

**STUDENT' ABILITY IN RSEADING ENGLISH TEXT  
AT SMP NEGERI 21 MAKASSAR**

**SKRIPSI**

**BY  
RABIA SANIF**

**4512101111**



**ENGLISH EDUCATION DEPARTEMENT  
FACUALITY OF TEACHER TRAINING AND EDUCATION  
UNIVERSITY BOSOWA MAKASSAR**

**2018**

SKRIPSI

STUDENT'S ABILITY IN READING ENGLISH TEXT AT  
SMP NEGERI 21 MAKASSAR

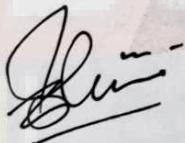
Submitted by

RABIA SANIF  
NIM 4512101111

Had been defended in front of Skripsi Examination Committee  
February 28<sup>th</sup>, 2018

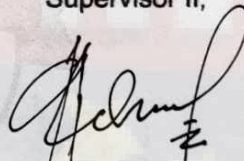
Approved by:

Supervisor I,



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

Supervisor II,



Muliati, S.Pd., M.Hum., M.Ed.  
NIDN. 1212057601

Under the cognizance of,

Dean

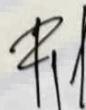
Faculty of Teacher Training and Education,

Head

English Education Department,



Dr. Mas'ud Muhammadiyah, M.Si  
NIK.D. 450 096



Hj. Restu January Hamid, S.Pd.I., M.Pd.  
NIK.D. 450 398

PAGE OF APPROVAL

Skripsi with the title :

**Student's Ability In Reading English Text: at Smp Negeri 21  
Makassar**

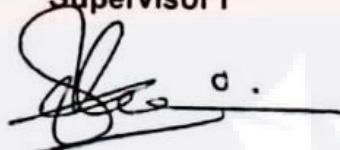
On behalf of :

**Name : Rabia Sanif**  
**Register Number : 45 12 101 111**  
**Faculty/Study Program : Teacher Training and Education**  
**Department : English Education**

After completely checked, the Skripsi has fulfilled the standard for the seminar.

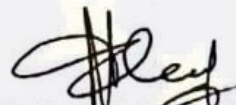
Approved by

Supervisor I



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

Supervisor II



**Muliati, S.Pd, M.Hum, M.Ed**  
**NIDN. 1212057601**

Known by

**Head of English Education  
Departement**



**Hj. Restu Januari, S.Pd.M.Pd**  
**NIDN.0905018503**

## **SURAT PERYATAAN**

Dengan ini saya menyatakan bahwa Skripsi dengan judul: "Student Abili in Reading English Text at SMP Negeri 21 Makassar beserta isinya adalah benar-benar karya saya sendiri bukan karya plagiat. Saya siap menanggung resiko / sanksi apabila ternyata ditemukan adanya perbuatan tercelah yang melanggar etika dari pihak lain terhadap keaslian karya saya ini.

Makassar,      Maret 2018

Yang membuat pernyataan

Rabia Sanif

## SURAT PERYATAAN

Dengan ini saya menyatakan bahwa Skripsi dengan judul: "Student Abili in Reading English Text at SMP Negeri 21 Makassar beserta isinya adalah benar-benar karya saya sendiri bukan karya plagiat. Saya siap menanggung resiko / sanksi apabila ternyata ditemukan adanya perbuatan tercelah yang melanggar etika dari pihak lain terhadap keaslian karya saya ini.

Makassar,       Maret 2018

Yang membuat pernyataan



Rabia Sanif

## MOTTO AND DEDICATION

**“THERE IS A WILL, THERE IS A WAY”  
NO SUCCESS WITHOUT EFFORT SO,  
LET’S STUDY HARD FROM NOW  
IF YOU WANT TO BE BETTER IN THE FUTURE.**

**THIS SKRIPSI IS DEDICATION TO:**

- **MY BELOVED PARENTS AND SISTER,**
- **MY BELOVED FAMILIES**
- **MY BELOVED TEACHER AND LECTURER**
- **MY BELOVED BEST FRIENDS**

**BOSOWA**

**“ I HOPE THE ALMIGHT GOD ALWAYS BLESSING AND MERCY IN  
OUR LIFE”**

**AAMIIN....**

## ABSTRACT

Sanif, Rabia. 2018 students ability in reading English text at SMP Negeri 21 Makassar. (Supervised by St. Halia Batau and Muliati).

The aim of this research is to determine the problem students' in English test. This research is hoped to be useful for students to improve their reading comprehension.

This research used both a library research and field research at the second grade of SMP 21 Makassar in 2017/2018 academic year. The sample were 25 students from the total population 150 students.

The result of the research shows that the implementation of reading English text could improve students' reading comprehension at the second grade of SMPN 21 Makassar. Was able to use English text. It is proven by result in pre-test 69,2 and post-test 75,6 the t-test 6.4 and t-table 2.064.

## ABSTRAK

Sanif, Rabia. 2018 siswa mampu membaca text bahasa inggris di SMP Negri 1 Makassar. (dipandu oleh St. Halia Batau dan Muliati).

Tujuan dari penelitian ini adalah untuk mengetahui permasalahan iswa dalam tes bahasa inggris. Penelitian ini diharapkan dapat bermanfaat bagi siswa untuk meningkatkan pemahaman bacaan mereka.

Penelitian ini menggunakan penelitian kepustakaan dan penelitian lapangan di kelas II SMP 21 Makasar tahun 2017/ 2018. Sampel sebanyak 25 siswa dari total populasi 150 siswa.

Hasil penelitian menunjukkan bahwa penerapan teks bahasa inggris membaca dapat meningkatkan pemahaman bacaan siswa di kelas dua SMPN 21 Makassar. Mampu menggunakan teks bahasa inggris. Hal ini dibuktikan dengan hasil tes sebelum tes 69,2 dan pasca tes 75,6 t-tes 6,4 dan t-tabel 2.064.



## TABLE OF CONTENT

<b>PAGE OF TITLE</b>	<b>i</b>
<b>PAGE OF APPROVAL</b>	<b>ii</b>
<b>SURAT PERNYATAAN</b>	<b>iii</b>
<b>MOTTO AND DEDICATION</b>	<b>iv</b>
<b>ABSTRACT</b>	<b>v</b>
<b>ABSTRAK</b>	<b>vi</b>
<b>TABLE OF CONTENT</b>	<b>vii</b>
<b>LIST OF TABLE</b>	<b>ix</b>
<b>LIST OF APPENDIX</b>	<b>x</b>
<b>CHAPTER I : INTEODUCTION</b>	<b>1</b>
A. Background	1
B. Research Question	3
C. Objective of the Research	3
D. Scope of the Research	4
E. Significnce of the Research	4
<b>CHAPTER II : REVIEW OF RELATED LITERATURE</b>	<b>5</b>
A. Some Pairtinet Ideas	5
B. Factors Affecting Reading Comprehension	12
C. Levels of Reading Comprehension	13
D. Problem in Reading Skill	14
E. Theoretical Framework	17
F. Hypotheses	19

<b>CHAPTER III : RESEARCH METHOD</b>	<b>20</b>
A. Research Design	20
B. Research Variables	20
C. Population and Sample	21
D. Instrument of the Reseach	21
E. Procedur of collecting the Data	21
F. Technique of Data Analyzis	23
<b>CHAPTER IV : FINDING AND DISCUSSION</b>	<b>25</b>
A. Finding	25
B. Discussion	33
<b>CHAPTER V : CONCLUSSION AND SUGGESTION</b>	<b>35</b>
A. Conclussion	35
B. Suggestion	35
<b>BIBLIOGRAPHY</b>	<b>37</b>
<b>APPENDIX</b>	
<b>BIOGRAPHY</b>	

## LIST OF TABLE

Table 4.1. The students' score and classification in pre-test	25
Table 4.2. The students' score and classification in post-test	27
Table 4.3. The rate percentage of students in pre-test	29
Table 4.4. The rate percentage of students in post-test	30
Table 4.5. The students' means score ini pre-test and post-test	31
Table 4.6. The t-Test value in reading comprehension before and after treatment	32

**BOSOWA**

## LIST OF APPENDIX

Appendix 1. Research Instrument

Appendix 2. The students' Result ini Pre-Test

Appendix 3. The students' Result ini Post-Test

Appendix 4. Data Assesment

Appendix 5. Picture of the research

Appendix 6. Distribution of T-Table

UNIVERSITAS

**BOSOWA**

## CHAPTER I INTRODUCTION

This chapter consist of Background, Problem Statement, Objective of the Research, Scope of the research and Significance of the Research.

### A. Background

Language is the most effective tool to get communication with other people. So, language can be defined as communication. As Cook Said in his book ; “language is a means of communication” : it is with the help of language that the people are able to communication through spoken and written language. It also makes people able to solve a number of their problem, to make a lot of achievements in life and to express their thought and feelings.

However, it is not easy to learn a language. Every language is complex phenomenon and everyone has to devote a number of years to learn a language. Moreover if they want to learn more than one language, it needs a long time to learn it.

English in one of the foreign language is very important because English is the international language, English is used by people in different parts of the world to communicate. In Indonesia, the government has considered English as the most important foreign language and compulsory foreign language subject must be learnt by students at school in Indonesia. It is given to the student from elementary school up to university level. In studying English, there

are four basic language skills. One of them is reading skill. The other ones are listening, speaking and writing.

Reading is one of the language skills which have a very complex process. Reading is a learning process of transferring information from writer to the reader by using written form. The writer is the sender of the information, thoughts, ideas and the reader is receiver of the message. It is supported by Snow (2002:1) who states that reading is information-processing : transforming print to speech. Or print to meaning.

Reading becomes important because there are many sources of written information. By reading a lot, students enlarge their vocabulary and will be more familiar with English sentence structure. Reading more will improve your grammar and vocabulary, while stimulating your creativity and imagination. When the students read, they also process and transfer information on their brain, so they must focus on reading comprehension. Reading is useless without comprehension. According to Westwood (2001:9).

“ That comprehension must be the central focus of the teaching a student to read and not something to be emphasized only after the students have learned how to decode and identify words. Students should discuss, reflect upon, ask and answer questions about what they have read or what has been read to them”.

Reading is the most complex and difficult for most students in Indonesia especially for these students in junior high school. All those

students who study reading would agree that reading comprehension is not a simple process. Because of English is a second or foreign language they still find difficulties in comprehending in the English text.

Through the writer's experience also in her teaching reading comprehension activities in SMPN 21 Makassar and other place. The writer found the learners faced some problems under the students comprehension in reading. Based on the background, in this opportunity the writer is eager to know more deeply about some difficulties in learning reading comprehension that faced by the students in SMPN 21 Makassar. So, the writer will do the research by the title students' ability in reading English Text: (at SMPN 21 Makassar).

### **B. Research Question**

The writer formulates the problem of the study as follows: "What is the students' ability in reading English text : (at SMPN 21 Makassar)?"

### **C. The Objective of the Research**

Based on the statement above, the general objective of the research is to find out some the students problem in reading English Test and how to solve or overcome those difficulties.

#### **D. Scope of the Research**

Based on the background, The scope of the research is limited to the research on the students' problems in reading English Test : (at SMPN 21 Makassar).

#### **E. Significance of the Research**

The writer hopes this research will be useful for students, teachers, and also the writer. For students, it can improve their skills in reading comprehension and can make them comprehend a reading text with fewer difficulties. Although as non-native languages they have especially in reading English text. Besides, the result of this research is expected to be an input for their English teachers in developing their professionalism in teaching reading as one of their careers. And the writer hopes this study will be useful for her to enrich and improve her knowledge and skills especially in reading text as a candidate for English teacher.



## CHAPTER II

### REVIEW OF RELATED LITERATURE

The chapter consist of some pertinent ideas, factors affertinf in reading comprehension, levels of reading comprehension, problem in reading skill and theoretical framework.

#### **A. Some Partinent Ideas**

The writer will describe all of about reading in partinet ideas. Some of the are definition of reading, types of reading and kinds of reading. The discussion as follows:

##### **1. Definition of Reading**

- a. Sofiandi (2013:4) states : generally reading is a process of getting information from written words. Reading is not a simply process of getting the meaning of the printed speech. It involves skills of the visual recognition of word.
- b. According to Harmer in Mutmainnah (2013:6) reading is an exercise dominated by the eyes and the brain. The eyes receive messages and the brain then has to work out significance of these messages.
- c. "When I pass a bookshelf, I like to pick out a book from it and thumb through it. When I see a newspaper on the couch, I like to sit down with it. When the mail arrives, I like to rip it open. Reading is one of the main things I do. Reading is everything. Reading makes me feel I've accomplished something, learned

something, become a better person, reading makes me smart. Reading gives me something to talk about latter on. Reading is the unibeliavably healthy way my attention deficit disorder medicates itself. Reading is escape, and the opposite of escape; it's a way to make contact with reality after a day of making things up and it's a way of making cantact with someone else's imagination after a day that's all too real. Reading is grist. Reading is bliss (Ephron, 2013:10).

## 2. Types of Reading

Several types of reading may accur in a language classroom.

On way in which these may br categorized, as suggested by brown (2013:3) canbe outlined as follows:

- a. Oral : with oral readers, the pronouncation of the words is most important.
- b. Silent : with silent readers, the meanings of the words are most important. Silent is divided into two parts, namely:
  - a) Intensive : intensive reading is used to teach or practice specific reading strategis of skill include linguistic and content.

Intensive reading, somethimes called "Narrow Reading", may involve students reading selection by the same author or several texts about the same topic.

b) Extensive reading on the other hand, involves reading of large quantities of material, directly and fluently. It is treated as a *means* to an end. This latter type of text, more academic, may involve two specific types of reading.

a) Skimming : reading just those parts of a text that are most likely to indicate what the authors are talking about at different points in order to gain an overview of the content, examples : see wheter a magazine article will be worth reading, see whether an academic article is going to be relevant for you task, read a front-line text which is relevant but not centralto your task.

b) Scanning : looking throung a text to find keywords and phrases that are likely to indicate the specific information that you are seeking, then reading just this pece of the text, examples: look up the meaning of a word in a dictionary, chack particular details of an incident reported in a newspaper article.

The aims of extensive reading are to build reader confidence and enjoyment. Extensive reading is always done for the comprehension of main ideas, not for specific details.

### 3. Kinds of Reading

There are some kinds of reading that will be exemplified by the writer, Hall (2013:2) in "Four Kinds of Reading" identifies four kinds of reading as follows:

#### a. Reading for Information

The first kind of reading, Hall identifies is reading for information. Materials like newspapers are designed to be read quickly in order to find facts. Most newspaper sentences are no more than fifteen words; paragraphs, no longer than three sentences, the text appears in narrow columns so the reader's eye can quickly move down the page. Typically, readers do not read every word, but skim the page for key facts. Hall describes reading for information as reading to learn about a trade, or politics, or how to accomplish something.

#### b. Reading for Ideas

Unlike reading for information, reading for ideas is slow, and sometimes torturous. While students can scan for information, ideas have to be appropriated which requires careful reflection. Students may need to re-read the material, take notes, spend time thinking about what was written, define words, research background and context, or discuss the material with a teacher or friend in order to comprehend complex ideas.

c. Reading to Escape

Most people read novels to escape. What is sometimes called genre fiction or sometimes “pulp” fiction includes inexpensive and mass produced works of entertainment that people read to while away their time or ease their stress. While there is nothing wrong with some relaxing reading for pleasure this type of reading seldom comes into play in the academic world. Hall describes escape reading as “narcotic reading”.

d. Reading to Engage

Unlike escape fiction, literature is meant to engage the reader in lived experience, so that readers wrestle with the emotional dilemmas that characters face.

4. The Importance of Effective Reading Skills

Reading skills serve as a foundation for writing. Developed and mastered, effective reading skills give people the opportunity to learn new information about the world, people, events, and places, enrich their vocabularies, and improve their writing skills.

- a. Reading enriches the inner world of a person, improves grammar and spelling.
- b. Through reading people learn to understand different ways of thinking and feelings of other people, become more flexible and open-minded.

- c. A reader has better skills for comprehending, analyzing, understanding, responding and finally. Learning from what he or she reads.

As a result, it is easier for good readers to get used to new and unfamiliar circumstances or ideas. They are easier to communicate with and have higher chances to succeed in both professional and personal life.

## 5. Comprehension

Comprehension as it is currently viewed as a process by which reader constructs by interacting with the text (Anderson and Pearson, 1984:255-291). The understanding a reader achieves during reading comes from the accumulated experience of the reader's experiences, that are triggered as the reader decodes the author, words, sentences, paragraphs, and ideas.

According to Femino and Latenre (2013:2) comprehension is the complex cognitive process involving the intentional interaction between reader and text to extract meaning. They explained why comprehension is important, as follows:

- a. Comprehension, just as reading, is integral to everyday life in our society.
- b. Students need to realize that we need to understand everything we read in order to learn from the text we interact with.

- c. Because of the demands of high stakes testing, students need to learn to extract important information and transfer their knowledge to read and respond to different types of questions.
- d. Students need to use comprehension skills across different mediums such as text books, the internet, and even video games.

#### 6. The Definition of Reading Comprehension

There are some definition of reading comprehension which has been proposed by Zimmerman (2013:7):

- a. Reading comprehension can be defined as the level of understanding of a passage or text.
- b. Reading comprehension is essentially the ability to understand what has been read. There is little point in being able to pronounce the words on a page if the words mean nothing to you. You can probably read “Sniptops are finbuggle” because you can decode the sounds in the words, but you can’t comprehend it because two of the words are nonsense. People with good reading comprehension use several strategies that help them understand the text.
- c. Reading Comprehension – The ability to provide accurate responses regarding questions concerning written language. Reading comprehension is dependent accurate reading ability, reasoning skills, attention and memory.

Based on the information above the writer concluding of reading comprehension is understand of the text idea where in reading there are some interaction between teacher and students in classroom activity.

### **B. Factor Affecting Reading Comprehension**

In reading comprehension there are many factors influences to compared reading test. Smith in Tasman (2012:13) divided the factors into five categories namely background experience, language ability, affection and reading purpose, the following are their explanations:

1. Background experience : it refers in previous experience that the readers have already known before and it related to the reading materials that they read.
2. Language ability : it refers to the reader's ability in mastering some element of language. For example : vocabulary, translation, words, grammar, etc.
3. Thinking ability : it refers to the reader ability to analyze the reading material that they read by considering some comprehension aids to support their achievement in comprehension.
4. Affection : it refers to some psychological factor that can affect the reader's comprehension. The factors are interest, motivation, attitudes, beliefs and feeling.
5. Reading purpose : it refers to the reader's purpose way they read the material. It is usually done by making some question before



reading process. The question will be stepping stone to get comprehension.

### **C. Levels of Reading Comprehension**

According to Sherwin (2013:7) there are five levels of reading comprehension's. they are literal, interpretation , critical thingking, creative reading and appreciation. The explanation as follows:

#### **1. Literal**

This calls for an answer that simply repeat word for word what is found in the books.

#### **2. Interperation**

This requires a more literal comprehension since it include the ability to "supply meaning not for directly stated in the text".

#### **3. Critical Thingking**

One of the higher comprehension skills, this phase is concerned with the skills of evaluation where the reader "passes personal judgement on the quality, value, the accuracy, and the truthfulness of what is read.

#### **4. Creative reading**

Reading is creative. As part of learning, reading makes the individual creative. It is through this the reader apply to his life what he had learned from the selection.

## 5. Appreciation

The level where in the readers emotional and aesthetic sensitivity to the selection is realized.

### **D. Problems in Reading Skill**

There are four problem are identified from the studentt's reading.

#### a. Word Attack

Some of the students had obvious word-attack problem, either the examiner had to supply wirds or the children mispronounced words or sometimes they sounded them put. The wrong kind of phonics indtruction may be characterized as follows:

- It is too abstract, requiring sophisticated prerequisite abilities
- Ir spends time on task that do not contribute to reading
- It omits components needed for successful recording

#### b. Fluency

Most of the children read haltingly, in a monotone, and many hesitation. The comprehension of the students is weak when texts are read too slowly. Some writers indicate that slow word recognition is correction with better comprehension.

#### c. Syntactic structure

The third reading problem that the children have is syntactic structure. The proplem with syntactic structures can aries in two ways. First, children's ability to understand a sytantic structures when they are spoken does not guarantee that these same

structures will be understood when they are read. Second, some syntactic structures are more frequent in speech than in print and are unfamiliar when encountered in print.

d. Word meaning

Many children had difficulty with the meaning of some words. Here number and difficulty of words are increase. The vocabulary becomes more sophisticated and word meaning becomes more a problem.

Some problem in teaching and learning reading skill that are faced by the teacher are language, topic and genre, comprehension tasks, and negative expectation.

a) Language

In the case of written text some writers look at word and sentence length, on the premise that text with longer words will be more difficult to understand than those with shorter ones. It means that if students faced the situation, they will get difficult in absorbing what the meaning of the text is.

b) Topic and genre

The teaching of receptive skill sometimes will not go as we want it to be because of the inappropriate topic or unfamiliar genre they are dealing with and will not interest to learn.

c) Comprehension task

When the teacher want to give the task and choose the comprehension task to do it, somethimes that the kind of tasks are not elping the students to more understand the skill. It is more likely to be testing them. By testing, they will not be appropriate ay of accomplishing the students improvement in this skill.

d) Negative expectation

Before the students were starting to learn the skill, they alredy have negative excecations. They have feeling that they are not going to understand the passage because it is bound to be too difficult and they will be frustrating and de-motivating.

Some difficulties in learning reading comprehension:

In teaching and learning activity, we often find smevstudents have difficulty in their learning. It can be show by their low score or achievement in several subjects for example in English. In English matter, some students may have some problems in reading test.

A disability in reading is associated with delay in language comprehension difficulties can prevented by actively bulding comprehension skills.

Students gradually develop knowledge at the following levels:

- a. World level
- b. Sentence level
- c. Conceptual level
- d. Topic level
- e. Dispositional level

At each level student:

- a. Gradually build a knowledge of structural text feature.
- b. Gradually learn reading strategies that they can use to link the ideas in the text and match it with what they know.
- c. Become aware of the value of working at each level.

In one side

### **E. Theoretical Framework**

A Theoretical Framework is used in the research to outline possible courses of action or to present a preferred approach to an idea or thought. The theoretical framework of this research is illustrated as follow:

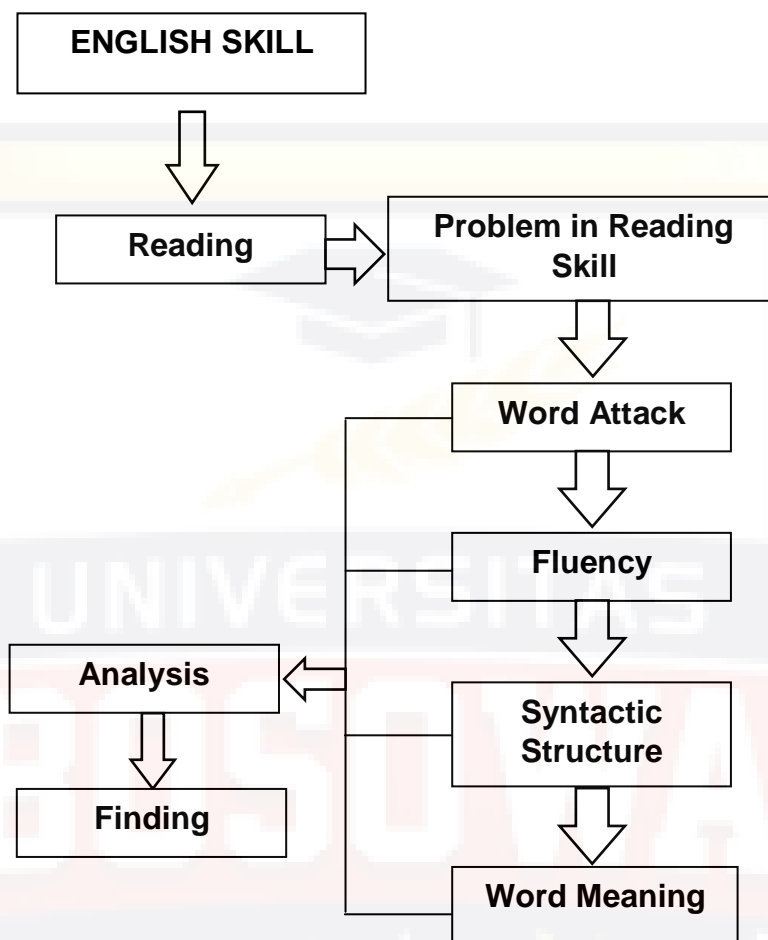


Figure 2.1 Conceptual Framework

There are four skill in learning such as listening, speaking, reading and writing. In this research the writer fosuced on reading problem, specially in text. There are wor attack, fluency, syntactic structure, and word meaning.

## F. Hypothesis

The Hypothesis of the research present as follows:

$H_0$  (Null hypothesis) : There no significant result of students reading comprehension before and after giving treatment.

$H_1$  (Alternative hyotesis) : There is a significant difference of the students' reading comprehension before and after presenting reading material by using numbered heads together.



**BOSOWA**

### CHAPTER III

#### RESEARCH METHOD

This chapter desis with research design, location of the research population and sample, variable, instrument of the research, procedur of collecting data, and technique of data analysis.

##### A. Research Design

The research applied a pre-experimental method with on class pre-test and post-test.

$O_1$	$X$	$O_2$
-------	-----	-------

Which :

$O_1$  = Pre-test

$X$  = Tretment

$O_2$  = Post-test

(Gay, 2006:26)

##### B. Research Variable

The research consisten of two variables. They where :

1. Independent variable was the use of English tesxt
2. Dependent variable was the students reading comprehension



### **C. Population and sample**

#### **1. Population**

The population of this research was the second grade (VII G) student of SMPN 21 Makassar at Jl. Talasalapang, in 2017/2018 academic year. There are 6 classes and each class consists of 25 students. The number of populations are 150 students for the second grade.

#### **2. Sample**

The writer took only class as the sample of this research. The class was VII G because in this research the writer used nonprobability sampling (purposive sampling).

### **D. Instrument of the research**

The instrument of this research was a reading test. The reading test administered in the pre-test and post-test. The test consist of 20 multiple choice test. The writer chosed multiple choice because the student could comprehend the material while the post-test was inted to know the students' reading comprehension.

### **E. Procedur of Collecting Data**

The data collection instruments for the students is reading test. The writer administered pre-test, treatment and post-test to the student. The test consisted of 20 multiple choice test and the student were asked to comprehend the texts.

### 1. Pre-test

Before doing the treatment, the writer gave the pre-test to the students to know their prior knowledge. The test was multiple choice test. The pre-test conducted in one meeting.

### 2. Treatment

The treatment a give for there times after pre-test. According to the time allocated in this meeting, the writer did the following procedures:

- a. The writer give explanation about the pictures to the students
- b. The students asked to writer the new word from yhe write's explanation.
- c. The students asked to for write the new words in the meeting.
- d. The writer reviewed again if the students need it.
- e. The student found the answer.
- f. The teacher leads of concluding discussing to see how the student add prepositions to their understanding.

### 3. Post-test

After giving treatment, the post-test was given by the writer. The purpose of the post-test is to find out the value of treatment whether or not the result of the post-test is better than the result of the pre-test.

## F. Technique of Data Analysis

To analysis the data, writer employed the as follows.

1. Scoring the students' correct of pre-test and post-test

$$\text{Score} = \frac{\text{Teh total correct answer}}{\text{Total number of items}} \times 100\%$$

2. Classifying the ability the studens into the following measurement scale based on vocational high school grade:

The classifying on the students score is divided into six classification. Below is the table of classification.

Table 3.1: the classification of students' ability

No	Cassification	Score
1	Very poor	<50
2	Poor	50-60
3	Fair to Poor	61-75
4	Good	76-90
5	Excellet	91-100

(depdikbud, 2000:36)

3. Found out the significant dofference between the pre-test and post-test by calculating the value of the test. The following formula is employed:

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

Where :

t : Test of significance

$D$  : The difference between the score of pretest and posttest

$\bar{D}$  : The mean score from the different score of pretest and posttest

$D^2$  : The square of  $D$

$N$  : Number of students

Arikunto, (1995:509)

UNIVERSITAS

BOSOWA



## CHAPTER IV

### FINDING AND DISCUSSION

This chapter presents the data that collected during the experimental research. In this part, the writer showed the calculation of pre-test score and test score.

#### A. Finding

The finding presents the result of data of students' ability in reading English test of the second grade of senior high school at SMP Negeri 21 Makassar. The findings of this research deal with scoring and classification of the students' pre-test and post-test.

#### 4.1. The score and classification of students' of pre-test and post test.

The students' score and classification in pre-test

No	Name	Pre- Test	classification
1	A. Alif	70	Poor
2	Adithyo	60	Poor
3	Afifah Suud F	70	Fair
4	Angga Tri Riski S	50	Poor
5	Hidayat L	60	poor
6	Muh. Hasbi	60	Poor
7	Muh. Fahreza	60	poor
8	Muh. Hahmal	60	Fair

9	Mmuh. Faiq	70	Fair
10	Muh. Fatwa	60	Poor
11	Muh. Haidir	50	Poor
12	Raihan Putra	60	Poor
13	Roy Putra	60	Poor
14	Wahyudi R	50	Poor
15	A. Tentri Rezki	60	Poor
16	Githa Syakila	60	Poor
17	Ima Amelia	70	Fair
18	Kharima A	60	Poor
19	Meysya	60	Poor
20	Nahda Rahela	50	Poor
21	Ananditya M R	50	Poor
22	Nur Amalia Desy	60	Poor
23	Nurfadila Makmur	60	Poor
24	Nrul Nabila	60	Poor
25	Putriana Rizal	60	Poor
	Mean score	69,2	

Source : SMPN 2 Makassar

Based on the tablet 1 above in pre – test there were 21 students classified as poor, 4 students classified as fair. The total score of students based on the pre- test of experiment class is 1730 and their mean score is 69,2 and classified as poor.

Moreover, in the pre-test most of students are low ability in comprehending reading test. It seems that most of them are lack in vocabulary and comprehending the text. Besides that, it is the first time they learn English subject. So they more time or some techniques in order to make them more understand reading comprehension, To know the mean score for reading comprehension, the writer calculated all scores by using the formulas:

1. Pre -test

The formula of mean score:

$$\begin{aligned}\bar{X} &= \frac{\sum X}{N} \\ &= \frac{1730}{25} \\ &= 69,2\end{aligned}$$

Tablet 4.2 The Students' score and classification in post-test

No	Name	Post-test	classification
1	Alif A	80	Good
2	Adtihyo	80	Good
3	Afifah Suud F	90	Good
4	Angga Tri Rezky S	70	Fair
5	Hidayat L	70	Fair
6	Muh. Hasbi	70	Fair
7	Muh. Fahreza	80	Good
8	Muh. Fahmal	80	Good

9	Muh. Faiq	70	Fair
10	Muh. Fatwa	70	Good
11	Muh. Reihan	70	Fair
12	Muh. Haidir	70	Fair
13	Roy Sputra	80	Good
14	Wahyudi R	80	Good
15	A. Tenri R	70	Fair
16	Githa Syakila	70	Fair
17	Ima Amelia	80	Good
18	Charisma A	70	Fair
19	Meysya	80	Good
20	Nahda Rachel	70	Far
21	Ananditya M R	80	Good
22	Nur Amalia Desy	80	Good
23	Nurfadila Makmur	70	Fair
24	Nurul Nabila	80	Good
25	Putriana Rizal	70	Fair
	Mean score	75,6	

Soure : SMPN 21 Makassar

Based on the table 2 at page 30 in post-test there were 12 students classified as fair, and 13 student classified as good,. Table 2 shows that total score of students based on the post-test of experiment



class is 1890 and their mean score is 75,6. It mean that the students score in the post-test is higher that the students score in pre-test. Its mean the students reading comprehension especially of first grade students at SMPN 25 Makassar was imporoved after giving the giving the treatment by using Numbered Head Together Strategy.

To know the mean score analysis for reading comprehension, the writer calculated all scores by using formulas:

## 2. Post-test

The formula of mean score:

$$\begin{aligned}\bar{X} &= \frac{\Sigma X}{N} \\ &= \frac{1890}{25} \\ &= 75,6\end{aligned}$$

Table 4.3. The rate percentage of students in posy-test

No	Classification	Pre- test	
		X1	%
1	Very good	-	-
2	Good	-	-
3	Fair	4	16%
4	Poor	21	84%
5	Very Poor	-	-
Total		25	100%

Source : SMPN 21 Makassar

Based on table 3 above in pre-post, there were 4 (16%) students classified as fair, 21 (84%) students classified as poor and no students classified as very poor, good and very good so write made a conclusion based on the table 3 above the most of students at SMPN 21 Makassar low comprehension in reading comprehension test.

Table 4.4 The rate percentage of students in post-test

No	Classification	Pre- test	
		X2	%
1	Very good	-	-
2	Good	13	52%
3	Fair	12	48
4	Poor	-	-
5	Very Poor	-	-
Total		30	100%

Source : SMPN 21 Makassar

Based on table 4 above in post-test, there were students 12 (48%) classified as fair, and student 13 (52%) classified as good.

The result of the post-test was higher pre-tets, the writer concluded the students' ability in reading English test :at SMPN 21 Makassar was improved.

Based on table 4 above in post-tes, there was 17 (56.67%) students classified as fair, and 13 (43,33%) students classified as poor.

The result of the post-test was higher than pre-test, the writer concluded that students' ability in reading english test :at smp negeri 21 makassar

Table 4.5 The students' mean score in pre-test and post-test

Pre -test (x1)	Post-test (x2)	Improvement
69,2	75,6	6,4%

Based on the table 5 above, the students at SMPN 21 Makassar have improvement after giving the treatment by using English Test. It be seb by the students' mean score in pre-test and post-test. The table 5 above shows that the students' mean score in pre-test is 69,2 and the students mean score in post-test is 75,6 it means that the students mean score in pre-test is lower that the students' mean score in post-test. Because of the students' mean score in post-test higher than the students' mean score in pre-test, the writw could say that using the selected *Reading English Text*. Can improve the students' reading comprehension.

1. To know the percentage of students improvement for reading test. The writer used the formula:

$$\% = \frac{X2 - X1}{X1} \times 100$$

$$\% = \frac{75,6 - 69,2}{69,2} \times 100$$

$$= 75,6 \%$$

2. To know the significant different between T-test and T-table to analyse the reading comprehension test, the writer calculated by using the

formula:

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

$$t = \frac{6.4}{\sqrt{\frac{\sum 328 - \frac{(410)^2}{25}}{25(25-1)}}$$

$$t = \frac{6.4}{\sqrt{\frac{\sum 328 - \frac{168,1}{25}}{25(24)}}$$

$$t = \frac{6.4}{\sqrt{\frac{6.4}{600}}}$$

$$t = \frac{6.4}{\sqrt{0,01}}$$

$$t = \frac{6.4}{0.1}$$

$$= 6.4$$

This formula used to analyse were the hiyphotesis is rejected or accepted and compare with T-table in order to know the result of this analysis score is higher than t-table.

Table 4.6 The t-test value in reading comprehension before and after treatment

t-tes	t-table	Comprehension	different
6.4	2.064	t-tes > t-table	significant

The result of T-table value in reading tes indicated that T-tes value of reading comprehension were greater then T-table value ( $6.4 > 2.064$ ) this finding used that null hypothesis ( $H_0$ ) is rejected when the value of T-test was greater that the value of T-tes, and alternative hypotesis ( $H_1$ ) was accepted. It mean that, in this research automatically the alternative hypothesis ( $H_1$ ) was accepted and the null hypothesis ( $H_0$ ) was rejected. Based on the result above, finally the writer concluded that students' ability in reading English test of SMPN 21 Makassar in teaching and learning process was effective to improve students' reading comprehension

## **B. Discussion**

The description of data collected *Reading English Test*. Conducted after writer sharing the opinion with English teacher at SMPN 21 Makassar. received this strategy is a new strategy in teaching and learning reading comprehension and is also was a good strategy as a reference to conduct in other class to achieve the students' reading comprehension.

The first part, the writer discussed the result of the students' readin comprehension. The data that have been analyzed above show that there was a significance different between pre-test and post-test. It was based on the fact that the average scores of students in pre-test were different post-test was greater than pre-test. The pre-test acquired mean score 69.2 but in post-test increased to 75.6. Then T- value was 6.4. While T- table was only 2.064 and the hypothesis was proved. The

treatment that given was succesfull. It can be concluded that the Student's Ability in Reading English test at SMPN 21 Makassar can increase the students reading comprehension.

The result of the post-test was higher that pre-test after the writer gave the treatment to the sampel of the research. The writer concloded by Reading English Test at SMPN 21 Makassar was effective to improve students reading comprehension of SMPN 21 Makassar.

The mean score of the students obtained had high achievement in learning by using English Text. Thus, based on the mean score, it can be inferred that hypothesis that isi stated in chapter 1 that English Text as effective to increase the students reading comprehension of SMPN 21 Makassar. Based on the table 5 it indicate that the students' improvement of the first year students who taught through English Text at SMPN 21 Makassar. was sucesed. The students improvement of reading comprehension by using English Text at SMPN 21 Makassar was 74%.

In other words teaching reading comprehension by uin English Text to the first grade at SMPN 21 Makassar was effective to improve the students' reading comprehension. This was proved that English Text was given to students cal help students in improving their reading comprhension.

## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter present conclusion and suggestion based based on the datain presentation and discussion in the previous chapter.

#### A. Conclusion

Based on the finding that had been discussed on the previous chapter, the writer concluded that students' ability in reading English text of class VIII-G of SMP Negeri 21 Makassar. The dofferent result in pre-test and pro-test writer found that total score in pre-test (1730) nd mean score (69,2) while in post-test (1890) and mean score (75,6) and its increasing (75%). Learning English in reading ability with t-test 6.4 and t-table 2.064.

#### B. Suggestion

Some suggestion are give to the readers who are closely related to this research. The suggestion are made based on the conclusions and implications of this research. They are presented as follows:

1. The English teacher hoped should be more creative to choose the strategy in reading because the applying strategy in class has more influence.
2. The English teacher need to apply this strategy as the way to teach in classroom.
3. Using the English Texs might practice in learning process especially in reading materials to improve the students reading comprehension.

Finally, the writer hope that this skripsi is still far from perfection, therefore the writer do hope this skripsi can be meaningful contribution for English teacher, students and futher writer.





## BIBLIOGRAPHY

- Anderson, B. Sacrial, et al. 1984. *Encyclopedia of Education Evaluation*. San Fransisco, California : Sixth Printing Josse-Bass Publishers.
- Asrikawati. 2012. *Preovin Students' Reading Comprehension through Coopretive Learning Type STAD*. Skripsi Universitas 45 Makassar. Unpublished.
- Atikah Ikah, 2009, analysis on the students linguistic problem in reading comprehension. *www. repository. Uinjkt.ac. id*. Retrieved on April 15<sup>th</sup>, 2017.
- Brown, Jonh Mason. 2017. Build Reading Comprehension. [http://www.ehow.com/how\\_7897894\\_build-comprehensionreading.Htm#xzz2gNDfijJA](http://www.ehow.com/how_7897894_build-comprehensionreading.Htm#xzz2gNDfijJA). Retrieved on March 3<sup>rd</sup>, 2017.
- Cook III, Albert B., *Introduction to be English Language*, New York The Ronald Press Company 1969.
- English Club, 2017, <https://www.englishclub.Com/reading/what.html>.retrieved on April 13<sup>th</sup>, 2017
- Ephron, Nora. 2017. *Defintion of Reaing Comprehension*. <http://www.chache.com/question/what-is-the-deinition-of-reading-comprehension#sthash.CpwLQDJX.dput>. Retrieved on april 10<sup>th</sup>, 2017.
- Hall, Donald. 2013. Four Kinds of Reading. <http://www.ehow.com/abaout6593485four-kinds-ofreading-comprehension.html#ixzz2gNByWZX9>. Retrieved on April 9<sup>th</sup>, 2017.
- Mutmainnah, Mutia. 2013. *An Investigation o Reciprocal Teaching Strategy in Improving Students' Ability*. Skripsi. Universitas 45 Makassar. Unpublished.

Paramitha Dewi, 2013, Applying Adobe Flash Creative Suite 6 (Cs6) In Format Video Animated Learning To Stimulate Students' Reading Comprehension Of The First Year At Mts An-Nur A'tiga Ulugalung. Skripsi unpublished.

Sherwing. 2017. Five Levels of Reading Comprehension. <http://sherwinutshell.blogspot.com/2011/10/five-levels-ofreading-comprehension.html>. Retrieved on April 10<sup>th</sup>, 2017.

Snow, Catherine E. 2002. Reading for Understanding : *Toward a Research and Program in Reading Comprehension*. Arlington, VA : RAND.

Tasman. 2012. *Improving Reading Comprehension Through Adventure Comic*. Skripsi. Universitas 45 Makassar. Unpublished.

Westwood, Peter. 2001. *Reading and Learning Difficulties : Approaches to Teaching and assessment*. Australia : Acer Press.

Zimmerman, Jennifer. *Definition Reading Comprehension*. [Http://www.ehow.com/about\\_6593485\\_definitionreadingcomprehension.html](http://www.ehow.com/about_6593485_definitionreadingcomprehension.html). Retrieved on April 7<sup>th</sup>, 2017.

#### Appendix 4

No	Name of student's	Pre-test	Post-tes	Gain D	D <sup>2</sup>
1	A Alif A	60	80	20	400
2	Adtihyo	60	80	20	400
3	Afifah Suud F	70	90	20	400
4	Angga Tri Risky S	50	70	20	400
5	Hidayat L	60	70	10	100
6	Muh. Hasbi	60	70	20	400
7	Muh. Fahreza	60	80	20	400
8	Muh. Fahmal	70	80	10	100
9	Muh. Faiq	70	70	0	0
10	Muh. Fatwa	60	80	20	400
11	Muh. Haidir	50	70	20	400
12	Raihan Putra	60	70	10	400
13	Roy Saputra	60	80	20	400
14	Wahyudi R	50	80	30	900
15	A Tenri Rezki	60	70	10	100
16	Ghita Syakila	60	70	10	100
17	Irna Amelia	70	80	10	100
18	Kharisma A	60	70	10	100
19	Meysa	60	80	20	400
20	Nahda Rachel	50	70	20	400
21	Ananditya M R	50	80	30	900
22	Nur Amelia Desy	60	80	20	400
23	Nurfadilla Makmur	60	70	10	100
24	Nurul Nabila	60	80	20	400
25	Putriyana Rizal	60	70	10	100
Total		1730	1890	410	8200
Mean Score		69,2	75,6	16,4	328

## Appendix 5 : Picture of the Research



Picture 1 : The students were reading pre-test



Picture 2 : The student were answering the question



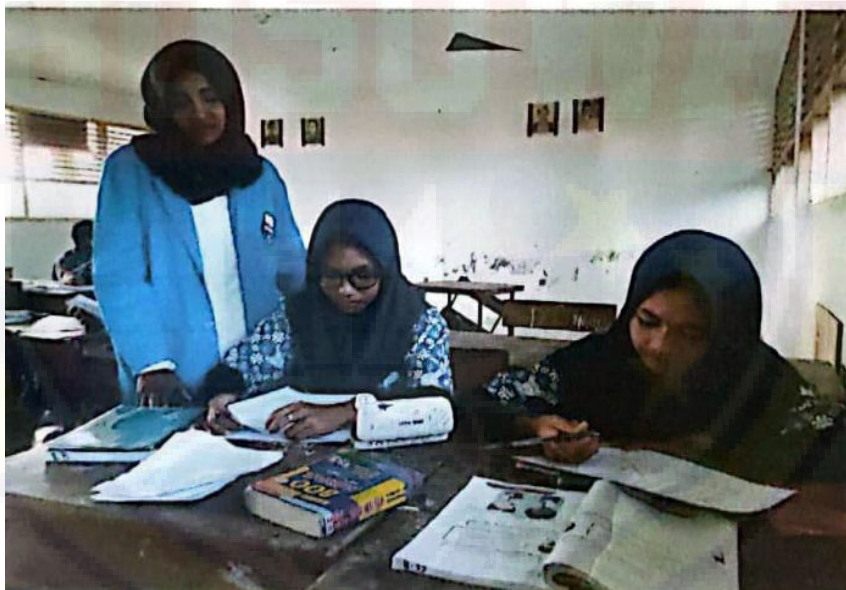
Picture 3 : The research was explaining about the english text



Picture 4 : The students were paying attention to the question



Picture 5 : The students were reading the pre-test



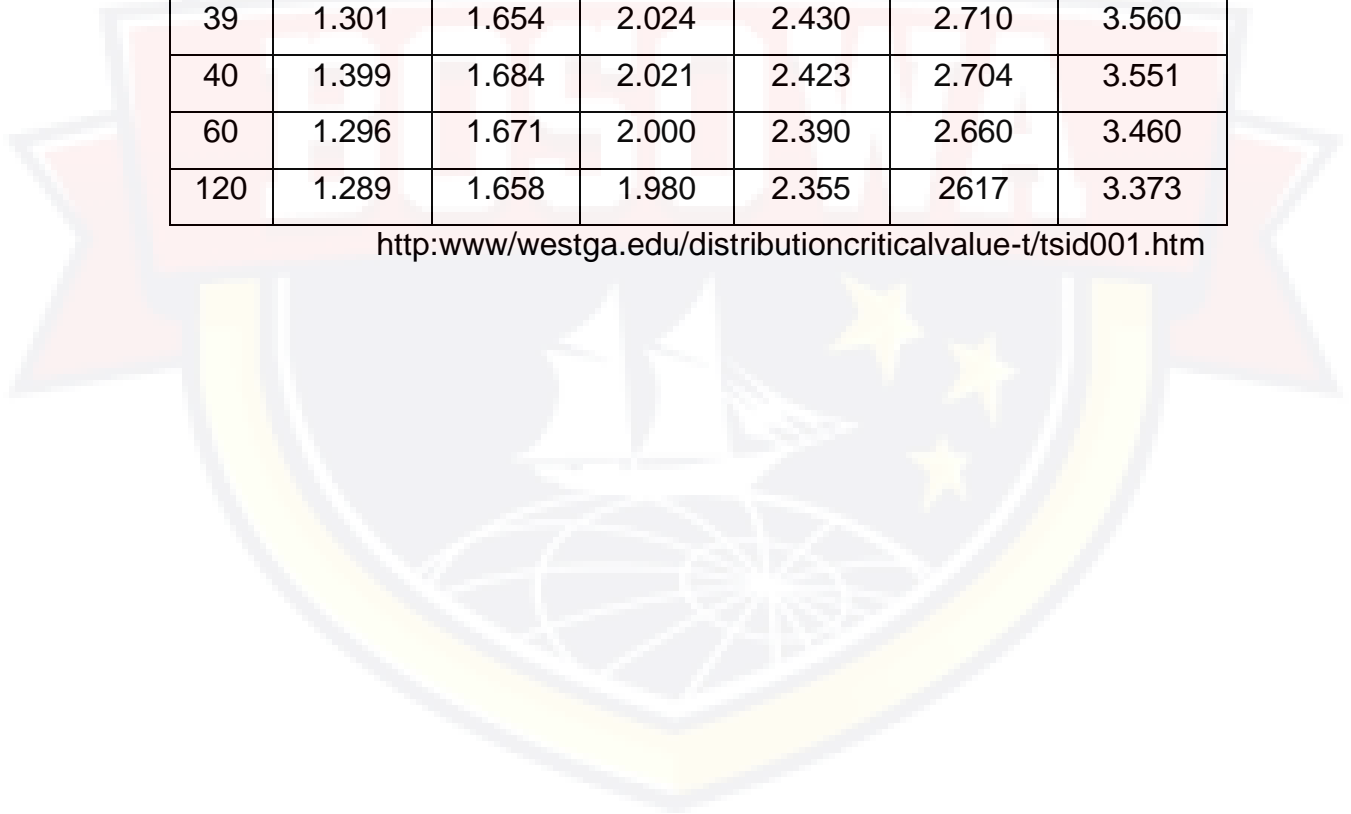
Picture 6 : The students were answering the post-test

### Appendix 6 : The Distribution of T-Table

Df	Level of Significance					
	0,20	0,10	0,05	0,02	0,01	0,001
(1)	(2)	(3)	(4)	(5)	(6)	(7)
1	3.078	6.314	12.706	31.821	83.657	636.619
2	1.886	2.920	4.303	9.965	9.925	31.598
3	1.635	2.353	3.182	4.541	5.841	12.924
4	1.533	2.132	2.776	3.747	4.504	8.610
5	1.476	2.015	2.571	3.365	4.032	6.869
6	1.440	1.945	2.477	3.143	3.707	5.959
7	1.415	1.895	2.375	2.908	3.499	5.406
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	1.339	1.734	2.101	2.552	2.878	3.922
19	1.328	1.729	2.093	2.539	2.861	3.833
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	2.309	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	2617	3.373

<http://www.westga.edu/distributioncriticalvalue-t/tsid001.htm>







**PEMERINTAH KOTA MAKASSAR  
DINAS PENDIDIKAN**

Jl. Letjen Hertasning No. 8 Telp. (0411) 868073 Faks. 869256 Makassar 90222  
Website [http://www.dikbud\\_makassar.info](http://www.dikbud_makassar.info) e-mail [dikbud.makassar@yahoo.com](mailto:dikbud.makassar@yahoo.com)



**IZIN PENELITIAN  
NOMOR : 070/0068/DP/II/2018**

Dasar : Surat Kepala Kantor Badan Kesatuan Bangsa Kota Makassar  
Nomor : 070/280-II/BKBP/II/2018 Tanggal 14 Februari 2018  
Maka Kepala Dinas Pendidikan Kota Makassar :

**MENGIZINKAN**

Kepada

Nama : RABIA SANIF  
NIM / Jurusan : 4512101111 / Pend. Bahasa Inggris  
Pekerjaan : Mahasiswa (S1) Univ. Bosowa  
Alamat : Jl Unp Sumoharjo Km. 04 Makassar

Untuk : Mengadakan Penelitian di SMP Negeri 21 Makassar dalam rangka  
Penyusunan Skripsi di Univ. Bosowa Makassar dengan judul penelitian

**"STUDENTS ABILITY IN READING ENGLISH TEXT AT SMP NEGERI  
21 MAKASSAR"**

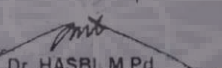
Dengan Ketentuan sebagai berikut

1. Harus melapor pada Kepala Sekolah yang bersangkutan
2. Tidak mengganggu proses kegiatan belajar mengajar di Sekolah
3. Harus mematuhi tata tertib dan peraturan di Sekolah yang berlaku
4. Hasil penelitian 1 ( satu ) exemplar di laporkan kepada Kepala Dinas Pendidikan Kota Makassar

Demikian izin penelitian ini di berikan untuk di gunakan sebagaimana mestinya

Dikeluarkan di : Makassar  
Pada Tanggal : 19 Februari 2018

An. KEPALA DINAS  
SEKERTARIS

  
Dr. HASBI, M.Pd  
Pangkat : Pembina Tk I  
N.I.P. : 19601228 198403 1 008



PEMERINTAH KOTA MAKASSAR  
DINAS PENDIDIKAN



SEKOLAH MENENGAH PERTAMA NEGERI 21

Jl. Tala Salapang Komp. PR BTN Minasa Upa (Belakang Blok A6) MAKASSAR

SURAT KETERANGAN PENELITIAN

Nomor: 421.3/088/SMP.2/III/2018

Yang bertanda tangan di bawah ini

Nama : Marwis Bire, S.Pd., M.Si  
NIP : 19671008 199103 1 014  
Pangkat Gol. : Pembina Tk. I IV/b  
Jabatan : Kepala SMP Negeri 21 Makassar

Menerangkan bahwa

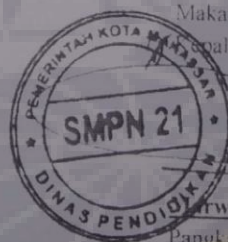
Nama : RABIA SANIF  
Nim : 4512101111  
Fakultas : Keguruan dan Ilmu Pendidikan (FKIP)  
Jurusan : Pendidikan Bahasa Inggris  
Pekerjaan : Mahasiswa (S1) UNIVERSITAS BOSOWA  
Alamat : Jl. Urip Sumoharjo Km. 04 Makassar

Benar tersebut di atas telah selesai mengadakan penelitian di SMP Negeri 21 Makassar. Pada hari Rabu tanggal 21 Februari 2018. Dengan judul "STUDENTS ABILITY IN READING ENGLISH TEXT AT SMP NEGERI 21 MAKASSAR."

Demikian surat keterangan penelitian ini diberikan kepada yang bersangkutan untuk digunakan sebagaimana mestinya.

Makassar, 12 Maret 2018

Kepala Sekolah



Marwis Bire, S.Pd., M.Si

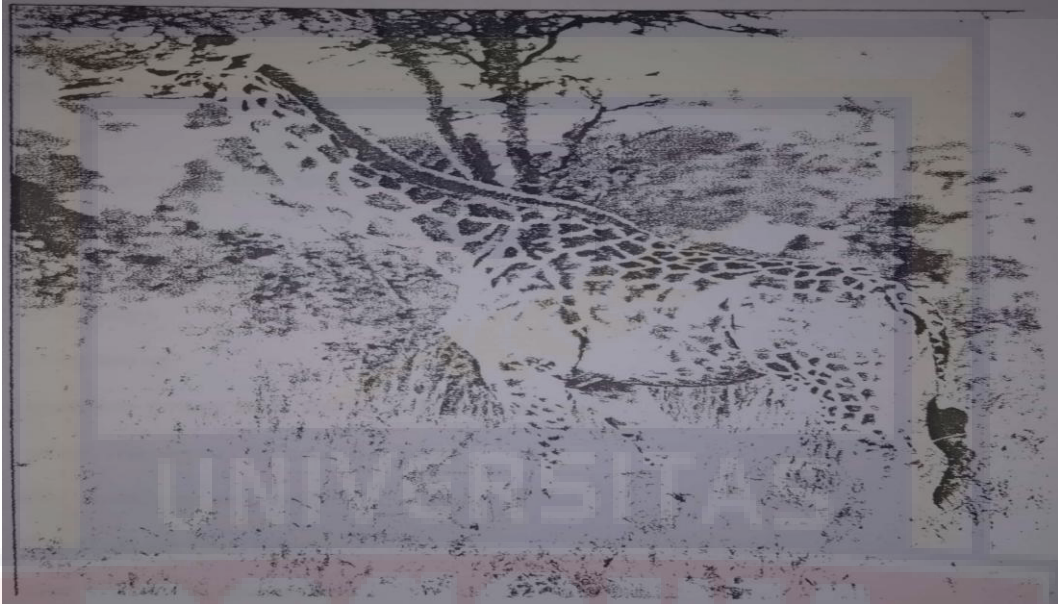
Pangkat Pembina Tk I

NIP. 19671008 199103 1 014



# APPENDIX

## A. GIRAFFE



Do you know that a giraffe may grow more than six meters tall? Yes, the giraffe is a very tall animal. It is the tallest animal in the world.

A giraffe has a very long neck. Unfortunately, the giraffe cannot bend its neck easily, thus, when it wants to drink water at a pool, the giraffe has to spread its front legs apart, so it can reach the water.

A giraffe feeds on plants only. Hence, it can reach the leaves on trees easily because of its height. Also, a giraffe has a very long tongue about 0.5 meters long. The giraffe uses this long tongue skillfully to pick leaves of plants and trees.

This tall animal can protect itself very well. It has a very good sense of smell and sight. It can hear very well, too. It can also gallop very fast at a speed of 50 km.p.h

The giraffe's hind legs and long neck are also very useful. For example, a giraffe can kick its enemy with its legs or even hit it with its long neck.

His://www. Soal Bahasa Inggris Smp-kelas 8 tahun 2012.html retrived on januari 25 2016

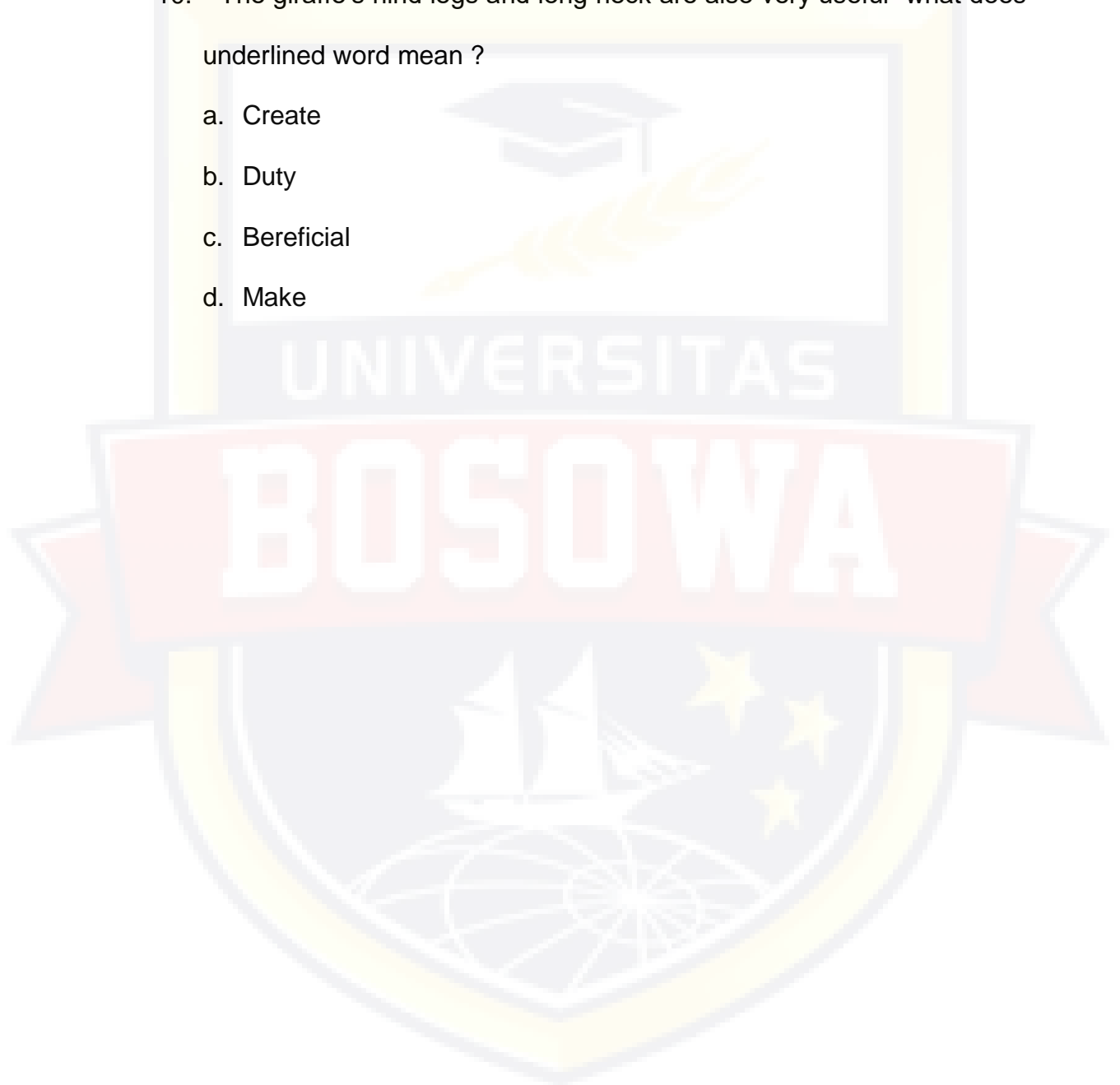
1. what is the text about?
  - a. A lion
  - b. A snake
  - c. A giraffe
  - d. A tiger
2. What does a giraffe use to kick its enemy?
  - a. Front legs
  - b. Bent neck
  - c. Hind legs
  - d. Long tongue
3. What does the paragraph three tell us about?
  - a. What the giraffe can do lake
  - b. The weather around
  - c. The fish in the lake
  - d. The water in the river
4. Why was the giraffe use its long neck?
  - a. The place was exceptional
  - b. The weather around the lake was cold
  - c. To pick leaves in high trees
  - d. The water was warm
5. Which is CORRECT about the giraffe?
  - a. This tall animal can protect itself very well

- b. A giraffe hasn't a very long tongue
  - c. A giraffe is not a very tall animal
  - d. The giraffe's hind legs and neck are also very useful
6. What did the giraffe do when it wants to drink ?
- a. It has to come down to the water pool
  - b. It has to spread its front legs apart
  - c. It needs to
  - d. It will be standing behind the water pool
7. Which is CORRECT about the giraffe ?
- a. Has a very long tongue
  - b. The tallest animal in the world
  - c. It cannot hear very well
  - d. It has very good sense of smell and sight
8. " it can also gallop very fast (paragraph 4) what does the underlined word mean ?
- a. Has a very long neck
  - b. It can turn very well
  - c. It cannot run very well
  - d. It has a very long legs
9. This tall animal can protect itself very well what was the bold word mean ?
- a. Run
  - b. Hurt

- c. Safe
- d. Guard

10. “ The giraffe’s hind legs and long neck are also very useful” what does underlined word mean ?

- a. Create
- b. Duty
- c. Bereficial
- d. Make



One day udin invited his relation ehe thought mbers of parliament from region for lunch at the famous Italia restaurant. Actually udin was never eat a an Italian restaurant. This is because as son of the area actually was more comfortable eating in warteg.

It is all right, at all times. consideret to be coll by members of parliament; !!!

After the sit and taste the wine served, udin took the menu and start ordering. Because dizzy of the strange name Italian food. Udin chose randomly," waiters, we need to order Gianfranco Tardelli" Udin said with an emphasis on Italian accent

I'm sorry sir...." Replied the waiter, it is the name of the owner of this restaurant.

Source:<http://id.m.wikibooks>

1. What is the topic of the stpry?
  - a. Menu Italian restaurant
  - b. Eating in restaurant
  - c. Udin nd friend
  - d. Udin and waitres
  
2. .... Udin take the menu and start orderin and synonym of the underlined word is ?
  - a. Catch
  - b. Have



c. Bring

d. Get

3. Who was invited by Udin to in Italian

a. His relation fellow members paliamen

b. His parents

c. A waiter

d. His family

4. .... After the sitting and tasting wine served the antonym of the underlined word is ?

a. Fast

b. Before

c. Finish

d. For

5. Where the Udin invite his friends to go for lunch?

a. At Italian restaurant

b. At the canteen

c. Eating the warteg

d. Eating at home

6. Who are the characters in the story?

a. Udin and friends

b. Udin and waiters

c. Waitres and owner

d. Udin, waites and his friends

7. Why Udin invite his relation fellow members of parliament from the area for lunch at the famous Italian restaurant?

- a. Because Udin want considered to be cool by members of parliament
- b. Because udin is hungry
- c. Because udin metting with his frends
- d. Because udin the good people

8. What type of test is used by the writer?

- a. Recount
- b. Procedure
- c. Description
- d. Hymor stories

9. Who is Gianfranco Tardelli?

- a. It is the name of the owner of restaurant Italian
- b. It os numbers par ofliament
- c. Hi is a friend from udin
- d. He is a wairess

10. What is humor in this story?

- a. He is fals order
- b. He ordered Italian restaurant
- c. He order the name of the owner of Italian restaurant because he thought at it was the of menu
- d. Udin dizzy by the name of the srange name of Italian food

## Appendix 2: The student's result in Pre-test

Students' ability in reading English text : at SMP negeri 21 makassar

Keterangan :

- 1) Tujuan penelitian ini adalah sebagai bahan untuk menyusun skripsi pada program stars satu (S1) Jurusan Pendidikan Bahasa Inggris Fakultas Keguruan Ilmu Pendidikan Universitas Bosowa Makassar.
- 2) Peneliti mengharapkan kiranya para siswa menjawab soal ini dengan jujur
- 3) Atas partisipasinya dan bantuannya diucapkan terima kasih

Nama :

Kelas :

Petunjuk pengisian :

- 1) Bacalah soal ini dengan saksama sebelum anda menjawabnya
- 2) Jawablah dengan jawaban yang benar

### Appendix 3: The student's result in Pre-test

Students' ability in reading English text : at SMP negeri 21 makassar

Keterangan :

- 4) Tujuan penelitian ini adalah sebagai bahan untuk menyusun skripsi pada program stars satu (S1) Jurusan Pendidikan Bahasa Inggris Fakultas Keguruan Ilmu Pendidikan Universitas Bosowa Makassar.
- 5) Peneliti mengharapkan kiranya para siswa menjawab soal ini dengan jujur
- 6) Atas partisipasinya dan bantuannya diucapkan terima kasih

Nama :

Kelas :

Petunjuk pengisian :

- 3) Bacalah soal ini dengan saksama sebelum anda menjawabnya
- 4) Jawablah dengan jawaban yang benar

## KEY ANSWER

### A GIRAFFE

1. C

2. C

3. A

4. C

5. C

6. B

7. C

8. B

9. D

10. C



UNIVERSITAS

HOSOWA



**KEY ANSWER**

**MENU ITALIAN RESTAURANT**

1. A

2. D

3. A

4. B

5. A

6. B

7. A

8. D

9. A

10. C

