THE IMPLEMENTATION OF CHARACTER MAP STRATEGY IN TEACHING STUDENTS' READING COMPREHENSION AT UPT SPF SMPN 17 MAKASSAR

SKRIPSI

NINDY AIDYA

4517101018

ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
FACULTY OF TEACHER TRAINING AND EDUCATION
BOSOWA UNIVERSITY
2022

THE IMPLEMENTATION OF CHARACTER MAP STRATEGY IN TEACHING STUDENTS' READING COMPREHENSION AT UPT SPF SMPN 17 MAKASSAR

SKRIPSI

Submitted to the Faculty of Teacher Training and Education in Partial of Fulfilment of the Re uirements for the Sarjana Degre

NINDY AIDYA

4517101018

ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
FACULTY OF TEACHER TRAINING AND EDUCATION
BOSOWA UNIVERSITY
2022

SKRIPSI

THE IMPLEMENTATION OF CHARACTER MAP STRATEGY
IN TEACHING STUDENTS READING COMPREHENSION
AT UPT SPF SMPN 17 MAKASSAR

Submitted by

NINDY AIDYA
NIM 4517101018

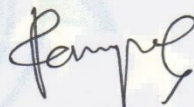Had been defended in front of Skripsi Examination Committee
February 17th, 2022

Approved by:

Supervisor I,

Hj. St. Haliah Batau, S.S., M.Hum.
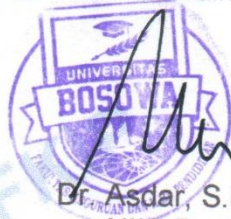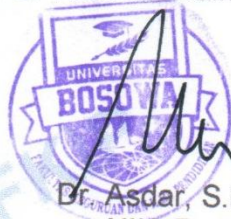NIDN.0907096901

Supervisor II,

Rampeng, S.Pd., M.Pd.
NIDN.0916047806

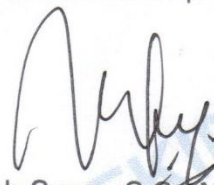Under the cognizance of,

Dean
Faculty of Teacher Training and Education,

Dr. Asdar, S.Pd., M.Pd.
NIK. D. 450375

Head
English Education Department,

Ulfah Syam, S.S., M.Pd.
NIK. D. 450394

PERNYATAAN KEASLIAN SKRIPSI

Saya yang bertanda tangan dibawah ini:

Nama   : Nindy Aidya

NIM   : 4517101018

Judul   : The Implementation Of Character Map Strategy In Teaching Students'
Reading Comprehension At UPT SPF SMPN 17 Makassar.

Menyatakan dengan sebenarnya bahwa skripsi yang saya tulis ini benar-benar merupakan hasil karya sendiri dan bukan merupakan plagiasi, baik sebagian atau seluruhnya.

Apabila di kemudian hari terbukti bahwa skripsi ini hasil plagiasi, maka saya bersedia menerima sanksi atas perbuatan tersebut sesuai dengan ketentuan yang berlaku.

Makassar, 17 Februari 2022

Yang membuat pernyataan

Nindy Aidya

iii

ABSTRACT

Nindy Aidya. 2022. *Implementation of Character Map Strategy in Teaching Students' Reading Comprehension at UPT SPF SMPN 17 Makassar* (supervised by Hj.St.Haliah Batau and Rampeng).

The purpose of this study was to determine the effect and response of students to the application of the map strategy character on the reading comprehension ability of class IX UPT SPF SMPN 17 Makassar.

This research applied a pre-experimental research in one class pre-test and post-test. The population of this research is class IX students of SMPN 17 Makassar in the academic year 2021/2022 which consists of 165 students. The researcher took one class as a sample in this study namely class IX which consisted of 33 students. The instrument of this research is a multiple choice test. The results of this study indicated that there is a significant increase in the average score of students' reading comprehension between the pretest and posttest. The mean score of students' reading comprehension increased from 64.24 in pre-test to 79.63 in post-test. This shows that by using the character map strategy the students' reading comprehension ability increases. So this shows that the hypothesis H_1 is accepted and of course the hypothesis H_0 is rejected. The researcher concludes that the effect of using character strategy as a teaching strategy in learning English improves students' understanding ability.

Keywords: *strategy character map, reading comprehension ability.*

ABSTRAK

Nindy Aidya. 2022. *The Implementation of Character Map Strategy in Teaching Students' Reading Comprehension At UPT SPF SMPN 17 Makassar* (dibimbing oleh Hj.St.Haliah Batau and Rampeng).

Tujuan penelitian ini adalah untuk mengetahui pengaruh dan respon siswa terhadap penerapan strategi karakter map pada kemampuan pemahaman membaca siswa kelas IX UPT SPF SMPN 17 Makassar.

Penelitian ini difokuskan pada penelitian pre eksperimental dalam satu kelas pre-test dan post-test. Populasi penelitian ini adalah siswa kelas IX SMPN 17 Makassar pada tahun akademik 2021/2022 yang terdiri dari 165 siswa. Peneliti mengambil satu kelas sebagai sampel penelitian yaitu kelas IX yang terdiri dari 33 siswa. Instrument penelitian ini adalah tes pilihan ganda.

Hasil penelitian ini menunjukkan bahwa terdapat peningkatan yang signifikan pada nilai rata-rata pemahaman membaca siswa pada pretest dan postest. Nilai rata-rata pemahaman bacaan siswa meningkat dari pada pre-test 64.24 menjadi 79.63 pada post-test. Hal ini menunjukkan bahwa penggunaan strategi karakter map dapat meningkatkan kemampuan pemahaman membaca siswa meningkat. Dengan demikian maka hipotesis H_1 diterima dan tentu saja hipotesis H_0 ditolak. Peneliti menyimpulkan bahwa penggunaan strategi karakter map sebagai Strategi Pengajaran dalam pembelajaran bahasa Inggris berpengaruh terhdap peningkatan kemampuan pemahaman membaca siswa.

Kata Kunci: *strategi karakter map, kemampuan pemahaman membaca.*

ACKNOWLEDGE

First of all, the writer would like to express my gratitude to God Almighty, without His blessings and grace the writer would never have started and finished writing this skripsi entitled "The Implementation of Character Map Strategy in Teaching Student's Reading Comprehension at UPT SPF SMPN 17 Makassar"

The writer would like to say thank you for your help and contribution to all parties, especially parents, family, lecturers, institutions, family, and friends who have contributed in various ways. Therefore, this skripsi has been processed to become a complete to be submitted to the Faculty of Teacher Training and Education, to partially fulfill the requirements for obtaining the title "S.Pd." (Strata 1) in English Studies Program.

The writer expresses her deepest gratitude to her beloved parents, Mr. Parura and Mrs. Normalia; her beloved brother; Dwi Nirman Frigia and Dimas Vicktoria, and also my aunty; Deice Simon Totong and My grandmother; Anace Matindana too; always be her passion. Their endless love, support, prayers and affection for completing her studies cannot even be expressed in words.

The Writer would like to express her sincere gratitude to Prof. Dr. Ir. M. Saleh Pallu, M.Eng as the rector of Bosowa University; Dr. Asdar, M.Pd as the Dean of Faculty of Teacher Training and Education of Bosowa University; Hj. St. Haliah Batau, S.S., M.Hum as her first supervisor and Rampeng, S.Pd., M.Pd. as the second supervisor who has guided and assisted researchers in writing and completing this skripsi. She thanked her for support in completing this research.

The writer expresses her deepest gratitude to Sukardi, S.Pd as the Headmaster of UPT SPF SMPN 17 Makassar who has allowed researchers to conduct the research. She expressed her deepest gratitude to the English teachers of UPT SPF SMPN 17 Makassar, St Maryam, S.Pd for their help, and also to the students, especially IX.1 who had participated well during the research.

The writer also thanks for all friends in English Education Department 2017 whose names could not be mentioned one by one for their support, friendship, togetherness, love, laugh, support, and many stories we had made together so that the writer can complete this skripsi.

Finally, the writer realizes this skripsi is still far from perfect, but the writer hopes that the skripsi will be useful for writer herself and the readers.

Makassar, 17 Februari 2022

Nindy Aidya

TABLE OF CONTENT

LIST OF TABLES

LIST OF APPENDICES

CHAPTER I

INTRODUCTION

This chapter contains about background, identification of the problem, scope of the research, formulation of the problem, objective of the research, and significance of the research.

A. Background of the Research

English is one of the international languages becomes the major language of printed information. It can be in technology, economics, commerce and science. The most important way which is vital in processing information is reading. By having the reading skill to comprehend passages, textbooks and references written in English, the students are able to absorb information and knowledge (Hijril Ismail, et all 2017: 125).

English has become an important means which takes an important role in the development of the world. The development of science, technology, and cultures are the examples of any development which cannot be separated from the use of English. People around the world, as the agents of the development, use English as the international language to communicate, share, take and give information and knowledge to others. Therefore, to be able to follow those developments, every nation should equip their citizens with the ability of using English.

There are a number of ways that can be used to learn English. One of the ways is through education. Since English might be a foreign language for some countries, education is considered the best way to learn English. In Indonesia, English is learnt as a foreign language and as one of compulsory subjects that should be learnt by

students especially in the secondary school level, such as in junior and senior high school.

Reading is a vital skill for everyone, including students. Mickulecky and Jeffries say that reading is very important since it can enhance students' general language skills in English; assisting students to think in English, enlarging students' English vocabulary, improving their writing, and it can be a good way to obtain about new ideas, facts and experiences. Therefore, on the basis of this opinion, the reading skill has been viewed as something that can help students to enrich their insight in English language (Hijril Ismail, et all 2017: 125).

Reading is the most difficult language skill. It requires complex thinking. The reading process always involves thinking skills and creative skills. Not only that, but also supported by the right rules. Therefore, researchers will implement strategies that can have an impact on students' reading comprehension. The strategy is a character map.

Based on the description above, the researcher wants to conduct a research entitled "**The Implementation of a Character Map Strategy in Learning Reading Comprehension for Students at UPT SPF SMPN 17 Makassar".**

B. Identification of Problem

Based on the results of interviews with subject teachers at UPT SPF SMPN 17 Makassar, it was said that there was a lack of interest in reading in ninth grade students and had internal problems understand texts because their vocabulary mastery is low.

In addition, students cannot use reading strategies effectively. In line with this condition students have difficulty understanding the text. Because of these difficulties, they are not interested in reading activities that cause their motivation to be low in reading activities.

C. Scope of the research

The research would be aimed at class IX students of UPT SPF SMPN 17 Makassar. The strategy character map was chosen because it has a role to support and stimulate student motivation in reading English. Therefore, researchers would use a character map strategy.

D. Formulation of the Problem

Derived from the limitation of the problem above, the formula of the problem is "can reading comprehension be improved using a character map strategy for grade IX students at UPT SPF SMPN 17 Makassar?"

E. Objective of the Research

In connection with the problem formulation above, the purpose of this study is: "to find out whether the implementation of the character map strategy can

improve reading comprehension of the ninth grade students of UPT SPF SMPN 17 Makassar".

F. Significance of the Research

Regarding the formulation and objectives above, the meaning of research on the parties mentioned above is described as follows:

1. Research can improve students' reading comprehension.

2. This research can be used by junior high school teachers 17 Makassar to improve students' reading comprehension skills.

3. This research is useful for students to develop reading ability using deep character map strategy everyday life.

4. The research can motivate similar research to be developed

CHAPTER II

REVIEW OF LITERATURE

This chapter concerns with related literature, concept of reading, the current issue of students reading comprehension, character map strategy, previous related findings and conceptual framework.

A. THEORITICAL REVIEW

1. Concept of reading

a. Definition of Reading

Rombot et all, (2020: 59) emphasized that the learning process is most effective through reading activities. Reading is an interactive activity to pick and understand the meaning contained in it.

Reading is an interactive process between the reader and the text. Studies reveal that using strategies enhance reading comprehension (Ersanlia and Cakirb, 2017: 124). Readers usually use background knowledge, vocabulary, knowledge of grammar, experience with texts, and other strategies to help them understand written texts. As shown by the literature, reading is an introduction to the language of written symbols, a stimulus that helps the process of memorizing what is read, building understanding through the acquisition of experiences (Rombot et all, 2020: 59). In this case it can be interpreted that the purpose of reading is to gain understanding as well as to develop reader knowledge (Rombot et all, 2020: 59).

Reading is an active process based on an author ability to convey meaning through the written word and your ability to extract meaning from those words (Deborah and Nancy 2004:25).

According to Patel and Jain (2008 in ELTE 2018: 86) state reading means to understand the meaning of printed word i.e. written symbols. Reading is an active process which consists of recognition and comprehension skill. Reading is an important activity in life with which one can update his/her knowledge. Reading skill is an important tool for academic success.

Based on some of the explanations above, the researcher concludes that Reading is a process to understand a text that involves perception and a process to get information from text.

b. Kinds of Reading

Abbas Pourhosein Gilakjani (2016: 230) there are two different kinds of reading. They are extensive reading and intensive reading.

1) Extensive Reading

There are different definitions for extensive reading. Hedge (2003) describes it as a skimming and scanning activity while Hafiz and Tudor (1989 as quoted in Alyousef 2005) state that exposing students to material and activities that are meaningful and interesting in large numbers will have a significant impact on students' knowledge of L2.

Hedge (2003) emphasized that because extensive reading helps in developing students' reading skills; it should be included in the EFL / ESL program as long as the selected text is valid and classified. In addition, extensive reading helps students gain independence through reading both in class and at home.

According to Carrell and Eisterhold (1983 as quoted in Alyousef 2005), extensive reading activities can be useful in helping students become independent

individuals looking for meaning as long as they are based on the student's chosen text that students will be interested in. what they read. The reading text selection process will be carried out according to the content, difficulty level, and length.

Hedge (2003) mentions the benefits of extensive reading as follows: Students can improve their language skills, improve their reading skills, become more independent in their learning, learn cultural knowledge, and expand self-confidence and incentives to continue their own learning.

2) Intensive Reading

In this type of reading, learners read a page to find the meaning and to be familiar with the strategies of writing. Through this reading, students can get fundamental practice in performing these strategies based on a series of materials. These strategies can be either text-related or learner-related. The first involves recognition of text organization and the second involves strategies such as linguistic, schematic, and metacognitive strategies (Hedge, 2003).

Yang, et all (2012) expressed that intensive reading is useful to develop reading comprehension.

Stahl (2003) found that there is relationship between intensive reading activities and language proficiency. According to Paran (2003), teachers need intensive reading to increase the three phases of learning called pre, during, and post-reading for better language readiness, retention, and activation strategies.

Pollar, et all (2011) said that intensive reading is considered as a significant instrument for improving reading comprehension.

c. The aims of reading

The main purpose of reading is to get accurate and correct information. Reading skills are unique, and act as the main communication tool for human life. Such skills also play an essential role in the development of science Iskandarwassid and Sunendar 2011 (in Olifia Rombot, et all).

Nunan (2003 in Ayu Sonia Habibah Fisher 2016:3) defines that reading as a fluent process of readers considering information represented in a text and their prior knowledge to get the meaning of the text. He also adds that the purpose of reading is comprehension. It means that, in the reading process, the readers not only depend on the information drawn from the text, but they also should recall their prior knowledge to fully comprehend the text.

2. Reading Comprehension

As Deborah and Nancy (2004:5) reading is an active process that depends on the author's ability to convey meaning using words and your ability to create meanings from these words.

According to the RAND Reading Study Group (2002 in Abbas Pourhosein Gilakjani 2016: 230), comprehension is a process and making meaning through interaction and engagement with written language. Duke (2003 as quoted by Abbas Pourhosein Gilakjani 2016: 230) states that comprehension is a deep process which is interpreted by the reader by interacting with the text through a combination of priors previous knowledge and experience, in-text information, and related readers' views text.

According to Pang, et all (2003 in ELTE 2018: 87) Comprehension is the process of making sense of words, sentences and connected text. Readers typically

make use of background knowledge, vocabulary, grammatical knowledge, experience with text and other strategies to help them understand written text.

Kitsch (1998) and Van Dick (2016: 231) defined reading comprehension as the process of creating meaning from text.

According to Klingner and Vaughn (2007 in Elte 2018:88) add reading comprehension involves much more than readers' responses to text. Reading comprehension is a multi-component, highly complex process that involves many interactions between readers and what they bring to the text as well as variables related to the text itself, interest in text, understanding of text types.

Based on some of the explanations above, the researcher concluded that a Reading comprehension is a process of meaning a text that has been read.

3. The definition of character map strategy

a. Definition of character map

Hardison (2010:1) said that The principle behind creating a character map of an existing character is that the reader analyzes the story to find the elements of the character's life, the "backstory" that may or may not be explicitly (directly) told in the story.

Wisconsin Department of Public Instruction (2011:1) defined that a Character Map is a graphic organizer that helps students learn about a character and how the character impacts and is impacted by setting, other characters, and plot. It is used during and after reading a text. This strategy supports students' comprehension by providing students with a framework for identifying and organizing details about a character.

Riska Amalia (2017:25) said that Character Map Strategy is a strategy that helps students better comprehend what they read and helps students recognize story structure. They learn to organize the text and develop an analysis based on knowledge.

Based on some of the explanations above, the researcher concluded that a character map is a graphic arrangement that is used to explain, analyze and arrange a character in a story so that students can easily understand a reading.

b. The Purpose of Character Map

There Are Some Purpose Of Character Map:

1. Character map, help students select and describes a character from a story and then present evidence justify the character's description.
2. Character map can also help students as a way of comparing between two different characters from either the same story or from another.

c. The benefit of character map

There Are Some Benefits Of Character Map:

1. To help students better understand the material they have just read.

2. Give students the opportunity to explain the information and focus on the passage ideas.

3. Effectively improve students' reading comprehension and write summaries

B. Previous Related Research Finding

It is necessary to observe some previous researches conducted by other researchers in which they are relevant to our research. There are several studies related to reading comprehension. Some of them are quoted below.

1. A research was conducted by Nora Liza (2014:77-78)

The title is "Effect of Using Story Map with Characters' Perspectives (SMCP) Strategy toward Reading Comprehension in Narrative Text of the Second Year Students at Islamic Senior Boarding School DAARUN NAHDHA BANGKINANG". In her research concluded that the use of story map with character perspective strategy can improving students' reading comprehension and can help students understand narrative text easily.

2. A research was concluded by Lani Suryani (2015:81)

The title is "Improving Students Reading Skills by Using the Mind Map Technique at SMA Negeri 1 Kretek ". In her research concluded that use mind map could improve the students reading skills and make the students read texts effectively and efficiently.

3. A research was concluded by Ika Nur Yana (2016 : 72)

The title is "The Effectiveness of Using Graphic Organizer Toward Students' Achievement in Reading Comprehension of Report Text at Man Trenggalek". In her Research concluded that use of a graphic organizer can improve student reading comprehension was effective.
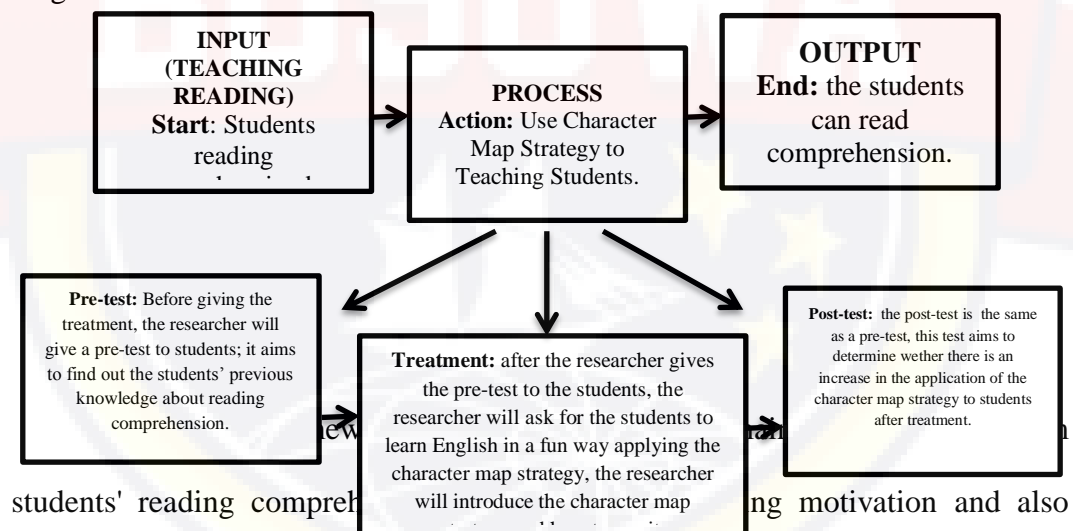
4. A research was concluded by Khopia Nida (2018:67)

The title is "Using Character Mapping Strategy To Enhance Students' Reading Comprehension On Narrative Text At The Second Grade Of SMP Muhammadiyah 4 Kota Tangerang" In this research concluded that use character mapping strategy can improve students reading comprehension.

Based on the research studies above, it can be concluded that there are several different research results, but one of them is related to the character map strategy. Therefore, this study wants to introduce a Character Map Strategy to improve students' reading comprehension.

C. Conceptual Framework

The conceptual framework underlying the research is given in the following diagrams:

INPUT (TEACHING READING) Start: Students reading	PROCESS Action: Use Character Map Strategy to Teaching Students.	OUTPUT End: the students can read comprehension.

| Pre-test: Before giving the treatment, the researcher will give a pre-test to students; it aims to find out the students' previous knowledge about reading comprehension. | Treatment: after the researcher gives the pre-test to the students, the researcher will ask for the students to learn English in a fun way applying the character map strategy, the researcher will introduce the character map | Post-test: the post-test is the same as a pre-test, this test aims to determine wether there is an increase in the application of the character map strategy to students after treatment. |

students' reading comprehension ... motivation and also teachers in teaching reading. Teachers only use methods in the learning process, there is no variation in teaching. Therefore, the author tries to solve this problem by using an interesting strategy, namely the character map strategy in teaching reading comprehension, in this case the character map strategy. In the character map strategy, the author carried out three stages in his research to improve students'

reading comprehension. Among them are pre-test, treatment, and post-test. **Pre-test:** Before the researcher gave the treatment, the researcher gave a pre-test to the students; it aimed to find out the students' previous knowledge about reading comprehension. **Treatment :** After this, the researcher gave the treatment for two meetings and each took 60 minutes. The material was given to treatment: First Meeting, at the first meeting the researcher explained about character map strategy and then gave sample about character map strategy by the title text Covid 19 and then students would be assigned to read the text, after this researcher gave task by the title text Sweet Behind Hazmat's Shirt by using Character Map Strategy. Second Meeting, at the second meeting the researcher gave again some example character map strategy and then students would be assigned to read, after this researcher gave task by title Najwa Shihab by using character map strategy. **Post-test:** The post-test is the same as a pre-test; this test aims to determine whether there is an increase in the application of the character map strategy to students after treatment.

D. Hypothesis

A hypothesis is the statement or estimation of identifying feature in temporary of research which has weak correctness so that it needs empirical experiment. The word of hypothesis is from the word "hypo" that has meaning under and "thesa" that has meaning correctness.

The hypothesis of the research is formulated as follows:

1. (HO):There is no significant difference of the students reading comprehension before and after using Character Map Strategy.

2. (HI): There is a significant difference of the students reading comprehension before and after using character Map Strategy.

One of the two formulas above will be the answer to the results of this research.

CHAPTER III

RESEARCH METHODOLOGY

This chapter presents the description of research method, population and sample, research variables and operational definition, research instrument, data collecting procedure and techniques of data analysis:

A. Research Design

The research applied pre-experimental method, which one group pre-test, treatment, and post-test. The study is intended to investigate the effectiveness of using Character Map Strategy in teaching reading at UPT SPF SMPN 17 Makassar in 2021/2022 academic year.

The research design is as follow:

Pre-test	Treatment	Post-test
O_1	X	O_2

Where:

O_1 : Pre-test

X : Treatment

O_2 : Post-test

(Akhir, 2017:33)

B. Time and Location of the Research

This research is conducted at UPT SPF SMPN 17 Makassar in the academic year 2021/2022. The researcher conducted the research for approximately one month.

C. Population and Sample of the Research

1. Population

The population of this research was the second year student of UPT SPF SMPN 17 Makassar in academic year 2021/2022, divided into five classes. The total of the population approximately 165 students.

2. Sample

The researcher took one class at IX; the totals of sample are 33 students.

D. Research Variable and Operational Definition

1. Variable of research

There are two variables in this research: namely independent variable and dependent variable. Independent variable is the character map strategy for teaching reading and dependent variable is the students reading comprehension.

2. Operational definition of variable

The definitions of the key terms are formulated as follows:

a. **Reading** is a process to understand a text that involves perception and thought.

b. **Comprehension** is a process and meaning through interaction and linkages with written language.

c. **Reading Comprehension** is the reader's ability to understand information from a text reading.

d. **Character Map Strategy** is one of strategy that helps students better comprehend what they read.

E. Instrument of the research

The instrument of the research is reading descriptive text that consists of 25 items of multiple choice questions, both pre-test and post-test.

F. Data collection technique

1. Pre-test

Before the researcher gave the treatment, the researcher gave a pre-test to the students; it aimed to find out the students' previous knowledge about reading comprehension.

2. Treatment

The researcher gave the treatment for two meetings and each meeting took 60 minutes.

The material was given to treatment:

1. First Meeting

At the first meeting the researcher explained about character map strategy and then gave sample about character map strategy by the title text Covid 19 and then students would be assigned to read the text, after this researcher gave task by the title text Sweet Behind Hazmat's Shirt by using Character Map Strategy.

2. Second Meeting

At the second meeting the researcher gave again some example character map strategy and then students would be assigned to read, after this researcher gave task by title Najwa Shihab by using character map strategy.

3. Post-test

The post-test is the same as a pre-test; this test aims to determine whether there is an increase in the application of the character map strategy to students after treatment.

G. Technique of Analyzing Data

1. To know the score classification of each component of the students' pre-test and post-test the researcher converted the students' score used the formula:

$$Scoring = \frac{Total\ correct\ answer}{total\ number\ items} \times 100$$

(Adopted from depdikbud in Fatur and Nurjannah 2016:258)

2. Classifying the score answer of the student's pre-test and post-test

Scale	Classification
90-100	Very good
75-89	Good
60-74	Fair
50-59	Poor
0-49	Very poor

(Depdikbud in Fatur and Nurjannah: 2016:259)

3. Percentage

The percentage is the rate which the researcher used formula as follows:

$$P = \frac{F}{N} \text{ x } 100\%$$

Where:

P : Percentage

F : Frequency of item

N : Total sample

4. Finding out the mean score of the students pre-test and post-test by using the following formula :

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

Where:

$\overline{X}$: Mean score

∑x : Total score

N : Number of student

(Gay in Markus and Herni 2018:67)

5. The writer calculated the mean score, standard deviation, frequency, and the value of the t-test in identifying the difference between pre-test and post-test by using inferential analysis in SPSS version 16.0.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter specifically presents the results of the research findings and discussing the findings. The findings presented include the results of data collected through tests. Where students are given a number of questions to answer. In the discussion section, the writer describes the results of her findings.

A. Findings

The results of this study are the students' pre-test and post-test scores, frequency and percentage of students' scores, average scores and t-test scores. The findings are described as follows:

1. The result of Students' Reading Comprehension

To find out the answers to the research questions in the previous chapter, the researcher gave a test that was given twice. The test was conducted twice, namely pre-test and post-test. Pretest was given before treatment which aims to determine the achievement of students' reading comprehension skills. While the post-test was given to determine the results of the treatment. The results of the pretest and posttest are presented in the following table: the table shows that, the students' scores in the pre-test and post-test, classification. The writer gave multiple choice tests to students before and after treatment. It has been stated in the previous chapter that

data collection is done through multiple choice test. Multiple choice test is given

twice, namely in the pre-test and post-test. It aims to collect data to determine

whether students can significantly improve their reading comprehension after

receiving treatment using the Character Map Strategy. The result of the reading

comprehension scores on the pre-test and post-test can be seen in the table below:

Table: 4.1
The Student's Scores in Pre-test and Post-test

No	Initial Samples	Pre-test	Post-test
1	AA	64	80
2	AR	72	96
3	ANH	72	92
4	AKPS	72	96
5	AMID	68	88
6	AP	64	72
7	AFP	72	96
8	AP	48	64 Continuation
9	ADR	48	64

10	APSS	72	96
11	AAR	80	96
12	CA	48	68
13	DA	72	96
14	DRA	68	88
15	FAM	80	92
16	FA	48	68
17	MSM	72	92
18	MRI	72	92
19	MFN	48	68
20	MMM	52	72
21	MRAF	72	96
22	MRFI	44	76
23	MT	68	84
24	MH	48	68
25	NZ	68	84
26	NAY	72	96
27	SPU	72	92

28	SL	80	96
29	SA	52	72
30	STM	48	68
31	SA	80	96
32	TFPPA	52	72
33	ZPH	72	92
TOTAL	**N = 33**	**2.120**	**2.628**

To get answers to the research questions in the previous chapter, the researcher collected the results of two kinds of tests, namely pre-test and post-test. Pre-test is given to students before being given treatment which aims to determine students' initial knowledge in reading comprehension after receiving treatment. Pre-test and post-test were compared to see if there was a significant improvement of students' reading comprehension.

Both pre-test and post-test were given to students to obtain information and identify problems faced by students.

In the treatment the researchers directed students in learning to read by using the Character map strategy. The researcher gave time for the students to read

carefully so that they could improve their reading comprehension in the post-test.

Here, students can answer well. The results showed that there was a significant

difference in students' reading comprehension before and after being given

treatment. The results can be seen in achievement in improving reading

comprehension. There were 33 students who took the pre-test and post-test. The

student's minimum score on the pre-test was 44 and the maximum score was 80.

While in the post-test, the minimum post-test score is 64 and the maximum score

are 96. After calculating the data taken from the pre-test and post-test it found from

33 samples, the total score of the students' pre-test is 2.120, while the total post-test

score is 2.628.

2. Scoring Classification

The tables 4.2 below show the classification of students scores obtained by

students from the Pre-Test and Post-Test.

Table 4.2

Students' Classification in pre-test

No	Initial Sample	Pre-test	Classification
1	AA	64	Fair
2	AR	72	Good
3	ANH	72	Good
4	AKPS	72	Good
5	AMID	68	Fair
6	AP	64	Fair
7	AFP	72	Fair
8	AP	48	Poor
9	ADR	48	Poor
10	APSS	72	Fair
11	AAR	80	Good
12	CA	48	Very Poor

13	DA	72	Fair
14	DRA	68	Fair
15	FAM	80	Good
16	FA	48	Very Poor
17	MSM	72	Fair
18	MRI	72	Fair
19	MFN	48	Very Poor
20	MMM	52	Poor
21	MRAF	72	Fair
22	MRFI	44	Very poor
23	MT	68	Fair
24	MH	48	Very Poor
25	NZ	68	Fair
26	NAY	72	Good
27	SPU	72	Good

Continuation

28	SL	80	Good
29	SA	52	Poor
30	STM	48	Very poor
31	SA	80	Good
32	TFPPA	52	Poor
33	ZPH	72	Fair
	N=33	**2.120**	

Table 4.2 above shows the students classification in reading achievement of the third grade students of SMPN 17 Makassar. From this table, it could be seen that out of 33 students, there were 9 students (27,27%) got good classification, and 13 students (39,40%) got fair classification, and 5 students (15,15) got poor classification and 6 students (18,18%) got very poor classification, and no one of them got very good classification.

The students' pre-test scores were classified into several criteria. The criteria and percentage of student scores and pre-test are presented as follows:

Table.4.3

Frequency and rate percentage of the students in pre-test

NO	Classification	Range	Frequency	Percentage
1	Very good	90-100	0	0%
2	Good	75-85	9	27,27%
3	Fair	60-74	13	39,40%
4	Poor	50-59	5	15,15%
5	Very poor	0-49	6	18,18%
	TOTAL		33	100%

The data in table 4.3 above shows the frequency and percentage of students'

achievement in the pre-test. From the table it can be seen that from 33 students there

were 9 students (27.27%) got good classification, and 13 students (39.40%) out of

33 students got fair classification. And 5 students (15, 15%) out of 33 students got

poor classification and 6 students (18, 18%) got very poor classification, and none

of the students got very good classification.

The following table below describes the students' classification in posttest.

Table 4.4

Students' Classification in post-test

NO	Initial Sample	Post-test	Classification
1	AA	80	Good
2	AR	96	very good
3	ANH	92	Very good
4	AKPS	96	Very good
5	AMID	88	Good
6	AP	72	Fair
7	AFP	96	Very good
8	AP	64	Fair
9	ADR	64	Fair
10	APSS	96	Very good
11	AAR	96	Very good
12	CA	68	Fair
13	DA	96	Continuation
14	DRA	88	Good
15	FAM	92	Very good

16	FA	68	Fair
17	MSM	92	Very good
18	MRI	92	Very good
19	MFN	68	Fair
20	MMM	72	Fair
21	MRAF	96	Very good
22	MRFI	76	Good
23	MT	84	Good
24	MH	68	Fair
25	NZ	84	Good
26	NAY	96	Very good
27	SPU	92	Very good
28	SL	96	Very good
29	SA	72	Fair
30	STM	68	Fair
31	SA	96	Very good

32	TFPPA	72	Good
33	ZPH	92	Very good
N= 33		2.628	

The data in the table 4.4 above showed the score in students reading achievement in post-test. From this table it could be seen that out of 33 students there were 16 students (48,49%) got good classification, 7 students (21,21%) got good classification , 10 students (30,30%) got fair classification, and none of them got very poor classification.

The students' post-test scores were classified into several criteria. The criteria and percentage of students' score in post-test are presented at the next page :

The following table below describes the Frequency and rate percentage of the students in post-test:

Table 4.5

Frequency and rate percentage of the students in post-test

NO	Classification	Range	Frequency	Percentage
1	Very good	90-100	16	**48,49%**
2	Good	75-85	7	**21,21%**
3	Fair	60-74	10	**30,30%**
4	Poor	50-59	-	**0%**
5	Very poor	0-49	-	**0%**
	TOTAL		**33**	**100 %**

The data in table 4.5 above shows the frequency and percentage of students' achievement in the post-test. From the table it can be seen that from 33 students there are 16 students (48.49%) got very good classification, 7 students (21.21%) got good classification, 10 students (30.30%) got fair classification and none of the students got a very poor classification.

After calculating the result of the students' pre-test and post-test, the mean score and standard deviation were presented in the next page:

Table 4.6
Descriptive Statistics

	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Pretest	33	44,00	80,00	2120,00	64,2424	11,82960
Posttest	33	64,00	96.00	2768,00	83,8788	11,97852
Valid N (listwise)	33					

The table 4.6 show that the results of the pretest and posttest scores in table 4.1, which is significant for students where students' reading comprehension in the pre-test and post-test. In the pre-test, the total score was 2,120, the mean score was 64.24 and the standard deviation was 11,829. Meanwhile, in the post-test, the total score was 2768 with a mean of 83.87 and a standard deviation of 11.978. The total score and the mean score in post-test were higher than the pre-test.

After conducting students' pre-test and post-test scores, the writer uses t-test to test the hypothesis. T-test is a test to measure whether there is a significant difference between the results of the students' mean scores in the pre-test and post-test. By using the t-test inferential analysis or the significance test run by SPSS Version 16.0, significant differences can be more easily analyzed.

In this study, the Null hypothesis (H_O) states that the map character strategy cannot build students in the ninth grade of SMPN 17 Makassar in the 2021/2022 academic year.

While the Alternative Hypothesis (H_1) states that the map character strategy can improve the reading comprehension of the ninth graders of SMPN 17 Makassar in the 2021/2022 academic year. If the significance value is 2 or sig. (2-tailed) is lower than 0.05, H_1 is accepted and H_0 is rejected.

The following table below describes the Paired Sample Test:

Table 4.7
Paired Samples Test

		Paired Differences							
					95% Confidence Interval of the Difference				Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	T	Df	
Pair 1	Pretest – Postest	-19,63636	4,28528	,74597	-21,15586	-,18,11687	-26,323	32	.000

The results of the t-test stated that Sig. (2-tails) is 0.000. The result gives that Sig. (2-tailed) table is lower than the level of significance. So, the alternative hypothesis (H_1) is accepted and the null hypothesis (H_0) is rejected. This means that the map character strategy can improve the reading comprehension of the ninth grade of SMPN 17 Makassar in the 2020/2021 academic year.

B. Discussion

This section presents a discussion of the results of data analysis; This research was conducted in three steps. The first step a gave pretest to students. In the first step, a pre-test was given to determine the students' vocabulary scores before the treatment was taught. In this first step, the writer gave assignments in the form of multiple choices. The aim a determine the students' reading comprehension ability. After the writer gave the assignment, many of them got bad scores. The results are from 33 students there were 9 students (27.27%) got good classification, and 13 students (39.40%) out of 33 students got fair classification. And 5 students (15, 15%) out of 33 students got poor classification and 6 students (18, 18%) got very poor classification, and none of the students got very good classification. This is evidenced by their values contained in table 4.3
(Frequency and rate percentage of the students in pre-test). This proves that in the class there are still many of them who are lacking in reading comprehension.

The second step is given treatment and application of character map strategy to students. The steps taken by the writer at this stage are to explain the meaning of the character map strategy and then gave an example of the character map strategy after that the writer gave task that use the strategy. The application of the first treatment using the character map strategy encountered problems because some of them were still difficult to understand the reading content of a gave text. Then the second treatment applied by the writer to the students and the result is that they can understand well the contents of the text reading gave, this is also evident from the results of the pre-test to post-test scores that experienced a significant change.

The third step was given a post-test to students to determine the value of students' reading comprehension after being taught using a character map strategy. The purpose of this post-test is to find out the improvement of students' reading comprehension after the author's application of the character map strategy. After the author applied the character map strategy and gave multiple choice questions (post-test) the result was an increase in the score from pre-test to post-test, this is evidenced in table 4.5(Frequency and rate percentage of the students in post-test) from 33 students there are 16 students (48.49%) got very good classification, 7 students (21.21%) got good classification, 10 students (30.30%) got fair classification and none of the students got a very poor classification.

For the pre-test, the writer gave a multiple choice test sent via whatsapp and gave an explanation to all students on Google meet about the test. The test is intended to determine students' reading comprehension before students are given treatment; students not understand about the test and actively ask to the writer.

During the study there were several obstacles experienced by students and writers, namely there were some students who used their parents' cellphones to study because they did not have personal cellphones, this became an obstacle for students to take lessons and students who had difficulty in collected assignments on time.

The obstacle experienced by the writerr is that when the writer gives assignments, many of the students are slow to collect assignments so that the writers are overwhelmed in checking student assignments because of the stacked

assignments and also there are still some of them who have difficulty understanding the assignments given so that the writers explain repeatedly to these students.

During research students depend on a good internet connection to carry out the learning process, and students are also always actively asking if anyone does not understand the material that is applied through the character map. The results of the pre-test showed that the students had a lack of reading comprehension. Students seem less understanding about the test and actively ask the author.

The test instrument is given via WhatsApp and explained through a meeting on Google Meet. The test aims to determine students' reading comprehension before students are given treatment; students enjoy doing activities, especially using interesting map character strategies. For the post-test, students were given a test using the WhatsApp application and given the same explanation about the same test as the pre-test with Google Meet. The test is intended to determine students' reading comprehension after students are given treatment, students work faster on doing the tests.

From the results of the pretest and posttest, there are some students who have noticed the differences in detail. Some students' got lower score in the pretest then the posttest increased to higher, then some students' got a standard score on the pretest and the results on the posttest remained standard. And there are also those students' who got higher scores at the pretest and in the posttest results got an increasing score.

The first student, on behalf of the initials MRFI with a pretest score of 44 and posttest 76. Then AP with a pretest score of 48 and a fixed posttest 64. And the last

AAR with a pretest score of 80 increased in the posttest to 96. The researcher believes that this fact happened depending on the level of students' ability and how they respond during the learning process using the strategy map character.

In this case, the implementation of the character map strategy on students was successful, this was evidenced by an increase in students' reading comprehension and an increase in the value obtained.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter deals with the conclusion the findings on the research, and suggestion for English learners and teachers.

A. Conclusion

This research used a strategy character map. It is a good strategy and this strategy easy to apply in the learning process. Therefore, the writer concluded that there is an increasing in students' reading comprehension at SMPN 17 Makassar in the 2021/2022 academic year. This fact can be seen in the results between the pre-test and post-test. The post-test score is higher than the pre-test score.

Based on the results of data analysis and discussion using a character map strategy as a medium to stimulate students in improving students' reading comprehension. Most of students have low reading comprehension knowledge before the character map strategy is applied. The results may inspire other writers to conduct a similar study. It can also be a reference in teaching English.

B. Suggestion

Based on the conclusions in the skripsi, the writers purpose some suggestions and recommendations as follows:

1. To English teacher

a. Teachers can try to apply character map strategy in teach English class to avoid students' feel bored in learned English by apply character map strategy.

b. Teachers can use this strategy to improve students' reading comprehension.

2. To Students

a. Students' can use this strategy to improve the ability to analyzed and describe a text.

b. Students' can use this strategy to improve their reading comprehension.

BIBLIOGRAPHY

Hedge, 2003. The Practice of English Language Teaching. ELT Journal, 57, 401-405. Retrieved from https://www.scirp.org/(S(czeh2tfqw2orz553k1w0r45))/reference/referencespapers.aspx?referenceid=1704248

Alyousef, 2005. Teaching Reading Comprehension To Esl/Efl Learners, Vol. 5, No. 2. Retrieved from https://www.readingmatrix.com/articles/alyousef/article.pdf

Ayu, S.H.F. 2016. *Students' Reading Techniques Difficulties in Recount Text. Journal of English and Education 2016, 4(2), 1-12.*

Amaliah, R. 2017. *Teaching Reading Comprehension in Narrative Text by Using Character Map Strategy to the Eighth Grade Students of SMP Azzawiyah Tanjung Batu.* Retrieved on May, 18, 2021. https://www.researchgate.net/publication/341993805_Improving_Reading_Comprehension_Skills_of_International_Elementary_School_Students_through_Blended_Learning. May, 18, 2021.

Abbas, P.G. 2016. *How Can Students Improve Their Reading Comprehension Skill?*, Vol. 6, No. 2. Retrieved from (https://www.google.com/search?q=How+Can+Students+Improve+Their+Reading+Comprehension+Skill%3F&oq=How+Can+Students+Improve+Their+Reading+Comprehension+Skill%3F&aqs=chrome..69i57.9443j0j7&sourceid=chrome&ie=UTF-8.

Ersanlia and Cakrb. 2017. *Developing Pre-Service English Language Teachers" Comprehension of Texts with Humorous Elements. Journal of Language and Linguistic Studies, 13(1), 123-145; 2017.*

Debora, D & Nancy, A. 2004. *Critical Reading for College and Beyond. Ika Nuryana.2016. The Effectiveness of Using Graphic Organizer toward Students' Achievement in Reading Comprehension of Report Text at Man Trenggalek. Thesis of Faculty of Tarbiyah and Teacher Training State Islamic Institute of Tulung Agung.*

Fatur, R & St. Nurjannah, Y.T. 2016. *The Use Of Scaffolding Talk Technique Improve The Second Grade Students Speaking Skill At Mts Madani PaopaoGowa.* Retrieved on May, 18, 2021. http://journal.uinalauddin.ac.id/index.php/Eternal/article/view/3109/2947.

Hijril, I, Juang, K.S, and Basuki. 2017. *Improving the Students' Reading Skill through Translation Method.* Retrieved on May, 18, 2021. https://www.researchgate.net/publication/325122374_IMPROVING_ THE_STUDENTS'_READING_SKILL_THROUGH_TRANSLATION_ METHOD.

Karen, P.L.H. 2010. *Character Map*. Retrieved on April, 04, 2021. https://www.enotes.com/homework-help/can-you-draw-character- map-captain-shure-cosmic-155893.

Klingner and Vaughn. 2018. Teaching Reading Comprehension through Anticipation Guides to the Eighth Grade Students of the State Junior High School 17 of Palembang. *Journal of English Language Teaching & Education*.Vol.6, No.1.

Khopia Nida. 2018. *Using Character Mapping Strategy to Enhance Students' Reading Comprehension on Narrative Text at The Second Grade Of SMP Muhammadiyah 4 Kota Tangerang. Thesis of Institute Islamic University Sultan Maulana Hasanuddin Banten.*

Liza, N. 2014. *The Effect of Using Story Map with Characters' perspectives (SMPC) Strategy toward Reading comprehension In Narrative Text Of The Second Year Students At Islamic senior Boarding School Daarunnahdha Bangkinang. Thesis of Islamic University Of Sultan Syarif Kasim Riau Pekan baru.*

Markus, D.G.A & Herni, P.M. 2011. *The Students' Priority Skill Of English Needs By The Eleventh Grade Students At SMK Toraja Wisata. Journal of Journal al-Lisan* ISSN 2442-8965 & E ISSN 2442-8973. Vol.3 No.1.

Surayani, L.2015.*Improving Students' Reading Skills By Using The Mind Map Technique At SMA N 1 Kretek In The Academic Year Of 2013/2014. Thesis of Faculty of Languages and Arts State University of Yogyakarta.*

Sefrina, M.S.A & Noer, J.S, Harun, S.H. 2019. *The Use of Skimming Strategy To Improve Students' Reading Comprehension a Study at University Of Timor.* Retrieved on May, 18, 2021. https://jurnal.unimor.ac.id/JSK/article/view/257.

Tahir, M. 2017. *Penerapan Strategy Belajar Reciprocal Teaching terhadap Kemampuan Membaca pada Siswa SD. Indonesian Journal of Primary Education,* Vol. 1, No. 2 (2017) 30-38 ISSN: 2597-4866.

Olifia, R, Endry, B, & Suparman,W.M. 2020. *Improving Reading Comprehension Skills of International Elementary School Students through Blended Learning. Jurnal Pendidikan Guru Mi (2020) Vol 7 (1): 56-68.*

Wisconsin Department of Public Instruction.2011. *Character Map.* Retrieved on May,19,2021. https://webcache.googleusercontent.com/search?q=cache:MWVfMTdwpg EJ:https://dpi.wi.gov/sites/default/files/imce/ela/bank/RL.KID_Character_ Map.pdf+&cd=13&hl=id&ct=clnk&gl=id.

APPENDIXES

Appendix 1. Instrument of the research
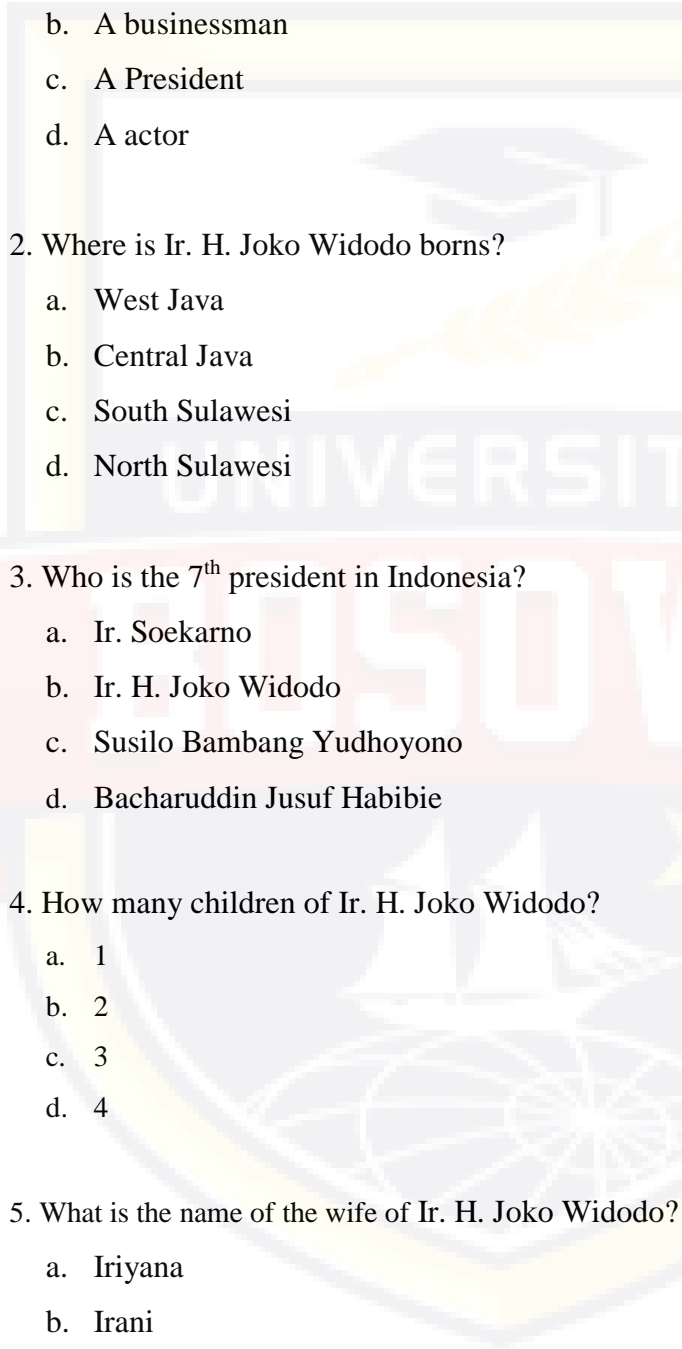
Pre-test and Post-test

INSTRUCTION

a)   **Write your name and class**
b)   **Choose the best answer with crossing A,B,C,D**
c)   **You can use dictionary**

Ir. H. JOKO WIDODO

Ir. H. Joko Widodo, nicknamed Jokowi, (born June 21, 1961, Surakarta, Central Java, Indonesia), Indonesian businessman, politician, and government official who served as governor of Jakarta (2012–14) and as president of Indonesia (2014–). He has a wife namely Iriayanaand he has 3 children; there is Kahiyang Ayu, Gibran Rakabuming, dan Kaesang Pangarep.

Ir. H. Joko Widodo is the 7th president of Indonesia and until now he still serves as president of Indonesia. Almost all Indonesian people like his leadership because he is very famous for his simplicity and friendly attitude to all Indonesian people.

1. Who is Ir. H. Joko Widodo?

   a. A politician

   b. A businessman

   c. A President

   d. A actor

2. Where is Ir. H. Joko Widodo borns?

   a. West Java

   b. Central Java

   c. South Sulawesi

   d. North Sulawesi

3. Who is the 7th president in Indonesia?

   a. Ir. Soekarno

   b. Ir. H. Joko Widodo

   c. Susilo Bambang Yudhoyono

   d. Bacharuddin Jusuf Habibie

4. How many children of Ir. H. Joko Widodo?

   a. 1

   b. 2

   c. 3

   d. 4

5. What is the name of the wife of Ir. H. Joko Widodo?

   a. Iriyana

   b. Irani

   c. Ira

   d. Irayani

INDONESIA

Indonesia is the name of a country. Indonesia is located in Southeast Asia which is crossed by the equator and is between the mainland of Asia and Australia, as well as between the Pacific Ocean and the Indian Ocean and is inhabited by about 270,203,917 people in 2020. Indonesia has 34 provinces. In Indonesia, there are 6 recognized religions, namely Islam, Christianity, Hindu Catholicism, Buddhism, and Confucianism. Indonesia is famous for its diversity of tribes, races, cultures and religions, which is depicted in the motto of the Indonesian nation; the motto is Bhinneka Tunggal Ika which means (different but still one).

6. How many people in Indonesia at 2020?
   a. 270,203,917 people
   b. 271,203,917 people
   c. 272,203,917 people
   d. 273,203,917 people

7. How many provinces in Indonesia?
   a. 31 provinces
   b. 32 provinces
   c. 33 provinces
   d. 34 provinces

8. What is motto of Indonesia?
   a. Indonesia Jaya
   b. Indonesia Maju
   c. Bhinneka Tunggal Ika
   d. Merdeka

9. How many recognized religions in Indonesia?
   a. 3
   b. 4
   c. 5
   d. 6

10. Based on its geographical location, Indonesia is located between two continents, namely....
   a. Asia and Australia
   b. European and America
   c. Asia and European
   d. America and Australia

SHERINA

Her name is Sinna Sherina Munaf, but you can call her Sherina only. She was born Bandung 11th June 1990 as the middle child from 3 siblings. Her older sister is Virania Devariany, and little sister is Mayzura Restalia.

Sherina's parents are Triawan and Luki. Her father's full name is Triawan Munaf, works as ads designer and ex-musician. Her mother's full name is Luki Ariani.

Sherina is a singer and she has a lovely voices. She began to sing since she a was child. One of her famous song is "Petualang Sherina". Sherina has ever sung duet with Westlife in 1998.

Sherina often changes her appearance. Sometimes she comes with her long hair and sometimes with her short hair. But she's still cute enough for everything she does.

11. How many sisters does Sherina have?
    a. One
    b. Two
    c. Three
    d. Four

12. What is job of Sherina fathers?
    a. Singer
    b. Musician
    c. Designer
    d. Designer and musician

13. How old is Sherina in 2021? She is….
    a. 25 years old
    b. 28 years old
    c. 30 years old
    d. 31 years old

14. What is the main idea of the second paragraph?

a. Sherina
b. Sherina's parents
c. Sherina' carrer
d. Sherina appearance

15. What is job of Sherina Munaf?
    a. A singer
    b. A teacher
    c. A lecture
    d. A designer

COVID 19

Corona virus disease 19 or commonly known as Covid-19 is a virus that can infect humans. Covid-19 was first detected in China. This virus first spread to Indonesia in March 2020. Since Covid-19 entered Indonesia, many changes have occurred, starting from the economic system and human habits. This virus is dangerous, millions of people have been exposed to covid 19 and some of them have died. The spread of Covid-19 through touch and air. There are several ways to prevent the spread of covid-19, including using masks, using hand sanitizers, diligently cleaning yourself and the environment, and vaccinating. As good citizens, what we need to do to help our country recover from covid 19 is to continue to comply with health protocols and always pray that our country Indonesia can recover soon.

16. What is COVID-19?
    a. Human
    b. Virus
    c. Animal
    d. Object

17. When the Covid-19 entered in Indonesia?
    a. March 2020
    b. June 2020
    c. July 2020
    d. August 2020

18. Covid-19 spreads through …
    a. Water
    b. Touch and air
    c. Hand
    d. Eye
19. How to prevent the spread of Covid-19?
    a. Use mask

b. Use glasses
c. Use soap
d. Use gloves

20. Where was it first found Covid-19?
    a. Indonesia
    b. China
    c. India
    d. America

Agnes Monica

Her name is Agnes Monica Muljoto, but you can call her Agnes Mo only. He was born in Jakarta 1st July 1986 as the second child from 2 siblings. Her brother is Steve Muljoto, works as football manager.

Agnes parents are Ricky and Jenny. Her father's full name is Ricky Muljoto, he is ex-atleet. Her mother's full name is Jenny Siswono.

Agnes is a singer. She has an amazing voice. She began to sing since she was child. She has first album entitled "si meong". Apart from being a singer, she is also has several other professions, namely Model, Actor, Dancer, Fashion Designer, Record Producer, Television Host, Songwriter, and Music Video Director.

Agnes Monica is a beautiful artist who has exotic skin and a slim body. Many people admire him because of his humble nature and good spirituality.

21. How many brothers does Agnes have?
    a. One
    b. Two

    c. Three
    d. Four

22. What is Agnes's Brother? He is a…..
    a. Singer
    b. Musician
    c. Designer
    d. Football Manager

23. How old is Agnes in 2021? She is…..
    a. 21 years old
    b. 25 years old
    c. 30 years old
    d. 35 years old

24. What is the main ide of the second paragraph?
    a. Agnes
    b. Agnes's carrier
    c. Agnes's appearances
    d. Agnes's parents

25. "Agnes as the second child from two *siblings*." What is the same meaning with the word sibling in this sentence?
    a. Brother
    b. Parents
    c. Friends
    d. Cousins

Key answer:

1. C
2. B
3. B
4. C
5. A
6. A
7. D
8. C
9. D
10. A
11. B
12. C
13. D
14. B
15. A
16. B
17. A
18. B
19. A
20. B
21. A
22. D
23. D
24. D
25. A
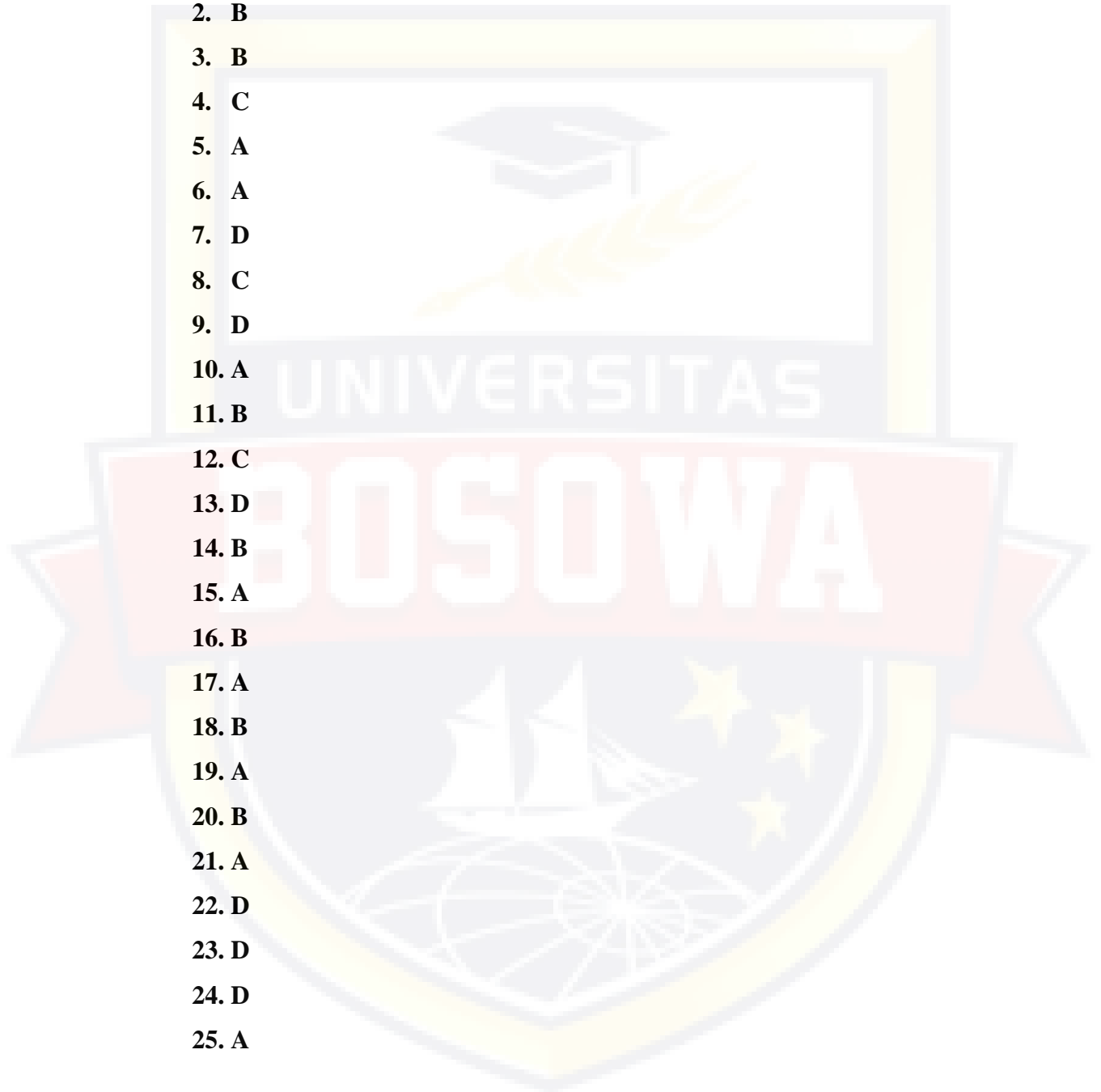
TREATMENT 1 (Character Map Strategy)

INSTRUCTION:

a) Write your name and class

b) Read the text and understand the contents of the reading in the text.

c) Fill a character map

d) You can use the dictionary

Sweat Behind Hazmat's Shirt

"Two Indonesian citizens tested positive for the corona virus after having contact with a Japanese citizen who was also infected with the corona virus. Suddenly, many Indonesian people are panicking due to the corona virus outbreak that has entered Indonesia."

The news anchor's voice was heard from the large box-shaped electronic object. Yes, the corona virus has now entered Indonesia. This caused panic among Indonesians.

Dddrrttt ddrrrtttt..

Raina took her eyes off the newsreader when she heard the sound of her cellphone vibrating which she placed on the table next to the television. Without thinking anymore, Raina immediately got up from the sofa she was sitting on and walked over to receive a call.

"Hello," he said after picking up the phone.

"Hello.. Doc, we have a patient in our hospital who is positive for corona. Can the doctor go to the hospital now?"

With wide eyes, Raina answered.

"Okay, I'll be right there."

Raina immediately turned off the phone and grabbed the car keys which she put on the nightstand. He headed for the car with a bit of a run. After opening the car door, he rushed in and started the car. The car was driving at a moderate speed. However, his heart was a bit tense as well after hearing the news. In his mind, he imagined

the future condition of Indonesia related to the spread of this virus. Indonesia has become an affected country. In the future, what is the fate of this nation, will it be resolved soon or will it get worse? Raina took a deep breath and shook her head.

Arriving at the destination, Raina immediately got out of the car, closed the door, and immediately locked it. Raina rushed to the Personal Protective Equipment (PPE) storage room to immediately protect her body. Raina looked at the special clothes with wide eyes. Many people call the clothes PPE, while some others call them hazmat suits. Hazmat suits (hazardous materials or hazardous materials) or also known as decontamination suits, are personal protective equipment commonly used by firefighters and emergency medical technicians.

Raina never thought she would be in an emergency and wear that dress. However, now he had to wear it. Immediately he used the special clothes with care. After he felt that the meeting was sufficient and in accordance with the requirements, he immediately headed to the isolation room with several nurses to treat Covid-19 positive patients.

He gave several questions to the patients gently so that patients would not panic even more after they found out that they were positive for Covid-19. While doing his routine duties as a doctor, his mouth does not stop telling stories so that patients are not even more afraid, let alone seeing all the medical personnel dressed like astronauts. The voice of his joke was raised. Because if you just smile, the patient can't see his friendly smile. This method he did to deal with patients who feel anxious about their condition.

Raina and several other nurses have finished treating the patient. They returned to the storage room to remove the Personal Protective Equipment (PPE) they were wearing.

"Haaaahhhh…" Raina let out a long breath after taking off all her clothes. He seemed really tired.

"Doc, I'm worried that the situation will get worse and the number of positive Covid-19 patients will increase," said one of the nurses known as Sevi.

The other nurses were silent even though they slightly confirmed what Sevi said.

"I'm worried because of the fast transmission of the Covid-19 virus and our lack of adequate medical equipment," Sevi continued.

Raina thought for a while, there is indeed some truth in what Sevi said. Medical equipment in Indonesia is still inadequate.

"Hopefully things don't get any worse. We just pray together." That was all that came out of Raina's mouth. He was also a little confused and worried about the current state of things.

Being too tired, Raina decided to stay at the hospital. He just wanted to get rid of the tiredness he felt. Maybe he could come home tomorrow morning.

It was morning. The sun has begun to greet the earth with its orange hue on the eastern horizon.

"Hoaaahhmmm." The tired doctor had woken up from his sleep.

Still with his life not yet fully collected and with the bags under his eyes clearly visible, he stumbled to the toilet to wash his face. In fact, he also wanted to brush his teeth as well. But sadly he didn't take it. He only uses water to wash his face.

Finished from the toilet, Raina decided to go straight home. He didn't have an appointment at the hospital today.

"Good morning, Doctor Raina."

"Good morning."

Those were the words spoken by the hospital staff, nurses and other doctors whom Raina met on the way to the parking lot. Raina replied with a smile and a nod. He also occasionally greeted them.

After walking through corridor after corridor of the hospital, Raina finally arrived at the car she had parked in the employee parking lot. From afar, he switched on the remote in his hand to open the car door, then he stuck the key in the hole and gasped. As usual, he chose to run his car at a moderate speed. Still floating in his memory how the condition of the patients earlier. There are shortness of breath, coughing runny nose, or high body heat.

Unknowingly, he had arrived at his house. Raina parked her car after the gate of her house was opened by Mr. Sapto, Raina's security guard. Don't forget to say thank you. The door of the house was missed. A warm greeting came from Bi Surti, Raina's assistant.

"Morning, ma'am. I have already prepared the food on the dining table."

"Morning too, Ms. Oh yes, thank you. But I'll take a shower first, Ms. After taking a shower, then breakfast."

"Oh yes, ma'am."

Raina went to her room, then went into the bathroom. The fresh touch of water began to flow down his body. The fatigue he had experienced last night was gone. Hunger began to overtake him. He rushed to the dining room to enjoy Bi Surti's food, which he always thought was special.

After eating, apparently the television program began to tease him as a friend to relieve fatigue. Lying with her back straightened, Raina enjoyed the television program. News about the development of Covid-19 cases must be followed.

"Covid-19 positive patient cases increased today…"

His face became even more tense when the number of cases of Covid-19 patients from each region was read by his eyes.

"The cases of Covid-19 patients are now increasing. To reduce the spread of the virus, the government closed schools and offices. The government urges the public to carry out all activities such as studying and working at home. Keep a distance of at least one meter and not crowd."

It's been a few weeks after the outbreak of the Covid-19 virus, the cases of positive patients in Indonesia are increasing. The government even closed schools and offices to reduce the spread of the virus. Working from home and studying from home is one of the efforts to suppress the spread of the virus.

Raina, several doctors, and several nurses are treating Covid-19 patients. Currently, the time is 21.30 WIB. They haven't even rested since this morning. They were preoccupied with the increasing number of patients who came. Personal protective equipment should not be removed because when they take it off, they have to replace it with a new one. Meanwhile, the number of special clothes is still limited.

They are the warriors of humanity. Their position is at the fore. The sweat they shed is for the benefit of the people. The sweat they shed for the welfare of this nation. If they are careless, then the death will continue to increase. They must be strong and patient against an obscure enemy. Drugs are still experimenting.

Prayer is also very much needed in such conditions. Strengthening each other, praying for each other, and comforting each other continue. The patient must be treated immediately. That is their main principle. Who else is fighting for the patient's health if not them? The determination must also be united between them, the determination to keep fighting, keep moving forward and never give up

Fill in the character map below!
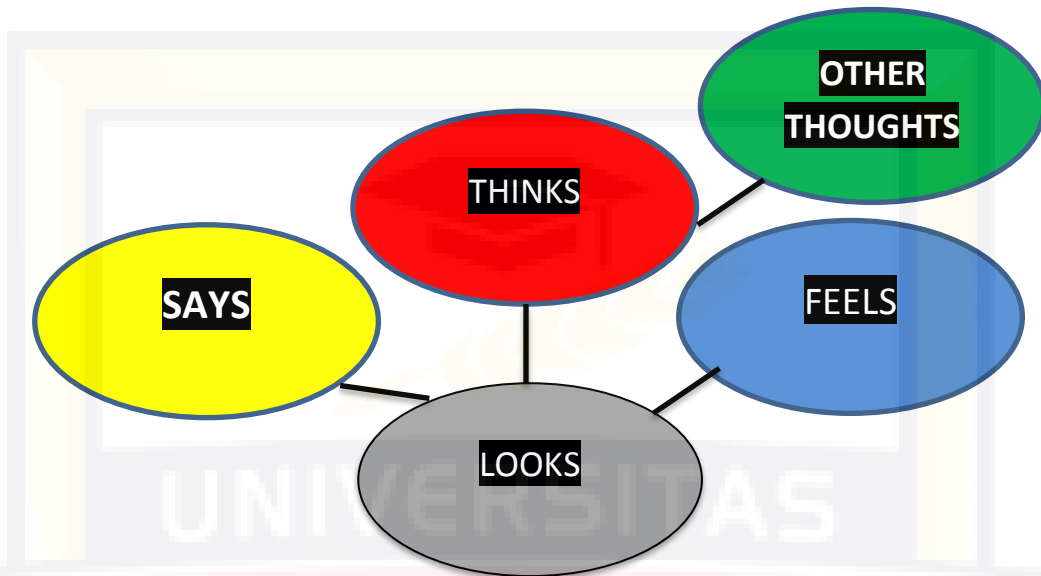
Notes:

Thinks: **the main idea from the text**

Says   : **the conveyed from the text.**

Looks : **characteristic features of the characters in the text.**

Feels   : **the feelings after read text.**

Other **Thoughts: other things in the text.**

TREATMENT 2 (Character Map Strategy)

INSTRUCTION:

a) Write your name and class

b) Read the text and understand the contents of the reading in the text.

c) Fill a character map

d) You can use the dictionary

NAJWA SHIHAB

Her name is Najwa Shihab, but you can call me her Nana only. He was born Makassar, Sulawesi Kidul, 16st September 1977 as the second child from 5 siblings that is Najelaa Shihab, Nasywa Shihab, Nahla Shihab, and her brother is Ahmad Reza Abidin Shihab.

Her father's full name is Quarish Shihab, works as ex- minister of religion RI. Her mother's full name is Fatmawati Assegaf.

Najwa Shihab has a husband namely is Ibrahim Sjarief Assegaf and she has son namely is Izzat Ibrahim Assegaf.

Najwa Shihab is an Indonesian presenter, journalist,actress, feminist, and social media activist.

Najwa Shihab always appears with short hair, thick and curly eyelashes and nude lipstick makeup.

Fill in the character map below!
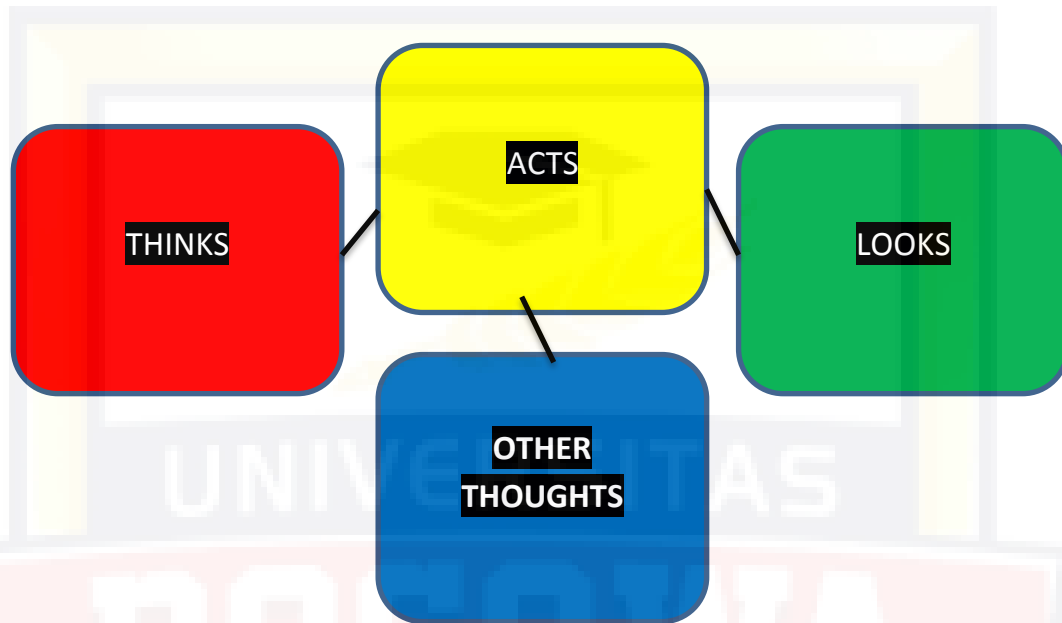
Notes:

Thinks : the main idea from text.

Acts   : The profession of character in the text.

Looks   : characteristic features of the characters in the text.

Other Thoughts: other things in the text.

Appendix 2. Pre-test and Post-test score

PRE-TEST

No	Initial Sample	Pre-test
1	AA	64
2	AR	72
3	ANH	72
4	AKPS	72
5	AMID	68
6	AP	64
7	AFP	72
8	AP	48
9	ADR	48
10	APSS	72
11	AAR	80
12	CA	48
13	DA	72
14	DRA	68
15	FAM	80
16	FA	48
17	MSM	72
18	MRI	72
19	MFN	48
20	MMM	52
21	MRAF	72
22	MRFI	44
23	MT	68
24	MH	48
25	NZ	68
26	NAY	72
27	SPU	72
28	SL	80
29	SA	52
30	STM	48
31	SA	80
32	TFPPA	52
33	ZPH	72

Source: Students' Pre-test

POST-TEST

NO	Initial Sample	Post-test
1	AA	80
2	AR	96
3	ANH	92
4	AKPS	96
5	AMID	88
6	AP	72
7	AFP	96
8	AP	64
9	ADR	64
10	APSS	96
11	AAR	96
12	CA	68
13	DA	96
14	DRA	88
15	FAM	92
16	FA	68
17	MSM	92
18	MRI	92
19	MFN	68
20	MMM	72
21	MRAF	96
22	MRFI	76
23	MT	84
24	MH	68
25	NZ	84
26	NAY	96
27	SPU	92
28	SL	96
29	SA	72
30	STM	68
31	SA	96
32	TFPPA	72
33	ZPH	92

Source: Students' Post-test

Appendix 3. Students' Score and Classification in Pre-test

No	Initial Sample	Pre-test	Classification
1	AA	64	Fair
2	AR	72	Good
3	ANH	72	Good
4	AKPS	72	Good
5	AMID	68	Fair
6	AP	64	Fair
7	AFP	72	Fair
8	AP	48	Poor
9	ADR	48	Poor
10	APSS	72	Fair
11	AAR	80	Good
12	CA	48	Very Poor
13	DA	72	Fair
14	DRA	68	Fair
15	FAM	80	Good
16	FA	48	Very Poor
17	MSM	72	Fair
18	MRI	72	Fair
19	MFN	48	Very Poor
20	MMM	52	Poor
21	MRAF	72	Fair
22	MRFI	44	Very poor
23	MT	68	Fair
24	MH	48	Very Poor
25	NZ	68	Fair
26	NAY	72	Good
27	SPU	72	Good
28	SL	80	Good
29	SA	52	Poor
30	STM	48	Very poor
31	SA	80	Good
32	TFPPA	52	Poor
33	ZPH	72	Fair

Appendix 4. Students Score and Classification in post-test

NO	Initial Sample	Post-test	Classification
1	AA	80	Good
2	AR	96	very good
3	ANH	92	Very good
4	AKPS	96	Very good
5	AMID	88	Good
6	AP	72	Fair
7	AFP	96	Very good
8	AP	64	Fair
9	ADR	64	Fair
10	APSS	96	Very good
11	AAR	96	Very good
12	CA	68	Fair
13	DA	96	Very good
14	DRA	88	Good
15	FAM	92	Very good
16	FA	68	Fair
17	MSM	92	Very good
18	MRI	92	Very good
19	MFN	68	Fair
20	MMM	72	Fair
21	MRAF	96	Very good
22	MRFI	76	Good
23	MT	84	Good
24	MH	68	Fair
25	NZ	84	Good
26	NAY	96	Very good
27	SPU	92	Very good
28	SL	96	Very good
29	SA	72	Fair
30	STM	68	Fair
31	SA	96	Very good
32	TFPPA	72	Good
33	ZPH	92	Very good

Appendix 5. Data Analysis

Table 4.6
Descriptive Statistics

	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Pretest	33	44,00	80,00	2120,00	64,2424	11,82960
Posttest	33	64,00	96.00	2768,00	83,8788	11,97852
Valid N (listwise)	33					

Table 4.7
Paired Samples Test
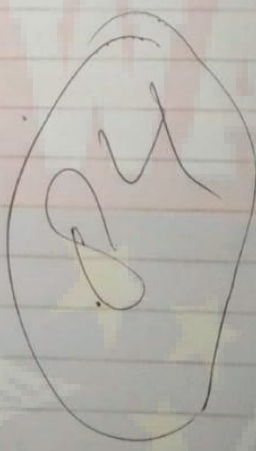
		Paired Differences							
					95% Confidence Interval of the Difference				Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	T	Df	
Pair 1	Pretest – Postest	-19,63636	4,28528	,74597	-21,15586	-,18,11687	-26,323	32	.000

Appendix 6. Answer sheet students

NAMA: NAYLA ZAIZABLA   Tgl 02/09/2021

KeIAS : 9.1/9.A
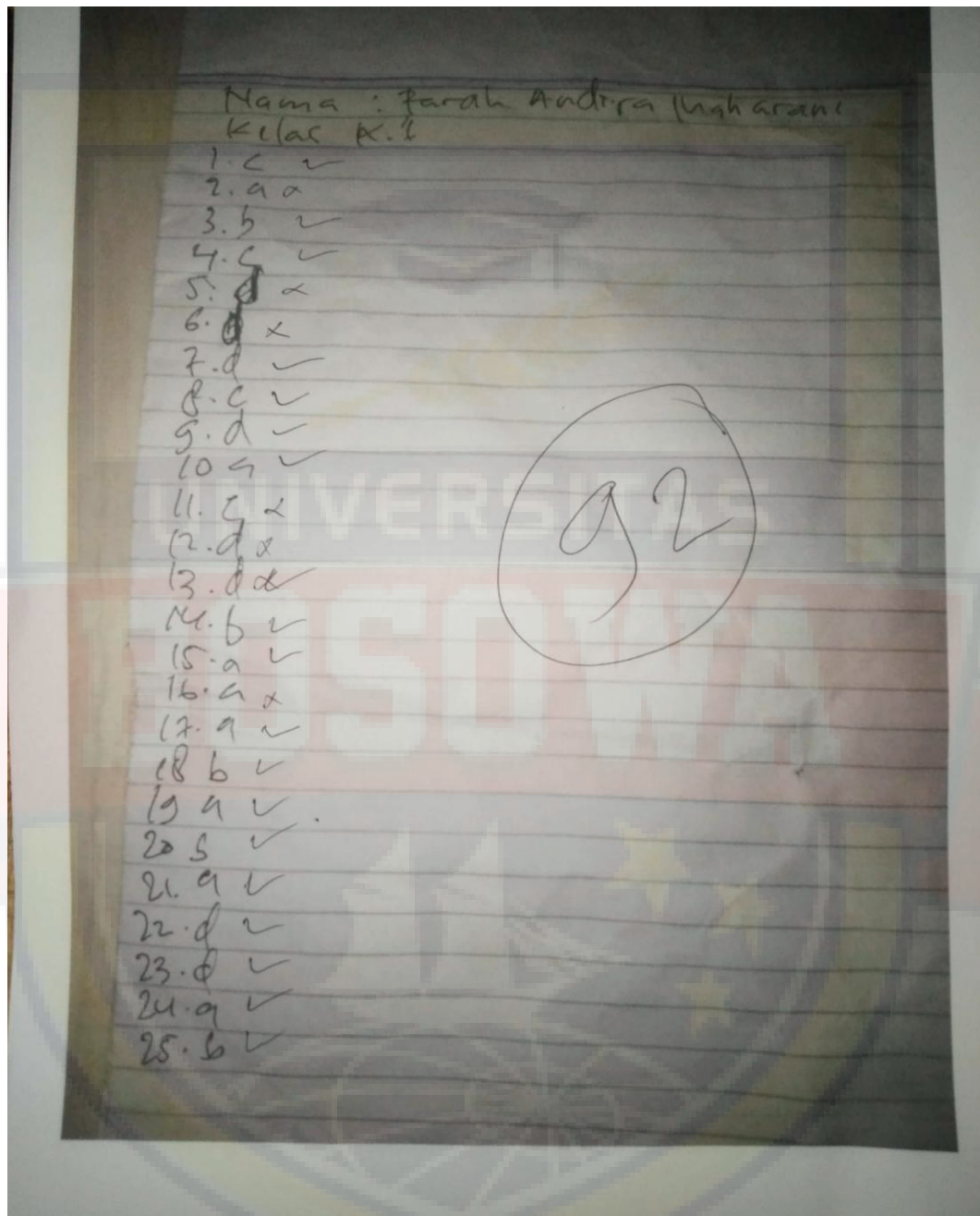
Nourut : 26

1. c. A president
2. b. central java
3. b. ir H. joko widodo
4. c. 3
5. b. iriana
6. a. 270,203,917 people
7. d. 34 provinces
8. c. Bhinneka tunggal ika
9. d. 6
10. a. asia and autralia
11. b. two
12. b. musician
13. d. 31 years old
14. b. sherina's carrier
15. a. A singer
16. b. virus
17. a. march 2020
18. c. Hand
19. a. use masks maks
20. b. china
21. a. one
22. d. football manager
23. d. 35 years old
24. b. agnes's carrier
26. a. Brother

Nama : Sarah Andira Maharani
Kelas : IX.1

Sweat Behind Harina's Shirt

Thinks	Says
I think the main idea from the text is about covid-19 virus	The text contains about a doctor who is trying to fight covid-19 who wants to enter Indonesia

Looks	Feels
Doctor Raina is very responsible with her work, she is very worried about what will happen to Indonesia in the future if covid-19 manages to enter Indonesia.	I am very impressed with doctor Raina's struggle against covid-19 as best she can. even through covid still enters Indonesia, all we can do is pray and always take care of health

90

Nama : farah Andira Maharani
Kelas X.1

1. c ✓
2. a ✗
3. b ✓
4. c ✓
5. d ✗
6. d ✗
7. a ✓
8. c ✗
9. d ✓
10 a ✓
11. c ✗
12. a ✗
13. d ✓
14. b ✓
15. a ✓
16. a ✗
17. a ✓
18 b ✓
19 a ✓
20 b ✗
21. a ✓
22. d ✓
23. d ✓
24. a ✓
25. b ✓
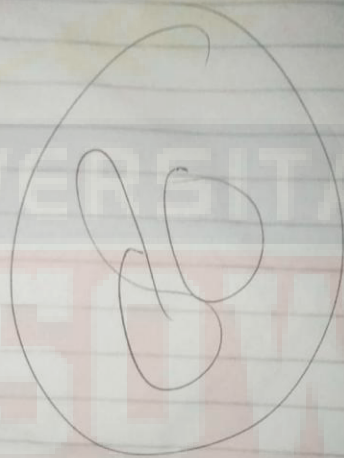
04-09-2021

Bahasa inggris
Muh. Risky Al-Fajry Ascuf "9.1"

Answer =

1. C. A President ✓
2. B. Central Java ✓
3. B. Ir. H. Joko widodo ✓
4. C. 3 ✓
5. A. Iriyana ✓
6. A. 270,203,917 People ✓
7. D. 34 Provinces ✓
8. C. Bhinneka Tunggal ika ✓
9. D. 9 ✓
10. A. Asian dan Australia ✓
11. B. Two ✓
12. D. Designer dan Musician ✗
13. D. 31 years Old ✓
14. B. sherina's People ✓
15. A. A singer ✓

16. Virus (B) ✓
17. A. March 2020 ✓
18. B. Tooch and air ✓
19. A. Use Mask ✓
20. B. China ✓
21. A. One ✓
22. D. Football Manager ✓
23. D. Years old ✓
24. D. Agnes Parents
25. A. Brother ✓

Aurelia putri shalsa shela o s 9.1

★ Thinks

Raina is a doctor who works at the hospital as usual. one day Raina was called to the hospital because the patient was infected with the covid-19 virus. Arriving at the hospital she has to wear a hazmat suit, she can't believe she has to wear clothes like an astronaut but for the sake of the patients he wears it
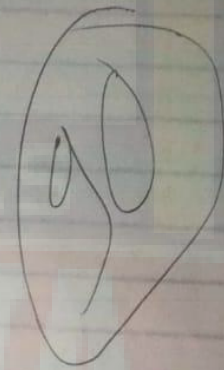
★ says

After hearing the news, we have to carry out the protocol. The presence of doctors is indeed to cure but isn't it better to pre vent than to treat, so the conc lusion is we have to take care of ourselves

★ Looks

Raina looks like an astronaut

★ Feels

After i read i imagined i was in Raina's position, Raina must be in a lot of trouble because she has to treat so many patients, she even has took to be an astronaut to cure her patients

Appendix 7. Documentation
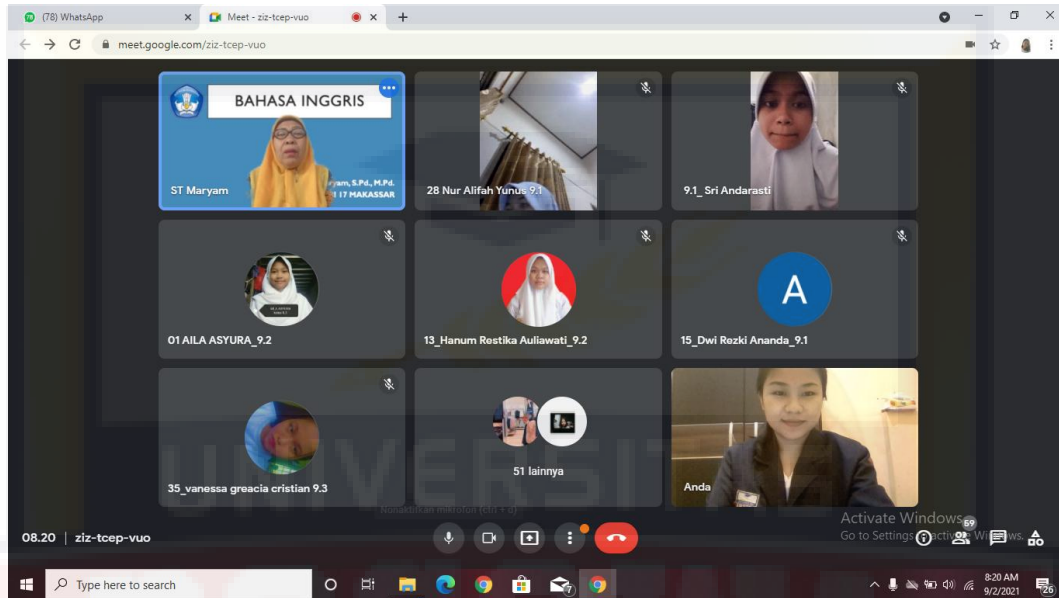
Picture 1. The researcher is introducing herself, explaining the purpose of her research and giving pre-test to students.
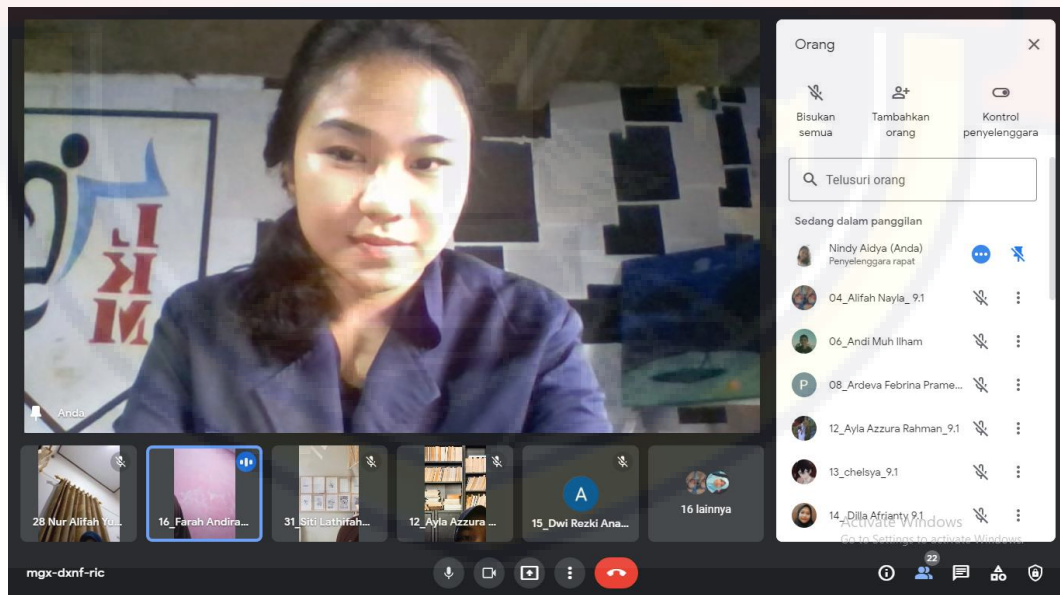
Picture 2. The researcher is giving treatment to students.
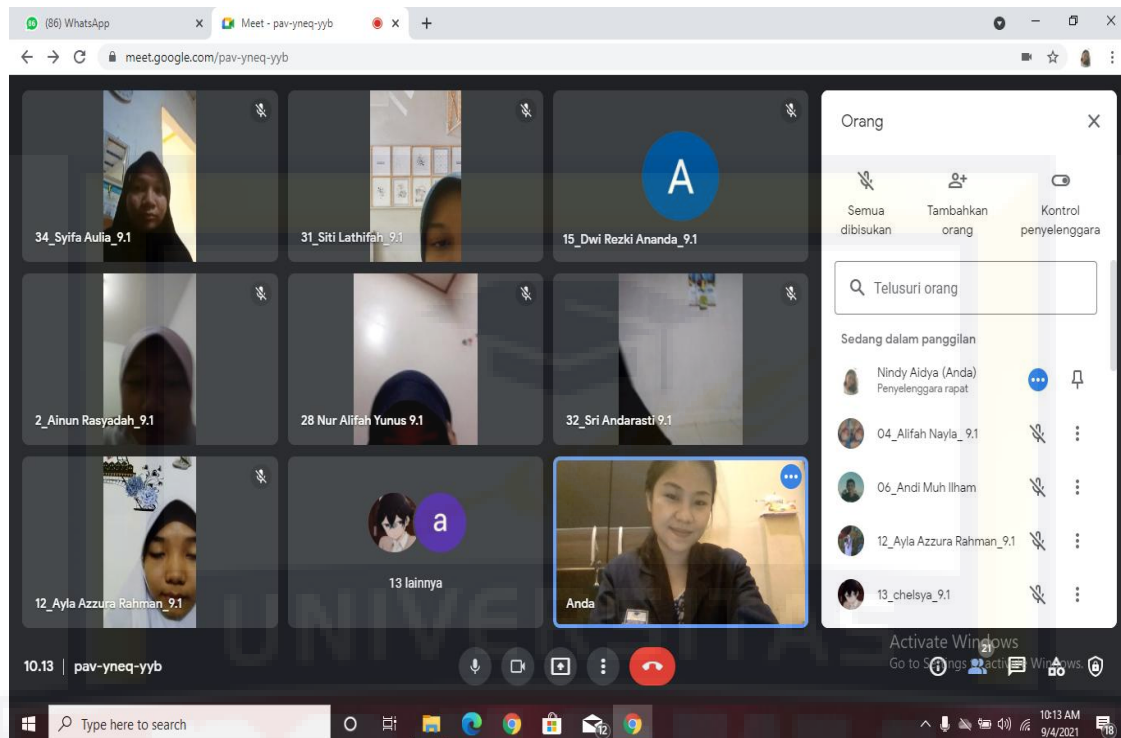
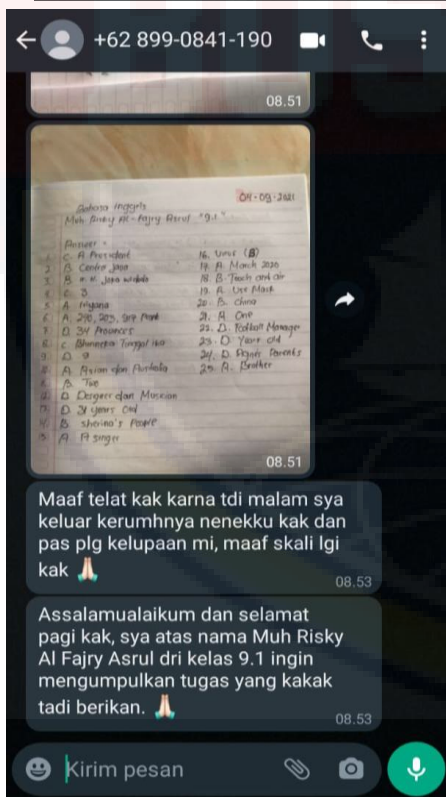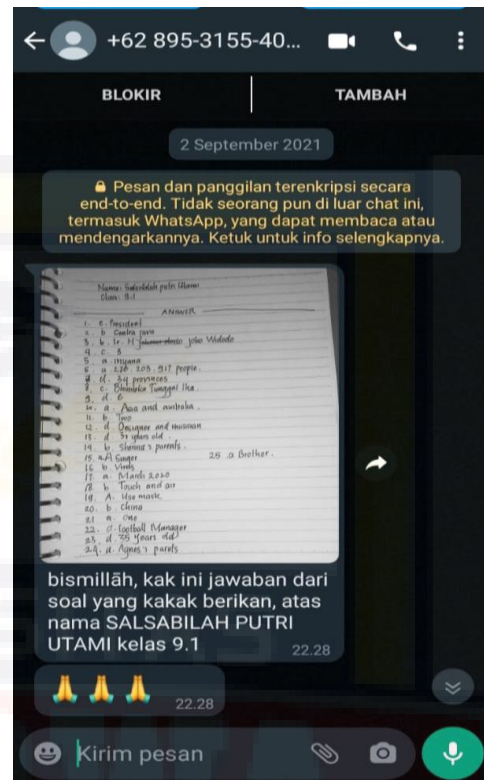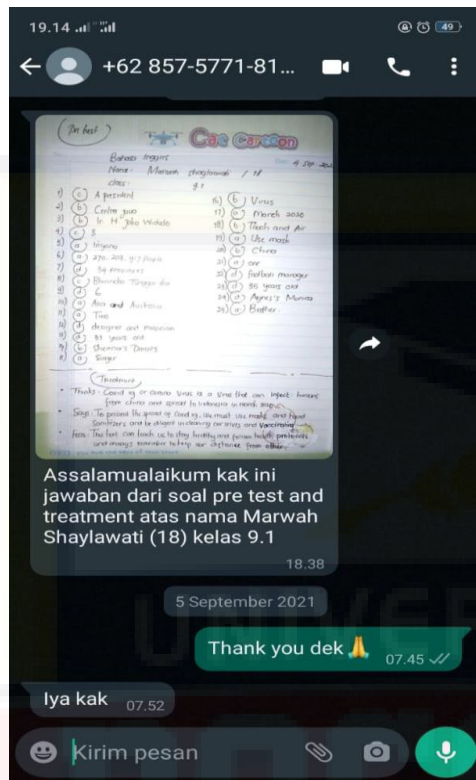Picture 3. The researcher was giving post-test
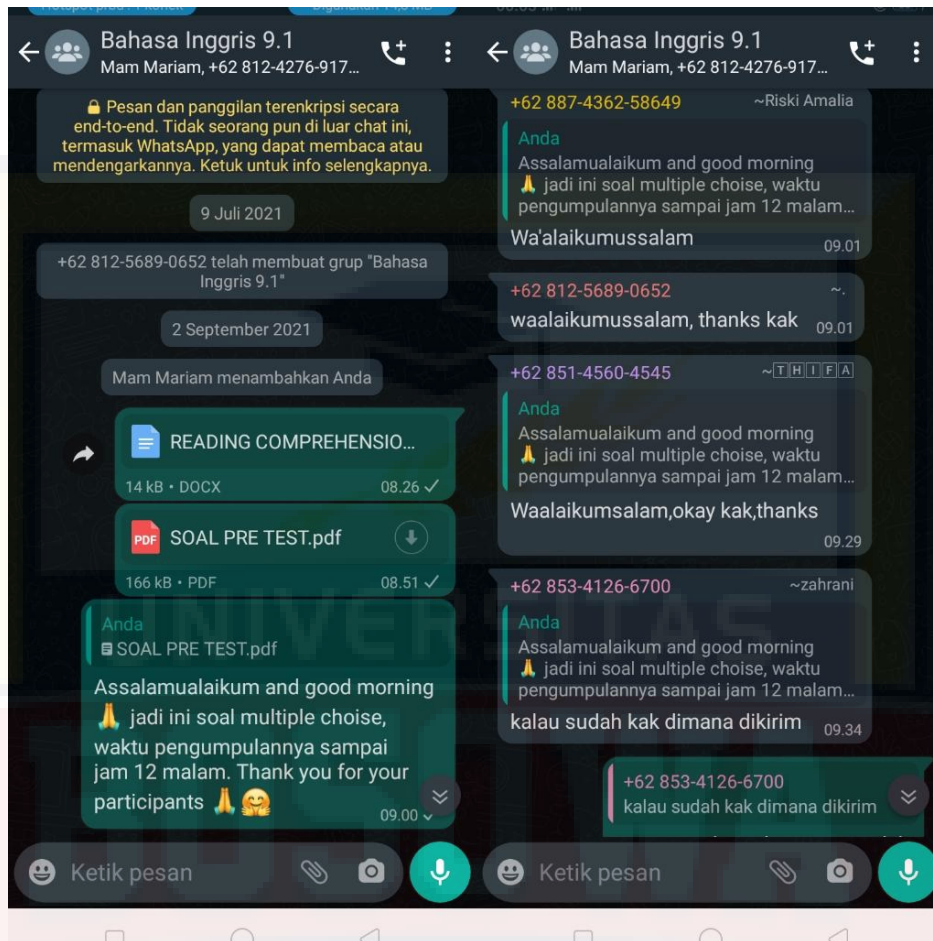
Picture 4. The researcher was sending material and task through Whatsapp
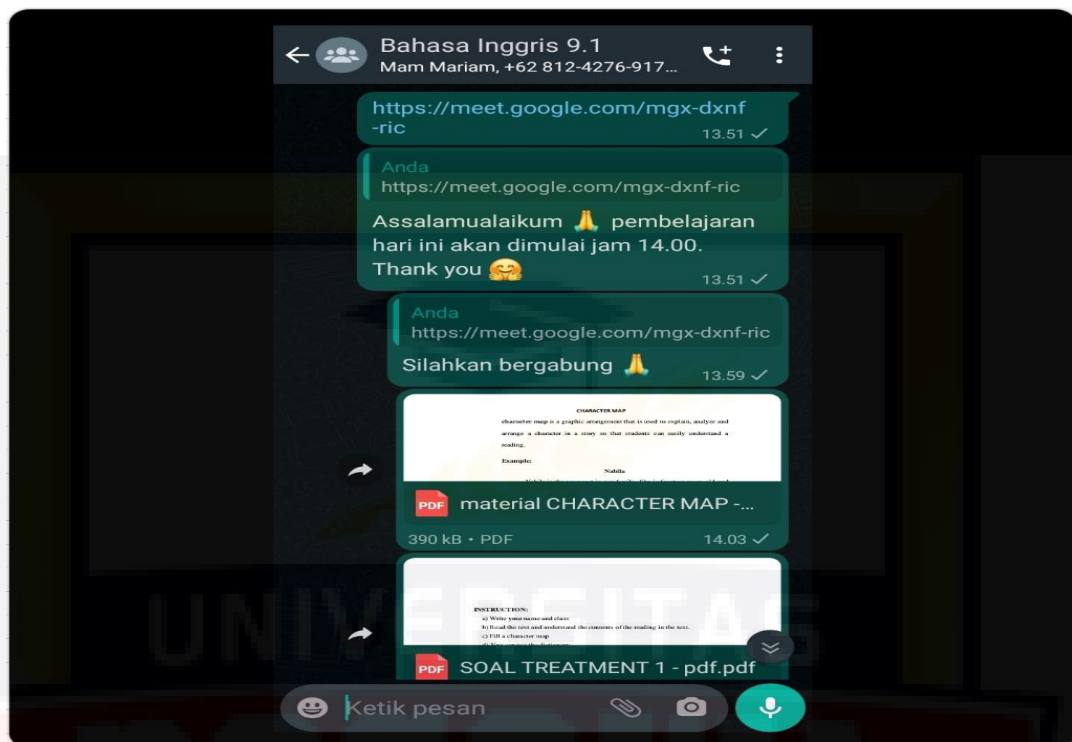
Picture 5. The researcher is inviting students to join in Google meet for lesson use character map strategy.
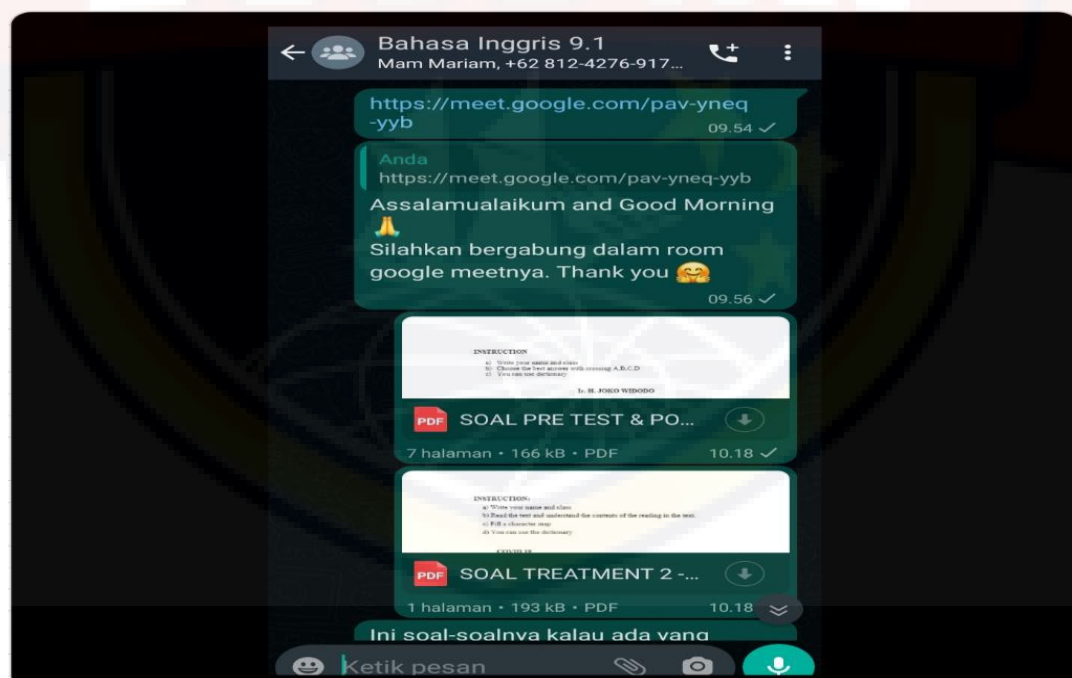
Picture 6. The researcher invites students to join class for lesson, and then send task post-test through Whatsapp.
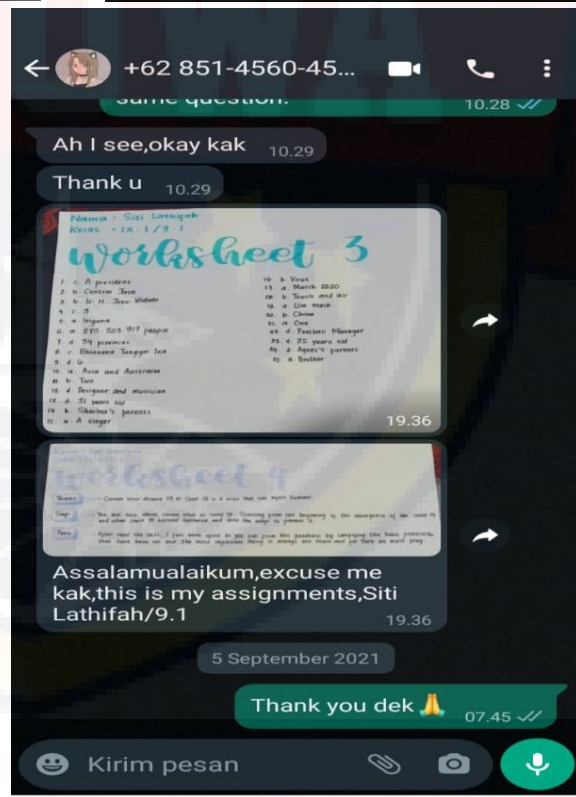
Picture 7. Collected task from students use by Whatssap application

Appendix 8. Administrations

UNIVERSITAS BOSOWA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jalan Urip Sumoharjo Km. 4 Gd. 2 Lt. 4, Makassar-Sulawesi Selatan 90231
Telp. 0411 452 901 – 452 789 Ext. 117,Faks. 0411 424 568
http://www.universitasbosowa.ac.id

Nomor : A.293/FKIP/Unibos/VIII/2021
Lampiran : -
Perihal : **Permohonan Izin Penelitian**

Kepada Yth,
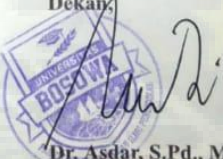Kepala Sekolah UPT SPF SMPN 17 Makassar
di –
    Makassar

Dengan hormat disampaikan bahwa mahasiswa yang tersebut namanya di bawah ini akan melaksanakan penelitian dalam rangka penyelesaian studi Program S1.

Nama : Nindy Aidya
NIM : 4517101018
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Fakultas Keguruan dan Ilmu Pendidikan (FKIP)
    Universitas Bosowa

Judul Penelitian :

The Implementation of Charcater Map Strategy In Teaching Students' Reading Comprehension At UPT SPF SMPN 17 Makassar.

Sehubungan dengan hal tersebut di atas, dimohon kiranya yang bersangkutan dapat diberikan izin untuk melaksanakan penelitian.

Atas bantuan dan kerja sama yang baik, kami sampaikan banyak terima kasih

Makassar, 20 Agustus 2021
Dekan,

Dr. Asdar, S.Pd., M.Pd.
NIDN : 0922097001

Tembusan:
1. Rektor Universitas Bosowa
2. Arsip.

PEMERINTAH KOTA MAKASSAR
DINAS PENDIDIKAN
UNIT PELAKSANA TEKNIS SATUAN PENDIDIKAN FORMAL
SEKOLAH MENENGAH PERTAMA NEGERI 17 MAKASSAR
Alamat Jl. Tamangapa Raya V No.5 NPSN : 40313403
Kec. Manggala, Kota Makassar Kode Pos 90235, Email: smpn17sekmak@gmail.com

SURAT KETERANGAN IZIN PENELITIAN
No: 028/897-UPT SPF SMP 17/II/2022

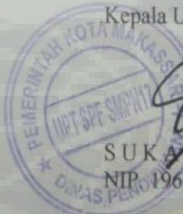Yang bertanda tangan dibawah ini, Kepala UPT SPF SMP Negeri 17 Makassar menerangkan bahwa :

N a m a	:	NINDY AIDYA
NIM	:	4517101018
Lembaga / Pendidikan	:	UNIVERSITAS BOSOWA
FAK/PROG./JURUSAN	:	Pendidikan Bahasa Inggris

Benar telah mengadakan Penelitian Pada SMP Negeri 17 Makassar pada tanggal 20 Agustus 2021. atas dasar Surat Izin Dekan FKIP Universitas Bosowa Kota Makassar. Nomor : A.293/FIKP/ unibos/VIII/2021 Tanggal 07 September 2021

dengan judul :

" *THE IMPLEMENTATION OF CARACTER MAP STRATEGY IN TEACHING STUDENS' READING COMPERHENSION AT UPT SPF SMPN 17 MAKASSAR* "

Demikian surat keterangan ini diberikan untuk dipergunakan sebagaimana mestinya.

Makassar, 8 Pebruari 2022
Kepala UPT SPF SMPN 17 MAKASSAR

S U K A R D I, S.Pd
NIP. 1966 1017 198903 1 013

BIOGRAPHY

Nindy Aidya was born in Kalumpang, of Mamuju Regency, on January, 09th 2000.

From the marriage of her parents Parura and Normalia. She is the first child from three siblings. She has two brothers. She began her first education at SDN Kalumpang in 2005 and finished in 2011 . After graduated in 2011, she studied in SMPN 1 Kalumpang and finished in 2014. She continued education at senior high school in SMA Negeri 3 Mamuju

and graduated in 2017. In SMA Negeri 3 Mamuju, she participated as a member of Student Organization Inside School and a participated as a member of Saka Wira Kartika Scouts. After graduated, she decided to complete her study in Makassar and took English Language Education study program of Bosowa University. She has participated as a Chairman of the Student Executive Board of the Faculty of Teacher Training and Education Bosowa University. She has participated as Student Associations of English Language Education. She has participated as Student Arts Institute Bosowa University.