THE USE OF BOOK BITS STRATEGY TO IMPROVE STUDENTS' READING COMPREHENSION AT THE SECOND YEAR STUDENTS OF SMP NEGERI 8 MAKASSAR

SKRIPSI

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Submitted to the Faculty of Teacher Training and Education in Partial Fulfilment of Requirements for S1 Degree (S.Pd.)

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PERNYATAAN

Dengan ini saya menyatakan bahwa skripsi dengan judul *"The Use of Book Bits Strategy to Improve Students' Reading Comprehension at the Second Year Students of SMP Negeri 8 Makassar"* beserta seluruh isinya adalah benar-benar karya saya sendiri, bukan karya hasil plagiat. Saya siap menanggung risiko atau sanksi apabila ternyata ditemukan adanya perbuatan tercela yang melanggar etika keilmuan dalam karya saya ini, termasuk adanya klaim dari pihak lain terhadap keaslian karya saya ini.

Makassar, September 2017

Yang membuat pernyataan

Fanny Marcella

ABSTRACT

FANNY MARCELLA. 2017. *"The Use of Book Bits Strategy to Improve Students' Reading Comprehension at the Second Year of SMP Negeri 8 Makassar"*. A Thesis. English Education Department Faculty of Teacher Training and Education, Makassar Bosowa University. (Supervised by Dahlia D. Moelier and A. Hamzah Fansury).

The purpose of this research is to find out the use of Book Bits Strategy can improve students' reading comprehension skills. This research was conducted in Class VIII-1 SMP Negeri 8 Makassar consisting of 35 students as the sample of the research. The results of this study are expected to be useful for students in improving the ability of reading comprehension, and can help teachers to be more creative.

This research used pre-experimental research method with one group pre-test and post-test design. The researcher did pre-test, treatments and post-test. The data was gained by analyzing the students' pre-test and post-test result.

The research findings indicated that Using Book Bits Strategy can improve students' reading comprehension. It was proved by the mean score of pre-test was 60 is classified as fairly good score then improved to be 80 in post-test is classified as very good. The improvement percentage was 33,333%. Therefore there was significant improvement of the students' reading comprehension. It can be seen from the value of t-test (23.46) was greater than t-table (2.030) at the level of significances. It means that this is a significant difference between the result of the students' pre-test and post-test. Therefore, hypothesis H_O was rejected and H_1 was accepted.

Keywords: Book Bits Strategy, Reading Comprehension.

ABSTRAK

FANNY MARCELLA. 2017. *"The Use of Book Bits Strategy to Improve Students' Reading Comprehension at the Second Year Students of SMP Negeri 8 Makassar".* Skripsi. Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan, Universitas Bosowa Makassar. Dibimbing oleh, Dahlia D. Moelier dan A. Hamzah Fansury.

Penelitian ini bertujuan untuk mengetahui apakah Book Bits Strategy dapat meningkatkan kemampuan pemahaman membaca siswa. Penelitian ini dilakukan di Kelas VIII-1 SMP Negeri 8 Makassar yang terdiri dari 35 siswa sebagai sampel penelitian. Hasil penelitian ini diharapkan dapat bermanfaat bagi siswa dalam meningkatkan kemampuan pemahaman membaca, dan dapat membantu guru untuk lebih kreatif.

Penelitian ini menggunakan metode penelitian pra-eksperimental dengan satu kelompok pre-test dan post-test. Peneliti melakukan pre-test, treatment, dan post test. Data diperoleh dengan menganalisis hasil tes pre-test dan post-test siswa.

Temuan penelitian menunjukkan bahwa Menggunakan Strategi Book Bits dapat meningkatkan pemahaman bacaan siswa. Hal itu dibuktikan dengan skor rata-rata pre-test yaitu 60 digolongkan sebagai skor cukup bagus sehingga meningkat menjadi 80 pada post-test tergolong sangat baik. Persentase perbaikannya adalah 33,333%. Oleh karena itu ada peningkatan yang signifikan dari pemahaman bacaan siswa. Hal ini dapat dilihat dari nilai t-test (23,46) lebih besar dari t-tabel (2,024) pada tingkat signifikansi. Artinya, ini adalah perbedaan yang signifikan antara hasil pre-test dan post-test siswa. Oleh karena itu, hipotesis HO ditolak dan H1 diterima.

Kata Kunci: Strategi Book Bits, Pemahaman Membaca.

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As a human being, the writer does realize that what she presents in this skripsi is still far from perfection, so that suggestions and corrections were much needed. Finally, the writer prays may the Almighty God bless all of them. Amen.

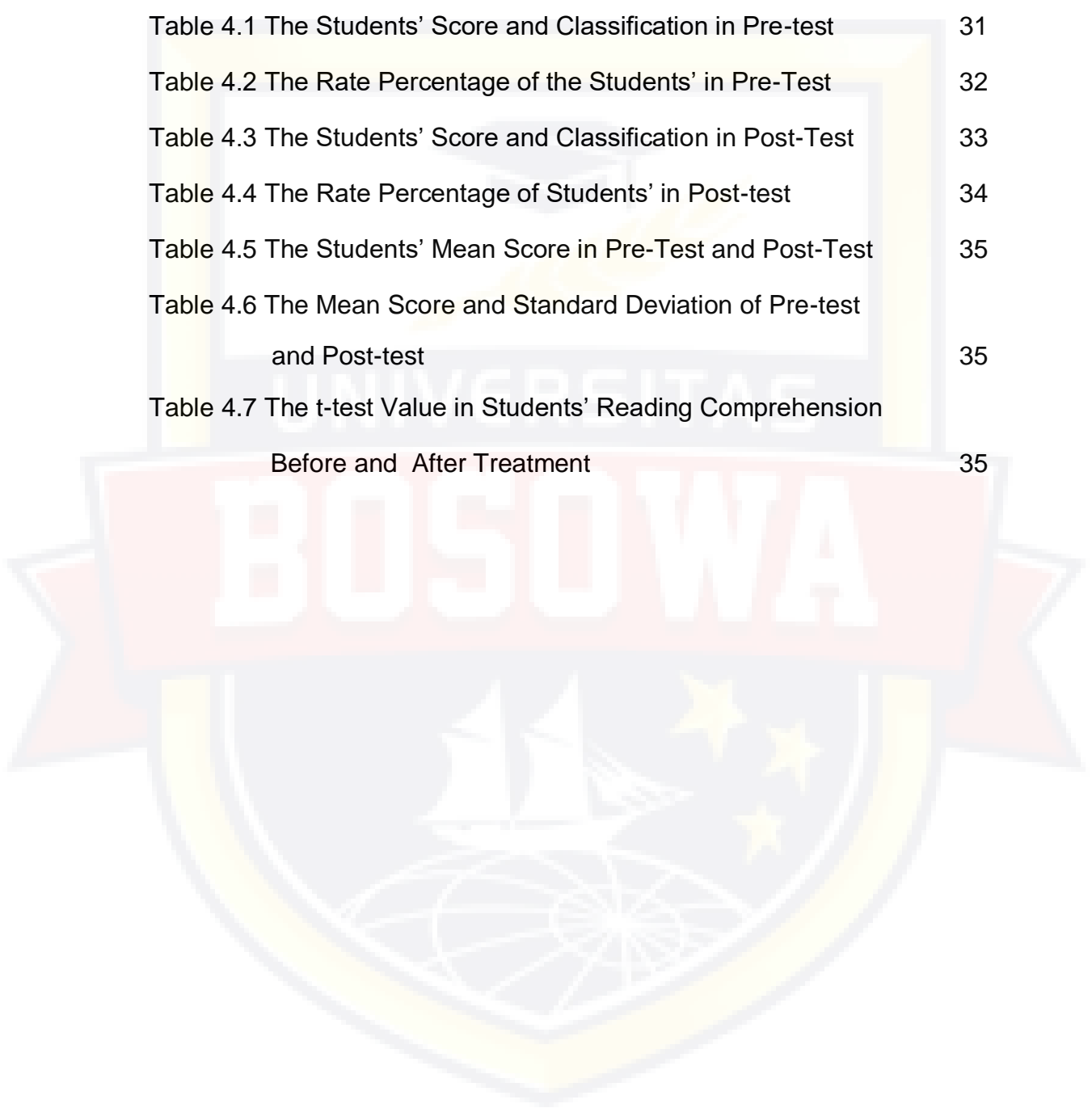Makassar, September 2017

Fanny Marcella

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CHAPTER I

INTRODUCTION

In this chapter, the researcher explained about background, problem statement, the objective of the research, the significance of the research, and the scope of the research.

A. Background

English is an international language which has an important role in communication. As an international language, English is use to conduct communication, in almost the entire world in many countries.

In learning English language there are four skills that should be master; they are listening, speaking, reading, and writing. Those are important for English learners. Reading skill is one of the main points to master English because with reading a reader can get information and entertainment beside for their career and study target.

Reading is skill which may often be used and retained the longest. It is an essential foundation of learning and seeking any information and knowledge. Someone can increase their knowledge by reading many books, newspaper, encyclopaedias and so on. The information one gets from reading helps their study and enables them to gain good grades. Thus reading is important in teaching and learning process because they ability of students to comprehend the subject relatively determined by their reading skill.

Comprehension is understanding, the ability to get the meaning of something. It is an active thinking process that depends not only on comprehension skill but also the students' experience and prior knowledge Bromley (1992:209).

Most of meaning methods and strategies has been used in classroom alternately. The result shows that some students' English reading achievement are still far from satisfaction. Hafsah (2005:35) assumes that the students find difficulties in reading such as they do not understand the content of the material, what the text about and also hard to find main idea of paragraph. So the question now is how to make the students are interested in earning reading or we can say what should be teacher done to increase the students' ability in reading especially in identifying information of the text.

That's way the researcher should find strategy which make the students interested in reading. This research is very important in order to provide an appropriate alternative teaching strategy in reading. One of the strategies in teaching reading especially for reading comprehension is Book Bits. It enables students to understand what the author is trying to say and to recognize information in text.

Book Bits strategy is an activity that requires students to read small portions of text multiple times (Yopp&Yopp, 2001:284). In this activity the teacher writes on strips of paper short excerpts or sentences (depending on the age and abilities of the students) from a text the students will soon

be reading-enough for each child in the group or class to have a different excerpt.

Since the traditional way in which teachers give comments on the students' draft is not effective in improving students' reading, the researcher decides to choose "The Use of Book Bits Strategy to Improve Students' Reading Comprehension at the Second Year Students Of SMP Negeri 8 Makassar.

B. Research Question

Based on the background above, the researcher formulated research questions as follows: Does Book Bits Strategy can improve students' reading comprehension at the second year students of SMP Negeri 8 Makassar.

C. Objective ofthe Research

Referring to the background and problem statements, the objective of the research is to find out whether or not Book Bits Strategy can improve students' reading comprehension at the second year students of SMP Negeri 8 Makassar.

D. Significance of The Research

This research expected to be useful information for many people, such as:

1. This research is expected to give contribution theoretically and practically in the development of English teaching.

2. This research is expected to add information of reading approach in the class and encourage their teaching, especially for teaching reading.

3. This research is expected to improve the students' achievement in learning English and make them interest to read..

4. This research is expected to be an information or contribution to other researcher who want to conduct more complex research.

E. Scope of the Research

This research is limited and focused on the improvement of students 'reading comprehension by using Book Bits Strategy at the second year students of SMP Negeri 8 Makassar in academic year 2017/2018.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter was presented the view of related literature dealing with previous related research findings, some pertinent ideas, the theoretical framework and hypothesis.

A. Previous Related Research Findings

Many researcher java report to expose the identification of students' achievement in learning English to make the teaching and learning process more affective some of the researchers finding are concisely below:

Ikbal in Amrahmah (2014) in his research he concluded that the students have positive attitude toward to use of SQ3R in learning reading comprehension because the SQ3R can motivate and activate in learning reading comprehension of eleventh grade student MAN 2 Madium to read English material.

Sitti Fatimah (2013) in her research on using Book Bits Strategy to improve reading comprehension at the first grade students of SMAN 1 Sinjai found that the sum of students still have difficulties in reading comprehension, after she used this method can improve the students' reading comprehension.

Lia Nurmala (2004) in her research improving students' vocabulary achievement through the use of STAD method found that STAD method

could change the student's perception about learning English is difficult and boring. After implementation of STAD method, they felt they learning English was really fun, relax, enjoy, and easier.

Based on some basic related studies above, the researcher concluded that some of students still have difficulties in reading comprehension.

B. Some Pertinent Ideas

1. The Concepts of Book Bits Strategy

a. Book Bits Strategy

Book Bits Strategy is an activity that requires students to read small portions of text multiple times, in this activity, the teacher writes on strips of paper short excerpts or sentences (depending on the age and abilities of the students) from a text the students will soon be reading – enough for each child in the group or class to have different excerpt.

Yopp & Yopp (2001:284) says that the Book Bits activity requires all students to read and reread excerpts of a text to their peers. Along with provided a structure that demand that every students read. This activity encourages students to make prediction, generate question and establish purposes for reading.

Glenn in Amrahmah (2004) says that activating prior knowledge and hooking kids into content are two great ways tom increase student reading comprehension. The book Bits strategy helps us do both. In book Bits, sentences or phrases from a specific text are shared with the

students in advance of reading the text. The text can really be just about type- a textbook, non-fiction, novel, short story, website, some have been used it with audio and video clips-though it seems to work best with fiction''. This strategy has some advantages such as:

1. Arouse student's curiosity about text to be read.

2. Access prior knowledge and experience, stimulate thinking about the text.

3. Assist students in making predictions, promote interest and motivation in reading the text.

4. Build schema for constructing meaning.

Caillois in Amrahmah (2014) states that Book Bits strategy is sentences of phrases from the text are shared with the students in advance of reading the text. Book Bits should reveal enough to help students begin to think along the lines the support text understanding.

According to Roell (2011:11) there some points of Book Bits strategy they are:

a. Select key phrases or sentences that are significant to text to be read.

b. Write each Book Bit on strip of paper. There should be as many book bits as there students in the group. Each students practices reading their book bit until it can be read orally with fluency.

c. Give each student a Book Bit. Ask each student to think about the impression he/she is beginning to from about the text from reading their book bit.

d. Students take their text and circulate around the room. Each student's finds a partner each takes turn reading his/her book bit to each other. Students repeat this two more times-finding three partners total.

Johns and Berglund in Amrahmah (2014) state that book bits strategy is a strategy of understanding a text with several ways. Firstly, select the number of sentences or phrases. Secondly, to make enough strips with bits so that everyone in the class has one. Pick quotes/bits that are significant to the text. They should reveal enough information about the story so the students think along the lines that support reads their bit to themselves and reflects what impression they now have about the text or the story. In the group they will take turns sharing aloud their bit, with no discussion. After all the bits have been read, each student writes their final impression that they now have about the text.

From elaboration above, based on Yopp & Yopp (2001:284), it can be concluded that book bits is an activity that can be implemented by English teachers in reading skill. It requires the students to read small portions of text multiple times.

b. The Way In Using Book Bits Strategy

Yopp &Yopp (2001:284) state that the ways in using the Book Bits strategy as follow:

1. The teacher writes on strips of paper short excerpts or sentences from a text the students will soon be reading.

2. Each student is given an excerpt, or "book bits" to read silently.

3. The teacher circulates among the children and supports any child who may need assistance reading his or her book bit.

4. After reading, each student writes a brief prediction of the text.

5. At a signal, the students move around the room, find partners and read their book bits to one another.

6. The students may not paraphrase or discuss their book bit; they simply read and listen and then move on to a new partner. Once of the students have share their book bits with several partners, they return to their desks and write a new prediction based on the additional information they have gathered.

7. After reading, the students circulate again to find new partners with whom to share their book bits. The students write a final prediction.

8. Finally, the teacher engages the class in a discussion by asking the students to share their prediction and how their prediction changed during the activity. As they listen to one another's prediction, some students can volunteer to read their Book Bits aloud in order to support or raise question about a prediction.

2. The Concepts of Reading

a. Definition of Reading

Reading is one of the important skills in learning language besides listening, speaking, and writing skill. The fundamental objective of reading activity is to find specified and the detailed. Information to understand and to comprehend a passage, before coming to the aspects related to reading

especially reading comprehension it is useful and necessary to present the definition of reading.

According to Grellet in Fajar Furqon (2013) reading is assigning meaning and extracting information from written texts. It means reading requires some abilities to extract information from a text and to construct new understanding.

According to Gray (2000) reading is highly complex activity including various important aspects, such recognizing symbols quickly and accurately comprehending clearly and with discrimination the meanings implied by the author.

Reading is a complex process, and then most of writers have different idea for looking at reading. According to Terry and Thomas (1977:284) define reading "as the perception of the written symbols as meaningful, involving, recognition of word, fluency, and comprehension.

According to Bond, Pinker and Wasson in Dewi Ratnawati (2006) that in our world, reading more provide more information and it makes our knowledge become increasingly in great numbers.

Marksheffel in Amrahmah (2014) state that reading is high complex, purposeful, thinking process engaged in by entire organism in while acquiring knowledge, involving new ideas, solving problem, or relaxing and reputation through the interpretation of printed symbol. Reading is process of a putting a reader of primary a cognitive process, which mean

that the brain does not most of the work. It is also skill that must be developed by practicing extensively and continually.

Reading involves the understanding of a complex and difficult concept by interpreting written language and making sense of it. On the other words, reading is a process of constructing meaning from a written text as a result of thinking with the guidance of existing text, Rosennlatt, Rudell, and Remelhalt in Amrahmah (2014:12).

Based on the definition above it is clear that reading is the combination of some component that results in one action that known as reading. This statement is supported by Smith (1973:6) who said that" reading is involves two aspects of the reader himself. That is internal and external aspect".

b. Kinds of Reading

(Dolores in Suciana 2014:10) classify reading into three kinds, namely: reading aloud, silent reading, speed reading.

1. Reading Aloud

Reading aloud is important and the students should be taught to read aloud. Reading aloud is kind of reading where a rider expressed orally every word in the text. The purpose of reading aloud is to improve the students' ability in pronouncing the words, stressing the words, and having a good intonation about every sentence in the passage.

A further classification of reading aloud is the devotion onto unison reading and individual reading. Reading in unison is done with whole

group reading aloud together. The purpose of reading individually to checking pronunciation reading individually simulates the students' ability to read, moreover, reading individually help the teacher to find out whom among her students has difficulty in reading.

2. Silent Reading

Silent reading tens to reinforce the readers to find out the meaning of words. This kind of reading leads the readers to better comprehension. Silent reading is a skill to criticize what is written to discusses something to written means to draw inferences and conclusion as well as to express new ideas on the basic of what is read to develop the students understanding in the silent reading. We give them short reading passage at the beginning and ask question after words.

3. Speed Reading

This mind of reading is used to improve speed and comprehension in reading. This skill is very important for students. The speed reading must run the side comprehension. The role of reading speed, however, depends on the kind of reading material. The rate of speed is a reading scientific material.

c. Purpose of Reading

Based on the definition of reading states above, we may conclude that there are four purpose of reading states above we may have four purposes of reading as follows:

1. To acquire knowledge

2. To involve ideas

3. To solve problem

4. To relax

The purposes of reading as state as above indicate that the readers must not only see and identify the symbols but he must also be able to interpret what he reads, associate it with past, experience and project beyond, the judgments, the application, and the get.

Reading is similar to comprehension and it can even be used into one unit that is reading comprehension. Both two terms have similar definition.

However, reading comprehension does not mean that reading can occur in oral from. Reading comprehension means reading for comprehending the print the words. We read not because we comprehend, but we comprehend because we read. This reading comprehend is the act comprehending what we read.

From the above definitions, it can be conclude that reading comprehension means comprehending or understanding new information and ideas, in other words, is an active thinking process where the reader tries to gain information given by the author and understanding what actually the purpose of the author in reading text.

3. The Concept of Reading Comprehension

a. Reading Comprehension

Hornby (1974:711) explains that reading is the act of one who reads; knowledge, ESP, of book: the ways in which something is interpreted, while comprehension is the act of understanding. Tinker (1975:5) states that reading comprehension is not just reading with a loud voice but also to establish and understand the meaning of words, sentence, and paragraph sense the relationship among the ideas. As it is, if a student's just reads loudly, but cannot understand the content of the passage, it means he/she fails in comprehending the passage. Heilman in Dewi Rahmawati (2006:20) says that reading comprehension is a process of thinking sense of written ideas through meaningful interpretation and interaction as a multifaceted process affected by several thinking and languages abilities.

Reading comprehension is a skill that is critical in the educational success of all individuals. Reading comprehensionis an important skill needed for all areas of school. In the area of science,research indicates that many students lack prior knoledge and reading strategies to generate inferences; thus the students comprehend science text poorly (Rebeca J.Baier, 2005).

Smith and Dale in Amrahmah (2014) state that reading comprehension means understanding, evaluating, utilizing of information and gaining through an interaction between reader and author. Reading

comprehension is such a kind of dialogue between reader and author in which the written language becomes the medium that cause the dialogue happen when the two people communicate through the medium of print reading comprehension refers to reading with comprehension. Thus reading comprehension is reading by comprehension the meaning of passage or what is or has been read. One who reads something by understanding it can be said that he does a reading comprehension.

Based on the definition above, we may conclude that reading comprehension is such a kind of language between an author and a reader in which the written language become the medium that cause the dialogue happen when two persons communicate through the medium print.

Comprehension is a special a kind of thinking process. The reader comprehends by actively constructing meaning internally from interacting with material that is read (Anderson and Pearson in Alexander, (1993:160)). Successful comprehension involves the reader who can discover the meaning. It may be finding a particular piece of information, solving a problem through reading, working understand an idea or following asset of directions. From the point of view given above, it can be concluded that reading is an active thinking process where the reader tries to gain information given by the author and understands what actually the purpose of author.

b. Level of Comprehension

Comprehension is the minds' act, so comprehension is an active thinking process that not only depends on comprehension but also on the students experience and prior knowledge. There are various levels of comprehension. Higher level of comprehension would obviously include higher level thinking. Burn et.al (1984:77) divides comprehension into four levels of skill; they are literal reading, interpretative reading, critical reading, and creative reading.

Each of this skill could be explained as follows:

1. Literal Reading

Literal reading refers to an idea and fact directly stated on the printed pages. Literal reading is the skill of getting the primary direct literal meaning of words, ideas or sentences in context the basic of literal comprehension are recognizing stated main ideas, details and effect and sequences. The level of comprehension is fundamental to all reading skill at any level because a reader must understand what the author said before his can inference or make evaluation.

2. Interpretative reading

Interpretative reading involves reading between the lines or making inferences this level demands higher level of thinking ability because the question in the category of interpretation are concerned with answer that are not directly stated in the text but are suggested or implied. Smith (1980:218) sates that interpretation readers is read between the lines,

make connection among individuals stated ideas, make inferences, draw conclusion, read between the lines to get inferences or implied meaning from the text.

3. Critical Reading

Critical reading is evaluating written material comparing the ideas discovered in the material with known standards and drawing conclusion about their accuracy, appropriateness, and timelines. Critical reading compares previous experiences to elements in the new material such as content, style, expression, information, and ideas or values of the author.

4. Creative Reading

Creative reading involves going beyond the material presented by the author. Creative readings require reader to think as they read just a critical reading and it also requires the reader to use their imagination. In creative reading, the reader tries to propose new alternate solutions to those by the writer.

4. The Concept of Narrative Text

According to Kirszner and Mandell (1980), Narrative a story talking by presenting sequence events in chronological order. Any time when we tell what happen, we use narration. They state that narrative discourse is type of discourse that tells an event chronological. It may tell about one or more person; about a short or long term event; or about a fact or fiction.

In addition, an Ackey (1986) state the narrative is a kind of writing that tells a story, real or imagined. In this a series of connected incidents

or an action. In narrative, the incidents that make up the story are usually told in the order in which they would really happen. Narrative is the text focusing specific participants. Its social functions is to tell stories or past events and entertain the readers. The language features off narrative are using verbs, temporal conjunction, and simple past tense.

a. The Generic Structure of Narrative Text

According to Cooper, J. David in Amrahmah (2014), like other kinds of texts, narrative text is built up by generic structure. A narrative text will consists of the following structure:

1. Orientation

The introduction of what is inside the text, introducing the participants and informing the time and place. Or in the other hand, what text is talk in general, who involves in the text, when and where it happens

2. Complication

Describing the rising crises which the participants have to do with. What happens with the participants? It explores the conflict among the participants. Complication is the main element of narrative. Without complication, the text is not a narrative. The conflict can be shown as natural, social or psychological conflict.

3. Resolution

Showing the way of participant to solve the crises, better or worse. This is the phase where the participants solve the problem aroused by the

conflict. It is not matter whether the participants succeed or fail. The point is the conflict becomes ended.

In simple word, narrative text has generic structure as orientation, complication and resolution. This complication is the heart structure of narrative text. The complication will determine whether the text "lives" or not. If the narrative text consider as the "live" text, it will arouse the reader. It will intrude to the emotion of the reader commonly narrative text appears as story text. In literary term, the complication structure is called conflict. Basically, conflict is divided into three kinds. In any writing each type will not take place with is own type. Each often combines to other type in building the story.

Physical conflict or in other as element conflict is description of man's struggle to bits physical word. It represents man versus nature force, difficulty and danger. How a man survives from flood; exploding mount is clear example of physical conflict.

Social conflict is the second type. It will show the struggle of man against his society. It is description of struggle between man and man. Cinderella wants to go to party but her step mother and her sister do not permit her. She eagerly to have the opportunity to meet the prince but her step mother and her sister try to block this opportunity and take it from them. It is a perfect if social conflict.

Internal or psychological conflict is a conflict which happens inside the participants. A man struggles against himself, his conscience, and his

guilty. He wants to steal money in the other hand he known that stealing is not good. The fight of stealing money against having good deed is a psychological conflict.

5. Concept of Main Idea, Supporting Details, and Conclusion

a. Main Idea

Main idea is a central message of this topic. According to Roell (2011:11) that finding the main idea of paragraph along with making and inference or understanding vocabulary words in context is one of the reading skills needed to master before taking the reading comprehension section on any standardized test. Summarize the passage and look for repetition of ideas were two ways to found the main idea. So the main idea may be stated at the beginning, in the middle or at the end of the paragraph.

b. Supporting Details

We have said that a topic is a word or phrase that describes the subject or general category of group of specific idea. Frequently, the topic is stated as the title of passage. The main idea in contrast, is a complete sentence that state the topic adds the writer position or focus on the topic. According to Pearson Education, Inc. (2010:127) supporting details are specifies that develop the topic and main idea.

c. Taking Note/Conclusion

Oshima and Hogue in Amrahmah (2004) state that conclusion is sentence signal the end of the paragraph and leaves the reader with important point.

C. Conceptual Framework

The conceptual framework of the research would be illustrated follow**:**
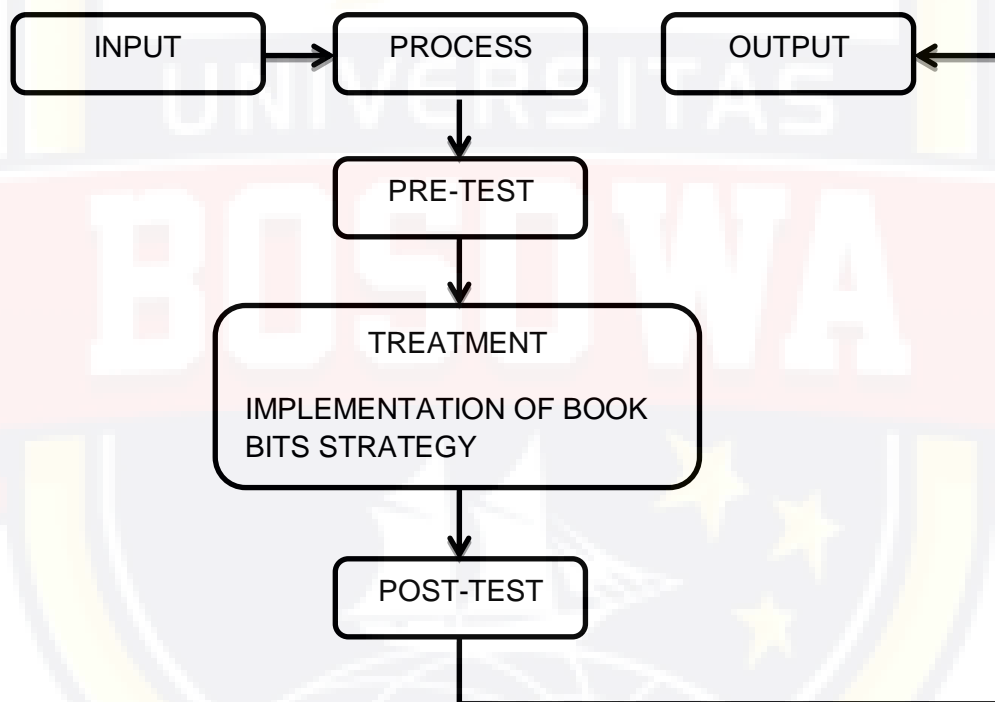
Figure 2.1 Conceptual Framework

In the conceptual framework above, the researcher applied Book Bits Strategy to improve the students reading comprehension. Kinds of researcher applied pre experimental research and consist of input, process, and output. Input refers to reading materials. Process refers to

classroom interaction where the researcher implementation about the instruction of Book Bits Strategy. Output to refer to the improvement of the students' reading comprehension.

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D. Hypothesis

The hypothesis of this research would be formulated as follows:

(H_0): The use of Book Bits Strategy did not improve the students' reading comprehension.

(H_1): The use of Book Bits Strategy can improve the students' reading comprehension.

CHAPTER III

RESEARCH METHOD

This chapter deal with research design, the location and time of the research, variable and indicators, population and sample, instrument of the research, procedure of collecting data, and technique of data analysis.

A. Research Design

This design employed the pre experimental method with one group pre-test and post-test design. This design involved one group as pre-test (0_1), exposed to treatment (x), and post-test (0_2)

Figure 3.1 Research Design

0_1	X_1	0_2
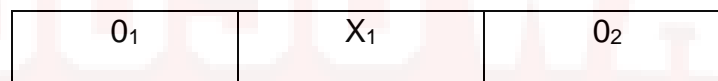
Where : 0_1 : Pre-test X_1 : Treatment 0_2 : Post-test

(Gay.et, al, 2006)

B. The Location and Time of the Research

The location of the research was conducted at the second year of SMP Negeri 8 Makassar at Jln. Batua Raya 1, Kelurahan Batua, Kecamatan Manggala, Makassar. The research were held on August 23rd - 24th 2017.

C. Variables and Operational Definition

1. Variables

The research had two variables as follows:

a. Independent Variable

The independent variable was implementation of using Book Bits Strategy. It is the method used by the researcher when teaching the material.

b. Dependent Variable

The dependent variable was the students' reading comprehension.

2. Operational Definition

a. Reading

Reading is the one most important skill that needs to be mastered by every students of foreign language learner.

b. Book Bits

Book Bits Strategy is combining individual learning and cooperative learning.

D. Population and Sample

1. Population

The population of the research was the second year students of SMP Negeri 8 Makassar 2017/2018 academic year. There are nine classes, consists 35 students of each class, so the total amounts of students was 315 students.

2. Sample

The sample of this class was chosen class VIII-1 of SMP Negeri 8 Makassar which consists of 35 students the sample was chosen by using total sampling technique.

E. Instrument of the Research

The instrument of this research was used by researcher is reading test. The reading test was employing in pre-test and post-test. The second year students of SMP Negeri 8 Makassar tested by multiple choice. The pre-test was given to find out the students ability in reading. The post test was given to find out the students improvement in reading comprehension after giving treatment. Pre-test and post-test were within the same question. The activity in the treatment session was reading text; type of the text that read by the student was narrative text. Using narrative text was helped students to find out information details, characters, setting, problem and resolution. Narrative text is available in syllabus of second grade junior high school as the researcher aims to conduct the research. The researcher was used 20 questions in the pre-test and post-test, and type of the question was multiple choice.

F. Procedure of Collecting Data

1. Pre test

The result of pre-test was compared with the result of post-test after doing the treatment. This research was haven a day. The writer was distributed 20 questions and the source of the test was narrative text.

2. Treatment

a. The writer was prepared several short quotations or sentences from the text. The topic of the text was difference for each meeting.

b. The writer was given a different quotation or "Book Bits" strategy to each student of reading silently.

c. After reading, the writer was asking each student to write a brief prediction of the text.

d. The writer was asked the students to find partners, and read their book bits to one another.

e. After reading, the students circulated again to find new partners with whom to share their book bits. The students wrote a final prediction.

f. Finally, the writer engaged the class in a discussion by asking the students to share their predictions and how their predictions changed during the activity. As they listen to one another's predictions, some students could volunteer to read their book bits aloud in order to support or raise question about a prediction.

3. Post-test

After doing the treatment, the student was given post-test through reading test in form of text essay to assess the students' comprehension. In result had compared with the result of pre-test to find out students' improvement and their progress. The test was conducted with the some activities in pre-test.

G. Technique of Data Analysis

To analyse the data, the researcher had employed the formula as follows:

1. Scoring the students' correct answer of pre-test and post-test by using this formula :

Score= student's correct an

$$Score = \frac{student's\ correct\ answer}{total\ numbers\ of\ items\ scoring} x\ 100$$

(Depdikbud in Krismayani, 2015:37)

2. Classifying the score of the students

No	Score	Criteria
1	90-100	Excellent
2	80-89	Very Good
3	70-79	Good
4	60-69	Fairly Good
5	50-59	Fairly
6	40-49	Poor
7	<40	Very Poor

Depdiknas in Wiwin (2014:23)

3. Calculating data the mean score of the students' answer by using the formula :

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

Where:

$\bar{X}$ = Mean

$\sum x$ = the sum of all score

N = the number of students

(Gay, 2006:320)

4. To know the improvement of the students score:

$$P = \frac{X^2 - X^1}{X^1} \times 100\%$$

Where:

X1   : Mean score of pre-test

X2   : Mean score of post-test

P   : Improvement

(Gay, 2006)

5. Computing the frequency and the rate percentage of the students' score by using the following formula:

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

Where:

P   : Percentage

F   : Frequency

N   : Total Number of Students

(Gay, 2006)

6. Finding out the significant difference between pre-test and post-test by using standard deviation formula :

$$SD = \sqrt{\frac{\sum X1^2 - (\sum X1)^2}{N}}{N(N-1)}$$

Where:

SD = Standard Deviation

$\sum X$ = Total row of score/the sum of all score

N = Number of students

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

(Gay, 2006:321)

7. Finding the significant difference between the pre-test and post-test by calculating the value of the t-test. The following formula as employed :

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

Where:

t = test of significance

D = the mean score

$\sum D$ = the sum of total score of difference

$\sum D^2$ = the square of the sum score of difference

N = the total number of the students

(Gay, 2006: 355)

After calculating the result of t-test value, the writer was using t-table to compare, there was significant difference or not. To show us interval of the significance on the sample as follows:

If t-test> t-table .... there was significant different

T-test< t-table .... there was not significant different

For the hypothesis testing, the t-test value was compared with t-table value at the level of significance 0.05 with the degree of freedom df=N-1.

The criteria for the hypothesis had as follow:

Hypothesis		
Comparison	H0	H1
t-test<t-table	Accepted	Rejected
t-test<t-table	Rejected	Accepted

The table above meant (1) the t-test value was smaller than t- table value, the null hypothesis was accepted, while the alternative hypothesis was rejected, and (2) the t-test value was equalled to greater than t-table value, the null hypothesis was rejected while the alternative was accepted.

CHAPTER IV

FINDING AND DISCUSSION

This chapter consist of finding and discussion. The findings of the data collected through the reading test and the discussion reveals the interpretation of findings.

A. Findings

In this section, the research described the result of data analysis based in the pre-test and post-test. The result of data analysis can see in the following table.

Table 4.1 The Students' Score and Classification in Pre-test

No	Initial Name	Pre-test	Classification
1	APTKS	60	Fairly Good
2	AR	65	Fairly Good
3	AD	60	Fairly Good
4	AB	65	Fairly Good
5	AJDR	60	Fairly Good
6	AMA	60	Fairly Good
7	AS	50	Fairly
8	ATA	65	Fairly Good
9	AA	55	Fairly
10	CRR	65	Fairly Good
11	DA	65	Fairly Good
12	DDK	65	Fairly Good
13	DAAK	60	Fairly Good
14	DL	50	Fairly
15	FOR	70	Good
16	FU	70	Good
17	HAS	60	Fairly Good
18	HS	55	Fairly

19	JA	60	Fairly Good
20	MFH	65	Fairly Good
21	MIEP	65	Fairly Good
22	MNF	60	Fairly Good
23	MTZ	50	Fairly
24	NPR	60	Fairly Good
25	NRD	50	Fairly
26	NAR	65	Fairly Good
27	S	60	Fairly Good
28	SNAIS	65	Fairly Good
29	SFIP	55	Fairly
30	SA	65	Fairly Good
31	TDJ	60	Fairly Good
32	UADF	45	Poor
33	ZFL	65	Fairly Good
34	AS	50	Fairly
35	AMAR	60	Fairly Good
Total		**2.100**	
Mean Score		**60**	**Fairly Good**

Source: SMP Negeri 8 Makassar

Based on table 4.1 above in pre-test there are 2 students classified as good, 24 students are classified as fairly good, 8 students are classified as fairly, and 1 student is classified as poor. The table above shows that the classification of the students based on the pre-test of experiment class is 2.100 and their mean score is 60. It shows that students' reading comprehension is low before applying Book Bits strategy.

Table 4.2 The Rate Percentage of Students' in Pre-Test

No	Classification	Pre-test	
		Frequency	**Percent**
1	Excellent	–	–
2	Very Good	–	–
3	Good	2	5,71 %

4	Fairly Good	24	68,57 %
5	Fairly	8	22,86 %
6	Poor	1	2,85 %
7	Very Poor	–	–
Total		**35**	**100 %**

Source: SMP Negeri 8 Makassar

Based on table 4.2 above, before the students is treated by Book Bits strategy, there are 2 students classified as good (5%), 24 students classified as fairly good (68,57%), 8 students classified as fairly (22,86%), and 1 student is classified as poor (2,85%). The writer make conclusion based on the table above most of the students at SMP Negeri 8 Makassar is still fair in comprehending reading comprehension test.

Table 4.3 The Students' Score and Classification in Post-Test

No	Initial Name	Post-test	Classification
1	APTKS	85	Very Good
2	AR	85	Very Good
3	AD	80	Very Good
4	AB	90	Excellent
5	AJDR	80	Very Good
6	AMA	80	Very Good
7	AS	75	Good
8	ATA	85	Very Good
9	AA	85	Very Good
10	CRR	75	Good
11	DA	85	Very Good
12	DDK	85	Very Good
13	DAAK	85	Very Good
14	DL	75	Good
15	FOR	95	Excellent
16	FU	90	Excellent
17	HAS	75	Good
18	HS	75	Good

19	JA	70	Good
20	MFH	80	Very Good
21	MIEP	85	Very Good
22	MNF	80	Very Good
23	MTZ	70	Good
24	NPR	75	Good
25	NRD	70	Good
26	NAR	80	Very Good
27	S	80	Very Good
28	SNAIS	75	Good
29	SFIP	75	Good
30	SA	85	Very Good
31	TDJ	75	Good
32	UADF	70	Good
33	ZFL	80	Very Good
34	AS	75	Good
35	AMAR	90	Excellent
Total		**2.800**	
Mean Score		**80**	**Very Good**

Source: SMP Negeri 8 Makassar

Based on table 4.3 above in post-test, there are 4 students classified as excellent, 17 students classified as very good, and 14 students classified as good. The table 4.3 above show that the classification of the students based on the post-test of experiment class is 2800 and their mean score is 80. It shows that students' reading comprehension after applying Book Bits Strategy, and it is effective to increase students' reading comprehension at SMP Negeri 8 Makassar.

Table 4.4 The Rate Percentage of Students' in Post-test

No	Classification	Pre-test	
		Frequency	Percent
1	Excellent	4	11,42%
2	Very Good	17	48,57%

3	Good	14	40 %
4	Fairly Good	–	–
5	Fair	–	–
6	Poor	–	–
7	Very Poor	–	–
Total		**35**	**100 %**

Source: SMP Negeri 8 Makassar

Based on table 4.4 above, after apply Book Bits strategy, there are 4 students classified as excellent (11,42%), 17 students classified as very good (48,57%), 14 students classified as good (40%), and none of the students classified as fairly good, fair, poor and very poor. The writer make conclusion that this strategy is effective to improve students' reading comprehension at SMP Negeri 8 Makasar.

Students' rate percentage in post-test is higher than pre-test. It is proved that after applying Book Bits Strategy in reading comprehension the students' percentage is improve. It means that by applied the Book Bits strategy in teaching and learning reading comprehension is effective.

Table 4.5 The Students' Mean Score in Pre-Test and Post-Test

Pre – test (X1)	Post – test (X2)	Improvement
60	80	33,333

Based on table 4.5 above, it indicates that the students' improvement of the eighth grade students who was taught by using Book Bits Strategy succeed because result of the mean score of the students'

pre-test 60 and post-test 80 is increasing. The students' improvement of reading comprehension is 33,333%.

Table 4.6 The Mean Score and Standard Deviation of Pre-Test and Post-Test

Test	Mean Score	Standard Deviation
Pre-test	60	6.183
Post-test	80	6.530

Table 4.7 The t-test Value in Students' Reading Comprehension Before and After Treatment.

t – test	t – table	Comprehension	Different
23.46	2.030	t-test > t-table	Significant

The result of t-table value in reading test indicated that the t-test value of reading is greater than t-table value (23.46 > 2.024). This finding use to determine the hypothesis that occur in this research as it stated that null hypothesis (Ho) is rejected when the value t-test is greater than the value of t-test, and alternative hypothesis (H1) is accept. It means that, in this research, automatically the alternative hypothesis (H1) is accepted and the null hypothesis (Ho) is rejected.

Overall the writer concluded that the use of Book Bits strategy to increase students' reading comprehension of the eighth grade students of

SMP Negeri 8 Makassar is effective to improve the students' reading comprehension.

B. Discussion

This section, the research presents the discussion on data analysis on the research have been presented the previous sub chapter. The use of Book Bits Strategy to improve students' reading comprehension.

Before giving treatment, the students' achievement in reading comprehension is categorized fair, which was proven by rate percentage of the total score in pre-test. The students' rate percentage of the total score in post-test. The mean score after applied this strategy were different. Before giving treatment, the students were treated by Book Bits strategy, there are 2 students classified as good (5,71%), 24 students classified as fairly good (68,57%), 8 students classified as fair (22,86%), and 1 student classified as poor (20%). The writer make conclusion based on the table above most of the students at SMP Negeri 8 Makassar as still fair in comprehend reading comprehension test.

After giving treatment, there are 4 students classified as excellent (11,42%), 17 students classified as very good (48,57%), 14 students classified as good (40%), and none of the students classified as fairly good, fair, poor, and very poor. The writer make conclusion that this

strategy is effective to improve students' reading comprehension at SMP Negeri 8 Makassar.

In addition Sitti Fatimah (2013) stated that using Book Bits Strategy can improve reading comprehension. She argued that Book Bits Strategy could improve the students reading comprehension both of in literal comprehension and interpretative comprehension. The writer states that using Book Bits Strategy improved students in reading comprehension. It indicated the percentage of students got excellent were 11,42%.

The result of t-table value in reading test indicated that the t-test value of reading is greater than t-table value (23.46 > 2.024). This finding use to determine the hypothesis that occur in this research as it stated that null hypothesis (Ho) is reject when the value t-test is greater than the value of t-test, and alternative hypothesis (H1) is accept. It means that, in this research, automatically the alternative hypothesis (H1) is accept and the null hypothesis (Ho) is reject.

The writer believe that teaching reading through Book Bits strategy is really helpful to improve students' reading comprehension. It is supported by the frequency and the rate percentage of the result of the students' score in pre-test and post-test. The students score after presenting teaching reading through Book Bits strategy is better that before the treatment was given to the students.

Finally based on the result above the writer concluded that the use of Book Bits strategy to improve students' reading comprehension at the second year students of SMP Negeri 8 Makassar is effective to improve students' reading comprehension.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter deals with the conclusion and suggestion.

A. Conclusion

Based on the findings and discussion of the research, it can be concluded that using Book Bits strategy as a technique in teaching and learning English reading can improve students' reading comprehension at SMP Negeri 8 Makassar. It is proved by t-test value of reading are greater than t-table value (23.46 > 2.030). The writer find that there is a significant different result of students is 2.030 (t-test) and the level of significance. The value of t-table is 2.030 while the value of t-test is 23.46. It means that (Ho) is rejected and alternative hypothesis (H1) is accepted. In other word, Book Bits Strategy can improve the students' reading comprehension.

B. Suggestion

Based on the conclusion presented above, the writer tries to give some suggestion for the English teacher, students, the future researcher and anyone who reads this skripsi as follows:

1. It is suggestion to English teacher to use Book Bits Strategy before presenting reading materials as one of the alternative technique in teaching reading comprehension.

2. It is suggestion to school to carry out professional development such as to increase the teachers' knowledge of the teaching methods, because it is very important in teaching learning process.

3. Since there are many good strategies on understanding reading materials, thus he teacher would be better to use Book Bits strategy in teaching reading materials.

4. It is suggestion to school to support as effectiveness learning in the school for example equipped it the good facilities, such as English laboratory.

5. In presenting reading materials, a teacher should be as a facilitators and motivator to the students in solving their problem in learning English especially in reading comprehension problems high make them easier to understand the reading test that they have read.

6. The next researcher are expected to make a further research concerning with this topic.

7. The students should be aware of the importance of all steps in learning English reading to be learned.

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APPENDICES

Appendix : 1 Lesson Plan

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah	: SMP NEGERI 8 Makassar
Mata Pelajaran	: Bahasa Inggris
Kelas / Semester	: VIII (Delapan) / II (Genap)
Standar Kompetensi	: 1.1 Memahami makna dalam esai pendek sederhana berbentuk narrative text untuk berinteraksi dengan lingkungan sekitar.
Kompetensi Dasar	: 11.1 Membaca nyaring bermakna teks fungsional dan esai pendek sederhana berbentuk narrative *text* dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar
Jenis teks	: BacaanTeks Fable
Aspek/Skill	: Membaca
Alokasi Waktu	: 4 x 40 menit (2x pertemuan)

1. **Tujuan Pembelajaran**

   Pertemuan Pertama

   a. Peserta didik mampu bersemangat dalam melaksanakan setiap kegiatan pada pembelajaran Bahasa Inggris.

   b. Peserta didik berusaha memahami dan menganalisis isi pesan fable pendek dan sederhana.

   c. Peserta didik mampu mengidentifikasi struktur dan fungsi sosial teks fable.

   d. Peserta didik mampu menjawab pertanyaan berdasarkan isi teks bacaan.

   Pertemuan kedua

   a. Peserta didik bersemangat dalam melaksanakan setiap kegiatan pada pembelajaran Bahasa inggris.

b. Kesungguhan Peserta didik, tanggung jawab dan kepercayaan diri dalam proses pembelajaran.

c. Peserta didik mampu menentukan struktur text (specific information) teks bacaan fable.

d. Peserta didik mampu menjawab pertanyaan berdasarkan isi text cerita fable.

2. **Materi Pembelajaran**

a. Fungsi social dari Teks Fable.

Memperoleh hiburan, menghibur dan mengajarkan nilai-nilai luhur melaluic erita dengan tokoh binatang.

b. Struktur Text fable (Specific Information).

(Gagasan Utama dan informasi rinci)

a. Memperkenalkan tokoh, tempat, waktu terjadinya cerita (orientasi).

b. Memberikan penilaian (evaluasi) tentang situasi dan kondisi terjadinya cerita.

c. Memaparkan krisis yang terjadi terhadap tokoh utama (komplikasi).

d. Memaparkan akhir cerita, dimana krisis berakhir (resolusi) dengan bahagia atau sedih.

e. Memberikan alasan atau komentar umum (reorientasi), opsional

3. **Metode Pembelajaran**

Book Bits Strategy

4. **Langkah-langkah Pembelajaran**

Pertemuan Pertama

a. **Pendahuluan (10 menit)**

1. Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran dengan member salam, mengajak peserta didik untuk merapikan kelas dan penampilan mereka, mengajak peserta didik untuk mengawali kegiatan dengan berdoa dan memeriksa kehadiran peserta didik.

2. Guru menyampaikan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai.

3. Guru menyampaikan cakupan materi dan uraian kegiatan sesuai RPP.

b. Inti (60 menit)

1. Mengamati

   a. Peserta didik menyalin dengan tulisan tangan yang rapi beberapa fable, pendek dan sederhana dengan menggunakan ejaan dan tanda baca dengan benar.

   b. Peserta didik membaca dan mendengarkan fable tersebut untuk memahami isi pesannya.

   c. Dengan bimbingan guru, peserta didik mengidentifikasi fungsisosial text fable.

2. Menanya

   a. Dengan bimbingan dan arahan guru peserta didik menanyakan dan mempertanyakan tentang fungsi sosial teks fable.

3. Mengumpulkan Informasi

   a. Membaca rujukan dari berbagi sumber, termasuk buku teks, untuk mengetahui fungsi sosial dari teks fable.

   b. Membaca fable dengan mengidentifikasi fungsi sosial teks fable.

4. Menalar atau mengasosiasi

   a. Memperoleh balikan (Feedback) dari guru dan teman tentang hasil dari analisis mereka tentang fungsi sosial teks fable yang mereka baca.

5. Mengomunikasikan

   a. Menyampaikan beberapa fable pendekdan sederhana yang telah dibacanya kepada teman-temannya dengan membacakan isi fable tersebut.

   b. Berupaya membaca secara lancar dengan ucapan, tekanan kata, dan intonasi yang benar.

c. Penutup (10 menit)

1. Guru dan peserta didik secara bersama-sama membuat ringkasan bahan yang sudah dipelajari dalam pertemuan ini.

2. Guru mengajukan pertanyaan kepada peserta didik untuk membantu mereka melakukan refleksi terhadap kegiatan belajar yang telah mereka lakukan.

3. Guru menjelaskan rencana kegiatan pembelajaran yang akan datang.

Pertemuan Kedua

a. Pendahuluan (10 menit)

1. Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran dengan memberi salam, mengajak peserta didik untuk merapikan kelas dan penampilan mereka, mengajak peserta didik untuk mengawali kegiatan dengan berdoa dan memeriksa kehadiran peserta didik.

2. Untuk memotivasi belaja rpeserta didik guru memperlihatkan sebuah gambar cerita fable "Mouse Deer" yang telah di sediakan sebelumnya dan bertanya jawab tentang gambar tersebut.

3. Guru mengajukan pertanyaan tentan gmateri yang dipelajari sebelumnya.

4. Guru menjelaskan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai.

5. Guru menyampaikan cakupan materi dan uraian kegiatan sesuai RPP.

b. Inti (60 menit)

Dalam kegiatan inti guru menerapkan Book Bits Strategy pada kegiatan pembelajaran dengan langkah-langkah sebagai berikut :

1. Guru menyiapakan beberapa kutipan singkat atau kalimat dari teks. Narrative text yang berbeda untuk setiap pertemuan

2. Guru memberikan narrative text yang berbeda atau "Book Bits" strategi untuk masing-masing siswa dengan membaca pelan.

3. Setelah membaca guru meminta prediksi singkat dalam teks.

4. Guru meminta siswa untuk menemukan pasangan, dan membaca narrtive text atau Book Bits mereka satu persatu.

5. setelah membaca, siswa mencari kembali pasangan baru dengan siapa untuk berbagi narrative text atau book bits mereka. Kemudian masing-masing siswa menulis prediksi singkat dalam teks.

6. Guru terlibat dalam diskusi kelas dengan meminta sisw untuk berbagi prediksi mereka dan bagaimana prediksi mereka berubah selama

kegiatan berlangsung. Ketika mereka mendengarkan satu prediksi orang lain, beberapa siswa bisa sukarelawan untuk membaca narrative text mereka dengan nyaring untuk mendukung atau meningkatkan pertanyaan tentang prediksi.

c. **Penutup (10 menit)**

1. Guru dan peserta didik secara bersama-sama membuat ringkasan bahan yang sudah dipelajari dalam pertemuan ini.

2. Guru mengajukan pertanyaan kepada peserta didik untuk membantu mereka melakukan refleksi terhadap kegiatan belajar yang telah mereka lakukan.

3. Guru menjelaskan rencana kegiatan pembelajaran yang akan datang.

5. **Sumber Belajar**

a. Media

Bacaan Text Fable

b. Alat / Bahan

Kertas dan Spidol

c. Sumber Belajar

Blog (Internet) Kumpulan Teks Cerita Fable

Kamus dan sumber-sumber yang relevan

6. **Penilaian**

a. Setiap jawaban yang benar skor 3

b. Skor maksimal 4 x 3 = 12

c. Nilai maksimal : 100

d. Nilai siswa : $\underline{\text{Skor perolehan} \times 100}$

   Skor maksimal

e. Rubrik penilaian

NO	KRITERIA	TINGKAT KUALITAS			
		3	2	1	0

	Isi dan Tata Bahasa	Isi benar, tata bahasa benar	Isi benar, tata bahasa kurang tepat	Isi dan tata bahasa kurang tepat	Tidak menjawab

Makassar, Agustus 2017

Mengetahui

Guru Bahasa Inggris   **Mahasiswa**

Hj. Darmawati, S.Pd., M.Pd.   **Fanny Marcella**

NIP: 19640327 198803 2 007   **NIM: 4513101008**

Appendix 2. Instrument of the Research

Judul : THE USE OF BOOK BITS STRATEGY TO IMPROVE   STUDENTS'
            READING   COMPREHENSION   AT   THE   SECOND   YEAR
            STUDENTS OF SMP NEGERI 8 MAKASSAR.

Keterangan :

1. Tujuan penelitian adalah sebagai bahan untuk menyusun skripsi pada
    Program Strata Satu (S1) Jurusan Pendidikan Bahasa Inggris Fakultas
    Keguruan dan Ilmu Pendidikan Universitas Bosowa Makassar

2. Peneliti mengharapkan kiranya para siswa menjawab soal ini dengan
    jujur.

3. Atas partisipasinya dan bantuan para siswa di ucapkan terimakasih.

Nama : ....

Nis   : ....

Kelas : ....

Petunjuk Pengisian

1. Bacalah soal ini dengan seksama dan menjawabnya

2. Jawablah dengan jawaban yang benar.

Pre-test and Post-test

Name   :

Class   :

THE LION AND THE MOSQUITO

A lion grumbled and growled at a mosquito that kept flying around his head as he tried to nap. "Go away before i crush you under my paw," he roared.

I'm not afraid of you", teased the mosquito. You may be called the king of the beasts, but I'm more powerful than you are. I can prove it, too. Let's fight and see who wins." The lion agreed.

The mosquito quickly swooped down at the lion and bit him again on his nose and ears. While trying to crush the mosquito, the lion clawed himself with his sharp nails, drawing blood. "Enough," he finally cried. "Enough ! you win !"

Unharmed, the mosquito buzzed away. He boasted of his victory over the lion to anyone who would listen. He was so busy boasting that he flew straight into a spider's web strung between the trees.

As a tiny spider hurried towards him, the mosquito struggles helplessly in the strong threads of the web.

"I fought and won against the greatest of beasts," he thought sadly, "but this title animal can catch me easily!"

(Source: Adapted From Practise Your English Competence for SMP/MTS Class VIII)

Choose the correct answer !

1. What did the mosquito do to the lion ?
   a. He bit the lion several time
   b. He listened to the lion
   c. He made the lion cry
   d. He crushed the lion

2. The main idea of the last paragraph is...
   a. The lion won the fight
   b. The mosquito regretted his manner
   c. The mosquito was afraid of the spider
   d. The lion was sad to see the mosquito dead

3. From the text above, we know that...
   a. The lion won the fight over the mosquito
   b. The lion succeeded to crush the mosquito
   c. The mosquito was proud of his victory
   d. The mosquito bit the spider

4. What can we learn from the story ?
   a. Never touch a spider's web
   b. Never fight over a small animal
   c. Never judge your enemy's strength by his size
   d. Never let your enemy knows that you are afraid

5. He <u>boasted</u> of his victory ..." (paragraph 4) the underlined word has similar meaning to...

a. Talk with too much pride about something

b. Talk sadly over something happened

c. Talk happily about something

d. Talk about something loudly.

6. How many characters are there ?

a. Five characters

b. Two characters

c. Three characters

d. Four characters

7. What is the conclusion of the text above ?

a. Don't be an arrogant person

b. Don't be a kind person

c. Don't be a good person

d. Don't be a naughty person

8. What is the main idea of paragraph 3 ?

a. The mosquito lose

b. The lion admitted he was lose

c. The mosquito admitted he was win

d. The lion won

9. Why the lion agreed fight to the mosquito ?

a. Because lion believe he will win

b. Because lion is king of the beasts

c. Because mosquito said that he was not afraid with lion

d. Because mosquito can prove it

10. What happened after the mosquito bit the lion ?

a. He clawed himself with his sharp nails, drawing blood.

b. He clawed his self with his sharp nails, drawing blood

c. He wipes himself by his tail

d. He wiped himself with his tail

THE ANT AND THE DOVE

One hot day, an ant was searching for some water. After walking around for some time, she came to spring.

To each spring, she had to climb up a blade of grass. While making her way up, she slipped and fell into the water.

The ant was in big trouble because she could not swim. Luckily, there was a dove nearby. Seeing that the ant was in trouble, the dove quickly plucked a leaf and dropped it into the water near the struggling ant. The ant moved towards the leaf and climbed up there. Soon, it carried her safely to a dry ground.

Just as that time, a hunter nearby was throwing out his net towards the dove, hoping to trap it. The ant knew what he was about to do. She quickly bit him on the heel. Feeling the pain, the hunter dropped his net. The dove quickly flew away to save her life.

(Source: Adapted From Practise Your English Competence for SMP/MTS Class VIII)

Choose the correct answer !

11. What did the dove do to save the ant ?
    a. It was in nearby tree
    b. It saw the ant struggling
    c. It dropped a leaf near the ant
    d. It carried the ant to the dry ground
12. What did the hunter do to the dove ?
    a. He was biting it
    b. He was trying to trap it
    c. He was trying to shoot it
    d. He was throwing a stone at it
13. At the end of the story,...
    a. The dove bit of the hunter on the heel
    b. Both animals were finally safe
    c. The hunter killed the dove
    d. He ant bit he dove

14. What is the purpose of the text ?

    a. To inform the reader about an ant

    b. To describe the job of a hunter

    c. To entertain the reader

    d. To describe a dove

15. What can we learn from the story ?

    a. We should help each other

    b. Don't be greedy, or you may lose

    c. When there is a will there is a way

    d. It is wise to plan ahead for hard time.

16. "..., she came to a spring." (paragraph 1) the underlined word means.....

    a. Water in pail

    b. River in the middle of the city

    c. Flood in the middle of the jungle

    d. Water emerging from underground

17. How many characters are there ?

    a. Two characters

    b. Three characters

    c. Four characters

    d. Five characters

18. What is the main idea of paragraph 3 ?

    a. The ant was in big trouble because she could not swim

    b. The ant was save by the dove

    c. The dove is a hero

    d. The dove save the ant by plucked a leaf

19. Who is the antagonist charter in this story ?

    a. A dove

    b. An ant and a hunter

    c. A dove and an ant

    d. A hunter

20. Why the dove can escaped from the hunter ?

    a. Because the dove quickly flew

    b. Because the ant bit him on the heel

    c. Because the hunter does not see the dove

d. Because the dove bit the hunter.

Appendix 3. The Result of Pre-Test

Judul : THE USE OF BOOK BITS STRATEGY TO IMPROVE STUDENTS' READING COMPREHENSION AT THE SECOND YEAR STUDENTS OF SMP NEGERI 8 MAKASSAR.

Keterangan :

1. Tujuan penelitian adalah sebagai bahan untuk menyusun skripsi pada Program Strata Satu (S1) Jurusan Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Bosowa Makassar.

2. Peneliti mengharapkan kiranya para siswa menjawab soal ini dengan jujur.

3. Atas partisipasinya dan bantuan para siswa di ucapkan terimakasih.

Nama : ....

Nis : ....

Kelas : ....

Petunjuk Pengisian

3. Bacalah soal ini dengan seksama dan menjawabnya

4. Jawablah dengan jawaban yang benar.

Appendix 4. The Result of Post-Test

Judul : THE USE OF BOOK BITS STRATEGY TO IMPROVE STUDENTS'
READING COMPREHENSION AT THE SECOND YEAR
STUDENTS OF SMP NEGERI 8 MAKASSAR.

Keterangan :

4. Tujuan penelitian adalah sebagai bahan untuk menyusun skripsi pada
Program Strata Satu (S1) Jurusan Pendidikan Bahasa Inggris Fakultas
Keguruan dan Ilmu Pendidikan Universitas Bosowa Makassar.

5. Peneliti mengharapkan kiranya para siswa menjawab soal ini dengan
jujur.

6. Atas partisipasinya dan bantuan para siswa di ucapkan terimakasih.

Nama : ....

Nis : ....

Kelas : ....

Petunjuk Pengisian

5. Bacalah soal ini dengan seksama dan menjawabnya

6. Jawablah dengan jawaban yang benar.

Appendix 5.The Students' Score and Classification in Pre-test

No	Initial Name	Pre-test	Classification
1	APTKS	60	Fairly Good
2	AR	65	Fairly Good
3	AD	60	Fairly Good
4	AB	65	Fairly Good
5	AJDR	60	Fairly Good
6	AMA	60	Fairly Good
7	AS	50	Fairly
8	ATA	65	Fairly Good
9	AA	55	Fairly
10	CRR	65	Fairly Good
11	DA	65	Fairly Good
12	DDK	65	Fairly Good
13	DAAK	60	Fairly Good
14	DL	50	Fairly
15	FOR	70	Good
16	FU	70	Good
17	HAS	60	Fairly Good
18	HS	55	Fairly
19	JA	60	Fairly Good
20	MFH	65	Fairly Good
21	MIEP	65	Fairly Good
22	MNF	60	Fairly Good
23	MTZ	50	Fairly
24	NPR	60	Fairly Good
25	NRD	50	Fairly
26	NAR	65	Fairly Good
27	S	60	Fairly Good
28	SNAIS	65	Fairly Good
29	SFIP	55	Fairly
30	SA	65	Fairly Good
31	TDJ	60	Fairly Good
32	UADF	45	Poor
33	ZFL	65	Fairly Good
34	AS	50	Fairly
35	AMAR	60	Fairly Good
Total		**2.100**	
Mean Score		**60**	**Fairly Good**

(Source: SMP Negeri 8 Makassar)

Appendix 6. The Students' Score and Classification in Post-Test

No	Initial Name	Post-test	Classification
1	APTKS	85	Very Good
2	AR	85	Very Good
3	AD	80	Very Good
4	AB	90	Excellent
5	AJDR	80	Very Good
6	AMA	80	Very Good
7	AS	75	Good
8	ATA	85	Very Good
9	AA	85	Very Good
10	CRR	75	Good
11	DA	85	Very Good
12	DDK	85	Very Good
13	DAAK	85	Very Good
14	DL	75	Good
15	FOR	95	Excellent
16	FU	90	Excellent
17	HAS	75	Good
18	HS	75	Good
19	JA	70	Good
20	MFH	80	Very Good
21	MIEP	85	Very Good
22	MNF	80	Very Good
23	MTZ	70	Good
24	NPR	75	Good
25	NRD	70	Good
26	NAR	80	Very Good
27	S	80	Very Good
28	SNAIS	75	Good
29	SFIP	75	Good
30	SA	85	Very Good
31	TDJ	75	Good
32	UADF	70	Good
33	ZFL	80	Very Good
34	AS	75	Good
35	AMAR	90	Excellent
Total		2.800	
Mean Score		80	Very Good

(Source : SMP Negeri 8 Makassar)

Appendix 7. The Rate Percentage of Students' in Pre-Test

No	Classification	Pre-test	
		Frequency	**Percent**
1	Excellent	–	–
2	Very Good	–	–
3	Good	2	5,71 %
4	Fairly Good	24	68,57 %
5	Fairly	8	22,86 %
6	Poor	1	2,85 %
7	Very Poor	–	–
	Total	**35**	**100 %**

Appendix 8. The Rate Percentage of Students' in Post-test

No	Classification	Pre-test	
		Frequency	Percent
1	Excellent	4	11,42%
2	Very Good	17	48,57%
3	Good	14	40 %
4	Fairly Good	–	–
5	Fair	–	–
6	Poor	–	–
7	Very Poor	–	–
	Total	**35**	**100 %**

Appendix 9. The Students' Mean Score Improvement in Pre-Test and Post-Test

$$P = \frac{X^2 - X^1}{X^1} \times 100\%$$

$$\% = \frac{x2 - x1}{x1} \times 100$$

$$\% = \frac{80 - 60}{60} \times 100$$

$$\% = \frac{20}{60} \times 100$$

$$\% = 0{,}33333 \times 100$$

$$\% = 33{,}333$$

Appendix 10. The Mean Score And Standard Deviation Of Pre-Test and Post-Test

1. Pre-test

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

$$\bar{X} = \frac{2100}{35}$$

$$\bar{X} = 60$$

2. Post-test

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

$$\bar{X} = \frac{2800}{35}$$

$$\bar{X} = 80$$

3. Standard Deviation (SD) Pre-test

$$SD = \sqrt{\frac{\sum X1^2 - \frac{(\sum X1)^2}{N}}{N - 1}}$$

$$= \sqrt{\frac{127.300 - \frac{(2100)^2}{35}}{35 - 1}}$$

$$= \sqrt{\frac{127.300 - \frac{4.410.00}{35}}{34}}$$

$$= \sqrt{\frac{127.300 - 126.000}{34}}$$

$$= \sqrt{\frac{1300}{34}}$$

$$= \sqrt{38,23529}$$

= **6,183**

4. Standard Deviation (SD) Post-test

$$SD = \sqrt{\frac{\sum X2^2 - \frac{(\sum X2)^2}{N}}{N-1}}$$

$$= \sqrt{\frac{225.450 - \frac{(2800)^2}{35}}{35-1}}$$

$$= \sqrt{\frac{225.450 - \frac{7.840.000}{35}}{34}}$$

$$= \sqrt{\frac{225.450 - 224.000}{34}}$$

$$= \sqrt{\frac{1450}{34}}$$

$$= \sqrt{42,64706}$$

= **6,530**

Appendix 11. Test of Significance (T-Test)

$$\bar{D} = \frac{\sum D}{N} = \frac{690}{35} = 19{,}714$$

$$t = \frac{\bar{D}}{\sqrt{\dfrac{\Sigma D2 - \dfrac{(\Sigma D)^2}{N}}{N\,(N-1)}}}$$

$$= \frac{19{,}714}{\sqrt{\dfrac{14450 - \dfrac{(690)^2}{35}}{35\,(35-1)}}}$$

$$= \frac{19{,}714}{\sqrt{\dfrac{14.450 - \dfrac{476100}{35}}{35\,(34)}}}$$

$$= \frac{19{,}714}{\sqrt{\dfrac{14.450 - 13.602{,}85}{1.190}}}$$

$$= \frac{19{,}714}{\sqrt{\dfrac{847{,}15}{1.190}}}$$

$$= \frac{19{,}714}{\sqrt{0{,}711}}$$

$$= \frac{19{,}714}{0{,}84}$$

$$= 23.46$$

Appendix 12. The Students Pre-test and Post-test, the Gain and the square of the Gain.

No	Initial Name	Pre-test (X_1)	X_1^2	Post-test (X_2^2)	X_2^2	ΣD	ΣD^2
1	APTKS	60	3600	85	7225	25	625
2	AR	65	4225	85	7225	20	400
3	AD	60	3600	80	6400	20	400
4	AB	65	4225	90	8100	25	625
5	AJDR	60	3600	80	6400	20	400
6	AMA	60	3600	80	6400	20	400
7	AS	50	2500	75	5625	25	625
8	ATA	65	4225	85	7225	20	400
9	AA	55	3025	85	7225	30	900
10	CRR	65	4225	75	5625	10	100
11	DA	65	4225	85	7225	20	400
12	DDK	65	4225	85	7225	20	400
13	DAAK	60	3600	85	7225	25	625
14	DL	50	2500	75	5625	25	625
15	FOR	70	4900	95	9025	25	625
16	FU	70	4900	90	8100	20	400
17	HAS	60	3600	75	5625	15	225
18	HS	55	3025	75	5625	20	400
19	JA	60	3600	70	4900	10	100
20	MFH	65	4225	80	6400	15	225
21	MIEP	65	4225	85	7225	20	400
22	MNF	60	3600	80	6400	20	400
23	MTZ	50	2500	70	4900	20	400
24	NPR	60	3600	75	5625	15	225
25	NRD	50	2500	70	4900	20	400
26	NAR	65	4225	80	6400	15	225
27	S	60	3600	80	6400	20	400
28	SNAIS	65	4225	75	5625	10	100
29	SFIP	55	3025	75	5625	20	400
30	SA	65	4225	85	7225	20	400
31	TDJ	60	3600	75	5625	15	225
32	UADF	45	2025	70	4900	25	625
33	ZFL	65	4225	80	6400	15	225
34	AS	50	2500	75	5625	25	625
35	AMAR	60	3600	90	8100	30	900
	Total	2100	127300	2800	225450	690	14450

Mean Score	60	3.637, 142	80	6.441, 428	19,714 3	412,85 7

<div align="right">

(Source : SMP Negeri 8 Makassar)

</div>

Appendix 13. The Distribution of Critical Values-T

Df	Level of Significance					
	0.20	**0.10**	**0.05**	**0.02**	**0.01**	**0.001**
1.	3.078	6.314	12.706	31.821	63.657	636.619
2.	1.886	2.920	4.303	6.965	9.925	31.598
3.	1.638	2.353	3.182	4.541	5.841	12.924
4.	1.533	2.132	2.776	3.747	4.604	8.610
5.	1.476	2.015	2.571	3.365	4.032	6.869
6.	1.440	1.945	2.447	3.143	3.707	5.959
7.	1.415	1.895	2.375	2.908	3.499	5.408
8.	1.397	1.860	2.306	2.896	3.355	5.041
9.	1.383	1.833	2.262	2.821	3.250	4.781
10.	1.372	1.812	2.228	2.764	3.169	4.587
11.	1.363	1.796	2.201	2.718	3.106	4.437
12.	1.356	1.782	2.179	2.681	3.055	4.318
13.	1.350	1.771	2.160	2.650	3.012	4.221
14.	1.345	1.761	2.145	2.624	2.977	4.140
15.	1.341	1.753	2.131	2.604	2.947	4.073
16.	1.337	1.746	2.120	2.583	2.921	4.015
17.	1.333	1.740	2.110	2.567	2.898	3.965
18.	1.330	1.734	2.101	2.552	2.878	3.922
19.	1.328	1.729	2.093	2.539	2.861	3.883
20.	1.325	1.725	2.086	2.528	2.845	3.850
21.	1.323	1.721	2.080	2.518	2.831	3.819
22.	1.321	1.717	2.074	2.505	2.819	3.792

23.	1.319	1.714	2.069	2.500	2.807	3.767
24.	1.318	1.711	2.064	2.492	2.797	3.745

25.	1.316	1.708	2.060	2.485	2.787	3.725
26.	1.315	1.706	2.056	2.479	2.779	3.707
27.	1.314	1.703	2.050	2.473	2.771	3.690
28.	1.313	1.701	2.048	2.467	2.763	3.674
29.	1.311	1.699	2.045	2.462	2.756	3.659
30.	1.310	1.697	2.042	2.457	2.750	3.646
31	1.309	1.695	2.039	2.455	2.746	3.640
32	1.308	1.693	2.036	2.450	2.740	3.638
33	1.307	1.691	2.033	2.449	2.736	3.635
34	1.306	1.659	**2.030**	2.447	2.730	3.630
35	1.305	1.658	2.029	2.445	2.726	3.625
36	1.304	1.657	2.028	2.440	2.720	3.599
37	1.303	1.656	2.027	2.439	2.718	3.588
38	1.302	1.655	2.025	2.435	2.714	3.576
39	1.301	1.654	2.024	2.430	2.710	3.560
40.	1.399	1.684	2.021	2.423	2.704	3.551
60.	1.296	1.671	2.000	2.390	2.660	3.460
120.	1.289	1.658	1.980	2.355	2.617	3.373

http:/www/westga.edu/ distributioncriticalvalue-t/tsid001.htm).
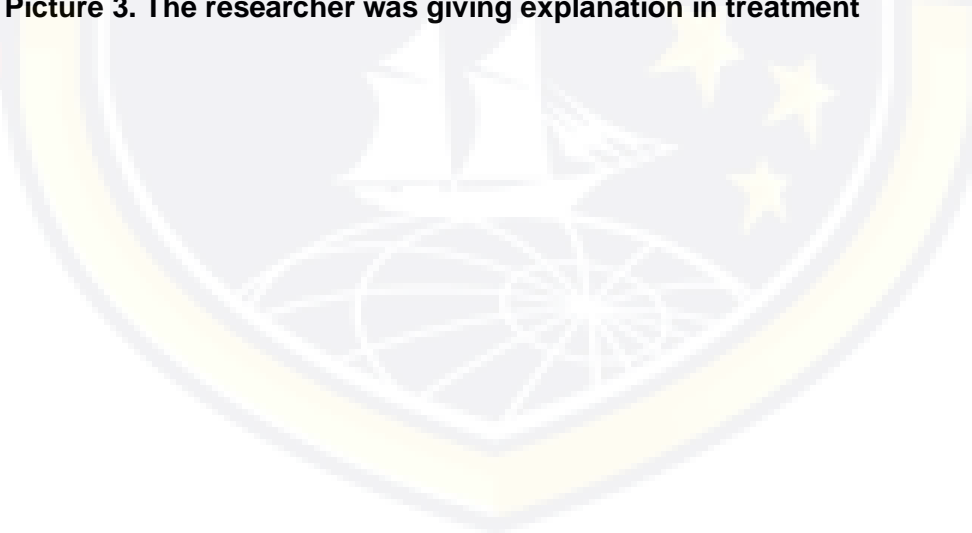
Appendix 14. Documentation

Picture 1. The students were reading text in pre-test

Picture 2. The students were answering the question

Picture 3. The researcher was giving explanation in treatment

Picture 4. The students were paying attention to the researcher

Picture 5. The students were reading text in post-test

Picture 6. The students were answering the question in post-test