3	63
3	4	4	4	4	3	4	4	3	3	3	4	4	3	4	3	4	3	4	4	4	73
4	3	3	2	4	2	3	3	3	4	3	3	3	3	3	3	3	3	3	3	3	60
5	4	4	4	4	3	4	4	3	3	3	4	4	3	4	3	4	3	4	4	4	73
6	4	4	4	4	3	4	4	4	4	4	4	4	3	4	3	4	3	4	4	4	76
7	3	3	2	4	2	3	3	3	4	3	3	3	3	3	3	3	3	3	3	3	60
8	4	3	4	4	3	3	3	4	3	3	4	4	4	4	4	3	4	4	4	4	73
9	3	3	3	4	3	3	4	3	4	3	3	3	3	3	3	3	3	3	3	3	63
10	4	3	4	4	3	3	3	4	3	3	4	4	4	4	4	3	4	4	4	4	73
11	4	4	4	4	3	4	4	4	4	4	4	4	3	4	3	4	3	4	4	4	76
12	4	4	4	4	3	4	4	3	3	3	4	4	3	4	3	4	3	4	4	4	73
13	3	3	3	4	3	3	4	3	4	3	3	3	3	3	3	3	3	3	3	3	63
14	4	4	4	4	3	4	4	4	4	4	4	4	3	4	3	4	3	4	4	4	76
15	4	4	3	3	3	3	4	3	3	3	3	3	3	3	3	3	2	4	2	3	62

16	3	3	4	3	3	3	4	3	4	3	3	3	3	3	3	3	3	3	3	3	63
17	3	4	4	3	3	3	3	3	4	3	2	2	3	3	4	4	3	3	3	3	63
18	4	4	4	4	3	4	4	3	3	3	4	4	3	4	3	4	3	4	4	4	73
19	4	4	3	3	3	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	77
20	4	4	4	4	3	4	4	3	3	3	4	4	3	4	3	4	3	4	4	4	77
21	4	4	4	4	3	4	4	3	3	3	4	4	3	4	3	4	3	4	4	4	77
22	4	4	4	4	3	4	4	3	4	4	4	4	3	4	3	4	3	4	4	4	75
23	4	4	3	3	3	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	77
24	3	3	3	4	3	3	4	3	4	3	3	3	3	3	3	3	3	3	3	3	63
25	4	4	3	3	3	4	4	4	4	3	3	4	4	4	3	4	4	4	4	4	74
26	4	4	4	4	3	4	4	3	4	4	4	4	3	4	3	4	3	4	4	4	75
27	3	4	4	3	3	3	3	3	4	3	2	2	2	3	4	3	3	2	2	2	58
28	4	4	3	3	4	4	4	4	4	3	3	4	4	3	3	4	4	4	4	4	74
29	4	4	3	3	3	4	4	4	4	3	3	4	4	4	3	3	4	4	4	4	73
30	4	3	3	3	4	4	3	4	3	3	3	3	3	3	3	3	3	3	3	3	64
31	4	4	3	3	4	4	4	4	4	3	3	4	4	3	3	4	4	4	4	4	74
Total																					2161

The table above showed that the cumulative score that they got through the questionnaire was 2161.

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

$$= \frac{2161}{31}$$

$$= 69.70$$

The score is showed the calculated the rate percentage of the students' response score is 69.70 were in interval 61 - 80 which has categorized very responsive.

4.2.1.1 The mean score of pre-test and post-test was tabulated as follow:

Pre-test $\quad X = \frac{\sum X}{N}$

$$X = \frac{1725}{31} = 55.64$$

Post-test $\quad X = \frac{\sum X}{N}$

$$X = \frac{2525}{31} = 81.45$$

4.2.1.2 The standard deviation of the students' pre-test and post-test was tabulated as follows:

1. Standard deviation of pre-test.

$$SS = \sum X_1^2 - \frac{(\sum X_1)^2}{N} = 106425 - \frac{(1725)^2}{31}$$

$$= 106425 - \frac{2975625}{31}$$

$$= 106425 - 95987.90$$

$$SS = 10437.1$$

$$SD = \sqrt{\frac{SS}{N-1}} = \sqrt{\frac{10437.1}{30}} = \sqrt{347.90} = 18.65$$

This score shows the standard deviation of pre-test is 18.65. The next step is to find out the standard deviation of post-test.

2. Standard deviation of post-test.

$$SS = \sum X_2^2 - \frac{(\sum X_2)^2}{N} = 207275 - \frac{(2525)^2}{31}$$

$$= 207275 - \frac{6375625}{31}$$

$$= 207275 - 205665.32$$

$$SS = 1609.68$$

$$SD = \sqrt{\frac{SS}{N-1}} = \sqrt{\frac{1609.68}{30}} = \sqrt{53.656} = 7.32$$

Based on the calculation above, it is showed that the result of the standard deviation of post-test was 7.32.

4.2.1.3   The result of T-test and T-table value was analyzed as follow:

Find out D

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

$$= \frac{725}{31}$$

$$= 23.38$$

The calculation of the T-test value

$$t = \frac{D}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}} = \frac{23.38}{\sqrt{\frac{23300 - \frac{(725)^2}{31}}{31(31-1)}}} = \frac{23.38}{\sqrt{\frac{23300 - \frac{525625}{31}}{31(30)}}}$$

$$= \frac{23.38}{\sqrt{\frac{23300 - 16955.64}{930}}}$$

$$= \frac{23.38}{\sqrt{\dfrac{6344.36}{980}}}$$

$$= \frac{23.38}{\sqrt{6.47}}$$

$$= \frac{23.38}{2.54}$$

$$t = 9.20$$

From the calculation above the researcher got the T-test value was 9.20.

4.2.1.4 Hypothesis testing

To find out degree of freedom (df) the researcher used the following

formula:

Df = N – 1

= 31 – 1= 30

$\alpha = 1.69$ and t-test 9.20

CURRICULUM VITAE

NURSYAFITRI, the writer was born on September 10th 1997 in Mangkoso, Barru. She is the first child from three children in her family. From the couple, Rustan and Dahlia, she has two brothers, the first brother name is Fahrul Rezy and the little brother name is Sahrul.

She began her study in Elementry School in Sidrap and graduate on 2008. In the same year, she continued her studying in junior high school. She decided to continue her study at Mts Nashrul Haq Pajalele and finished her Junior High School on 2011. After that, she is registered as a student in MA DDI Tellu Limpoe and graduated on 2015. In the same year she continues her study at State Islamic College (STAIN) Parepare but now it was changed become State Islamic Institute (IAIN) Parepare. On 2019 she completed her skripsi with the title "Improving the students' reading comprehension through phonics method at the second year students of MA DDI Tellu Limpoe".