

A THESIS

**THE READING COMPREHENSION OF TENTH GRADE
STUDENTS OF SMAN 5 PINRANG TAUGHT BY
USING START SIMPLE STORIES EXTENSIVE
READING METHOD**



BY:

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**ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
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PAREPARE**

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Submitted to the English Program of Tarbiyah Faculty of State Islamic Institute of
Parepare in Partial of Fulfilment of Requirement for Degree of Sarjana Pendidikan
(S.pd)

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Stated that thesis is his own writing and if it can be proved that it was copied, duplicated or compiled by any other people, this thesis and the degree that has been gotten would be postponed.

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ABSTRACT

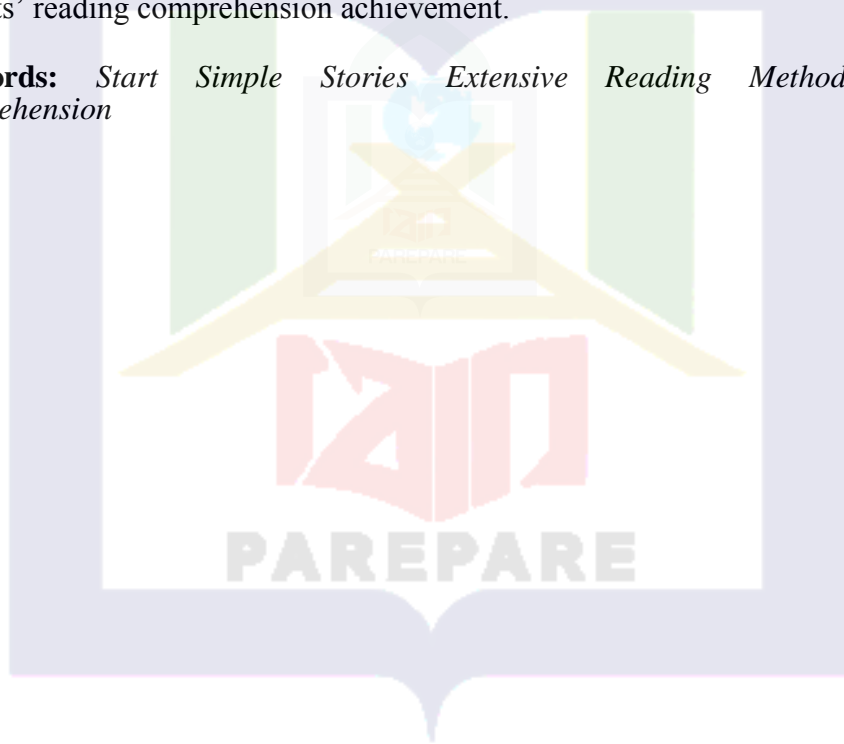
Fahrul Fauzi. *The Reading Comprehension of the Tenth Grade Students of SMAN 5 Pinrang Taught by Using Start Simple Stories Extensive Reading Method (Supervised by Hj. Nurhamdah and Abd. Haris Sunubi)*

Most students are still very poor in reading comprehension since they cannot usually read or understand the material on their own. The Start Simple Stories Extensive Reading (SSS ER) is one of the many methods that can be used to solve this problem. This research was aimed to find out the effect of Start Simple Stories Extensive Reading method on students' reading comprehension.

This research used quantitative method and used pre experiment with one group pre-test and post-test design. The samples of this research were taken from X.4 class consisted of 29 students the instrument for collecting data by using multiple choice tests.

After analyzing the data, the researcher got; The value of t-test was 14,48 and that of t-table was 1,701. So the t-test value was higher than the t-table. It means that the use of Start Simple Stories Extensive Reading method could improve the students' reading comprehension achievement.

Keywords: *Start Simple Stories Extensive Reading Method, Reading Comprehension*



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CHAPTER I

INTRODUCTION

A. Background

Reading is one of the skill that should be learned by English learners. Reading is a process of getting the meaning from a written symbol. It is mean that we try to deciphering the symbol to understand the information from the text. Reading is a process made up of several interconnected skill and process. In reading, in order to understand the text the reader should be able to manage every part of the text, because it is easy to get the meaning when the readers are able to organize the text.

Reading is very important for our daily life. In real life people generally read something because they want to and they have a purpose, which is more fundamental than involved in some language learning tasks seem only to be asking about details language. People read to language because they have a desire to do so and a purpose to achieve.¹Therefore, the students should master the reading skill especially reading comprehension.

To achieve the purpose of reading, which is to get general or detail information from the text, the students have to comprehend the text in order to understand the information effectively. Students will catch the information from the text, if they comprehend the text.²

¹Diyenti, "The Effectiveness of Start Simple Stories Toward The Students' Reading Comprehension of Tenth Grade at SMAN 1 Ogodeide". JME.Vol.5 NO.7, December 2017, p.475-481.

² Annisa Nasution, "The Effect of Start With Simple Stories Extensive Reading (SSS ER) Method on Students Reading Comprehension Achievement in Narrative Text", Undergraduate thesis, (Medan: UNIMED, 2015), p. 8.

From the previous research conducted by Nurjamaliah at MTsNIndrapuri, the researcher faced some problems in teaching reading. First, the student had lack of vocabulary, it caused them had difficulties to identify the meaning of unfamiliar words. Second, the learning process of reading seemed boring. The teacher commonly explained and introduced some materials, asked the students to read some paragraph in textbook, and pushed students to do exercises to measure their understanding, without tell them how to comprehend the text also. The third, the problem that the student faced in learning reading is they cannot translate the text based on the contextual sentences. The understanding about the text generally is bad, because they do not know how to translate correctly.³

NurIdawana also faced the same problem in her research entitled “Improving Students’ Reading Comprehension Using Start Simple Stories Extensive Reading Method at SMPN 3 Sungguminasa”. The researcher found several problems. First the student had a lack of vocabulary because the importance of foreign words is difficult to spot. Secondly, it appeared like the educational reading process was dull the teacher asks the students to read some paragraphs in a textbook, and pushed to do exercises to look at their understanding without telling them a way to comprehend the text. Lastly, the issue faced by students in reading learning is that they cannot translate the contextual phrases supported afterwards. The interpretation of the text usually is poor, since they do not had enough knowledge to interpret correctly.⁴

³Nurjamaliah, Thesis: “*The Implementation of Start Simple Stories (SSS) Method to Improve Students’ Reading Comprehension (An Experimental Study on Second Grade of MTsNIndrapuri)*” (Banda Aceh: UIN Ar-Raniry, 2018), p.3.

⁴Nur Idawana, Thesis: “*Improving Students’ Reading Comprehension Using Start Simple Stories Extensive Reading at SMPN 3 Sungguminasa*” (Makassar: UNISMUH, 2021), p.2.

Based on the information gotten by observing interviewing the teachers in SMAN 5 PINRANG, the researcher found that the students had some difficulties in learning English; first, the students had difficulties to identify the meaning of some unfamiliar words, this is because they have lack of vocabulary, the second is, the students are not interested in learning English, they also had less confident if they asked to read it in front of the class. Sometime if there was a misreads, the other students start laughing. It makes the students did not concentrate with the class. In consequence, the result of reading was not good. It could be seen from the students incompetence to find the main topic. Furthermore, they also could not find the reference words of the text that they read.

Those problem happened because the teachers always use the lecturing method when teaching reading. After trying to comprehend the text, the teacher asked the students to answer the question given in the paragraph. Indirectly, teachers motivated the students to answer the questions correctly, but not to understand the context of the text. To find the answer, the students predicted the answer by looking the similar words in the questions and paragraph, then they would think it was the answer.

Therefore, the teacher should be able to choose suitable learning method to the implementation of teaching reading. Method is one of the components that can affect the learning process. The method can help the teacher to make the learning process run well. But of course, with a selective methods that has been adapted to the skills, materials, and students' capability.

In this case, the researcher proposes Start with Simple Stories Extensive Reading (SSS ER) as a method to teach it. The goal of SSS ER is to make reading in class enjoyable and fun. Hopefully, the use of SSS ER not only improves students' reading comprehension achievement but also helps them develop a habit of reading.

Based on the opinion above, the researcher wants to commit a research under title "The Reading Comprehension of Tenth Grade Students' of SMAN 5 PINRANG Taught by Using Start Simple Stories Activity". In this researcher find out whether there is any significant difference on the students reading comprehension taught by start simple stories method.

B. Research Question

Based on the statement above, the researcher would like to forward research question "How is start simple stories Extensive Reading able to improve Students' reading comprehension?"

C. Objective of the Research

The objective of this study is To find out whether Start Simple Stories Extensive Reading method could improve the students' reading comprehension or not.

D. Significance of the research

There are four significance of this research is expected to be useful for:

1. The teachers

The result of this research is to provide the useful of information for English teacher to use this method in their classroom. It might become to guide the teacher to be more creative in teaching English.

2. The school

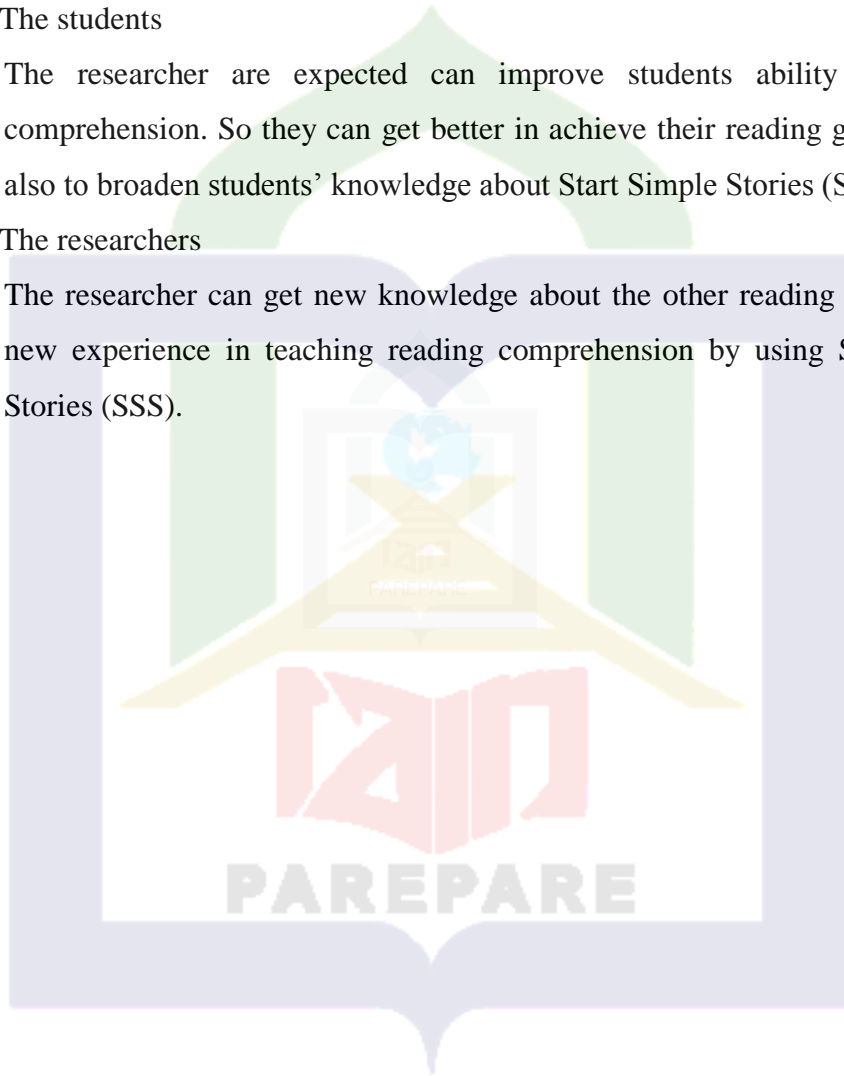
The result of this research are expected to useful in school especially in SMAN 5 Pinrang. It can be apply in the classroom. Therefore, it can improve students reading ability.

3. The students

The researcher are expected can improve students ability in reading comprehension. So they can get better in achieve their reading grade, then it also to broaden students' knowledge about Start Simple Stories (SSS).

4. The researchers

The researcher can get new knowledge about the other reading strategy and new experience in teaching reading comprehension by using Start Simple Stories (SSS).



CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Related Research Findings

In this research, there are some reviews of related literature finding from the previous researcher, they are:

The first is from Faiz in his thesis about “The Effectiveness of the SSS (Start with Simple Stories) Extensive Reading toward the Comprehension of the Low Achieving Students of the First Grade at PGRI lawang Senior High School” state it is a good method to conveying reading material.⁵ He said that students are in pleasant feeling of reading when taught by using SSS ER.

At the proper time it can improve the students’ habit of reading. He also recommended for the English teachers to provide a small classroom library which contains various reading texts with different levels of difficulty to maintain students’ motivation and interest in reading. So, by using SSS ER method, it does not only increase students’ achievement in reading comprehension, but also make reading as students’ habit. Beside that he also found the difficulty when applied SSS ER method is the library did not provide many text, whereas he use library to set SSS ER method. Because the library in the school didn’t provide many kinds of text, so he found the text by himself from other sources.

The second research was conducted by Ikha Shopia Ellyana. In her research Entitled “The Reading Comprehension of the Eighth Grade Students of SMPN 1

⁵Rozi Faiz. 2010. “*The Effect of Start with Simple Story Extensive Reading Method on Students’ Reading Comprehension. Reading in a Foreign language*”, Volume 10 (1) 2-10.

Gembong Pati Taught by Using Start Simple Stories Activity in Academic Year 2012/2013”. The subject of the research was Eighth Grade Students of SMPN 1 Gembong Pati and the object of the research was using Start Simple Stories Activity in Academic Year 2012/2013. The number of population was large; the writer used cluster random sampling by taking two classes for sample. The writer gets VIII B as the sample of the research. There are 25 students. The design of this research was experimental research. The result of the experiment can be seen that the calculation of t-test, with the level of significance 0.05, the Degree of Freedom (df) is 24, and t-table (tt) 2.064, the t- obtained (to) 13.74. In the other words, t-obtained is higher than t-table. The reading comprehension of the eighth grade students of SMP N 1 Gembong Pati after being taught by using Start Simple Stories Activity is “good”. It is showed by the mean is 76.2 and the standard deviation is 7.5. it is higher than the mean of the reading comprehension of the eighth grade students of SMP N 1 Gembong Pati before being taught by using Start Simple Stories Activity in academic year 2012/2013 which the mean 52.8 and standard deviation is 7.08. It is categorized as “poor”. Based on the research result above, the writer concludes that Start Simple Stories Activity is appropriate in teaching reading comprehension of the eighth grade students of SMP N 1 Gembong Pati in academic year 2012/2013. For the teacher and the other researcher, Start Simple Stories Activity can be applied as an activity in teaching learning process step by step.⁶

⁶ Ikha Shofia Ellyana, Thesis: “*The Reading Comprehension of the Eighth Grade Students of SMPN 1 Gembong Pati Taught by Using Start Simple Stories Activity in Academic Year 2012/2013*” (Kudus: MURIA KUDUS UNIVERSITY, 2013), p.45.

The next is a thesis was conducted by Idawana entitled “Improving Students’ Reading Comprehension Using Start Simple Stories Extensive Reading Method (A Classroom Action Research)”. This research purpose to find out improvement of the students’ reading comprehension using start simple stories extensive reading method at the second grade students’ of SMPN 3 Sungguminasa. The design of this research used a classroom action research which consisted of two cycles. Each cycles consisted of eight meetings. The procedure of the research in every cycle consisted of four stages. They were planning, action, observation, and reflection. The subject of the research were the students of class VIII which consisted of 20 students. The instrument used reading test.

The result showed that Start Simple Stories Extensive Reading is effective to increase the students’ literal reading comprehension in term of making a summarize, it is proven by the mean score of the students where the D-test score was 32.25, cycle I was 58.75 and cycle II was 80.25. from the findings in the previous chapter, it can be seen that the result of literal reading comprehension is great. It means that there is a significant difference of students’ interpretative comprehension between before and after using Start Simple Stories Extensive Reading Method.⁷

Based on the research findings above, there were some similarities and difference between them and other researchers. The equation makes use of the same media, namely the SSS ER (Start Simple Stories Extensive Reading) method, which

⁷ Nur Idawana, Thesis: “*Improving Students’ Reading Comprehension Using Start Simple Stories Extensive Reading at SMPN 3 Sungguminasa*” (Makassar: UNISMUH, 2021), p.46.

enhanced the reading comprehension researchers differed from one another in that they used various sample and used different research design.

B. Some Pertinent Ideas

This part is about to review of related literature about this research. It is important to elaborate some theory to have an understanding of certain concept. There are many related theories as the basis of the research.

1. Reading comprehension

Reading is one of the most important components of any language and it is an essential tool for lifelong learning. The purpose of reading is comprehension. In order to make clear about reading comprehension, the researcher quoted some definitions of reading comprehension by some experts.

a. Definition of reading comprehension

Reading is the main reason why students learn language. Without reading, the learner never know about anything. Stone says that reading is a fundamental goal that children must master in order to be successful in school and in life.⁸ Moreover, reading is not passive but rather than active process due to the fact reading cannot be separated from thinking. This is supported by smith who stated that reading is a though-full activity.

⁸Stone, Randi. *“Best Practices for Teaching Reading: What award-Winning Classroom Teachers Do”*, California:Corwin Press, (2009). p. 39.

Reading as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language.⁹ Reading comprehension means making sense of what readers read and connecting the ideas in the text to what they already know.¹⁰ Reading comprehension as the essence of reading because if we do not understand the message, we are not reading.¹¹

Reading comprehension is a multicomponent, highly complex process that involves many interactions between readers and what they bring to the text (previous knowledge, strategy use) as well as variables related to the text itself (interest in text, understanding of text types). It can be defined reading comprehension is a process when the readers relate the text they have read with the previous knowledge they had knew or strategy they use in reading.¹²

Reading comprehension is the ability of students to understand the text part and interpret the text in their way. Comprehension is a bridge for passive reader students to active readers. Someone will be able to understand every word. Lack of reading skills can affect the success rate of students. Some students get difficulties because

⁹Snow, C. E. (2002). *Reading for Understanding: Toward a Research and Development Program in Reading Comprehension*. Arlington: RAND.

¹⁰Mikulecky, B. S. and Jeffries, L. (2007). *Advanced Reading Power: Extensive Reading, Vocabulary Building, Comprehension Skills, Reading Faster*. New York: Longman.

¹¹Duffy, G. G. (2009). *Explaining Reading: a Resource for Teaching Concepts, Skills, and Strategies*. New York: The Guilford Press.

¹²Klingner, Janette K, et. al. (2007). *Teaching Reading Comprehension to Students with Learning Difficulties*. New York: The Guildford Press.

peacocks find it difficult to know the meaning of the whole text even though they know one by one the words of the text.¹³

Based on the statements above, it can conclude reading comprehension is an activity to understand the meaning information available in the text and the readers need to extract the information in the text to understand what the text tells exactly.

b. The Level of Reading Comprehension

According to Berry, there are three levels of comprehension. They are literal comprehension, interpretive comprehension, and comprehension. Those levels would be explored below:

1) Literal Comprehension

The first level is literal. Literal refers to the acquisition of meaning of idea or information that is explicitly stated in the text. At the literal level, the readers are looking at what is written by an author an answering specific questions about the major elements in a story through memorizing an surface understanding.

The readers will not have to understand the true meaning of a paragraph, because the questions in literal comprehension just examine how well the readers could

¹³Houda, G. (2015). *Enhancing Students' Reading Comprehension Through Extensive Reading*. Retrieved from <http://ronymbonster.blogspot.com/2017/05/readingis- process-of-looking-at-series.htm>.

identify and understand information that is directly stated in a text.¹⁴ Moreover, Ignacio says that literal comprehension is what is actually stated. They are facts and details, rote learning and memorization, and surface understanding.¹⁵

The test in this category are objective tests dealing with true/false, names, dates, locations, definitions, main ideas, details, caused, effects and sequences.¹⁶ The common questions used to illicit this type are who, what, when, and where questions. From this question, the reader can look for the date from the paragraph without comprehend perfectly. For example : *who is a boy?*

It can be concluded that the literal comprehension, the questions test the readers' ability to think within the text and consider what have been literally and explicitly stated. There is no hidden meaning so the reader can take what is presented at face levels.

2) Interpretive Comprehension

The second level of reading comprehension is the interpretive level. According to Berry, interpretive can be described as whats is implied, rather than what is actually

¹⁴ James H Berry, *Levels of Reading Comprehension*, (Online), <http://www.sc4.edu.processed> january 2018, 2015 p. 4.

¹⁵ Ignacio, *Cohesion and Teaching EFL Reading*, 2011, p.21-22.

¹⁶ James H Berry, *Levels of Reading...* , *op-cit* p.7.

stated. At this level, the readers are attempting to understand what the author meant in the story, paragraph or textbook by drawing inferences and reading between the lines.

At an interpretive level, the readers must first understand the material (the fact) at the literal level and then draw conclusion from those facts. This requires some independent thinking on the part of the reader. Based on Berry, interpretive level can be said as a high level of thinking ability because the question in the category interpretation are recorded with answer that are not directly stated in the text but are suggested or implied.

The test in this category are subjective and the types of questions asked are open-ended through the question like why, what if and how. On tests, interpretive questions usually present a piece of knowledge and then ask the reader to draw a conclusion or make an inference so the readers could not pull the correct answer word to word from the text.

The question is more complex than the question in literal level. The readers must comprehend and understand the contents from the paragraph. They can read more than one times so they got the point easily. For example: "How did tiger wield his power as the King of Forest?"

According to Ignacio, in this level, teacher can ask more challenging questions such as asking students to do the following:

- a) Re-arranged the ideas or topic discussed in the text
- b) Explain the author's purpose of writing the text
- c) Summarize the main idea when this is not explicitly stated in the text
- d) Select conclusions which could be deduced for the text that they had already read.¹⁷

It can be concluded that interpretive reading often hidden throughout the text and requires the use of inference and understanding the relationship between events and characters or caused and consequences.

3) Applied Comprehension

The third level of reading comprehension is applied comprehension. Applied can be described as taking what was said (literal), what was meant by what is said (interpretive), and extend (apply) the concepts or ideas beyond the situation through analyzing, synthesizing, and applying. Applied comprehension is a higher and more complex level.

The very implicit questions may not be appropriate for earlier grades because this level requires the readers to

¹⁷ Ignacio, *Cohesion and Teaching ...*, op cit, p. 25.

analyzing or synthesizing information, applying it to other information, combining ideas, drawing conclusions, interpreting and evaluating information. So, to understand and interpret relationships and ideas in texts that are not stated or found in.

For example: “Do you think Cinderella was wrong for going to the ball after her stepmother told she couldn’t?”.

In this research, the researcher focused on literal comprehension. According to Brassel and Rasinki literal comprehension requires a reader to be able retelling and recalling the fact or information presented in a text.¹⁸This level of understanding is dependent upon students’ word-level processing skills, or their ability to accurately identify individual words and understand the meaning created by the combination of words into propositions and sentences.¹⁹At this level, the teacher might instruct the class to analyze facts and ideas that are stated in the book. Literal reading is understood as the idea and facts that are directly presented in printed pages. In other words, students can directly learn information from text by categorizing, outlining, summarizing, and finding

¹⁸Brassel and Rasinki, “*Comprehension That Works: Taking Students Beyond Ordinary Understanding to Deep Comprehension*”, (Huntington Beach : Shell Education, 2008), p.17.

¹⁹Perfetti, Landi and Oakhill, “*The Science of Reading: a handbook*”, 2005, pp. 227-247.

the primary idea and supporting elements. The reader is trying to understand what is actually happening within the text.

c. The Process of Reading Comprehension

According to Haber, the reading process involves 5 stages. They are Pre-reading, reading, responding, exploring, and applying.²⁰

1) Pre-reading

Pre-Reading strategies include:

- a) Background Knowledge
- b) Activating setting purposes for reading
- c) Making predictions and previewing a book
- d) Questioning and making predictions about a story from the title

2) Reading-Responding and Exploring

While reading, the students will respond what they read and try to explore it. They can make connections and predicting the meaning in the text during reading, responding and exploring activity.

- a) Making Connections, students relate to what they read by making connections to their own lives, to other texts they have read and the things or events that occur in the

²⁰Haber L R, “*Perceptual process in Reading*”, 1981, p. 83.

world. They compare themselves with the characters in the text and recall similar situations or experiences.

- b) Predicting, making predictions or “best guesses” about what will happen in a text is an important literacy strategy and skill. Students will predict before reading, during reading and after reading. Students’ predictions are based on their prior knowledge and experiences about the topic, the genre, and what is happened so far in the text (using both the print text and illustrations). Having students make predictions engages them in the reading task encourages them to become active participants in the learning.

3) Applying

Strategies include :

- a) Story retelling all or part of a story
 - b) Discussing favorite parts or elements of a story
 - c) Answering questions.
- d. Factor Affecting Reading Comprehension

According to Tompkins, reader factors and text factors can affect reading comprehension. Reader factors include the background knowledge that readers bring to the reading process as well as the strategies they use while reading and their motivation and engagement during reading. Text factors include the authors’ ideas,

these words the author uses to express those ideas, and how the ideas are organized and presented.

According to Shanker and Cockrum, several factors about the reader affect his comprehension of the reading material. Other factors that affect a students' comprehension are related to the material he reads. Some factors that affect comprehension in terms of the reader are:

- 1) The knowledge the reader brings to the subject. This means that what a students knows about a particular subject is directly related to how much he understand about the subject when he reads. The readers interest in the subject. A student will understand more of what he reads if he is particularly interested in the subject. This interest is often a reflection of the students' prior knowledge of the subject.
- 2) The reader's purpose for reading. A student who had a purpose for reading is more likely to understand more of what he reads than a student reading the same material who had no purpose for reading. For example, if a student wishes to learn how to operate the computer to play a particular game, he would be more likely to understand more of what is read than a student of equal ability who had no desire to operate the computer or to play a particular game on that computer.

- 3) The readers' ability to decode words rapidly. When many of the words are not easily decode, the whole process of reading become mind boggling. The student must give so much attention to the decoding of new words that attending to comprehension to any degree is difficult, if not impossible.²¹

Some factors that affect comprehension in terms of the material being read are :

- 1) The number of unfamiliar words. Unfamiliar words are usually considered to be those that are not on a particular word list according to a readability formula. This means that the more words on a higher grade level, the more difficult to comprehend the material is likely to be.
- 2) The length of the sentences. Research has consistently showed that longer and more complex sentences within a passage are more difficult for most readers to comprehend than shorter, simple sentences.
- 3) The syntax, syntax is the way words are put together. Some researchers use syntax in way that make material more difficult to comprehend.²²

²¹Shanker and Cockrum, "*Expanding the Power of Extensive Reading*", 2006, p.161.

²²*Ibid*, p. 164.

Based on the explanation above, it could be said that the factors affecting reading comprehension come from students' factor and the text (material) factor.

2. Start Simple Stories method

a. Definition of Start Simple Stories Extensive Reading method

SSS ER Method is the newest way of teaching English. Only a few teacher conduct English classes through the SSS ER Method. Professor Sakai Kunihide at University of Electro-Communications has actively explored new method is SSS ER Method. In 2001, Aiko, Mariko and Maria further developed SSS as a SSS ER Method. Because according to them, SSS is an extensive reading method.²³

This method firstly is used in Japan. Most teacher put too much emphasis on looking up difficult words in English Dictionary, and ask student to translate every sentence. However, the use of dictionaries puts too much stress on students and hinders them from learning English.²⁴ Kunihide advocates golden rules of SSS ER Method are :

- 1) No dictionaries while reading
- 2) Skip over difficult words

²³Koch Thomas, *Expanding the Power of Extensive Reading: Avoiding the Rabbit Hole*, 2006, p. 4.

²⁴Akio Furukawa, *SSS Extensive Reading Method Proves to Effective Way to Learn English*, International Journal, 1-8.

- 3) Stop reading when it is boring or too difficult
- 4) Read easy books (grade readers).²⁵

It is necessary to emphasize to students that reading ten easy books is better than not read a difficult one. Students are encourage not to use dictionaries. This doesn't mean that they should not use dictionaries for any of their language exercises. When reading the SSS program, however, the subject should be simple enough that a dictionary is not required.

The materials are easy with only 10 or 15 unknown words per page.²⁶ Furthermore, students will develop the skill of inferring meaning while reading. This will result in the acquisition of vocabulary as new words are encouraged after a few times.²⁷ If a student find a text boring or too difficult, the students is encourage to find more suitable material. Students are provided to comprehend the text well.²⁸

According to Richard, this method is enjoyable, adding fun dimension to the study of English. Surprisingly, the SSS ER Method outs the readers at ease and as as result has been a factor in improving reading comprehension in English. There are top principles of SSS ER Method :

²⁵*Ibid*, p. 7.

²⁶Han, E J, *The Effect of SSS ER Method on Students' Writing and Language Abilities*, British Journal education Volume 3, p. 75-91.

²⁷Baiti YS, *The Implementation of Start with Simple Stories (SSS) Method ti Improve Students' Reading Comprehension*, NARAP Volume 2, p. 1-3 .

²⁸Koch Thomas, *Expanding the Power...*, *op cit*, p. 6.

- 1) The reading material is easy
 - 2) A variety of reading material on a wide range of topics must be available
 - 3) Learners choose what they want to read
 - 4) Learners read as much as possible
 - 5) The purpose of reading is usually related to pleasure, information and general understanding
 - 6) Reading is its own reward
 - 7) Reading speed is usually faster rather than slower
 - 8) Reading is individual and silent
 - 9) Teacher orient and guided their students and the teacher is role model reality.²⁹
- b. The advantages and disadvantages of SSS ER method
- The advantages of using SSS ER method are:
- 1) Reinforce and expand students' knowledge of higher frequency lexical and syntactic core.
 - 2) Students can have a chance to learn unplanned vocabulary when they read many text.
 - 3) Student promote their reading fluency.
 - 4) Make students have positive attitude and motivation for reading.³⁰

²⁹Day, Richard, *Top Ten Principle for Teaching Extensive Reading for a Foreign Language* Volume 14, 2002, p. 1-5.

The disadvantages of SSS ER method are:

- 1) Vocabulary growth is not too high. Because SSS ER method uses simple stories which consist 10-15 difficult words.
- 2) Total words count is only 50-100 words. The students will not usually read long text.³¹

c. The procedures of Start Simple Stories method

According to Yustika, there are steps to incorporate Start Simple Stories Extensive Reading (SSS ER) method as the method for teaching narrative text especially fairy tale in reading comprehension. The procedure of SSS ER method are as follows:

- 1) Based on interest of students, the teacher provides suggestions on reading material.
- 2) The teacher guides students, starting with simple text to select suitable levels of content.
- 3) The teacher directs students to select a selection of materials that are of interest to them. For students who choose a similar form over and over, this may particularly be important.
- 4) The students read without the dictionary being used.
- 5) If students are not conscious of the exact context of each word, the teacher overlooks it. The teacher will explain about it.

³⁰ Han, E J, "Extensive Reading Conjoined with writing Activities as an Effective Component of English as a Second / Foreign Language programs", Unpublished Thesis, 2010, p.26.

³¹ Akio Furukawa, *SSS Extensive Reading...*, op cit, p.3.

- 6) Students can miss difficult words, so interpreting the word can take a long time.
- 7) The teacher allows students to alter the text if they are not interested in it.
- 8) If it is boring or difficult, students can stop reading. If it gets dull, readers thought to avoid reading. If they force themselves to continue reading, their interpretation of the text will be lost. If the students decide to stop read the text, then they will directed to choose another reading text.
- 9) Once all students complete their reading, the teacher provides them with exercise.³²

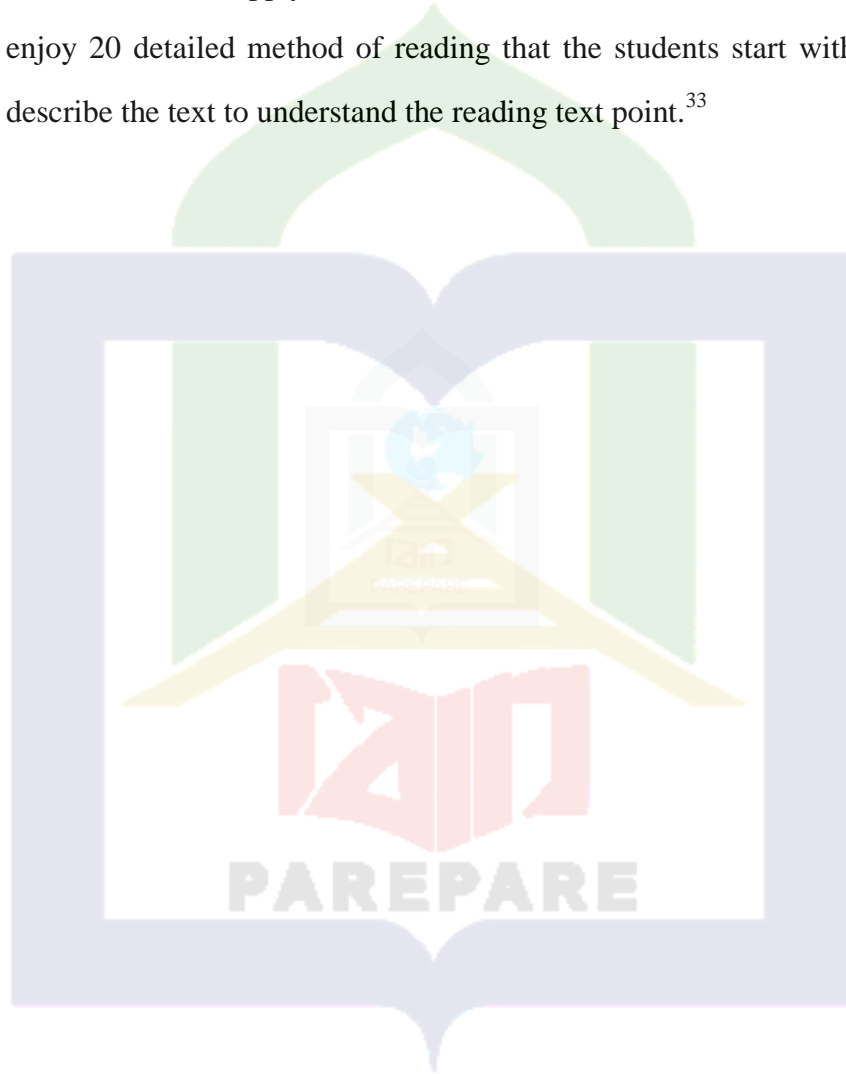
The SSS ER method directs the students' interest in understanding the text. They will try their best to understand the material correctly since the plot appeals to them. Their excitement in the story could be the key to deciphering the text. The plot, on the other hand, was simple and did not add to the story's complexity.

d. The implementation of Start Simple Stories method

One of the techniques the researcher used was the SSS ER method for teaching reading. The researcher use the systematic reading of SSS ER method as the teaching reading comprehension. The researcher uses narrative text particularly fairytales while teaching reading. According to Mithag SSS

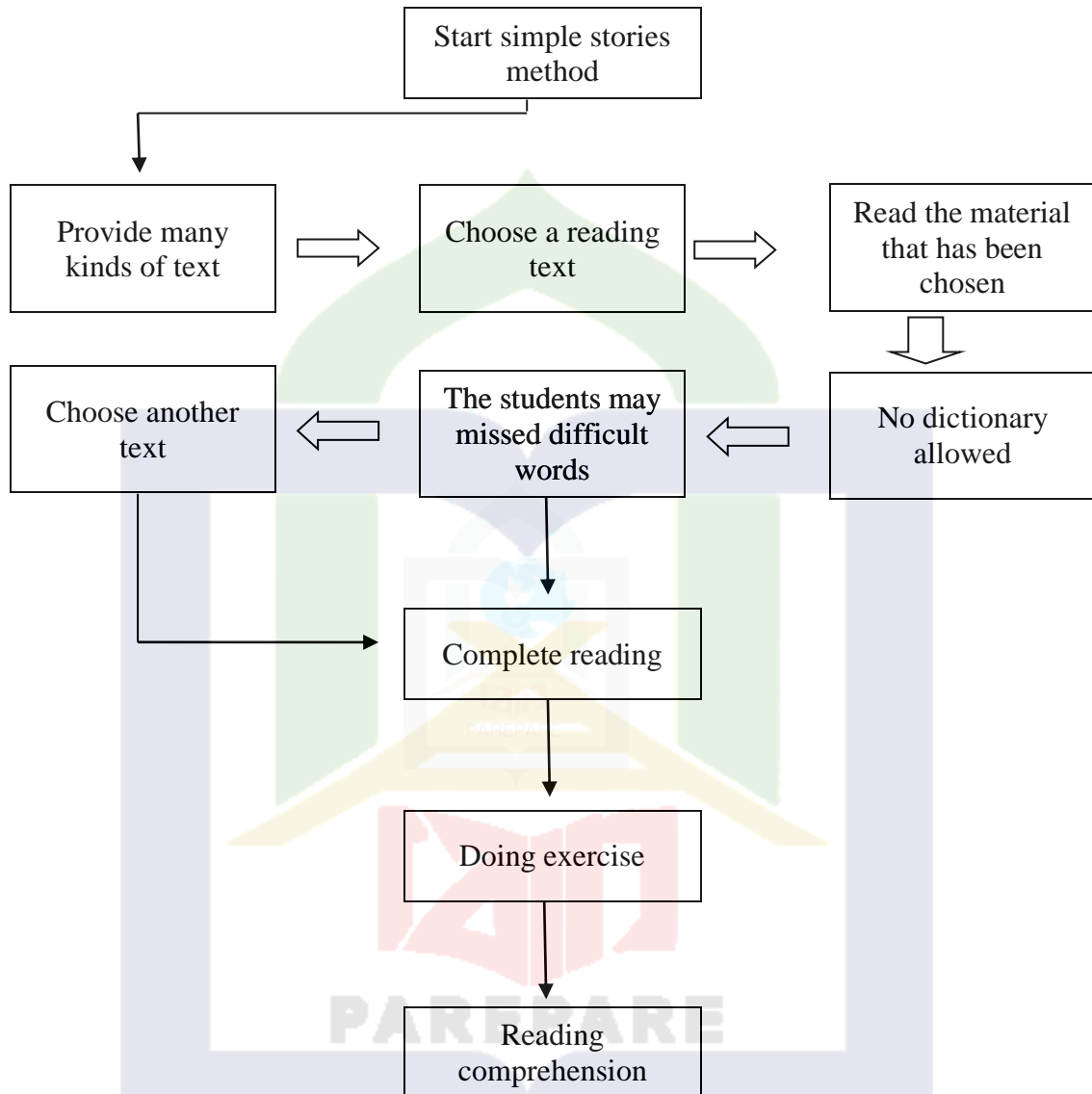
³²Yustika. (2013). *Start Simple stories (SSS) Method to Improve students' Reading Comprehension*. English Education Journal (EEJ), p. 33.

ER is a special, allowing students concentrate on text without thinking about dictionary, complicated words, and just stop reading when students feel boring and very hard for them. In addition SSS ER is a simple method implies that it is not difficult to apply this method in the classroom. After that SSS ER also enjoy 20 detailed method of reading that the students start with picture that describe the text to understand the reading text point.³³



³³Nur Idawana, Thesis: *“Improving Students’ Reading Comprehension...”,* op cit, p.21.

C. Conceptual Framework



Start simple stories extensive reading method is one of teaching reading method that can be used in teaching and learning process. This method considers students' interest in reading as well as the appropriate text level for their reading ability. Text only contains 10 to 15 difficult words.

The following are the steps in teaching reading comprehension by using start simple stories extensive reading method. The first, the researcher provides three kinds of reading text and then the students will choose a reading material based on their interest, and then students are given time to read the material. During the reading process, the students are not allowed to open the dictionary, the students may missed the difficult word and keep reading or changing the text if it is uninteresting or too difficult, after finish their reading process the students will directed to answer the questions based on the text that has been read. This process will later affect the students' reading comprehension achievement.

D. Hypothesis

The researcher formulates the hypothesis as follows:

1. H_0 (Null Hypothesis): The SSS ER method is not effective to improve the students' reading comprehension at SMAN 5 Pinrang.
2. H_a (Alternative Hypothesis): The SSS ER is effective to improve the students' reading comprehension at SMAN 5 Pinrang.

E. Variable and Operational Definition

1. Variable

There are two variables in this study, namely dependent variable and independent variable. The dependent variable is the students' reading comprehension, and the independent variable is start simple stories extensive reading.

2. Operation Definition of Variable

- a. Reading comprehension in this research is defined that the students' ability to understand every word in the text. In this case the researcher focused on literal reading and interpretive comprehension level.
- b. Start simple stories is an extensive reading method that can be applied in learning process. This method contains only a few difficult words, and the method is really considers students' interest in reading. The students will do their best to understand the text if the text is interesting for them.



CHAPTER III

THE RESEARCH METHOD

A. Research Design

The type of research used in this research was experimental. Experimental research could be interpreted as a research method used to search the effect of certain treatments on others under controlled conditions. This study used a pre-experimental design with the one group pre-test and post-test design model. This design was used because there is a pretest before being given treatment, the result of the treatment can be known more accurately because they can be compared with the conditions before being given treatment. The design is as follows:

$$E = O_1 X O_2$$

Where:

E : Experimental

X : Treatment

O₁ : Pre-test Value

O₂ : Post-test Value³⁴.

³⁴Sugiyono, “*Metode Penelitian*”, (Bandung: Alfabeta, 2015), p.85.

B. Location and Duration of the Research

The location of the research took a place at SMAN 5 Pinrang. The researcher used the quantitative research that has several times to collect and analyze data. So, the researcher took one month for collecting the data.

C. Population and Sample

1. Population

A population was all cases, situation or in individuals who share one more characteristics.³⁵ The target of population of this research will the tenth grade students of SMAN 5 Pinrang. They consisted of six classes. The total population of this research is 171 students.

Table 3.1 The Data of Population

| No | Class | Sex | | Total |
|--------------|-------|------|--------|-------|
| | | Male | Female | |
| 1. | X.1 | 13 | 13 | 26 |
| 2. | X.2 | 14 | 17 | 31 |
| 3. | X.3 | 14 | 15 | 29 |
| 4. | X.4 | 13 | 16 | 29 |
| 5. | X.5 | 14 | 16 | 30 |
| 6. | X.6 | 12 | 14 | 26 |
| Total | | | | 171 |

³⁵David Nunan, "Research Method in Language Learning", (Cambridge; Cambridge University Press. 1992), 162.

2. Sample

Considering that the total number of the tenth grade students at SMAN 5 Pinrang was large enough to be all taken as sample of the research. In this research, the writer only needed one class. Therefore, the researcher limited the population by using purposive sampling technique. The teacher prioritized for the students who still lack in reading comprehension and the purpose of this research also is to increase students' reading comprehension, the researcher only need one class as the sample. In this study, the researcher would take X.4 class as the sample because almost all of the students in this class still have difficult in learning English especially in reading comprehension, in this class there are 29 students.

Table 3.2 The Data of Sample

| Class | Sex | | Total |
|-------|------|--------|-------|
| | Male | Famale | |
| X.6 | 13 | 16 | 29 |

D. The Instrument of the Research

The instrument of this research was reading test. The test applied for pre-test and the post test. The pre-test aimed to know the students' reading omprehension skill before using SSS ER method, and post-test aimed to know the students' improvement in reading comprehension after teaching by using SSS ER method.

E. Procedures of Collecting Data

In collecting the data, the researcher gave some steps for the students as follow:

1. Pre-test

Before giving the treatment, the researcher gave the student's pre-test to measure their reading capability. After giving pre-test the researcher gave the students treatment.

2. Treatment

a. The first meeting

- 1) The researcher greeted the students.
- 2) The researcher motivated the students.
- 3) The researcher recommends the texts based on students' interest by providing the variety of texts.
- 4) The researcher allows the students to choose their own interest of text
- 5) The researcher guide the students in setting specific goals for reading activity.
- 6) Students read the text that had been chosen without using dictionary.
- 7) The researcher helps the students who found the difficult word or students may skip over difficult words.
- 8) Students may change the text if the text is not interesting or too difficult.

9) After finishing reading, the researcher provides different questions base on different texts.

b. The second meeting

1) The researcher greeted the students.

2) The researcher motivated the students.

3) The researcher recommends the texts based on students' interest by providing the variety of texts.

4) The researcher allows the students to choose their own interest of text

5) The researcher guide the students in setting specific goals for reading activity.

6) Students read the text that had been chosen without using dictionary.

7) The researcher helps the students who found the difficult word or students may skip over difficult words.

8) Students may change the text if the text is not interesting or too difficult.

9) After finishing reading, the researcher provides different questions base on different texts.

c. The third meeting

1) The researcher greeted the students.

2) The researcher motivated the students.

- 3) The researcher recommends the texts based on students' interest by providing the variety of texts.
- 4) The researcher allows the students to choose their own interest of text
- 5) The researcher guide the students in setting specific goals for reading activity.
- 6) Students read the text that had been chosen without using dictionary.
- 7) The researcher helps the students who found the difficult word or students may skip over difficult words.
- 8) Students may change the text if the text is not interesting or too difficult.
- 9) After finishing reading, the researcher provides different questions base on different texts.

3. Post test

After the treatment, the researcher gave a post-test to the students. It was used to check the results of treatment, it is also useful to find out whether SSS ER method are effective for use in teaching reading comprehension. The post-test has the same procedure as the pre-test.

F. Techniques of Data Analysis

Data collected through testing that has been analyzed through quantitative analysis using static calculations to test hypotheses. Proceed as follows:

1. Scoring the students' answer

$$\text{score} = \frac{\text{correct answer}}{\text{Total number of items}} \times 100$$

2. Classifying the score five levels classification is a follow:

Table 3.3 Classification Students' Score

| No. | Classification | Score |
|-----|----------------|--------|
| 1. | Verry Good | 86-100 |
| 2. | Good | 71-85 |
| 3. | Fair | 56-70 |
| 4. | Poor | 41-55 |
| 5. | Very Poor | ≤ 40 |

(Dirjen Pendidikan dan Menengah)³⁶

3. Finding out the mean score would use the following formula:

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

where:

\bar{x} : Mean Score

$\sum x$: Total Score

N : The total number of sample³⁷

³⁶ Dirjen Pendidikan Dasar dan Menengah, Peraturan Direktorat Jendral Pendidikan Dasar dan Menengah Tentang: *Penilaian Perkembangan Anak Didik* (Jakarta: xDepdiknas, 2005), p.2.

4. Calculating the rate percentage of the students score:

$$p = \frac{n}{N} \times 100\%$$

Where:

p : Percentage

n : Frequency

N : The total respondent.³⁸

5. Finding out the standard deviation by using the following formula:

$$SD = \sqrt{\frac{\sum x^2 - \frac{(\sum x)^2}{n}}{n-1}}$$

Where :

SD : Standard Deviation

$\sum x^2$: The sum all square

n : The total number of students

$(\sum x)^2$: The sum square of the sum square

³⁷ Suharsimi Arikunto, "Dasar-Dasar Evaluasi Pendidikan, Edisi Revisi", (Jakarta: Bumi Aksara, 2009), p.298.

³⁸ Munawir, "Improving the Students' English Vocabulary at the Second Year of SMP Negeri 3 Kahu by Using Whispering Game", (UIN: 2010)

6. Finding out the difference of the mean score between pre-test and post-test by calculate the T-test value using the following formula:

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

Where:

- t : Test of significant
 D : The mean score of difference (X2-X1)
 $\sum D$: The sum of the total score
 $\sum D^2$: The square of the sum score of difference
 N : The total sample³⁹

³⁹Gay L.R, “*Educational Research, Competencies for Analysis and Application Second Edition*”, (Columbus: Charles E Merril Company, 1981), p.331.

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

The goal of this research is to see if the students' reading comprehension could improve after taught by using start simple stories extensive reading method. This research involved 31 students' from SMAN 5 Pinrang especially in X.4 class. According to recent study, using Start Simple Stories Extensive Reading method to teach reading comprehension can help the students to understand the main idea and summarize the text better. As can be seen, the data analysis produced the following result.

1. The result of the students' pre-test and post-test

According to the research findings, the Start Simple Stories method was used in this research to measure students' knowledge before and after treatment by comparing their pre-test and post-test scores. In other words, to compare students' reading comprehension competence between the pre and post-treatment or pre and post-test periods. Following are the results of the students' pre-test and post-test.

Table 4.1 The result of students' score in pre test and post test

| No | Students | The Student's Score | | | |
|----|----------|---------------------|-------------------------|--------------------|-------------------------|
| | | Score (X_1) | Classification Score | Score (X_2) | Classification Score |
| 1 | S1 | 40 | Very Poor | 80 | Good |

Continue to the next page...

| | | | | | |
|----|-----|----|-----------|-----|-----------|
| 2 | S2 | 40 | Very Poor | 80 | Good |
| 3 | S3 | 60 | Fair | 90 | Very Good |
| 4 | S4 | 60 | Fair | 100 | Very Good |
| 5 | S5 | 60 | Fair | 100 | Very Good |
| 6 | S6 | 40 | Very Poor | 80 | Good |
| 7 | S7 | 50 | Poor | 90 | Very Good |
| 8 | S8 | 50 | Poor | 80 | Good |
| 9 | S9 | 70 | Fair | 80 | Good |
| 10 | S10 | 50 | Poor | 90 | Very Good |
| 11 | S11 | 50 | Poor | 90 | Very Good |
| 12 | S12 | 60 | Fair | 90 | Very Good |
| 13 | S13 | 50 | Poor | 70 | Fair |
| 14 | S14 | 40 | Very Poor | 70 | Fair |
| 15 | S15 | 40 | Very Poor | 80 | Good |
| 16 | S16 | 40 | Very Poor | 80 | Good |
| 17 | S17 | 40 | Very Poor | 80 | Good |
| 18 | S18 | 10 | Very Poor | 70 | Fair |
| 19 | S19 | 60 | Fair | 80 | Good |
| 20 | S20 | 40 | Very Poor | 80 | Good |
| 21 | S21 | 40 | Very Poor | 80 | Good |
| 22 | S22 | 0 | Very Poor | 80 | Good |
| 23 | S23 | 40 | Very Poor | 80 | Good |
| 24 | S24 | 50 | Poor | 80 | Good |
| 25 | S25 | 40 | Very Poor | 80 | Good |

Continue to the next page...

| | | | | | |
|-------------------|-----|--------------|-----------|--------------|-----------|
| 26 | S26 | 60 | Fair | 80 | Good |
| 27 | S27 | 40 | Very Poor | 80 | Good |
| 28 | S28 | 50 | Poor | 90 | Very Good |
| 29 | S29 | 60 | Fair | 70 | Fair |
| Total | | 1330 | | 2380 | |
| Mean | | 45,86 | | 82,07 | |
| Max. Score | | 70 | | 100 | |
| Min. Score | | 0 | | 70 | |
| Median | | 50 | | 80 | |

(Data source: The result of students' score in pre-test and post-test on the appendix page2 & 3.)

Based on the table above, showed the result of pre-test and post-test. In pre-test there is no students in very good and good classification, eight students in fair classification, seven students in poor classification, fourteen students in very poor classification. Total score in pre-test was 1330 it showed that the students reading comprehension was very poor. The students were considered had lack of capability to comprehend the text; this happened because the teacher only used the lecturing method during the learning process *(to find out the value of the pre-test can be founded in the appendix page 2).*

Meanwhile on post-test, showed the students' was an improvement of students' score after giving treatment by using start simple stories extensive reading Method. Eight students in very good classification, seventeen in good

classification, four student in fair classification, there is no students in poor and very poor classification. It means that the students' reading comprehension has improved after using start simple stories extensive reading method. The total score in post-test was 2380. It proved that there were improvement on students' scores in post-test. It shows that most of them got very good and good score, because in the process of start simple stories extensive reading method the students are pushed to comprehend the text on their own so they get an increasement in their reading comprehension (*to find out the value of the post-test can be founded in the appendix page 2*).

- a. The Classification students' score, and percentage of the frequency in pre-test and post-test.

Table 4.2 The Classification students' score, and percentage of the frequency in pre-test and post-test

| No | Classification | Score | Frequency | | Percentage(%) | |
|--------------|----------------|--------|-----------|-----------|---------------|-------------|
| | | | Pre-test | Post-test | Pre-test | Post-test |
| 1 | Very Good | 86-100 | 0 | 8 | 0% | 27,59% |
| 2 | Good | 71-85 | 0 | 17 | 0% | 58,62% |
| 3 | Fair | 56-70 | 8 | 4 | 27,59% | 13,79% |
| 4 | Poor | 41-55 | 7 | 0 | 24,14% | 0% |
| 5 | Very Poor | <40 | 14 | 0 | 48,28% | 0% |
| Total | | | 29 | 29 | 100% | 100% |

(Data' source: the classification students' score, and percentage of the frequency in pre-test and post-test)

The data of the table above indicated that the classification students' score, and percentage of the frequency in pre-test there is no student got very good and good, eight (27,59%) students got fair score, seven (24,14%) students got poor score, and fourteen (48,28%) students got very poor score. While the rate percentage of the post-test, eight (27,59%) students got very good score, seventeen (58,62%) students got good score, four (13,79%) student got fair score, and no student got poor and very poor score. It means that the percentage in post-test that students score was higher than the percentage in the pre-test. It showed that start simple stories extensive reading method could improve the students' vocabulary.

- b. The mean score and standard deviation of pre-test and post-test

Table 4.3 the mean score and standard deviation of pre-test and post-test

| Test | Mean Score | Standard Deviation (SD) |
|-----------|------------|-------------------------|
| Pre-test | 45,86 | 14,52 |
| Post-test | 82,07 | 7,74 |

(Data source: the mean score and standard deviation of pre-test and post-test on the appendix page 4).

The data above shows that the mean score of pre-test was 45,86 (X_1), while the mean score of the post-test increased 82,07 (X_2). The standard deviation of pre-test was 14,52, while the standard deviation of post-test was 7,74 *(to find out how to get the mean score*

and standard deviation of pre-test and post-test, founded in the appendix on page 5-7).

As the result at this item, the mean score of the post-test was greater than the mean score in pre-test. It means that students' reading comprehension had improvement after doing the learning process by using start simple stories extensive reading method.

2. Test of significant

In order to know whether the means score of the pre-test and the means score of the post-test while significantly different, the researcher used T-test. The result of T-test was 14,48 (founded in the appendix page 8 & 9). To find out the degree of freedom (df) the researcher used following formula:

$$\begin{aligned} df &= N - 1 \\ &= 29 - 1 \\ &= 28 \end{aligned}$$

For the level, significant (α) 5% and $df= 28$, and the value of the table is 1,701 while the value of t-test 14,48. It means that the t-test value is greater than t-table ($14,48 \geq 1,701$). So, it can be concluded that there was an improvement with the students' reading comprehension after being given treatment by using start simple stories extensive reading method. So, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted.

Table 4.4 The test of significant

| Variable | T-test | T-table value |
|------------------------|--------|---------------|
| Pre-test and Post-test | 14,48 | 1,701 |

(Data' source: the test of significance in pre-test and post-test)

The data above showed that the value of t-test was greater than t-table value. It indicated that there was a significant difference between the results students' pre-test and post-test.

B. Discussion

This section discussed the result of data collection and analysis to describe students' reading comprehension by using start simple stories extensive reading method. Based on the finding in the previous section showed that the students' reading comprehension has developed, students' score after giving treatment was higher than before giving treatment. As explained in the data collection a reading test was administered twice in pre-test and post-test. The pre-test was given before treatment, which aim to know the students' vocabulary knowledge. The post-test was given after giving the treatment to check the student's achievement on English language learning especially in reading comprehension by using start simple stories extensive reading method.

To know the improvement of students' reading comprehension by using start simple stories extensive reading method, the researcher calculated the mean score students' vocabulary was indicated from two tests namely pre-test and post-test. The mean score in pre-test before gave the student treatment was 45,86 and the mean score of the post-test was 82,07 after gave students treatment.

By looking at the test results, from the data provided in the classification table in the pre-test, it is clear that no student got very good and good, eight (27,59%) students got fair score, seven (24,14%) students got poor score, and fourteen (48,28%) students got very poor score. While the rate percentage of the post-test, eight (27,59%) students got very good score, seventeen (58,62%) students got good score, four (13,79%) student got fair score, and no one student got poor and very poor score. From the result, the researcher concluded that the students' reading comprehension from very poor up to good and very good classification.

In addition, to know what was the hypothesis received between null hypothesis (H_0) and the alternative hypothesis (H_a), the researcher use t-test to calculating result showed that on the t-test value was greater than t-table value 1,701 table ($14,48 \geq 1.701$) with a degree of freedom (df)= 28 it means the alternative hypothesis (H_a) was concluded that by the start simple stories extensive reading method was able to improve the students' reading comprehension at SMAN 5 Pinrang especially on X.4 class, while the null hypothesis (H_0) was rejected.

To find out how the implementation of start simple stories extensive reading method is able to improve the students' reading comprehension, the researcher got some pieces of information from the students' activities in the learning process, there were five meetings for doing the treatment of this research. Two meetings for doing test and three meetings for doing treatment to prove that was the implementation of start simple stories extensive reading method are able to improve the students' reading comprehension. In the treatment the students were given one reading text in

every meeting, and after read the text the students have to answer the question based on the text that already been read.

The first meeting was on may 16th, 2023 before the researcher gave the pre-test to the students, the researcher greeted for the students, introduced himself, and gave information about his aim with the students. After the researcher opened the meeting, the researcher gave some tests to the students as the pre-test. The type of test is multiple choices. It purposed to measure the students' vocabulary before getting the treatment. After the students finished working on the pre-test, the researcher began to guide the students to understand the process of the treatment for the next meetings.

The second meeting was on May 19th, 2023 this meeting was a first treatment after gave the pre-test to the students. The that has been used in this research was "Narrative text". After opened the meeting the researcher gave motivation to the students about English most of students in the class said that English was very difficult, so they felt bored to study English. So the researcher tries to teach English with a new method, before start the class the researcher explained the rule of the start simple stories extensive reading method. The researcher let the students to choose the text based on their interest. The students are given time to read the material before the researcher chose three student randomly to read their own material in front of the class. In this meeting the students are unconfident to read the text in front of the class, it is because they don't usually do these things. After the reading process is done, the researcher directs students to answer the question in the text they have read.

The third meeting was on May 23rd, 2023 the researcher started the class by greeting. The researcher gave the students a motivation to increase the students confident and their interest in learning English. There are several students who have difficulty comprehend the text, so the researcher directs students to choose a new text. Next, the researcher gave a new text with the same method and rule.

The fourth meeting was on May 26th, 2023 the researcher repeats the same learning process with a new text. The researcher remind the students that if they find some difficult word, they can skip it or ask their friends to translate the word, or they may skip it if the whole text are too difficult.

The fifth meeting or the last meeting was on May 30th, 2023. After the researcher gave treatment to the students, the researcher gave post-test. The students were given the post-test to find out the achievement and their progress, it was used to know the result of the treatment, and it was also aimed to know whether there is an improvement or not for students. After the researcher opened the meeting, the researcher gave some tests to the students, the type of test is multiple choices. They have to answer it based on their knowledge after gave them treatment. After getting all the data, the researcher gave a gift to each student in the form of a pen as a form of appreciation for helping the researcher. Then the researcher closed the class by greeting the students.

The researcher has found that before using start simple stories extensive reading method, the students reading comprehension still low. It was proven by the result of the pre-test. One of the factors was the technique or strategy that the English

teacher used in teaching and learning still monotonous. So the students got bored during the learning process in the classroom.

Before applying the Start Simple Stories extensive reading method the student faced some problem to comprehend the text, they are:

1. The students had difficulties to identify the meaning of some unfamiliar words.
2. The students are not interested in learning English.
3. The students are not usually comprehended the text on their own.
4. The text are too long and difficult.

After applying the start simple stories extensive reading method, it gave improvement to the students reading comprehension at SMAN 5 Pinrang especially X.4, they are:

1. The students easy to comprehend the text because the text was simple.
2. The students do their best to comprehend the text since the text that has been read based on their interest.
3. The students can more enthusiastic in the class because they got point as a reward.
4. The students gain more confident to read the text in front of the class.

Based on the first meeting until the last meeting the implementation of start simple stories extensive reading method changed classroom situation in class and in learning process was better than the previous meeting. Students feel challenged to comprehend the text because the text they read was chosen by themselves, based on the experience that occurred in the class, this method also created a fun learning

atmosphere on X.4 class. This is supported by Ayu in her thesis said that the teacher can use this method to teach reading comprehension, because it really adjusts to the students' level of reading and also creates the interesting environment during reading activity.⁴⁰

Another factor that affects students' reading comprehension achievement is their interest in the text they read, start simple stories extensive reading method allows students to choose the text they will read so that they do their best to comprehend the text. It is related by the statement from Pambudyanto says that creating a reading interest is very important to improve the students' reading comprehension. With the interest possessed by students, the greater the effort students make to understand the text.⁴¹

Using start simple stories method gave contribution and useful for the students in the learning process. This method help the students to enhance their learning. It can make students enjoy with their study, it is also motivate and challenge the students This method can also make the students easy to understand the text , because according to Nurjamaliah Start Simple Stories is simple method that means it is not difficult to apply this method in the class.⁴²

⁴⁰ Ayu Astari Dwi Fitri, Thesis : *“The Effect of Start Simple Stories Extensive Reading Method on Students' Reading Comprehension Achievement in Narrative Text at Eight Grade MTs Lab IKIP UMN Al-Washliyah Medan”* (Medan: UIN-SU, 2018), p.80.

⁴¹Nyaris Pambudyanto. *“Peran Reading Interest Dalam Peningkatan Reading Comprehension Pada Perguruan Tinggi Vokasi Penerbangan Kementerian Perhubungan”* Jurnal Pembangunan Pendidikan: Fondasi dan Aplikasi Volume.9, No. 1 (2021), 63.

⁴² Nurjamaliah, Thesis: *“The Implementation of Start Simple Stories (SSS) Method to Improve Students' Reading Comprehension (An Experimental Study on Second Grade of MTsNIndrapuri”* (Banda Aceh: UIN Ar-Raniry, 2018), p.19.

Start with Simple Stories Extensive Reading method affected students' reading comprehension achievement in narrative text very well. It could be seen from their higher score when was treated by using SSS ER method rather than lecturing method. There are some reason why SSS ER method was good.⁴³ The researcher also found that students enthusiasm was higher than when taught by use the lecturing method. This is based on the preliminary observation that has been mentioned in the first chapter, and then compared with the findings discussed.

Based on the explanation above, the researcher concluded that in teaching reading comprehension by using Start Simple Stories extensive reading method was able to improve students' reading comprehension at SMAN 5 Pinrang. The result of this analysis are supported by students responses during learning activities. Researcher observing students during learning activities are very enthusiastic, so that learning objectives can be achieved properly.

⁴³ Ikha Shofia Ellyana, Thesis: *"The Reading Comprehension...."*, op-cit p.78.

CHAPTER V

CLOSING

This chapter consists of the summary of the research based on the finding and the discussion of this research.

A. Conclusion

Based on the data analysis, there was a significant difference of the students' reading comprehension in before and after giving treatment. The start simple stories extensive reading method was effective in teaching English especially reading comprehension and students' quality increase. It was proved by the data analysis of pre-test and post-test results where the mean score of pre-test (45.86) is lower than the mean score of post-test (82,07). After the application of t-test formula and the result in which the value of t-test was 14,48, it was higher than t-table was 1.701. It means rejecting of null hypothesis (H_0) an accepting of alternative hypothesis (H_a) and it shows that teaching reading comprehension by using start simple stories extensive reading method was effective, it was proved by significant difference between students' score before and after taught by using start simple stories extensive reading method.

B. Sugestion

Based on the research, the researcher give some suggestion as follow:

1. The teacher should be able to make all students involved in the reading process. One of many ways to make the students involved in teaching reading process is using start simple stories extensive reading method.

2. For the students, the researcher expected that students can develop their reading. They have to practice more not only in the class, so they can solve their problem in understand the English text.
3. To the other researchers, this research was expected to give usefull information to the other researchers about start simple stories extensive reading method which used to improve the students' reading ability. It could be used as reference of research which related to this title.



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APPENDICES



Appendix 1 The students' score of pre-test

| No | Students | Pre-Test | | |
|----|----------|----------------|-----------------|-----------|
| | | Correct Answer | Score (X_1) | $(X_1)^2$ |
| 1 | S1 | 4 | 40 | 1600 |
| 2 | S2 | 4 | 40 | 1600 |
| 3 | S3 | 6 | 60 | 3600 |
| 4 | S4 | 6 | 60 | 3600 |
| 5 | S5 | 6 | 60 | 3600 |
| 6 | S6 | 4 | 40 | 1600 |
| 7 | S7 | 5 | 50 | 2500 |
| 8 | S8 | 5 | 50 | 2500 |
| 9 | S9 | 7 | 70 | 4900 |
| 10 | S10 | 5 | 50 | 2500 |
| 11 | S11 | 5 | 50 | 2500 |
| 12 | S12 | 6 | 60 | 3600 |
| 13 | S13 | 5 | 50 | 2500 |
| 14 | S14 | 4 | 40 | 1600 |
| 15 | S15 | 4 | 40 | 1600 |
| 16 | S16 | 4 | 40 | 1600 |

Continue to the next page

| | | | | |
|--------------|-----|---|-------------------------------------|--|
| 17 | S17 | 4 | 40 | 1600 |
| 18 | S18 | 1 | 10 | 100 |
| 19 | S19 | 6 | 60 | 3600 |
| 20 | S20 | 4 | 40 | 1600 |
| 21 | S21 | 4 | 40 | 1600 |
| 22 | S22 | 0 | 0 | 0 |
| 23 | S23 | 4 | 40 | 1600 |
| 24 | S24 | 5 | 50 | 2500 |
| 25 | S25 | 4 | 40 | 1600 |
| 26 | S26 | 6 | 60 | 3600 |
| 27 | S27 | 4 | 40 | 1600 |
| 28 | S28 | 5 | 50 | 2500 |
| 29 | S29 | 6 | 60 | 3600 |
| Total | | | $\Sigma X = 1330$ | $\Sigma X^2 = 66900$ |

Mean Score of pre-test :

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

$$x = \frac{1330}{29}$$

$$x = 45,86$$

Thus , the mean score (X_1) of pre-test is 45,86

The standard deviation of pre-test :

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

$$SD = \sqrt{\frac{66900 - \frac{(1330)^2}{29}}{29-1}}$$

$$SD = \sqrt{\frac{66900 - \frac{1768900}{29}}{28}}$$

$$SD = \sqrt{\frac{66900 - 60996,55}{28}}$$

$$SD = \sqrt{\frac{5903,45}{28}}$$

$$SD = \sqrt{210,83}$$

$$SD = 14.52$$

Thus, the standard deviation (SD) of the pre-test is 14,52

Appendix 2 The student's score of post-test

| No | Students | Post-Test | | |
|--------------|----------|----------------|-----------------|---------------------|
| | | Correct Answer | Score (X_2) | $(X_2)^2$ |
| 1 | S1 | 8 | 80 | 6400 |
| 2 | S2 | 8 | 80 | 6400 |
| 3 | S3 | 9 | 90 | 8100 |
| 4 | S4 | 10 | 100 | 10000 |
| 5 | S5 | 10 | 100 | 10000 |
| 6 | S6 | 8 | 80 | 6400 |
| 7 | S7 | 9 | 90 | 8100 |
| 8 | S8 | 8 | 80 | 6400 |
| 9 | S9 | 8 | 80 | 6400 |
| 10 | S10 | 9 | 90 | 8100 |
| 11 | S11 | 9 | 90 | 8100 |
| 12 | S12 | 9 | 90 | 8100 |
| 13 | S13 | 7 | 70 | 4900 |
| 14 | S14 | 7 | 70 | 4900 |
| 15 | S15 | 8 | 80 | 6400 |
| 16 | S16 | 8 | 80 | 6400 |
| 17 | S17 | 8 | 80 | 6400 |
| 18 | S18 | 7 | 70 | 4900 |
| 19 | S19 | 8 | 80 | 6400 |
| 20 | S20 | 8 | 80 | 6400 |
| 21 | S21 | 8 | 80 | 6400 |
| 22 | S22 | 8 | 80 | 6400 |
| 23 | S23 | 8 | 80 | 6400 |
| 24 | S24 | 8 | 80 | 6400 |
| 25 | S25 | 8 | 80 | 6400 |
| 26 | S26 | 8 | 80 | 6400 |
| 27 | S27 | 8 | 80 | 6400 |
| 28 | S28 | 9 | 90 | 8100 |
| 29 | S29 | 7 | 70 | 4900 |
| Total | | | $\sum X = 2380$ | $\sum X^2 = 197000$ |

Mean Score of pre-test :

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

$$x = \frac{2380}{29}$$

$$x = 82,07$$

Thus , the mean score (X_2) of post-test is 82,07

The standard deviation of pre-test :

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

$$SD = \sqrt{\frac{197000 - \frac{(2380)^2}{29}}{29-1}}$$

$$SD = \sqrt{\frac{197000 - \frac{5664400}{29}}{28}}$$

$$SD = \sqrt{\frac{197000 - 195324,14}{28}}$$

$$SD = \sqrt{\frac{1675,86}{28}}$$

$$SD = \sqrt{59,85}$$

$$SD = 7,74$$

Thus, the standard deviation (SD) of the post-test is 7,74

Appendix 3 The worksheet of calculation of the score on pre-test and post-test on the following student's vocabulary mastery

| No | Score (X_1) | Score (X_2) | $(X_1)^2$ | $(X_2)^2$ | D ($X_2 - X_1$) | $(X_2 - X_1)^2$ |
|--------------|--------------------|------------------------------|-------------------------------|--------------------------------|----------------------------|-----------------------------|
| 1 | 40 | 80 | 1600 | 6400 | 40 | 1600 |
| 2 | 40 | 80 | 1600 | 6400 | 40 | 1600 |
| 3 | 60 | 90 | 3600 | 8100 | 30 | 900 |
| 4 | 60 | 100 | 3600 | 10000 | 40 | 1600 |
| 5 | 60 | 100 | 3600 | 10000 | 40 | 1600 |
| 6 | 40 | 80 | 1600 | 6400 | 40 | 1600 |
| 7 | 50 | 90 | 2500 | 8100 | 40 | 1600 |
| 8 | 50 | 80 | 2500 | 6400 | 30 | 900 |
| 9 | 70 | 80 | 4900 | 6400 | 10 | 100 |
| 10 | 50 | 90 | 2500 | 8100 | 40 | 1600 |
| 11 | 50 | 90 | 2500 | 8100 | 40 | 1600 |
| 12 | 60 | 90 | 3600 | 8100 | 30 | 900 |
| 13 | 50 | 70 | 2500 | 4900 | 20 | 400 |
| 14 | 40 | 70 | 1600 | 4900 | 30 | 900 |
| 15 | 40 | 80 | 1600 | 6400 | 40 | 1600 |
| 16 | 40 | 80 | 1600 | 6400 | 40 | 1600 |
| 17 | 40 | 80 | 1600 | 6400 | 40 | 1600 |
| 18 | 10 | 70 | 100 | 4900 | 60 | 3600 |
| 19 | 60 | 80 | 3600 | 6400 | 20 | 400 |
| 20 | 40 | 80 | 1600 | 6400 | 40 | 1600 |
| 21 | 40 | 80 | 1600 | 6400 | 40 | 1600 |
| 22 | 0 | 80 | 0 | 6400 | 80 | 6400 |
| 23 | 40 | 80 | 1600 | 6400 | 40 | 1600 |
| 24 | 50 | 80 | 2500 | 6400 | 30 | 900 |
| 25 | 40 | 80 | 1600 | 6400 | 40 | 1600 |
| 26 | 60 | 80 | 3600 | 6400 | 20 | 400 |
| 27 | 40 | 80 | 1600 | 6400 | 40 | 1600 |
| 28 | 50 | 90 | 2500 | 8100 | 40 | 1600 |
| 29 | 60 | 70 | 3600 | 4900 | 10 | 100 |
| Total | $\sum X_1 = 1330$ | $\sum X_2 = 238$ 0 | $\sum X_1^2$ =66900 | $\sum X_2^2$ =197000 | $\sum D = 105$ 0 | $\sum D^2$ =43100 |

In the other to see the student's score, the following is t-test was statistically applied :

To calculate the mean score of the difference between pre-test and post-test scores, it is used following formula:

$$D = \frac{\sum D}{N} = \frac{1050}{29} = 36,2$$

So, the mean score difference was 36,2

Finding out the difference by calculating the T-test value by using the following formula:

The calculating the t-test value

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

$$t = \frac{36,2}{\sqrt{\frac{43100 - \frac{(1050)^2}{29}}{29(29-1)}}$$

$$t = \frac{36,2}{\sqrt{\frac{43100 - \frac{1102500}{29}}{29(28)}}$$

$$t = \frac{36,2}{\sqrt{\frac{43100 - 38017,24}{812}}}$$

$$t = \frac{36,2}{\sqrt{\frac{5082,76}{812}}}$$

$$t = \frac{36,2}{\sqrt{6,26}}$$

$$t = \frac{36,2}{2,5}$$

$$t = 14,48$$

Thus, the t-test value is 14,48

Appendix 4 Lesson Plan

LESSON PLAN

Lokasi : SMPN 5 Pinrang
 Mata Pelajaran : Bahasa Inggris
 Materi : Reading comprehension
 Alokasi Waktu : 40 minutes

A. Standar Kompetensi

Mampu memahami makna dalam teks untuk berkomunikasi di sekitar lingkungan.

B. Kompetensi Dasar & Indikator

| Kompetensi Dasar | Indikator |
|--|--|
| <ul style="list-style-type: none"> Mampu memahami makna, struktur dalam teks dengan baik dan lancar | <ul style="list-style-type: none"> Mengidentifikasi tujuan dalam teks Mengidentifikasi struktur dalam teks Mengidentifikasi gagasan utama, makna dan pesan moral dalam teks |

C. Tujuan Pembelajaran

Pada akhir pembelajaran, siswa dapat:

- Siswa mampu menentukan tujuan teks
- Mampu mengetahui struktur dalam teks
- Memahami gagasan utama, informasi, makna dan pesan moral dalam teks

D. Materi Pembelajaran

- Reading comprehension

E. Metode Pembelajaran

Start simple stories extensive reading.

F. Langkah-Langkah Pembelajaran

| Pendahuluan |
|---|
| <ol style="list-style-type: none"> 1. Salam 2. Membuka kelas dengan mengajak peserta didik berdoa sebelum memulai pembelajaran 3. Mengecek kehadiran peserta didik 4. Mengkondisikan peserta didik untuk memulai pembelajaran serta memberi motivasi 5. Penjelasan tentang materi ajar yang akan dibahas |
| Inti |
| <ol style="list-style-type: none"> 1. Peneliti memberikan pilihan bahan bacaan 2. Peneliti mengarahkan peserta didik untuk memilih bahan bacaan berdasarkan minat peserta didik 3. Peneliti membimbing peserta didik dalam menetapkan tujuan spesifik untuk teks yang akan dibaca 4. Peneliti menentukan durasi proses membaca. 5. Peserta didik membaca bahan bacaan yang telah dipilih berdasarkan minat peserta didik 6. Selama proses membaca, peserta didik tidak diperbolehkan membuka kamus 7. Peneliti membantu siswa yang menemukan kosakata yang sulit atau siswa dapat melewati kosakata sulit tersebut 8. Siswa diperbolehkan mengganti teks yang dibaca jika teks tidak menarik atau terlalu sulit 9. Setelah semua peserta didik selesai membaca teks, peneliti memberikan soal berdasarkan teks yang telah dibaca |
| Penutup |
| <ol style="list-style-type: none"> 1. Peneliti memberikan kesimpulan untuk semua teks 2. Menanyakan kesulitan peserta didik selama pembelajaran berlangsung 3. Peneliti memberikan tugas kepada siswa |

4. Peneliti menginformasikan peserta didik terkait materi yang akan dibahas pada pertemuan selanjutnya
5. Peneliti menutup kelas dengan salam

G. Sumber Belajar

Media pembelajaran yang relevan

H. Penilaian

$$\text{Score} = \frac{\text{Students correct answer}}{\text{The total number of item}} \times 100$$

| No. | Classification | Score |
|-----|----------------|----------|
| 1. | Very Good | 86 – 100 |
| 2. | Good | 71 – 85 |
| 3. | Fair | 56 – 70 |
| 4. | Poor | 41 – 55 |
| 5. | Very Poor | ≤ 40 |

Appendix 5 Instrument of the Pre-test and Post-test

Pre test

Text 1

Once upon a time there lived a group of mice under a tree in peace. However, a group of elephants crossing the jungle unknowingly destroyed the homes of all the rats. Many of them were even crushed to death.

Then the king of rats decided to approach the elephant's chief and request him to guide his herd through another route. On hearing the sad story, the elephant's king apologized and agreed to take another route. And so the lives of the rats were saved.

One day elephant-hunters came to the jungle and trapped a group of elephants in huge nets. Then the elephant king suddenly remembered the king of the rats. He summoned one of the elephants of his herd, which had not been trapped, to go seek help from the king and told him about the trapped elephants.

The rat's king immediately took his entire group of rats and they cut open the net which had trapped the elephant's herd. The elephant herd was totally set free. They danced with joy and thank the rats.

1. What destroyed the homes of all rats?
 - a. A group of mice did
 - b. The hunter did
 - c. Elephant-hunter did
 - d. A group of elephant did

2. What helped the elephant's herd free?
 - a. the elephant-hunter did
 - b. the hunters did
 - c. the trapped elephants did
 - d. entire group of rats did

3. At the end of the story, how was the elephant's herd?

- a. Angry
- b. Sad
- c. Happy
- d. Dead

Text 2

Once when a lion was asleep, a little mouse began up and down upon him; this soon awoke the lion, who placed his huge paw upon the mouse, and opened his big jaws to swallow him.

"Pardon, O King" cried the little mouse "forgive me this time. I shall never forget it: who knows I may be able to do you a good turn some of these days?". The lion was so tickled at the idea of the mouse being able to help him. Then he lifted up his paw and let him go.

One day the lion was caught in a trap. Some hunters who to carry him alive to the king, tied him to a tree while they went in search of a wagon to carry him in. Just then the little mouse happened to pass by and see the sad plight in which the lion was. The little mouse went up to him and soon gnawed away the ropes that bound the king of the beasts. Soon the little mouse had finished gnawing away the ropes, he asked the lion to run away.

4. Paragraph three mainly tells that....

- a. the little mouse asked forgiveness
- b. the little mouse could prove that he could help the lion
- c. the lion was tied to a tree by the hunters
- d. the hunters carried the lion alive to the king

5. What did the little mouse do to prove his words?

- a. He would never forget the lion.
- b. He tried hard to help the lion free.
- c. He ran up and down upon the lion
- d. He asked for apology to the king of the beast

6. The word “huge” (p.1) means very.....

- a. Old
- b. Large
- c. Tall
- d. Tiny

7. At the end of the story, how was the lion’s herd?

- a. Angry
- b. Sad
- c. Happy
- d. Dead

Text 3

One day several boys were playing at the edge of a pond in which lived a family of frogs. The boys amused themselves by throwing stones into the pond so as to make them skip on top of the water. The stones were flying thick and fast, and the boys were enjoying themselves very much; but the poor frogs in the pond were trembling with fear. At last one of the frogs, the oldest and bravest, put his head out

of the water, and said "Oh, please, dear children, stop your cruel play! Though it may be fun for you, it means death to us!"

8. Why did the frog feel insecure?

- a. The boy frightened them.
- b. The water in the pond got dirty.
- c. The boys destroyed the pond.
- d. The stone would hurt them.

Text 4

Once upon a time there was a rose who was very proud of its beautiful looks. Its only disappointment was that it grew next to an ugly cactus. Every day, the rose would insult the cactus on its looks while the cactus stayed quiet. All the other plants in the garden tried to make the rose see sense, but it was too swayed by its own good looks. One summer, the well in the garden grew dry and there was no water for the plants. The rose began to wilt. It saw a sparrow dip its beak into the cactus for some water. Though ashamed, the rose asked the cactus if it could have some water too. The cactus readily agreed and they both got through the tough summer as friends.

9. How many characters in the story?

- a. 5
- b. 4
- c. 3
- d. 2

10. From the story, we know that the cactus was ...

- a. brave
- b. wise
- c. humble
- d. patient

Post test

Text 1

A potato farmer was sent to prison just at the time when he should have dug the ground for planting potatoes. He knew that his wife was not strong enough to do the digging, although she could manage to do the planting. He also knew that none of his friends or neighbours would be willing to do the digging for him. So he wrote a letter to his wife saying, "Please do not dig the potato field. I hid the money and the gun there."

Ten days later, he got a letter from his wife saying, "I think somebody must have read your letter before it left the prison. Some policemen came two days ago and dug up the entire potato field. What should I do now?" The prisoner wrote back at once, "Plant the potatoes, of course."

1. How can the field dug up?
 - a. The wife dug up by herself
 - b. The wife asked someone to dig up the field
 - c. The wife asked the policemen to dig up the field
 - d. The policemen looked for money and gun in the field
2. The prisoner wrote the letter.....
 - a. To ask his wife not to tell anybody where he hide the money
 - b. To tell his wife that the policeman where coming to get the money and the gun
 - c. To make a confession to his wife
 - d. To share his secret with his wife

3. Which of the following statement is true?
- a. The policeman came to the field 10 days after the farmer wrote letter
 - b. Although the potato farmer was in prison, his field was ready for planting
 - c. Although the farmer's wife was not so strong, she did the digging
 - d. The policeman succeeded in finding the hidden money and gun

Text 2

A wolf saw a goat grazing at the edge of a high cliff. The wolf smacked his lips at the thought of a fine goat dinner. "my dear friend," said the wolf in his sweetest voice, "aren't you afraid you will fall down from that cliff? Come down here and graze on this fine grass beside me on safe, level ground."

"No, thank you," said the goat. "well then," said the wolf, "aren't you cold up there in the wind? You would be warmer grazing down here beside me in this sheltered area."

"No, thank you," said the goat.

"But the grass tastes better down here!" said the exasperated wolf, "why dine alone?"

"My dear wolf," the goat finally said, "are you quite sure that it is my dinner you are worrying about and not your own?"

4. What did the wolf ask when he saw the goat grazing at the edge of a high cliff ?
- a. To be his friend
 - b. To graze on the level ground

- c. To climb up higher
 - d. To be his dinner
5. “Aren’t you could up there in the wind”?. The word “there” refers to
- a. A high cliff
 - b. Sheltered area
 - c. Grass
 - d. Ground
6. From the story we know....
- a. The goat was very hungry
 - b. The wolf was a helpful animal
 - c. The wolf was eager to eat the goat
 - d. The goat was going to flight with the wolf

Text 3

One morning there was a tiger who woke up and just felt great. He felt so good, he went out and cornered a small monkey and roared at him “Who is the mightiest of all the jungle animals?” The poor little monkey replied, “You are of course, no one is mightier than you.”

A little while later, this tiger confronted a deer and bellowed out. “Who is the greatest and strongest of all the jungle animal?” The deer was shaking so hard it

almost could not speak, but managed to say, “Oh great tiger, you are by far the mightiest animal in the jungle.”

The tiger walked proudly to an elephant that was quietly eating some weeds and roared at the top his voice, “Who is the mightiest of all the jungle animals?” Then this elephant grabbed the tiger with his trunk, picked him up, slammed him down, picked him up again and shook him until the tiger was just a blur of orange and black. Finally, the elephant threw him violently into a nearby tree. The tiger staggered to his feet and looked at the elephant and said, “Man, just because you don’t know the answer, you don’t have to get so angry!..”

7. What did the elephant do to the tiger with his trunk?

- a. Grabbed him
- b. Answered his question
- c. Disturbed him
- d. Confronted him

8. From the story above we know that ...

- a. A tiger was the greatest and strongest animal
- b. All of the animals were afraid of the tiger
- c. The elephant was stronger than the tiger
- d. The tiger was afraid to the elephant

Text 4

One day a cat and a fox were having a conversation. The fox, who was a conceited creature, boasted how clever she was. 'Why, I know at least a hundred tricks to get away from our mutual enemies, the dogs,' she said. 'I know only one trick to get away from dogs,' said the cat. 'You should teach me some of yours!'

'Well, maybe someday, when I have the time, I may teach you a few of the simpler ones,' replied the fox airily.

Just then they heard the barking of a pack of dogs in the distance. The barking grew louder and louder - the dogs were coming in their direction! At once the cat ran to the nearest tree and climbed into its branches, well out of reach of any dog. 'This is the trick I told you about, the only one I know,' said the cat. 'Which one of your hundred tricks are you going to use?'

The fox sat silently under the tree, wondering which trick she should use. Before she could make up her mind, the dogs arrived. They fell upon the fox and tore her to pieces.

9. The text tells you about the cat and ...

- a. The dog
- b. The enemy
- c. The fox
- d. The trick

10. How can the fox be described

- a. She is always doubtful
- b. She is always tricky
- c. She is brave
- d. She is clever

Appendix 6 The students' Pre-test

The image displays four pages of handwritten student work for a pre-test. Each page shows a list of multiple-choice questions with selected answers and a calculation of the score.

Page 1 (Top Left): Student: Nur Hidayah, Kelas: X.9. Questions 1-10. Selected answers: 1. B, 2. D, 3. C, 4. D, 5. B, 6. A, 7. C, 8. A, 9. C, 10. D. Calculation: $\frac{4}{10} \times 100 = 40$.

Page 2 (Top Right): Student: Alor, Danyanti, Kelas: X.11. Questions 1-10. Selected answers: 1. D, 2. B, 3. C, 4. D, 5. B, 6. A, 7. C, 8. A, 9. C, 10. D. Calculation: $\frac{4}{10} \times 100 = 40$.

Page 3 (Bottom Left): Student: Laila Nur Saipasa, Kelas: X.9. Questions 1-10. Selected answers: 1. D, 2. D, 3. C, 4. D, 5. B, 6. B, 7. C, 8. B, 9. C, 10. D. Calculation: $\frac{6}{10} \times 100 = 60$.

Page 4 (Bottom Right): Student: Riska Ramadhani, Kelas: X.4. Questions 1-10. Selected answers: 1. D, 2. D, 3. C, 4. D, 5. B, 6. B, 7. C, 8. B, 9. C, 10. D. Calculation: $\frac{6}{10} \times 100 = 60$.

Appendix 7 The Students' Post-test

Student I:
 Nama: Nur Hidayah
 Kelas: X 4
 Jawaban:
 1. D ✓
 2. D ✓
 3. B ✓
 4. B ✓
 5. A ✓
 6. C ✓
 7. D ✓
 8. C ✓
 9. C ✓
 10. D ✗
 $\frac{9}{10} \times 100 = \underline{90}$

Student II:
 Nama: Nur Damayanti
 Kelas: X.Y
 Jawaban:
 1. D ✓
 2. D ✓
 3. B ✓
 4. A ✓
 5. A ✓
 6. C ✓
 7. D ✓
 8. D ✗
 9. C ✓
 10. D ✗
 $\frac{8}{10} \times 100 = \underline{80}$

Student III:
 Nama: Nur Hidayah
 Kelas: X 4
 Jawaban:
 1. D ✓
 2. D ✓
 3. B ✓
 4. B ✓
 5. A ✓
 6. C ✓
 7. D ✓
 8. C ✓
 9. C ✓
 10. A ✗
 $\frac{8}{10} \times 100 = \underline{80}$

Student J:
 Nama: Riska Ramadhani
 Kelas: X 4
 Jawaban:
 1. D ✓
 2. D ✓
 3. B ✓
 4. B ✓
 5. A ✓
 6. C ✓
 7. D ✓
 8. C ✓
 9. C ✓
 10. A ✓
 $\frac{10}{10} \times 100 = \underline{100}$


Appendix 8 Distribution of T-table

| dk | α untuk Uji Satu Pihak (<i>one tail test</i>) | | | | | |
|----------|--|-------|-------|--------|--------|--------|
| | 0,25 | 0,10 | 0,05 | 0,025 | 0,01 | 0,005 |
| | α untuk Uji Dua Pihak (<i>two tail test</i>) | | | | | |
| | 0,50 | 0,20 | 0,10 | 0,05 | 0,02 | 0,01 |
| 1 | 1,000 | 3,078 | 6,314 | 12,706 | 31,821 | 63,657 |
| 2 | 0,816 | 1,886 | 2,920 | 4,303 | 6,965 | 9,925 |
| 3 | 0,765 | 1,638 | 2,353 | 3,182 | 4,541 | 5,841 |
| 4 | 0,741 | 1,533 | 2,132 | 2,776 | 3,747 | 4,604 |
| 5 | 0,727 | 1,476 | 2,015 | 2,571 | 3,365 | 4,032 |
| 6 | 0,718 | 1,440 | 1,943 | 2,447 | 3,143 | 3,707 |
| 7 | 0,711 | 1,415 | 1,895 | 2,365 | 2,998 | 3,499 |
| 8 | 0,706 | 1,397 | 1,860 | 2,306 | 2,896 | 3,355 |
| 9 | 0,703 | 1,383 | 1,833 | 2,262 | 2,821 | 3,250 |
| 10 | 0,700 | 1,372 | 1,812 | 2,228 | 2,764 | 3,169 |
| 11 | 0,697 | 1,363 | 1,796 | 2,201 | 2,718 | 3,106 |
| 12 | 0,695 | 1,356 | 1,782 | 2,179 | 2,681 | 3,055 |
| 13 | 0,692 | 1,350 | 1,771 | 2,160 | 2,650 | 3,012 |
| 14 | 0,691 | 1,345 | 1,761 | 2,145 | 2,624 | 2,977 |
| 15 | 0,690 | 1,341 | 1,753 | 2,131 | 2,602 | 2,947 |
| 16 | 0,689 | 1,337 | 1,746 | 2,120 | 2,583 | 2,921 |
| 17 | 0,688 | 1,333 | 1,740 | 2,110 | 2,567 | 2,898 |
| 18 | 0,688 | 1,330 | 1,734 | 2,101 | 2,552 | 2,878 |
| 19 | 0,687 | 1,328 | 1,729 | 2,093 | 2,539 | 2,861 |
| 20 | 0,687 | 1,325 | 1,725 | 2,086 | 2,528 | 2,845 |
| 21 | 0,686 | 1,323 | 1,721 | 2,080 | 2,518 | 2,831 |
| 22 | 0,686 | 1,321 | 1,717 | 2,074 | 2,508 | 2,819 |
| 23 | 0,685 | 1,319 | 1,714 | 2,069 | 2,500 | 2,807 |
| 24 | 0,685 | 1,318 | 1,711 | 2,064 | 2,492 | 2,797 |
| 25 | 0,684 | 1,316 | 1,708 | 2,060 | 2,485 | 2,787 |
| 26 | 0,684 | 1,315 | 1,706 | 2,056 | 2,479 | 2,779 |
| 27 | 0,684 | 1,314 | 1,703 | 2,052 | 2,473 | 2,771 |
| 28 | 0,683 | 1,313 | 1,701 | 2,048 | 2,467 | 2,763 |
| 29 | 0,683 | 1,311 | 1,699 | 2,045 | 2,462 | 2,756 |
| 30 | 0,683 | 1,310 | 1,697 | 2,042 | 2,457 | 2,750 |
| 40 | 0,681 | 1,303 | 1,684 | 2,021 | 2,423 | 2,704 |
| 60 | 0,679 | 1,296 | 1,671 | 2,000 | 2,390 | 2,660 |
| 120 | 0,677 | 1,289 | 1,658 | 1,980 | 2,358 | 2,617 |
| ∞ | 0,674 | 1,282 | 1,645 | 1,960 | 2,326 | 2,576 |

Appendix 9 Documentation

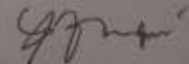


Appendix 10 Form Recommendation of the Research


KEPUTUSAN
DEKAN FAKULTAS TARBİYAH
NOMOR : 3407 TAHUN 2021
TENTANG
PENETAPAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBİYAH
INSTITUT AGAMA ISLAM NEGERI PAREPARE

DEKAN FAKULTAS TARBİYAH

| | | | |
|---------------|---|--|--|
| Menimbang | : | a. | Bahwa untuk menjamin kualitas skripsi mahasiswa Fakultas Tarbiyah IAIN Parepare, maka dipandang perlu penetapan pembimbing skripsi mahasiswa tahun 2021. |
| | | b. | Bahwa yang tersebut namanya dalam surat keputusan ini dipandang cakap dan mampu untuk diarahi tugas sebagai pembimbing skripsi mahasiswa. |
| Mengingat | : | 1. | Undang-undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional; |
| | | 2. | Undang-undang Nomor 12 Tahun 2005 tentang Guru dan Dosen; |
| | | 3. | Undang-undang Nomor 12 Tahun 2012 tentang Pendidikan Tinggi; |
| | | 4. | Peraturan Pemerintah RI Nomor 17 Tahun 2010 tentang Pengelolaan dan Penyelenggaraan Pendidikan; |
| | | 5. | Peraturan Pemerintah RI Nomor 13 Tahun 2015 tentang Perubahan Kedua atas Peraturan Pemerintah RI Nomor 19 Tahun 2005 tentang Standar Nasional Pendidikan; |
| | | 6. | Peraturan Presiden RI Nomor 29 Tahun 2018 tentang Institut Agama Islam Negeri Parepare; |
| | | 7. | Keputusan Menteri Agama Nomor 394 Tahun 2003 tentang Pembukaan Program Studi; |
| | | 8. | Keputusan Menteri Agama Nomor 387 Tahun 2004 tentang Petunjuk Pelaksanaan Pembukaan Program Studi pada Perguruan Tinggi Agama Islam; |
| | | 9. | Peraturan Menteri Agama Nomor 35 Tahun 2018 tentang Organisasi dan Tata Kerja IAIN Parepare; |
| | | 10. | Peraturan Menteri Agama Nomor 18 Tahun 2019 tentang Statuta Institut Agama Islam Negeri Parepare |
| Memperhatikan | : | a. | Surat Pengesahan Daftar Isian Pelaksanaan Anggaran Nomor: DIPA-025.04.2.307361/2021, tanggal 23 November 2020 tentang DIPA IAIN Parepare Tahun Anggaran 2021; |
| | | b. | Surat Keputusan Rektor Institut Agama Islam Negeri Parepare Nomor: 140 Tahun 2021, tanggal 15 Februari 2021 tentang pembimbing skripsi mahasiswa Fakultas Tarbiyah IAIN Parepare Tahun 2021. |
| Menetapkan | : | MEMUTUSKAN | |
| | | KEPUTUSAN DEKAN FAKULTAS TARBİYAH TENTANG PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBİYAH INSTITUT AGAMA ISLAM NEGERI PAREPARE TAHUN 2021; | |
| Kesatu | : | Menunjuk saudara: 1. Hj. Nurhamdah, M.Pd. 2. Dr. Abd. Haris Sunubi, M.Pd. Masing-masing sebagai pembimbing utama dan pendamping bagi mahasiswa : Nama : Fahri Fauzi NIM : 17.1300.015 Program Studi : Pendidikan Bahasa Inggris Judul Skripsi : The Reading Comprehension of The Tenth Grade Students Of SMAN 5 Pinrang Taugh by Using Start Simple Stories Activity | |
| Kedua | : | Tugas pembimbing utama dan pendamping adalah membimbing dan mengarahkan mahasiswa mulai pada penyusunan proposal penelitian sampai menjadi sebuah karya ilmiah yang berkualitas dalam bentuk skripsi; | |
| Ketiga | : | Segala biaya akibat diterbitkannya surat keputusan ini dibebankan kepada anggaran belanja IAIN Parepare; | |
| Keempat | : | Surat keputusan ini dibenkan kepada masing-masing yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya. | |

Ditetapkan di : Parepare
 Pada Tanggal : 17 November, 2021
 Dekan,

 H. Saepudin



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBİYAH

Jalan B. Abd. Halim No. 48, Pinrang, Pinrang 71172, Sulawesi Selatan
Telp. 0412 909 9099, 91100, website: www.iainparepare.ac.id, email: mail@iainparepare.ac.id

Nomor B 1635/In 28/PTAR 01/PP.00 9/04/2023 14 April 2023
Lampiran 1 Bundel Proposal Penelitian
Hal Permohonan Rekomendasi Izin Penelitian

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

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa Institut Agama Islam Negeri Parepare :

Nama : Fahrul Fauzi
Tempat/Tgl. Lahir : Benteng, 6 Desember 1999
NIM : 17.1300.015
Fakultas / Program Studi : Tarbiyah/ Pendidikan Bahasa Inggris
Semester : XII (Dua Belas)
Alamat : Dusun Benteng II, Desa Benteng, Kec. Patampanua,
Kab. Pinrang

Bermaksud akan mengadakan penelitian di wilayah Kab. Pinrang dalam rangka penyusunan skripsi yang berjudul "The Reading Comprehension Of Tenth Grade Students Of SMAN 5 Pinrang Taught By Using Start Simple Stories Extensive Reading Method". Pelaksanaan penelitian ini direncanakan pada bulan April sampai bulan Mei Tahun 2023. Demikian permohonan ini disampaikan atas perkenaan dan kerjasamanya diucapkan terima kasih.

Wassalamu Alaikum Wr. Wb.



Dekan
Or. Zulhaji, M.Pd.
NIP.19630420 200801 2 010

Tembusan :

- 1 Rektor IAIN Parepare
- 2 Dekan Fakultas Tarbiyah

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

KEPUTUSAN KEPALA DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU KABUPATEN PINRANG
 Nomor : 503/0273/PENELITIAN/OP/PTSP/05/2023

Tentang
REKOMENDASI PENELITIAN

Menimbang : bahwa berdasarkan penelitian terhadap permohonan yang diterima tanggal 08-05-2023 atas nama FAHRIUL FAUZI, dianggap telah memenuhi syarat-syarat yang diperlukan sehingga dapat diberikan Rekomendasi Penelitian,

Mengingat :
 1. Undang - Undang Nomor 20 Tahun 1999;
 2. Undang - Undang Nomor 18 Tahun 2002;
 3. Undang - Undang Nomor 25 Tahun 2007;
 4. Undang - Undang Nomor 25 Tahun 2009;
 5. Undang - Undang Nomor 23 Tahun 2014;
 6. Peraturan Presiden RI Nomor 97 Tahun 2014;
 7. Peraturan Menteri Dalam Negeri Nomor 64 Tahun 2011 sebagaimana telah diubah dengan Peraturan Menteri Dalam Negeri Nomor 7 Tahun 2014;
 8. Peraturan Bupati Pinrang Nomor 48 Tahun 2016 dan
 9. Peraturan Bupati Pinrang Nomor 38 Tahun 2018.

Memperhatikan :
 1. Rekomendasi Tim Teknis PTSP : 05.22/PT/ Teknis/PTSP/05/2023, Tanggal : 08-05-2023
 2. Berita Acara Pemeriksaan (BAP) Nomor : 027/SBAP/REKONDISI/PTSP/05/2023, Tanggal : 08-05-2023

MEMUTUSKAN

Menetapkan :

KESATU : Memberikan Rekomendasi Penelitian kepada

| | |
|------------------------------|---|
| 1. Nama Lembaga | INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE |
| 2. Alamat Lembaga | Jl. AMAL BAKTI NO. 8 SOBERANG PAREPARE |
| 3. Nama Peneliti | FAHRIUL FAUZI |
| 4. Judul Penelitian | THE READING COMPREHENSION OF TENTH GRADE STUDENTS OF SMAN 5 PINRANG TAUGHT BY USING START SIMPLE STORIES EXTENSIVE READING METHOD |
| 5. Jangka waktu Penelitian | 1 Bulan |
| 6. Sasaran/Target Penelitian | SEKELAS KELAS 10 SMAN 5 PINRANG |
| 7. Lokasi Penelitian | Kecamatan Vatampene |

KEDUA : Rekomendasi Penelitian ini berlaku selama 6 (enam) bulan atau paling lambat tanggal 08-11-2023.

KETIGA : Peneliti wajib meneliti dan melakukan kegiatan dalam Rekomendasi Penelitian ini serta wajib memberikan laporan hasil penelitian kepada Pemerintah Kabupaten Pinrang melalui Unit PTSP selambat-lambatnya 6 (enam) bulan setelah penelitian dilaksanakan.

KEEMPAT : Keputusan ini mulai berlaku pada tanggal ditetapkan, apabila dikemudian hari terdapat kekecualan, dan akan diadakan perbaikan sebagaimana mestinya.

Diterbitkan di Pinrang Pada Tanggal 09 Mei 2023




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

Biaya : Rp 0,-





Balai Sertifikasi Elektronik




Appendix 11 Research Allowance


PEMERINTAH PROVINSI SULAWESI SELATAN
DINAS PENDIDIKAN
UPT SMAN 5 PINRANG
Alamat : Jalan Matimpung Urung Kec. Patampuanu Kab. Pinrang 91252.
NSB. 301191405005 NPSN. 40305078
Email : sman5pinrang@gmail.com Website : sman5pinrang.sch.id

SURAT KETERANGAN PENELITIAN
Nomor : 421.3/170-UPT SMAN.05 / PRG / DISDIK

Yang bertanda tangan dibawah ini Kepala UPT SMAN Negeri 5 Pinrang Kabupaten Pinrang menerangkan bahwa :

| | |
|------------------|---|
| N a m a | : FAHRUL FAUZI |
| NIM | : 17.1300.015 |
| Program Studi | : Pend. Bahasa Inggris |
| Perguruan Tinggi | : Institut Agama Islam Negeri Parepare |
| Alamat | : Jl. Aman Bakti No. 8, Soreang Kota Parepare |

Telah melakukan penelitian dengan judul:

"THE READING COMPREHENSION OF TENTH GRADE STUDENTS OF SMAN 5 PINRANG TAUGHT BY USING STARS SIMPLE STORIES EXTENSIVE READING METHOD"

Yang pelaksanaannya pada tanggal 09 Mei 2023 s/d 23 Mei 2023 di UPT SMAN 5 Pinrang.

Demikian Surat Keterangan ini diberikan untuk digunakan sebagaimana mestinya.

Urung, 23 Mei 2022
Kepala UPT SMAN 5 Pinrang,

Muhammad Dahlan, S.Pd, M.Pd
NIP. 19710801 199802 1 003

PAREPARE

 **#BerAKHLAK** **#SIPAKATAU** **#CERDASKI**

CS Digital dengan CamScanner



PEMERINTAH PROVINSI SULAWESI SELATAN
DINAS PENDIDIKAN
UPT SMAN 5 PINRANG

Alamat : Jalan Malimpung Urung, Kec. Patampanua, Kab. Pinrang 91252.
NBS. 301191405005 NPSN. 40305078

SURAT IZIN

Nomor : 421.3/162-UPT SMAN.5/PRG/DISDIK

Yang bertanda tangan dibawah ini Kepala UPT SMAN 5 Pinrang Kabupaten Pinrang menerangkan bahwa :

| | |
|-------------------|--|
| N a m a | : FAHRUL FAUZI |
| Nomor Pokok | : 17.1300.015 |
| Program Studi | : Pend. Bahasa Inggris |
| Pekerjaan/Lembaga | : Mahasiswa (S1) |
| Perguruan Tinggi | : Institut Agama Islam Negeri Parepare |
| Alamat | : Jl. Amal Bakti No 8, Soreang Kota Parepare |

Berdasarkan surat nomor ; 0273/BAP/PENELITIAN/DPMPPTSP/05/2023 tertanggal 08 Mei 2023, memberikan izin untuk melaksanakan kegiatan "*Penelitian*" yang akan di laksanakan dari tanggal 15 Mei 2023 s/d 01 Juni 2023 di UPT SMAN 5 Pinrang.

Demikian Surat izin ini kami berikan untuk dilaksanakan sebagaimana mestinya.



15 Mei 2023
Kepala UPT SMAN 5 Pinrang,
Muhammad Dahlan, S.Pd, M.Pd
NIP. 19710801 199802 1 003

PAREPARE

CURRICULUM VITAE



FAHRUL FAUZI. The writer was born in Benteng 6th December 1999. He is the second child from 3 sibling. From couple of Muh Idris and Seniwati, he have two brothers. He began his study at elementary school at SD negeri 118 Patampanua Kabupaten Pinrang, and graduate at 2011, then continue his study at junior high school at SMP negeri 2 Patampanua and graduated at 2014. He continued in senior high school at SMA negeri 5 Pinrang and graduated at 2017. He continued his education at State Islamic College (STAIN) Parepare but now it was changed become State Islamic Institute (IAIN) Parepare and took English Department of Tarbiyah Faculty as his major. Finally, on 2023 he completed his thesis with the title **“The Reading Comprehension of the Tenth Grade Students of**

SMAN 5 Pinrang Taught by Using Start Simple Stories Extensive Reading Method”.

