THE EFFECTIVENESS OF COMMUNICATIVE APPROACH IN TEACHING READING COMPREHENSION ON SECOND GRADE OF SMP WAHYU MAKASSAR

SKRIPSI

BY

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Submitted by

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PERNYATAAN

Dengan ini saya yang bertanda tangan di bawah ini:

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Menyatakan bahwa: Skripsi dengan judul *"The Effectiveness of Communicative Approach in Teaching Reading Comprehension on Second Grade Of SMP Wahyu Makassar"* beserta seluruh isinya adalah benar-benar karya saya sendiri, bukan dari karya hasil plagiat. Saya tulis dalam rangka memenuhi salah satu syarat untuk memperoleh gelar sarjana, ini benar-benar merupakan karya saya sendiri yang saya hasilkan setelah melalui proses penelitian, pembimbingan, diskusi, dan pemaparan atau ujian.

Saya siap menanggung risiko/sanksi apabila ternyata didalamnya ditemukan adanya perbuatan tercelah yang melanggar etika keilmuan dalam karya saya ini, termasuk adanya klaim dari pihak lain terhadap keasliannya.

Makassar, Maret 2016

Yang membuat pernyataan

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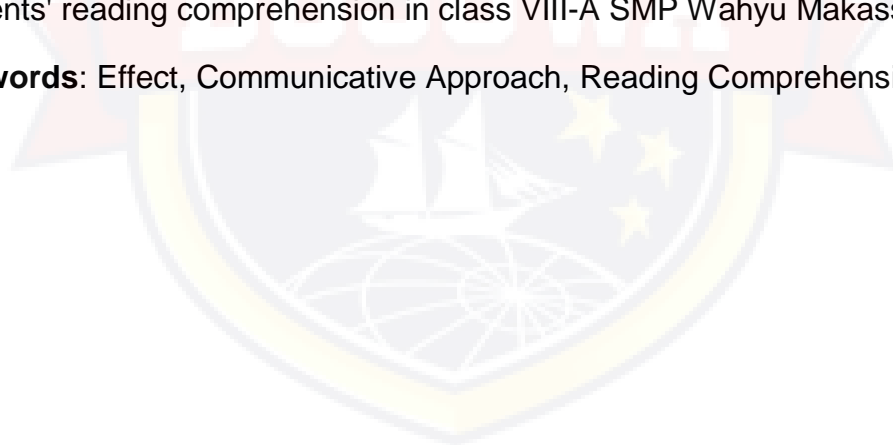
Makassar, Maret 2016

Writer

ABSTRACT

Christina Ety Mangera. 2016. *The Effectiveness of Communicative Approach on Second Grade of SMP Wahyu Makassar.* Skripsi, English Education Department Faculty of Teacher Trainning and Education. Supervised by Dahlia D. Moelier, and St. Haliah Batau.

The purpose of this research was to know the effect of Comunicative Approach towards students' reading comprehension on second grade of SMP Wahyu Makassar. The results of this study are expected to be useful for students to enrich the reading comprehension skill, and can help teachers to be more interactive and creative.

The research method applied is pre-experimental method using a pre-test, treatment, and post-test. The subject of this research is VIII-A class at SMP Wahyu Makassar academic year 2015/2016. This research applied total sampling technique, with a total sample of 30 students.

The result of data analysis shown that there was a significant effect of students' reading comprehension by using Communicative Approach as a method in the learning process. It can be seen from the value of the t-test is 13.29 higher than t-table is 1.669. Obtaining the student scores indicate that usage Communicative approach can give effect towards students' reading comprehension in class VIII-A SMP Wahyu Makassar.

Keywords: Effect, Communicative Approach, Reading Comprehension.

ABSTRAK

Christina Ety Mangera. 2016**.** *The Effectiveness of Comunicative Approach in Teaching Reading Comprehension on Second Grade of SMP Wahyu Makassar.* Skripsi Pendidikan Bahasa Inggris dibimbing oleh Dahlia D. Moelier, and St. Haliah Batau.

Tujuan penelitian ini adalah untuk mengetahui efektivitas dari Communicative Approach terhadap kemampuan membaca pemahaman siswa. Hasil penelitian ini diharapkan dapat bermanfaat bagi siswa dalam memperkaya kemapuan membaca pemahaman, dan dapat membantu guru untuk lebih interaktif dan kreatif.

Metode penelitian yang diterapkan adalah pre-experimental research design dengan menggunakan pre-test, treatment, dan post-test. Subjek dari penelitian ini adalah kelas VIII-A SMP Wahyu Makassar tahun akademik 2015/2016. Penelitian ini menerapkan teknik total sampling, dengan jumlah sampel sebanyak 30 siswa.

Hasil analisis data menunjukkan bahwa terdapat pengaruh yang signifikan dengan menggunakan metode Communicative Approach sebagai media dalam proses pembelajaran membaca pemahaman. Hal ini dapat dilihat dari nilai t-test yaitu 13.29 lebih tinggi dari t-table yaitu 1.669. Perolehan nilai siswa tersebut menunjukkan bahwa penggunaan Communicative Approach dapat berpengaruh pada kemampuan membaca siswa di kelas VIII-A SMP Wahyu Makassar.
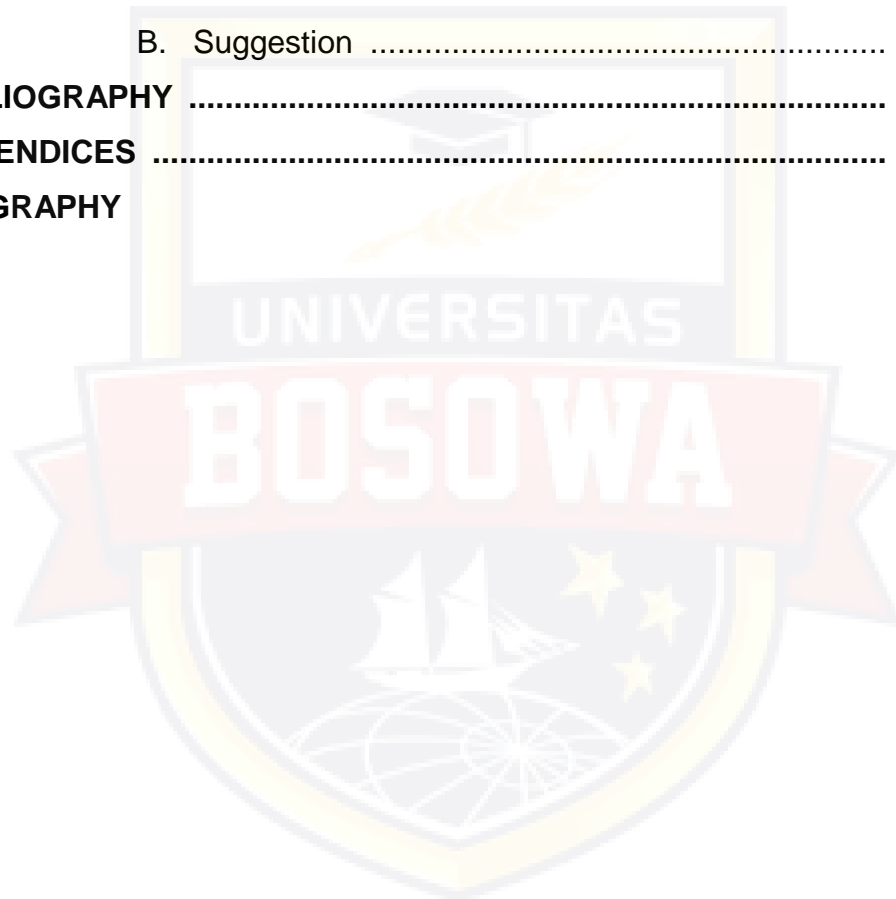
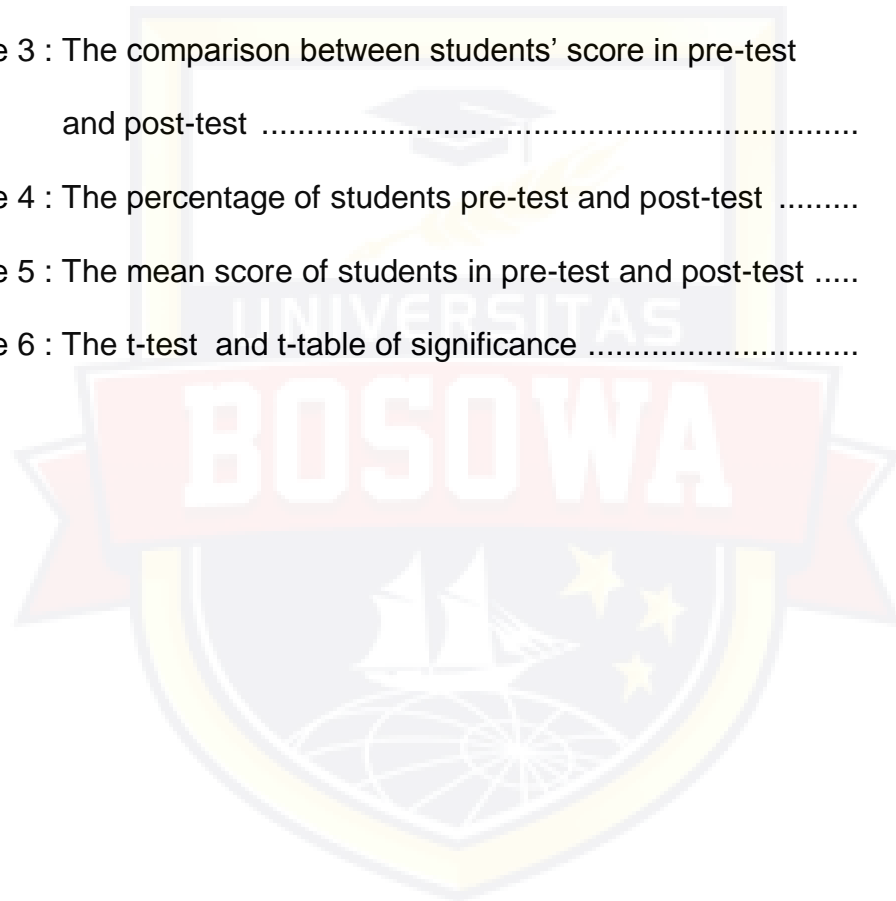**Kata kunci** : Effect, Commmunicative Approach, Reading comprehension.

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CHAPTER I

INTRODUCTION

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

A. Background

English is one of the international language that is used by many people in the world and in many areas of everyday life. Therefore, using English is an easiest way to comunicate with the other people from other countries about many aspects in human life such as technology, economy, social, and politics.In indonesia, English is a foreign language. Learning a foreign language is a integrate process that the learner should study the four basic skills: listening, speaking, reading and writing.

We use it to understand our word study througt an integrated process. We use language to convey our idea, feelings and so on. We combine our ideas in our mind into verbal expressions using the language and created a comunication. Verbal comunication constitute a process of constructing a text, either in spoken or written form.

Language is a system of communication with other people by using sounds, symbols, and words in expressing or conveying a meaning and idea or throught. Language can be used in many forms, primarily through

oral and written communications as well as using expressions through body language.

Reading comprehension is more complex than commonly assumed. Reading is always purposeful not only in sense that readers read in different ways based on differing reading purposes. However, many students have difficulties in reading especially in comprehending a text or stories. They felt bored because they got the long or complex stories in the beginning of teaching learning process. So, that's way they had less reading in English.

Therefore, the teacher should have alternative ways to teach in reading. One of that ways is using fun and unique activities is one of solution to solve the students' problem to learn material to be more interest and fun.

Good reader can understand the individual sentences and the organizational structure of a piece of writing. They can comprehend ideas, follow arguments, and detect implications. They know most of the words in the text already, but they can also determine the meaning of many of the unfamiliar words from the context - failing this, they can use their dictionary effectively to do.

In summary, good readers can extract from the writing what is important for the particular task they are employed in. And they can do it quickly.

B. Problem Statement

Based on the background the writer intended to focus on answer the question: Is there significant effect of communicative approach in teaching reading comprehension on second grade of SMP Wahyu Makassar?.

C. Objective of the research

Base on the problem statement above, the purposes of this study are :

1. To know the students' ability in reading comprehension before their ever used communicative approach as a method to teach reading comprehension.

2. To measure how well the effect of communicative approach toward students' reading comprehension, weather its effective or not.

3. To get a information, completed description and explanation about the ability of the second grade students of SMP Wahyu Makassar in achieve their achievement during learning process through communicative approach.

a. General Objective

The general objective of this research is to get a completed description about the ability of the second grade students of SMP Wahyu Makassar in achieve their achievement during learning process.

b. Special Objective

The special objective wants to be achieve in this research to try for applied the writer have method. The writer also wants to know the ability of the second grade of SMP Wahyu Makassar in answering questions from the discourse either orally or written objective form. The writer also wants to know the students interest in following learning process with communicative approach.

D. The Significance of the Research

From this research, the writer expects to encourage readers to be eager to search and found many information about many kinds of method or theory to teach reading can be interactive in learning process. The process of the research is very useful for the writer to improve the teaching performance in class. The writer had to involved in the students' problem and as the aim of the research is how effective to students' ability on reading comprehension through communicative approach.The significance of this research is expect to be useful as follows:

1. For the teachers

The findings of the research method can be use as a consideration in selecting the appropriate method or ways in teaching learning process for junior high school especially for improve student's reading skill. Besides, it can be use to vary such activities of reading that support and give motivation for their students.

This method can help the teachers role in a school especially in Junior High School also confirms very much increasing English subject use communicative approach and supporting the learning process at school.

2. For the students

This finding of the research can improve their reading comprehension skill and motivate the students that reading is fun activity.

3. For the writer

The finding of the research can be use as starting point in improving the writer teaching ability now and in the future.

E. The Scope of the research

The scope of the research is restricted to know the effect of Communicative approach towards students' reading comprehension on second grade of SMP Wahyu Makassar.

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CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter consist of reading, communicative approach, conseptual framework, and hypothesis.

A. Reading

1. Definitions of Reading

Reading has a number of definition of if we ask about what reading is. Different people may define the term reading differently, since there are various concepts or ideas of reading. A student who is seeking for information from school textbooks is called reading. Person deriving information from magazines, novels, newspapers are called reading. Since there are a number of different definitions of reading, therefore the term of reading need to be defined in order to avoid the misinterpretation.

According to Hill (1999: 54) " Reading is what the reader does to get the meaning he needs from textual sources, reading as the process of acquiring and authors meaning and of interpreting, evaluating, and effecting upon those meanings ".

Dubin (1986:36) explaines the meaning of reading as reading is primarily a cognitive process, which means that the brain does most of the work. Those statements above show the various definitions of reading, they mean generally. Reading means a complex process of thinking in assigning meaning from printed materials which involve most of the

readers intellectual act such as pronunciation and comprehension in order to receive ideas or information extended by the text. It can be seen that reading is not only looking at word in the form of graphic symbols but also getting meaning from word to word or line to line to understand what we read. It means that reading is a process to understand the text content and to get information.

Reading is one of the skills in learning a language. After graduating from Senior High School, the students are supposed to be able to read English books to expand their knowledge. The ability of the students in reading is very important because by having the ability to read, they will be able to improve their knowledge. Raunch and Weinstein (1984:4) consider that reading is a key to success for anyone who wants to be an educated person. Therefore, when someone is reading, his/her purpose is to understand what a piece of reading is about. However, if he lacks the practice about the language, he/she will encounter difficulties when he is reading. Since the topic of the writer's thesis is related to the concept of reading comprehension, it is necessary for her to describe what reading comprehension is. Before the writer gives thorough description about reading comprehension, she would like to present some definitions of reading.

In reading activities, there are two subjects involved in. They are the writer and reader. The writer tries to convey, to present his/her messages through letters, words, phrases and their relationships, while the reader

tries to get the messages from the written verbal symbols. Harris and Smith (1976:8) points out that reading always involved an interaction between the writer and the reader. Reading also requires the communication of a message and it requires a language system-a sign system in which messages are formulated or encoded.

Reading requires not only skills in identification and recognition of words, in grouping words into thought unit and noting every detail of printed symbols, but it also requires the sum of all the readers' experiences and skills. In order to what he reads make sense; a reader must be able to use his past experience and to match it with the verbal symbols. A reader also must be able to use the information in the printed page. Similiars is, Harris and Smith (1976:17) state that reading may be defined as the reader's interaction with a printed message across a range of thinking operations. In this case, perception of graphic symbols representing language interacts with the reader's language skill, cognitive skill, and knowledge of the word. In this process, the reader tries to recreate the meanings intended by the writer. Therefore, we may say that reading without thinking will be meaningless.

Based on the definitions above, it can be concluded that reading is not merely as a process of reading words by words of the printed page but it also a collaboration of a thinking process, recollection of the past experience, and his/her acquired language faculty to interpret the author's intention. Reading also a process matching information since the activity of

reading, the reader matches his information that he already had with the printed page in order to get the message.

2. Comprehension

Like many other words, comprehension also has many definitions. However, there are at least some similarities to each other. The similarity is focused on the work of cognitive domain that involves the process of knowledge acquisition, interpretation, and exhibition of the acquired knowledge deal with the process of thinking. Since comprehension is a kind of mental activity, it is some what difficult to be observed. In order to get clear description of what comprehension is the writer would like to present some definitions of comprehension.

In line with this, Guy and Eva Wagner (1999:127) point out that comprehension is an activity process that involves the child's integration of prior knowledge with information in the text in order to comprehend the text. Among the major goals of reading instruction today is the development of learners who understand, student need these abilities to understand concept presented in print, to think about the material reading, and to use that which is read for relevant purpose.

Furthermore, Guy and Eva Wagner (1988:160) claims that comprehension is a special kind of thinking process that actively construct meaning internally from interacting with the material that is read. To comprehend a text, readers must make an understanding of the writer's words, their meanings, and the writer's prejudices, tone, mood, feeling and

attitude. The ability to figure out what the writer intends to say by his/her words will ease the readers to make a full understanding of reading text.

Deals with the explanation above, Allen (1977: 238) states that in order to comprehend a passage, a reader needs also an understanding of language pattern, He must be able to recognize the structural elements composing a sentence and he must perceive the syntaxtic inter relationships of these elements. Students who have the ability for comprehension would not find difficulties in comprehending any passages.

3. Levels of Comprehension

By knowing the levels of comprehension it is expected to be able to find the weaknesses of the readers, and it will help both teacher and student to minimize them. In the process of comprehension of a passage, there is three level of comprehension. Schell as quoted by Grasha (2001: 237) state that literal, interpretation and critical reading are three levels of comprehension:

1. Literal comprehension: getting the primary, direct, literal meaning of a word, idea, or sentences in the context.

2. Interpretation:getting deeper meanings, drawing inferences, making generalizations, reasoning from course to effect, detecting significance, making comparisons, identifying purpose.

3. Critical reading: evaluating the quality, accuracy or truthfulness of what is read.

A child is likely to reach higher levels of comprehension with easier

materials. Therefore, if a child does not respond adequately to a reading activity, the teacher has at least two alternatives: (1) more to activities at an easier (more literal) level of understanding, or (2) abandon that reading selection in favor of one that is easier, the teacher's choice should be a conscious is to raise the level of comprehension or to deal with more difficult materials.

4. Reading comprehension

There are a lot of definitions concerning reading comprehension. Smith and Robinson (1980:205) consider reading comprehension means the understanding, evaluating, and utilizing of information and ideas gained through an interaction between reader and author.

Furthermore, Olson and Diller (1982:42) state what is mean by reading comprehension is a term used to identify those skills needed to understand and apply information contained in a written material.Written language is more complex than spoken language. In the written language, reader has to rely on printed language form. It has no facial expression, no gesture clues, all he has to do is making sense and interpreting of material he reads. In order to be able to make sense and interpret, the reader needs some skills or ability for reading. When a reader involves his/her abilities or skills in the process of reading, so that his/her activity may be called reading with comprehension or reading comprehension.

According to Rubin (1982:7) states that reading comprehension is a complex intellectual process involving a number of abilities. The two major

abilities concern word meanings and reasoning with verbal concepts.

There are different lists of skills that they feel are basic to understanding Rubin (1982:14). The skills usually listed are as follows :

a. React to the sensory images (visual, kinesthetic, taste, smell) suggested by words.

b. Interpret verbal connotations and denotations.

c. Recognize and understand the writer purpose.

d. Determine whether the text affirms, denies, or fails to express an opinion about a supposed fact or condition.

e. Identify the antecedents of such words as who, some, or they.

In relation to the definition above, the writer concludes that reading is not merely recognizing the written symbols in a text but also reading comprehension that is getting the ideas of either explicit or implicit messages.

According to Hinkel, (cited by Imams' 2012:27) claimed that, as a receptive skill the process of reading is not dissimilar to that of listening. Through reading pupils can be exposed to new language forms and structures. Based on the definition, the writer concludes that reading which is included into a receptive skill is indicated through the recognizing of new language forms and structure from a text that is being read by a reader. Basically, there are two kinds of reading: extensive and intensive reading. Those will be explained: Extensive Reading, it involves reading for pleasure and reading large quantities of material. From a vocabulary

perspective through meaning-focused input, and to establish, enrich, and develop fluency with known vocabulary.

Intensive Reading, it usually involves the interactive reading of a text that contains a fairly heavy vocabulary load. That is, learners are familiar with less than 95% of the running words in text. Traditionally, intensive reading involves the teacher explaining a text to the learners often using the first language for the explanation

There are different styles of reading for different situations. The technique you choose will depend on the purpose for reading. For example, you might be reading for enjoyment, information, or to complete a task. If you are exploring or reviewing, you might skim a document. If you're searching for information, you might scan for particular word. You need to adjust your reading speed and technique depending on your purpose.

5. Aims of Reading

A person may read for many purposes, and purpose helps to understand more what is read by people. If he is reading for pleasure or reading for pure recreation and enjoyment, he may read either quickly or slowly based on the way he likes or feels. But, if reads for studying or setting information such news, science or same line, which are part of his study or assignment he does it very slowly and carefully.

According to Anderson (2010:109), there are seven aims of reading, reading for details and fact, reading for main ideas, reading for

sequence or organization, reading for inference, reading for classifying, reading for evaluating and reading for comparing of contest.

a. Reading for details and fact is reading to know what is done by the subject of the story.

b. Reading for main ideas is reading to get the problem statement.

c. Reading for sequence of organization is reading to know each part of the story.

d. Reading for inference is reading to know what is the writer mean by its story.

e. Reading for classifying is reading to find unusual things.

f. Reading for evaluating is reading to know the value of the story.

g. Reading for comparing or contest is reading to compare the way of life of the story with the way of life of the reader.

Another author Grellet (1981: 54) said that the aims of reading is:

a. Reading for pleasure

b. Reading for information (in order to find out something or in order to do something with the information you get)

Meanwhile Lester and Allice (1976) classified two general purposes. These purposes includes; Leisure-time reading and more serious reading.

1. Leisure-time reading. It is reading for enjoyment which may vary in to follow your favorite sport, comic, article, and movie program.

2. More serious reading. It is reading to study for a goal such as to obtain

factual information and solve problems.

6. Types of Reading

Christine Natal, as quote by Nianda (2006: 51-55) Depending on the purposes of reading it also can be classified into two types of activities, intensive and extensive reading.

a. Intensive reading:

Intensive reading means reading shorter texts to extract specific information. This activity is likely more to emphasize the accuracy activity involving reading for detail. The process of scanning takes a more prominent role here than skimming. Reader is trying to absorb all the information given, example: Reading dosage instruction for medicine.

b. Extensive reading:

Reader deals with a longer text as a whole, which requires the ability to understand the component part and their contribution the over all meaning, usually for one.s own pleasure. This is a fluency activity, mainly involving global understanding. Example: Reading a newspaper, article, short story or novel.

In other words Grellet defines that skimming is quickly running ones eyes over a text to get the gist of it. While, scanning is quickly going through a text to find a particular piece of information. So, if a person wants to get an address, phone number, a date in a book over paragraph in order to locate a special piece of information, that activities is called

scanning, but if he reads all the passage in order to know about what it deals about his reading, that is called skimming.

In skimming a reader must ask himself what the text is talked about. He must move his eyes quickly over the text, looking especially at the main title, the beginning and the end, and the first sentence of paragraph.

In scanning the reader must ask himself weather or not the text contains what he is looking for and if any, he must find where is located, he moves also his eyes more or less quickly over the text for specific items.

7. Factors Affecting Comprehensions

As it has already been shown, reading comprehension need some intellectual ability to master it. Langan (2000: 32) classified there are six basic factors that influence the students' ability in comprehending written materials.

a. Background Experiences

Students who have little experience may have some difficulties in comprehending many ideas and activities with which other children are familiar before they learn in school. For an example, a student who never sees or hears about the mountain, and in some occasions dealing with it will find the story hard to follow, so he must have experiences in his background that enables him to bring personal meaning to the events an feelings if the story.

b. Intellectual Abilities

Second aspect of comprehension is the students. ability to think, it all depends on his intellectual development. Although the teacher gives the same textbook and same purpose of reading, the result of reading maybe different. The number of ideas that they understand and the depth of their understanding will be largely dependent upon their general capacity to learn. The slow learning or dull-normal students cannot be expected to show same reaction or gain the same appreciations as the bright students when they read together for pleasure or to gain information.

c. Language Abilities

The third aspect is the students. language abilities, including semantics or word meaning and grasp of syntax. Understanding of semantics comes from experience with words in various, personally meaningful settings. A grasp of syntax is needed to recover the structure of the language, so the students have to master syntax which links deep and surface structure.

d. Affection

Such as personal interest, motivation, attitudes, beliefs, feelings; students will attend a better understanding to the story about a topic if they find personally interesting. The cause of greater understanding is also affected by readers attitude and beliefs readers could understand materials better when it matches their own attitudes and beliefs on a topic.

e. The purpose of reading

This fifth factor also determines the comprehension ability, student could also have difficulties to understand the story if he reads it with no particular purpose in mind. Comprehension is always directed and controlled by the needs and purposes of an individual. If that so, they must establish their own purpose before reading and commits the entire story to memory.

f. Skills of comprehending

Another factor which influences the depth and the amount of comprehension is the skills that the students have developed for that purpose; the ability to comprehend develops gradually from the simple to the complex skills. The teacher give a balanced program, include direct teaching of techniques which will aid the student in developing attitudes and skill of thoughtful, purposeful reading.

B. Communicative Approach

1. Defenition of Communicative Approach

The Communicative Approach, also known as communicative language teaching (CLT), emphasizes interaction and problem solving as both the means and the ultimate goal of learning English - or any language. As such, it tends to emphasise activities such as role play, pair work and group work.

According to Haycraft (1978:65) "Communicative Approach is an

approach to foreign or second language teaching which emphasizes that the goal of language learning is communicative competence" According to Haycraft (1978:65) "Communicative competences is an ability not only to applied the grammatical rules of a language in order to from grammatically correct sentence, but also to know when and where to use these sentence and to whom."

The Communicative Method is in reality an umbrella term – a broad approach rather than a specific teaching methodology, and has now become the accepted 'standard' in English language teaching. Communicative Language Teaching is a natural follow-on from the reaction during the 70s against previous methods which over-focused on teaching grammatical structures and template sentences, and which gave little or no importance to how language is actually used practically. It switched traditional language teaching's emphasis on grammar, and the teacher-centred classroom, to that of the active use of authentic language in learning and acquisition. CLT is interested in giving students the skills to be able to communicate under various circumstances. As such, it places less emphasis on the learning of specific grammatical rules and more on obtaining native-speaker-like fluency and pronunciation. Students are assessed on their level of communicative competence rather than on their explicit knowledge.

2. Background of Comunicative Approach

Communicative language teaching has been the centre of language teaching discussions since the late 1960s (Savignon & Berns, 1984: 65). Over the years it had become clear to its proponents that mastering grammatical forms and structures did not prepare the learners well enough to use the language they are learning effectively when communicating with others. As a result, situational language teaching and its theoretical conjectures were questioned by British linguists. Some of the linguists had the task of providing the Council of Europe with a standardized programme for foreign language teaching.

Wilkins was one of them, and his work has had the greatest impact on current materials for language teaching (Savignon & Berns, 1984:65). He analyzed the existing syllabus types (grammatical and situational) and the communicative meanings that a language learner needs to understand.

In place of the existing syllabus (Wikkins, 1973:312) proposed a national syllabus. This syllabus was not organized in terms of grammatical structures but rather specified what meanings the learners needed in order to communicate. What began as a development only in Britain has expanded since the mid 1970's. Now it is seen as an approach that pursues two main goals.

The first one is "to make communicative competence the goal of language teaching" and the second one, "to develop procedures for the teaching of the four language skills that acknowledge the interdependence

of language and communication" (Richards & Rodgers, 2001:24). Another important name associated with communicative language teaching. They differentiates between a "strong" and a "weak" version of communicative language teaching.

A "strong" version is the development of a language through communication doesn't mean reactivating existing knowledge of the language but rather prompting the development of the language system itself. However, the "weak" version focuses on providing the learner with sufficient opportunities to speak the language and to put that in the centre of language teaching (Harris, 2008: 90).

3. Elements of Comunicative Approach

It is more of an approach or philosophy than a highly structured methodology. Nunan (1992:43) famously listed five key elements to the communicative approach:

a. An emphasis on learning to communicate through interaction in the target language.

b. The introduction of authentic texts into the learning situation.

c. The provision of opportunities for learners to focus, not only on the language but also on the learning process it self.

d. An enhancement of the learner's own personal experiences as important contributing elements to classroom learning.

e. An attempt to link classroom language learning with language activation outside the classroom.

The Communicative approach emphasizes the ability to communicate the message in terms of its meaning, instead of concentrating exclusively on grammatical perfection or phonetics. In essence, it considers *using* the language to be just as important as actually *learning* the language. The Communicative Language Teaching method has various characteristics that distinguish it from previous methods.

4. Theory and characteristics of Communicative Approach

As the name implies, the central concept in communicative language teaching is "communicative competence" Richards & Rodgers, (2001:159). This covers both the spoken and written language and all four language skills.

As Oxford (1998:8) states:
> " This essential to the active development of the new language and communicative competence requires realistic interaction among learners using meaningful, contextualized language" On the one hand teacher is a "facilitator, a guide and a helper" and the other hand a "coordinator, an idea-person and a co-communicator "

Learning strategies like allowing learners to become more self-directed and more independent in learning the new language help them to participate actively in communication. In Her book "Interpreting Communicative Language Teaching: Contexts and Concerns in Teacher Education" Savignon includes a useful summary of the eight characteristics of communicative language teaching by the linguist Berns (2002:6):

a. Language teaching is based on a view of language as communication. That is language is seen as a social tool that speakers use to make meaning; speakers communicate about something to someone for some purpose, either orally or in writing.

b. Diversity is recognized and accepted as part of language development and use in second language learners and users, as it is with first language users.

c. A learners' competence is considered in relative, not in absolute, terms.

d. More than one variety of the language is recognized as a variable model for learning and teaching.

e. Cultureis recognized as instrumental in shaping speakers' communicative competence, in both their first and subsequent languages.

f. No single methodology or fixed set of techniques is prescribed.

g. Language use is recognized as serving ideational, interpersonal, and textual functions and is related to the development of learners' competence in each.

h. It is essential that learners be engaged in doing things with language – that is, that they use language for a variety of purposes in all phases of learning.

5. Materials in teaching comunicative approach

Materials play an important role in communicative language teaching. They provide the basis for communication among the learners.

According to Richards & Rodgers (2001:168), there are three basic types of material. These are text-based materials, task-based materials and realia.

Text-based material like textbooks will, if designed on CLT principles, offer the learners many kinds of prompts on which they can build up conversations. They will typically contain visual cues, pictures and sentence fragments which the learners can use as a starting point for conversation. Other books consist of different texts the teacher can use for pair work. Both learners get texts with different information and the task is to ask each other questions to get to know the content of the missing piece.

Task-based material consists of exercise handbooks, cue cards, activity cards, pair-communication practice materials and student-interaction practice booklets.

Pair-communication practice material contains material contains two sets of material for a pair of students. It is similar to a task using text-based material. Both students have different kinds of information and through communication they need to put the parts together. Other pair-work tasks involve one student as an interviewer and the other one the interview. Topics can range from personal experience and telling the other person about one's own life and preferences to talking about a topic that was discussed in the news recently or is still up-to-date.

Using realia in communicative language teaching means using

authentic material, for example newspaper articles, photos, maps, symbols, and many more. Material which can be touched and held makes speaking and learning more concrete and meaningful. Maps can be used to describe the way from one point to another and photos can be used for describing where things are placed, in front of, on top of or underneath something, and so on.

A classic example of a communicative classroom activity is the "jigsaw-activity": As Richards points out, "functional communication activities require students to use their language resources to overcome an information gap or solve a problem" (2006:18). Usually the class is divided into several groups and each group has a different piece of information needed to complete an activity. The task of the class is to fit all the pieces together to complete the whole. They must use their language resources and communicative strategies to communicate with each other in order to get the information the groups do not have.

6. Advantages and Disadvantages of Communicative approach

The most obvious advantage in communicative language teaching is that of the increase of fluency in the target language. This enables the learners to be more confident when interacting with other people and they also enjoy talking more. The approach also leads to gains in the areas of grammatical/ sociolinguistic/ discourse/ strategic competence through communication.

One major disadvantage might be that it is difficult for the teacher

alone to check the language use of every student, especially in a big class. The students are allowed to make mistakes but they need to be corrected – preferably not whilst in the middle of a conversation - by the teacher in order to improve and so as not to make the same mistake again and again. Therefore it is not helpful if there's only one teacher for one class. Another point concerning the teacher might be that it depends on the teacher how motivating or boring the lesson will be. The teacher needs to prepare the material at home and needs to make it as motivating and creative as possible so that the students find the tasks meaningful and motivating, and are eager to communicate with each other.
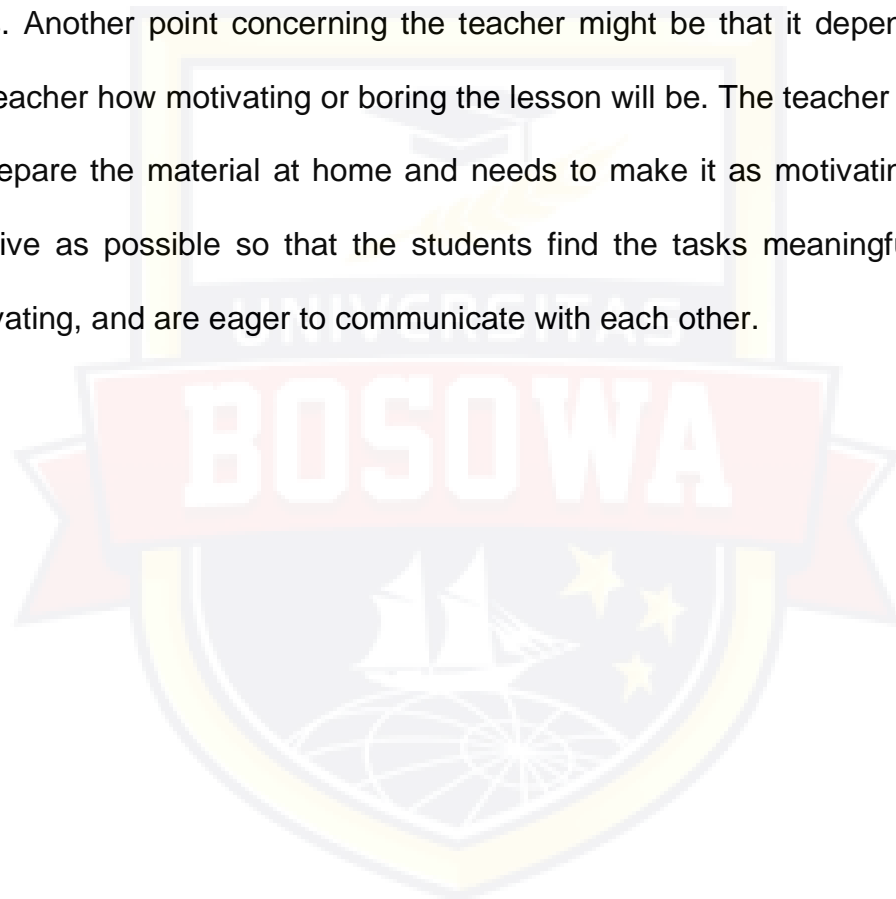
C. Conceptual Framework

The conceptual framework underlying in this research the following diagram:
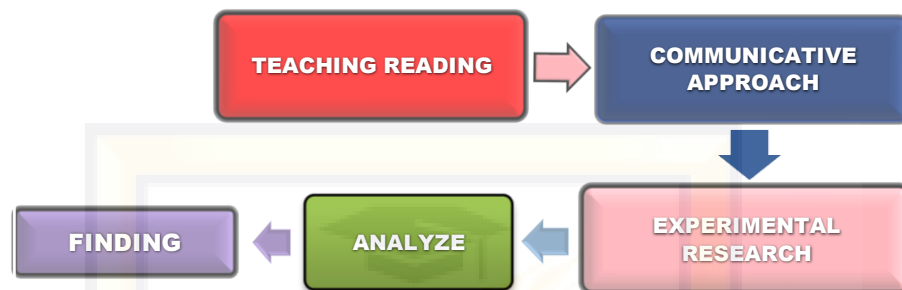
Figure 2.1 Conceptual Framework

D. Hypotesis

The hypothesis of this research is formulates as follows:

1. Null hypothesis (HO) : there is no significant different of the students' reading comprehension after and before giving treatment.

2. Alternative hypothesis (HI) : there is a significant different of the students' reading comprehension after and before giving treatment.

CHAPTER III

METHOD OF THE RESEARCH

This chapter deals with variable and research design, population and sample, instrument of the research, procedure of collecting data and technique of data analysis.

A. Research Design

The research employed a pre-experimental design research method with one class pre-test and post-test design. The diagram is given in the following below:

$$O1 \quad X \quad O2$$
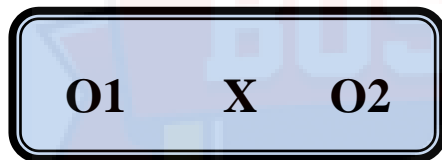
Figuer 3.1 Design of pre-experimental research

Where :

O1: Pre-test

X : Treatment

O2 : Post-test

(Gay, 1981 : 225)

B. Location of the research

This research carried out in SMP Wahyu Makassar this one of private school in Makassar. This scholl location at Jl. Abdullah Daeng Sirua number 25 Makassar.

C. Variable of the research

This research consists of two variables, they are :

a. Independent variable is the communicative approach in reading comprehension. Communicative approach is the quality that makes something seem easy to comprehend any complex matters.

b. Dependent variable is the students' reading comprehension means understanding, evaluating, utilizing information and gaining through an interaction between reader and author.

E. Operational defenition

Effectiveness :   the degree to which objectives are achieved   and   the extent to which target problems are solved.

Communicative approach : the goal of language teaching which is the approach to teaching the second and foreign language.

Reading comprehension :   skill in learning language to get the information and to understand the meaning medicated through the text.

D. Population and Sample

1. Population

The population of this research took the second grade students of SMP Wahyu Makassar in the academic year 2015/2016. The number of population is 125 students.It's consist of five classes; each class consist of 25– 30 students.

2. Sample

The writer take only one class as the sample of the research. The number of the sample is 30 students were chosen from class (VIII-A). This sample choosed by using total sampling technique.

E. Instrument of The Research

The instrument of this research is a reading test. The reading test givingin the pre-test and the post-test. The test consisted of 40 multiple choise test.

F. Procedure of the research

The data collected for twice through pre-test and post-test. The data from pre-test took before the treatment, while the data from post-test took after the students' join the treatment for twice. The procedure can be seen in the following:

1. The pre-test

Before doing treatment, the writer applied a pre-test which carried out in 90 minutes, with 2 x 45 minutes. The writer distributed the pre-test to know the students prior knowledge in reading comprehension.

2. The Treatment

The writer gave treatment by using communicative approach and treatment to the students for two meetings and every meeting lasting for 40 minutes that the writer applied in the classroom as the following steps:

a. The writer opened the class than explained about communicative approach, for 10 minutes.

b. The writer gave examples about communicative approach for 10 minutes.

c. The writer explained the materials for 10 minutes.

d. The writer took the material with identification text questions for 10 minutes.

e. The writer gave exercises to the students for 35 minutes.

f. Closing the class for 5 minutes.

3. The Post-Test

After giving treatment, the last step is giving the post-test to the students. The writer gave post-test to the students for one meeting. The mean score of pre-test and post-test compared in order to find out whether they are significantly different or not. The post-test conducted to find out the students' achievement and their progress after giving the treatment using communicative approach in reading comprehension. The content of the pre-test is the same as the post-test.

G. Technique of Data Analysis

For the next step of the research, the writer analyzed the data. The writer compared the scores between pre-test and post-test. The data that was collected from the test analyzed quantitatively.

To analys the data, the writer employed the formula as follows;

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

$$Score = \frac{The\ total\ answer}{Total\ number\ of\ the\ test\ items} x\ 100$$

2. Classifying the score of the students' answer into the following scale:

NO	Scores / Range	Classification
1	91 – 100	Very good
2	76 – 90	Good
3	61 – 75	Fair
4	50 – 60	Poor
5	Less than 50	Very poor

Source: (Depdiknas, 2004:143)

3. The mean score of the students' found out by using the following the formula :

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

Which:

$\overline{X}$: mean score

$\sum x$: the total gain of students

N   : number of sample

(Gay, 2006 : 320)

4. Finding out the standard deviation of students' pre-test and post-test. The formula of obtaining the standard deviation is:

$$SD = \sqrt{\frac{(N)(\sum D2) - \sum X)^2}{N^2}}$$

Notation :

SD   : Standard deviation

$\sum x$: Total row of score

N   : Number of students

(Gay, 2006 : 321)

5. Finding the significantly different between pre-test and post-test by calculating the value of the test by using the following the formula :

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

Notation   :

    t   : Test of the significance

    D   : The mean of the score

    $\sum D^2$: The square of sum of total score of difference

    $\sum D$: The sum of total of difference

    N   : The total of number of sample

(Gay, 2013 : 322)

CHAPTER IV

FINDING AND DISCUSSION

This chapter presents the findings of the research and discussion. The finding consist of the description of data collected through test and discussion consist of explanation about the finding.

A. Findings

The finding of the research deals with the students' score of pre-test and post-test, the frequency and rate percentage of the students' score.

After finishing the process, the writer calculated the significant difference between two mean scores, test of significance and difference of average scores (mean) between pre-test and post test.
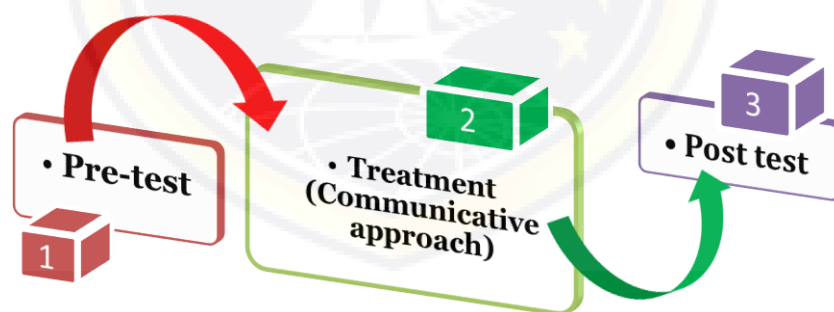
.   Figure 4.1 Technique of data collection

Before gave treatment, the writer did pre-test that conducted on January 18th 2016. The aim of pre-test is to know the students' prior knowledge. After giving pre-test, the writer did treatment that conducted on

January 29th 2016 until 5th February 2016. It aim to know the student reading comprehension using communicative approach.

1. The analysis of the students' score

The students' score obtained through the test, in order to know the students'vocabulary effect through comunicative approach,then the writer determined the quality of the students' score into rate percentage and score of classification as follow:

Table 1. The students' score in pre-test and classification.

No. (1)	Students' Initial (2)	Students' Score (3)	Classification (4)
1.	MA	30	Very Poor
2.	S	60	Poor
3.	IS	20	Very Poor
4.	MN	40	Very Poor
5.	NA	60	Fair
6.	PN	70	Fair
7.	SSM	60	Fair
8.	APR	40	Very Poor
9.	EW	60	Poor
10.	RZ	60	Fair
11.	FHF	55	Poor
12.	MFH	55	Poor
13.	SNR	30	Very Poor
14.	MI	40	Very poor
15.	ALP	60	Poor
16.	FR	50	Poor

Continuation

(1)	(2)	(3)	(4)
17.	SNH	70	Fair
18	APF	30	Very poor
19	NA	55	Poor
20.	NDY	75	Fair
21.	RP	55	Poor
22.	SF	40	Very Poor
23.	NNR	50	Poor
24.	MSR	65	Fair
25.	AP	60	Poor
26.	AT	50	Poor
27.	KA	65	Fair
28.	TW	45	Very Poor
29	YB	60	Poor
30.	NAF	65	Fair
	Total **Mean**	$\sum X1=1600$ 53.33	

Source: Students' pre-test

Based on the table above, the writer concluds that the students' score in pre-test is low because they faced difficult to recognized some new words, so it is recognized to answer the questions . Most of them got less than 70, so that the writer need to conduct treatment to effect the students' score in reading comprehension.

Table 2. The students' score in post-test and classification.

No.	Students' Initial	Students' Score	Classification
(1)	(2)	(3)	(4)
1.	MA	60	Poor
2.	S	70	Fair
3.	IS	55	Poor
4.	MN	75	Fair
5.	NA	80	Good
6.	PN	95	Very Good
7.	SSM	70	Fair
8.	APR	65	Fair
9.	EW	85	Good
10.	RZ	70	Fair
11.	FHF	80	Good
12.	MFH	70	Fair
13.	SNR	65	Fair
14.	MI	80	Good
15.	ALP	80	Good
16.	FR	75	Fair
17.	SNH	95	Very Good
18.	APF	65	Fair
19.	NA	80	Good
20.	NDY	85	Good
21.	RP	75	Fair
22.	SF	65	Fair
23.	NNR	80	Good
24.	MSR	95	Very Good
25.	AP	70	Fair

Continuation

(1)	(2)	(3)	(4)
26.	AT	70	Fair
27.	KA	80	Good
28.	TW	65	Fair
29.	YB	70	Fair
30.	NAF	85	Good
Total		$\sum X2$= 2255 Mean= 75.16	

Source: Students post-test

Based on the table above the students' score in post-test got higher than pre-test. Most of them got very good classification and good and none of them got less than 50 or very poor classification.

Table 3. The comparison between students' score in pre-test and post-test.

No	Students' Initial	Students'Score				Gain	
		Pre-test (X1)	Pre-test (X1)²	Post-test (X2)	Post-test (X2)²	D (X2-X1)	D²
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1.	MA	35	1225	60	3600	25	625
2.	S	60	3600	70	4900	10	100
3.	IS	25	625	55	3025	30	900
4.	MN	45	2025	75	5625	30	900
5.	NA	65	4225	80	6400	15	225
6.	PN	70	4900	95	9025	25	625
7.	SSM	65	4225	70	4900	5	25
8.	APR	35	1225	65	4225	30	900
9.	EW	60	3600	85	7225	25	625
10.	RZ	65	4225	70	4900	5	25
11.	FHF	55	3025	80	6400	25	625
12.	MFH	55	3025	70	4900	15	225
13.	SNR	30	900	65	4225	35	1225
14.	MI	40	1600	80	6400	40	1600
15.	ALP	60	3600	80	6400	20	400
16.	FR	50	2500	75	5625	25	625
17.	SNH	70	4900	95	9025	25	625
18.	APF	30	900	65	4225	35	1225

Continuation

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
19.	NA	55	3025	80	6400	25	625
20.	NDY	75	5625	85	7225	10	100
21.	RP	55	3025	75	5625	20	400
22.	SF	40	1600	65	4225	25	625
23.	NNR	50	2500	80	6400	30	900
24.	MSR	65	4225	95	9025	30	900
25.	AP	60	3600	70	4900	10	100
26.	AT	50	2500	70	4900	20	400
27.	KA	65	4225	80	6400	15	225
28.	TW	45	2025	65	4225	20	400
29.	YB	60	3600	70	4900	10	100
30.	NAF	65	4225	85	7225	20	400
	Total	**1600**	**90500**	**2255**	**172475**	**655**	**16675**

Source : Students pre-test and Post-test

Table in the previous page aboveshow the comparison between students' score in pre-test and post-test, from the table above total score in pre-test 1600 and total score in post-test 2255. Therefore, the writer conclude that the students' score in post-test is higher than pre-test. It means that communicative approach can give effect towards students' reading comprehension.

Table 4. The percentage of pre-test and post-test.

Classification	Score / Range	Pre-test		Post-test	
		Frequency	(%)	Frequency	(%)
Very good		-	-	3	10
Good	76 –90	-	-	10	33,33
Fair	61–75	9	30	15	50
Poor	50–60	12	40	2	6,67
Very poor	Less than 50	9	30	-	-
Total		**30**	**100%**	**30**	**100 %**

Source: Students pre-test and post-test

From the classification, the scores, and the rate percentage of the post-test illustrated in the table above that out of 30 students. In pre-test none of student got very good also got good, 9 students got fair (30 %), 12 students got poor(40 %), 9 students got less than 50 (30 %). In post test 3 students got very good (10 %), 10 students got good (33.33 %), 15 students got fair (50 %), 2 students got poor (6,67 %) and none of the students got less than 50 or very poor classification.

Based on the description above, it is clear that there is a much more significant effective of reading comprehension reached out by the students in post-test through treating those students using communicative approach during the research.

2. The mean score of students in pre-test and post-test

The mean score of the students is used to know the significance difference of students' reading comprehension in pre-test and post-test.

- The mean score of students in pre-test :

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

$$= \frac{1600}{30}$$

$$= 53,33$$

- The mean score of students in post-test :

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

$$= \frac{2255}{30}$$

$$= 75,16$$

- Finding out the standard deviation of students' pre-test and post-test.

$$SD = \sqrt{\frac{(N)(\sum D2) - \sum X)^2}{N^2}}$$

Notation :

SD : Standard deviation

$\sum x$: total row of score

N : number of students

$$SD = \sqrt{\frac{(30)(90500) - (1600)^2}{30^2}}$$

$$SD = \sqrt{\frac{(30)(90500) - (1600)^2}{900}}$$

$$SD = \sqrt{\frac{2715000 - 2560000}{900}}$$

$$SD = \sqrt{172.22}$$

= 13.12 (Standard deviation of students' pre-test)

$$SD = \sqrt{\frac{(30)(172.475) - (2255)^2}{30^2}}$$

$$SD = \sqrt{\frac{5174250 - 5085025}{900}}$$

$$SD = \sqrt{\frac{89225}{900}}$$

$$SD = \sqrt{99.13}$$

= 9.95 (Standard deviation of students' in post-test)

Table 5. The mean scoreof students in pre-test and post-test.

Test	Mean score
Pre-test	53.33
Post-test	75,16

The result of the students' mean score in pre-test and post test shows significance different. In the pre-test the students' mean score was 53.33 and in the post-test the students' mean score was 75.16.

3. T-test value of students reading comprehension skill

$$df = N-1$$

$$df = 30 - 1$$

$$df = 29$$

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

$$D = \frac{655}{30}$$

$$D = 21,83$$

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

$$t = \frac{21,8}{\sqrt{\dfrac{16675 - \dfrac{(655)^2}{30}}{30\,(30-1)}}}$$

$$t = \frac{21.8}{\sqrt{\dfrac{16675 - 14300}{870}}}$$

$$t = \frac{21.8}{\sqrt{\dfrac{2375}{870}}}$$

$$t = \frac{21.8}{\sqrt{2.72}}$$

$$t = \frac{21.83}{1.64}$$

$$t = 13.29$$

Table 6: The t-test and t-table of significance.

Df	Level of significance	t-test value	t-table value
29	0.05	13.29	1. 669

Test of significance used to know whether the pre-test and post-test was significantly different. The result of t-test is 13.29. Then the result of t-test was compared with the value of t-table.

To know the value of t-table, the writer used the level of significance (p)= 0.05 and found degree of freedom (df)= n–1, where n= number of students (30), and the writer found the value of t-table it was 1.669, thus the result of t-test is greater than t-table (13.29 > 1.669). The t-test value

of pre-test and post-test was remarked significantly different. It indicated that the alternative hypothesis (H_1) was accepted and, of course, the null hypothesis (H_0) was rejected. It showed that the use of communicative approach significantly enrich students' reading comprehension. It is more effective, more productive, faster and easier to enrich the students' reading comprehension.

B. Discussion

In this part, the writer discussed the result of the data analysis of the pre-test and post-test. The discussion is intended to know the students' reading comprehension using communicative approach on second grade of SMP Wahyu Makassar.

The writer found that the students were motivated and interactive to learn reading using communicative approach. Students' classification in pre-test show that none of student got very good andgood, 9 students (30%) got fair classification, 12 students (40%) got poor classification, 9 students (30%) got very poor classification. The students' have these score because they still have a lack of reading comprehensionin answer the test.

In the treatment process, the writer used the communicative approach to help students to be easier in answering text and get new vocabularies, verb, adverb, noun, adjective and main idea in the paragraf of the reading text. For examples, after reading the text of **Diving in Karimunjawa Island** *beach, went, drivers,getting there,arrival briefing, It*

included, under water, saw, good guide, habitat, behaviour, enjoyable,and impressive then, the student try to found the meaning of the new vocabulary in pair work.

The writer describes the material that have be done and give examples to students. After that, the writer made some groups and chosed leader of each group, then leader came in the forward of class and choosedthe reading text to read in the the each. after students finished reading the text, the members should be able to answer the question base on reading text, if not it, have be thrown into different groups and got a point. So, by using this method is very easy to got to know students to understand the meaning or the point of a topic ,message of author, find out the new information and also what the text to talk about.

After giving treatment, in the result of the post-test, the students' made mistakes are minimalized. The description of the data collection throught reading comprehension test as explained in the previous section show that the students score classification in post-test there were students 3 students (10%) got very good classification,10 students (33,33%) got good classification, 15 students (50%) goot fair classification and 2 of students (6,67%) got poor classification and none students got very poor classification.

The data collected through reading comprehension test as explained in the previous section that students' in multiple choice has already improved. It could be proved through the score and frequency of the result

of the students' in pre-test and post-test. The students' scoring after giving materials using Communicative approach as a method in teaching reading comprehension is more effective.

The analysis of the findings shows that teaching reading using Communicative approach is effective the students' reading comprehension. There are some evidences, the analysis tells us the means score of the students' test in the pre-test is 53.33 and the mean score of the students' test result in post-test is 73.5. Thus, this research supported (H_1), there is a significant difference of students' achievement before and after giving treatment. It is because the result of t-test value is greater (13.29) than t-table value (1.669) for 0.05 significant. Therefore, it means the null hypothesis rejected and the alternative hypothesis is accepted.

Communicative approach were very helpful for students to change their habitual in learning. The teacher and students get the feed-back as a good comunication. It also can build the motivation of students in vocabulary by find out some unfamiliar words base on the text. And the use "Communicative approach" as a method can make the class more active and the students were happy and enjoyed. The students interested and more interactive in following learning process because this strategy does not make students bored. Finally, the writer concluded that in teaching and learning through Communicative Approach on second grade

of SMP Wahyu Makassar was effective towards the students' reading comprehension.

CHAPTER V

CONCLUSSION AND SUGGESTION

This chapter consists of two sections. The first section is conclusion, which is based on the research findings, the second section is suggestion based on the conclusion.

A. Conclusion

Based on the findings and discussion of the research, it can be concluded that the used of communicative approach is more effective to enrich the students' reading comprehension on the second grade of SMP Wahyu Makassar.

Using communicative approach, there is a significance difference between the result of pre-test and post-test. The students means score before applied the strategy was 53.33 and the means score after the application the communicative approach was 75.16. Beside that the result of t-test is 13.29 that is greater than t-table 1.669 It means that the use of communicative approach was a good effect towards the students' reading comprehension.

The effect of students' reading comprehension is obtained through the use of communicative approach. By using communicative approach the students have a big motivation and interested to learn reading. Based

on the data collection in the research the writer can conculed that the students score in pre-test have effect after giving treatment, especially at SMP Wahyu Makassar.

B. Suggestions

Based on the conclusion, the writer gave the following suggestion:

1. English teachers should use communicative approach as one alternative among other techniques in teaching reading comprehension to enrich students' reading comprehension.

2. English teacher should maximize in givingrespond to students in learning and teaching reading process.

3. The teacher should give the relevant material with the students needed in order to increase their interest in learning English.

4. English teacher should be creative to develop teaching material. They can use variety of techniques to catch attention of the students in learning English, particularly in reading comprehension.

5. The students were expected to increase their intensity in learning reading comprehension.

6. The using of Commmunicative Approach is a good way to enrich students' reading comprehension and build students competitive in learning process.

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APPENDICES

Appendices 1. Lesson Plan

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Nama Sekolah : SMP Wahyu Makassar

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : VIII (Delapan) 2

Standar Kompetensi : 11. Memahami makna dalam teks lisan fungsional dan monolog pendek sederhana berbentuk *descriptive* dan *recount* untuk berinteraksi dengan lingkungan sekitar.

Kompetensi Dasar : 11.1. Merespon makna yang terdapat dalam monolog pendek sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk *descriptive* dan *recount.*

Indikator :

➢ Mengidentifikasi Informasi/makna yang terdapat dalam teks berbentuk deskriptif/recount.

➢ Mengidentifikasi fungsi dan langkah retorika teks deskriptif/recount.

Jenis Teks : Fungsional pendek

Aspek / Skill : Reading

Alokasi Waktu : 2 x 45 menit

1. **Tujuan Pembelajaran**

Pada akhir pembelajaran siswa dapat :

    a. Memperoleh kosakata terkait dengan jenis teks

    b. Menguasai tata bahasa terkait dengan jenis teks

    c. Memperoleh berbagai informasi terkait jenis teks

    d. Menguasai tujuan komunikatif dari teks yang dibaca.

2. **Materi Pembelajaran**

Diving in Karimunjawa Island

Orientation

> *Last year some students of SMP 2Kismantoro left Kartini **beach** Jepara for Karimunjawa Island. They **went** there with a group of Jepara **drivers**. **G**etting **there** by Mutiara Fery.*

Event 1

> *Soon after their **arrival** at Karimunjawa , they got a general **briefing**.It **included** a description about how to take pictures **under water**.*

Event 2

> *They **saw** groups of tiny fish. In order to identify kinds of fish, they needed a **good guide**. Without some knowledge of their **habitat**and **behaviour,** it was difficult to identify.*

Reorientation

> *In summary, the trip was mostly **enjoyable**. This place is so **impressive** with its life*

3. Metode Pembelajaran / Teknik : *Communicative approach*

4. Langkah - langkah Kegiatan

a. Kegiatan Pendahuluan

- ✓ Tanya jawab berbagai hal terkait kondisi siswa.

- ✓ Siswa menjawab tentang jenis jenis teks yang mereka ketahui dengan ciri-cirinya.

b. Kegiatan Inti (Guru dan Siswa)

1. Guru memberikan teks bacaan kepada siswa.

2. Siswa mencoba menemukan kata kata sulit yang ada dalam teks

3. Tiap anggota kelompok membahas kata – kata sulit yang digunakan dalam teks.

4. Tiap anggota kelompok membahas tata bahasa yang terdapat dalam teks

5. Setiap anggota kelompok saling memberi masukan terhadap pertanyaan tentang isi teks

6. Siswa menyebutkan bagian – bagian dari teks

7. Siswa melakukan instruksi yang diucapkan guru

c. Kegiatan Penutup

1. Guru menanyakan kesulitan siswa selama KBM

2. Guru menyimpulkan materi pembelajaran

3. Guru menugaskan siswa untuk mencari bentuk teks recount yang lain melalui majalah, surat kabar atau bacaan di perpustakaan

5. Sumber Belajar

   a. Buku teks yang relevan : Let's Talk. Grade VIII for Junior High
                                 School, Pakar Raya

   b. Script text deskriptif dan recount

   c. Gambar – gambar yang relevan.

6. Penilaian

   a. Teknik   : Merespon ungkapan / pertanyaan secara lisan dan tulis

   b. Bentuk   : Pertanyaan tertulis

   c. Instrumen :

I. Read the text carefully then answer these questions !

     1.   What kind of text is it ?

              ....

     2.   Which paragraph is the oriantation ?

              ....

     3.   Which paragraphs are the event ?

              ....

     4.   Which paragraph is the re-orientation ?

              ....

     5.   What does the orientation tell us about ?

              ....

II. Read the text then choose the best response *a, b, c* or *d* !

1. The text that you've heard is told using the ....

    a. past tense   c. present tense

    b. past perfect   d. present perfect

2. We can make a conclusion that in the recount text you've heard just now, there are ....main parts.

    a. two   c. four

    b. three   d. Five

3. Pharagraph one is what we call .... in that text .

    a. re-orientation   c. orientation

    b. even 1   d. Even 2

4. What is the best title for the story ?

    a. Diving   c. Diving in Karimunjawa Island

    b. Getting Mutiara Fery   d. Travelling to Karimunjawa Island

5. How is Karimunjawa 's marine life ?

    a. so boring.   c. exciting.

    b. tiring.   d. nothing.

d. Pedoman Penilaian.

  1. Untuk nomor 1 - 5, Romawi I , tiap jawaban benar skor 3

  2. Untuk nomor 1 - 5, Romawi II,tiap jawaban benar diberi skor 2

  3. Jumlah skor maksimal I (5 x 3 = 15)

                     II (5 x 2 = 10

  4. Jumlah = 25

  5. Nilai maksimal = 100

  6. Score $= \dfrac{The\ \ total\ \ answer}{Total\ \ number\ \ of\ the\ test\ items}$ x 100

III. Rubrik Penilaian :

No.	Uraian	Skor
1	✓ Isi benar, tata bahasa benar	3
	✓ Isi benar, tata bahasa kurang tepat	2
	✓ Isi dan tata bahasa kurang tepat	1
	✓ Tidak menjawab	0
2	✓ Setiap jawaban yang benar	2
	✓ Setiap jawaban yang salah/tidak dijawab	0

Appendices 2.
Instrument of The Research

INSTRUMENT OF THE RESEARCH

The Effectiveness of Communicative Approach in teaching Reading Comprehension on Second Grade of SMP Wahyu Makassar.

Keterangan:

1. Tes ini bertujuan untuk mengetahui kemampuan membaca siswa di SMP Wahyu Makassar

2. Hasil tes akan menjadi data dalam penyusunan skripsi pada Jurusan Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Bosowa Makassar.

3. Penulis mengharapkan agar para siswa dapat menjawab soal secara mandiri.

4. Atas partisipasi dan kerjasama siswa, penulis ucapkan   terima kasih.

Student's Work sheet Pre-test and Post-Test

Name : _____

Class : _____

Date : _____

Reading Compehension Test

- **Directions :**

Read the passage. Then choose the correct answer by crossing a, b,c, or d!

TEXT 1

We often read book to get knowledge. Books can give us pleasure. When we are tired, we read books to help us relax. Books can also take us to other parts of the world. By reading a book about Irian Jaya we may feel we are living in the jungles, not at home in our rooms.

Books can be very expensive. Therefore a lot of people go to libraries to borrow the books they want. Many famous people have got their knowledge from books. A lot of them did not go to school, but read books instead.

1. Books have many important because they ……………………
   - a. are very boring to read
   - b. make use very sad
   - c. can give us a lot of knowledge
   - d. can give us happiness

2. What is the best title for the text above?
   - a. What is knowledge?
   - b. What are books for?
   - c. What are libraries for?
   - d. What are famous people?

3. When we are tired we read books to help us. "Us' here refers to………
   - a. they and he
   - b. yours and mine
   - c. journalist
   - d. you and me

4. X: Why do we often read?

   Y: ……………
   - a. to get books
   - b. to borrow books
   - c. in order to get knowledge
   - d. in order to go to libraries

5. The last sentences (paragraph 2) "A lot of them did not go to school but read books instead." The word "them" refers to ……………………

        a. books   b. libraries   c. all people   d. famous people

6. Can book very expensive?

        a. No, they don't   c. No, it can

        b. Yes, it can   d. Yes, they do

7. ………………….is the main idea of paragraph 1.

        a. The usefulness of books   c. The jungles or Irian Jaya

        b. The lacks of reading   d. Prices of books we read

TEXT 2

Diana   *: Looks, Mam. The shirt and party dress are very nice.*

Mrs. Rita   *: You're right, Diana. Please try them on.*

Diana   *: How about this pink one?*

Mrs. Rita   *: It looks nice on you. What else, Diana?*

Diana   *: I also need a pair of white socks.*

8. Where are Mrs. Rita and her daughter?

        a. in the bus stop   c. in the restaurant

        b. in the post office   d. in the dresses shop

9. Whom does Mrs. Rita buy the dress for?

        a. Her self   b. her sister   c. her daughter   d. her mother

10. How are the shirt and party dress?

        a. they are very cheap   c. they are very good

        b. they are very expensive   d. they are very nice

TEXT 3

JOGGING IS A CHEAPEST SPORT

Sport helps us to become strong and healthy. There are many kinds of sports: jogging, running, hunting, cycling, swimming, and so on. It is not important what kinds of sports we are going to do *as long as* we are *strong enough* to do it. Healthy people should take *exercise regularly*, *no matter* how old they are.

The simplest and the best sport are jogging. It is also the cheapest one,because we do not need money to do it. Jogging in the evening may help us to sleep deeper than taking *any medicine*. But people today do not like jogging.

They *prefer* driving a car; *although* they are not in hurry or travel a long *distance*.This kind of '*disease*" comes from our *laziness*.

11. Does sport help us to become strong and healthy?

    a. Yes, he does   b. Yes, he is c. Yes, it does   d. Yes, it is

12. The words "it" in the line 5 refers to ……………

    a. jogging   b. hunting   c. swimming d. cycling

13. The word "they" in the line 4 refers to ……………

    a. sport   b. people   c. sports   d. peoples

14. Jogging is the best sport and the cheapest one. "The best" means ……..

    a. bad   b. nice   c. very good d. kind

15. What is the cheapest and the simplest sport?

    a. running   b. hunting   c. swimming d. jogging

TEXT 4

Charles needs some books for his biology class. The school library has those books. The students have to read the books in the library. Charles loves to read and study, but hates to go to the library. He likes to study at home. Charles wants to buy the books, but he does not have any money. He asks his mother for some money, but she does not have any money.

"Well, son," his mother says, "The library has the books. You can go to

the library and study there." Charles does not want to go to the library, but now he has to go there. Charles is leaves his house and goes to the library on his bicycle.

16. What book Charles need? He need some …………………….books.

    a. biology   b. chemistry c. physic   d. mathematic

17. From paragraph 1, we know that Charles …………………….

    a. likes to study at school   c. has to buy the biology book

    b. need some biology books   d. prefer to study in the library

18. Did his mother give him some money?

    a. Yes, she did   b. No, she did not c. Maybe   d. Probably

19. Why his mother did not give him some money at all? Because she……………

    a. does not have any money   c. is not a humble mother

    b. wants to buy some jewelries   d. wants to go shopping

TEXT 5

SUSI SUSANTI

    Susi Susanti was born in Tasik Malaya in 1972. When she was a child, her father often took her to the badminton court, which he owned. At first, she only played around the court running and collecting shuttlecocks. Later on her father asked Susi if she wanted to play badminton properly.

20. When did susi Susanti born? She was born in…………………….

    a.1974   b. 1984   c. 1982   d. 1972

21. Where was susi Susanti born? She was born in …………………….

    a, Bandung   c. Tasik Malaya

    b. Sumedang   d. Indramayu

22. Who took Susi Susanti to Badminton court?

    a. her mother   b. her father c. her brother   d. her sister

23. Susi Susanti is a ………………of the Badminton championship.

     a. winner   b. supporter c. presenter   d. refree

24. Situation: Sandy's father is bringing his racket.

     Sandy : Excuse me! Could I bring your racket?

     Father : …………………….

     a. fine thanks b. you are welcome c. yes, please d. just fine

TEXT 6

     Mrs. Hartono always takes the children shopping before school. Her son, Seno is a MI student. Her daughter, Sinta, is a MTs student. She wants to buy red shorts and a white shirt for Seno. She also wants to buy a blue skirt and a white shirt for Sinta.

25. "She wants to buy red shorts". The underlined word refers to………

     a. Mrs. Hartono   b. Seno   c. Sinta   d. Mr.Hartono

26. What does Mrs. Hartono want to buy for Sinta?

     a. school uniform   c. long dress

     b. white t-shirt   d. blue skirt and white shirt

TEXT 7

GOING TO THE ZOO

     Sinta's class is going to visit the zoo next Saturday. In the town there is a big zoo with lots of animals. There are some beautiful tigers and two old lions. Lions and tigers are fierce animals. They live in strong cages. They eat a lot of meat every day.

27. There are some beautiful tigers and ……………………old lions.

     a. 1   b. 2   c. 3   d. 4

28. Where the tiger and two old lions live?

     a. hospital   b. strong cages   c. school   d. in the restaurant

29. What do they eat everyday?

      a. rice   b. bread   c. meat   d. cake

TEXT 8

Let us see the map of Asia. We will find a group of islands. The islands lie on the south of Malaysia and form a link between Asia and Australia. These islands form the Indonesian archipelago.

30. Indonesia lies between ……………………..
a. Asia and Africa   c. Asia and Europe
b. Asia and America   d. Asia and Australia

31. Indonesia lies to the south of …………………..
a. Philippine   b. Singapore   c. Malaysia   d. Thailand

32. What do those islands form? …………………..
a. Philippine   b. Indonesian archipelago   c. Malaysia   d. Thailand

TEXT 9

Mirzam   : Hello, my name is Mirzam.

Rahman   : Hi, I'm Rahman. I'm in class 3A

Mirzam   : I'm in 3B. I live in Cirahayu. It's near our school. Where do you live?

Rahman   : I live at jl. Olesed no. 17

*Mirzam   : Rahman, this is Fitri. She is my **classmate.***

Fitri   : Hello, Rahman. I'm from Lebakwangi

Rahman   : Nice to meet you.

Fitry   : Nice to meet you, too.

33. How many persons are there in the dialogue?

      a. two   b. three   c. one   d. four

34. Who introduces Fitri?
a. Rahman does b. Fitri herself does c. Mirzam does   d. Fitri and Rahman

35. Who come from Lebakwangi?

      a. Dina   b. Rahman   c. Fitri   d. Mirzam

36. Who is Fitri? She is …………………..

      a. Mirzam's roommate

      b. Mirzam's classmate

      c. Rachman's classmate

      d. Rahman's roomate

TEXT 10

      Erni is a grade the student of SLTP. Her school is large. It has many classrooms, a school yard, a school garden, a library, and a big mosque. She is in class 3C. Her classroom is pretty and lovely. There are twenty-two boy and eighteen girls in it. Erni is a very friendly girl. She makes a lot of friends. Her classmates like her very much. Her neighbor is Ida. She is beside her. She also likes Erni. Now, they are studying English.

37. How many boys are there in Erni's class? There are … boys.

      a. twenty-two   c. eighteen
      b. many   d. twenty

38. Erni is …………………..
      a. very friendly girl   c. a pretty girl
      b. very naughty girl   d. very naughty girl
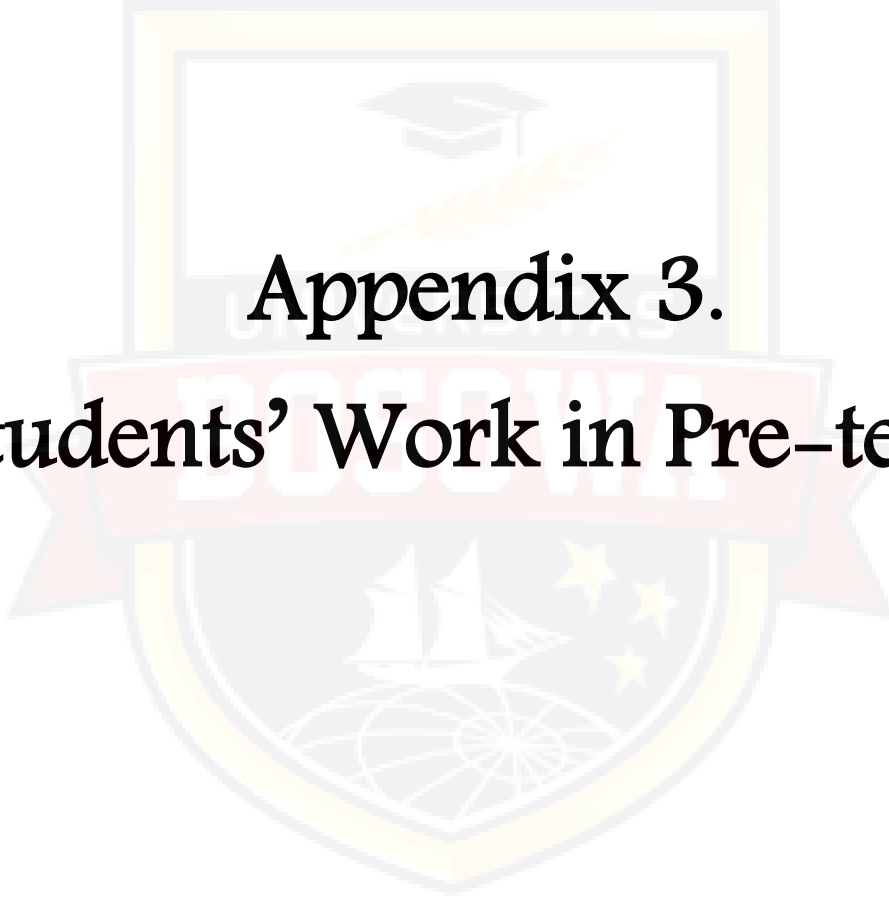
39. Erni is a very friendly girl. Her classmate like her very much her neighbor is Ida. She sits beside her. The underlined word refers to ……………………

      a. Ida   b. Erni   c. friend   d. classmate

40. Who is Erni's neighbor?
      a. Jacky   b. Erni   c. Ida   d. Ardi

"Do the best and Good Luck"

Appendix 3.
Students' Work in Pre–test

Name: putri Nirwanda
Class : VIII/A

THE READING COMPREHENSION TEST

Read the texts carefully, and then choose the correct answer by crossing a, b,c, or d

TEXT 1

We often read book to get knowledge. Books can give us pleasure. When we are tired, we read books to help us relax. Books can also take us to other parts of the world. By reading a book about Irian Jaya we may feel we are living in the jungles, not at home in our rooms.

Books can be very expensive. Therefore a lot of people go to libraries to borrow the books they want. Many famous people have got their knowledge from books. A lot of them did not go to school, but read books instead.

1. Books have many important because they ....
   a. are very boring to read   c. can give us a lot of knowledge
   b. make use very sad   d. can give us happiness

2. What is the best title for the text above?
   a. What is knowledge?   c. What are libraries for?
   b. What are books for?   d. What are famous people?

3. When we are tired we read books to help us. "Us' here refers to..................
   a. they and he   b. yours and mine   c. journalist   d. you and me

4. X: Why do we often read?
  Y: ....
   a. to get books   c. in order to get knowledge
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5. The last sentences (paragraph 2) "A lot of them did not go to school but read books instead." The word "them" refers to ....
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   b. Yes, it can   d. Yes, they do

7. ....is the main idea of paragraph 1.
   a. The usefulness of books   c. The jungles or Irian Jaya
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TEXT 2

Diana	: Looks, Mam. The shirt and party dress are very nice.
Mrs. Rita	: You're right, Diana. Please try them on.
Diana	: How about this pink one?
Mrs. Rita	: It looks nice on you. What else, Diana?
Diana	: I also need a pair of white socks.

8. Where are Mrs. Rita and her daughter?

    a. in the bus stop   c. in the restaurant

    b. in the post office   d. in the dresses shop

9. Whom does Mrs. Rita buy the dress for?

    a. Her self   b. her sister   c. her daughter   d. her mother

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    a. sport   b. people   c. sports   d. peoples

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    a. bad   b. nice   c. very good d. kind

15. What is the cheapest and the simplest sport?
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TEXT 4

Charles needs some books for his biology class. The school library has those books. The students have to read the books in the library. Charles loves to read and study, but hates to go to the library. He likes to study at home. Charles wants to buy the books, but he does not have any money. He asks his mother for some money, but she does not have any money.

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    a. likes to study at school   c. has to buy the biology book
    b. need some biology books   d. prefer to study in the library

18. Did his mother give him some money?
    a. Yes, she did   b. No, she did not   c. Maybe   d. Probably

19. Why his mother did not give him some money at all? Because she...............
    a. does not have any money   c. is not a humble mother
    b. wants to buy some jewelries   d. wants to go shopping

TEXT 5

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Susi Susanti was born in Tasik Malaya in 1972. When she was a child, her father often took her to the badminton court, which he owned. At first, she only played around the court running and collecting shuttlecocks. Later on her father asked Susi if she wanted to play badminton properly.

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    b. Sumedang   d. Indramayu

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    a. her mother   b. her father   c. her brother   d. her sister

23. Susi Susanti is a ....of the Badminton championship.
    a. winner   b. supporter   c. presenter   d. refree

24. Situation: Sandy's father is bringing his racket.
    Sandy : Excuse me! Could I bring your racket?
    Father : ....
    a. fine thanks   b. you are welcome   c. yes, please   d. just fine

TEXT 6

Mrs. Hartono always takes the children shopping before school. Her son, Seno is a MI student. Her daughter, Sinta, is a MTs student. She wants to buy red shorts and a white shirt for Seno. She also wants to buy a blue skirt and a white shirt for Sinta.

25. "She wants to buy red shorts". The underlined word refers to.........
    a. Mrs. Hartono   b. Seno   c. Sinta   d. Mr.Hartono

26. What does Mrs. Hartono want to buy for Sinta?
    a. school uniform   b. white t-shirt   c. long dress d. blue skirt and white shirt

TEXT 7

GOING TO THE ZOO

Sinta's class is going to visit the zoo next Saturday. In the town there is a big zoo with lots of animals. There are some beautiful tigers and two old lions. Lions and tigers are fierce animals. They live in strong cages. They eat a lot of meat every day.

27. There are some beautiful tigers and ....old lions.
    a. 1   b. 2   c. 3   d. 4

28. Where the tiger and two old lions live?
    a. hospital   b. strong cages   c. school   d. in the restaurant

29. What do they eat everyday?
    a. rice   b. bread   c. meat   d. cake

TEXT 8

Let us see the map of Asia. We will find a group of islands. The islands lie on the south of Malaysia and form a link between Asia and Australia. These islands form the Indonesian archipelago.

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    b. Asia and America   d. Asia and Australia

31. Indonesia lies to the south of ....
    a. Philippine   b. Singapore   c. Malaysia   d. Thailand

32. What do those islands form? ....
    a. Philippine   c. Malaysia
    b. Indonesian archipelago   d. Thailand

TEXT 9

Mirzam	: Hello, my name is Mirzam.
Rahman	: Hi, I'm Rahman. I'm in class 3A
Mirzam	: I'm in 3B. I live in Cirahayu. It's near our school. Where do you live?
Rahman	: I live at jl. Olesed no. 17
Mirzam	: Rahman, this is Fitri. She is my *classmate*.
Fitri	: Hello, Rahman. I'm from Lebakwangi
Rahman	: Nice to meet you.
Fitry	: Nice to meet you, too.

33. How many persons are there in the dialogue?
    a. two
    b. three
    c. one
    d. four

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    a. Rahman does
    b. Fitri herself does
    c. Mirzam does
    d. Fitri and Rahman

35. Who come from Lebakwangi?
    a. Dina
    b. Rahman
    c. Fitri
    d. Mirzam

36. Who is Fitri? She is ....
    a. Mirzam's roommate
    c. Rachman's classmate
    b. Mirzam's classmate
    d. Rahman's roomate

TEXT 10

Erni is a grade the student of SLTP. Her school is large. It has many classrooms, a school yard, a school garden, a library, and a big mosque. She is in class 3C. Her classroom is pretty and lovely. There are twenty-two boy and eighteen girls in it. Erni is a very friendly girl. She makes a lot of friends. Her classmates like her very much. Her neighbor is Ida. She is beside her. She also likes Erni. Now, they are studying English.

37. How many boys are there in Erni's class? There are … boys.

    a. twenty-two

    b. many

    c. eighteen

    d. twenty

38. Erni is ……………………

    a. very friendly girl

    b. very naughty girl

    c. a pretty girl

    d. very naughty girl

39. Erni is a very friendly girl. Her classmate like her very much her neighbor is Ida. She sits beside her. The underlined word refers to ……………………

    a. Ida   b. Erni   c. friend   d. classmate

40. Who is Erni's neighbor?

    a. Jacky   b. Erni   c. Ida   d. Ardi

Appendices 4.
Students' Work in Post–test

@ Wahyu Junior
high school.

(F5)

Name : Putri Niriwanda
Class : VIII /A
Date : 25 of februari 2016

THE READING COMPREHENSION TEST

Read the texts carefully, and then choose the correct answer by crossing a, b,c, or d!

TEXT 1

We often read book to get knowledge. Books can give us pleasure. When we are tired, we read books to help us relax. Books can also take us to other parts of the world. By reading a book about Irian Jaya we may feel we are living in the jungles, not at home in our rooms.

Books can be very expensive. Therefore a lot of people go to libraries to borrow the books they want. Many famous people have got their knowledge from books. A lot of them did not go to school, but read books instead.

1. Books have many important because they ....
   a. are very boring to read   c. can give us a lot of knowledge
   b. make use very sad   d. can give us happiness

2. What is the best title for the text above?
   a. What is knowledge?   c. What are libraries for?
   b. What are books for?   d. What are famous people?

3. When we are tired we read books to help us. "Us' here refers to.................
   a. they and he   b. yours and mine   c. journalist   d. you and me

4. X: Why do we often read?
   Y: ....
   a. to get books   c. in order to get knowledge
   b. to borrow books   d. in order to go to libraries

5. The last sentences (paragraph 2) "A lot of them did not go to school but read books instead." The word "them" refers to ....
   a. books   b. libraries   c. all people   d. famous people

6. Can book very expensive?
   a. No, they don't   c. No, it can
   b. Yes, it can   d. Yes, they do

7. ....is the main idea of paragraph 1.
   a. The usefulness of books c. The jungles or Irian Jaya
   b. The lacks of reading   d. Prices of books we read

TEXT 2

Diana	: Looks, Mam. The shirt and party dress are very nice.
Mrs. Rita	: You're right, Diana. Please try them on.
Diana	: How about this pink one?
Mrs. Rita	: It looks nice on you. What else, Diana?
Diana	: I also need a pair of white socks.

8. Where are Mrs. Rita and her daughter?

    a. in the bus stop   c. in the restaurant

    b. in the post office   (d.) in the dresses shop

9. Whom does Mrs. Rita buy the dress for?

    a. Her self   (b.) her sister   c. her daughter   d. her mother

10. How are the shirt and party dress?

    a. they are very cheap   (c.) they are very good

    b. they are very expensive   d. they are very nice

TEXT 3

JOGGING IS A CHEAPEST SPORT

Sport helps us to become strong and healthy. There are many kinds of sports: jogging, running, hunting, cycling, swimming, and so on. It is not important what kinds of sports we are going to do *as long as* we are *strong enough* to do it. Healthy people should take *exercise regularly*, *no matter* how old they are.

The simplest and the best sport are jogging. It is also the cheapest one, because we do not need money to do it. Jogging in the evening may help us to sleep deeper than taking *any medicine*. But people today do not like jogging. They *prefer* driving a car; *although* they are not in hurry or travel a long *distance*. This kind of '*disease*" comes from our *laziness*.

11. Does sport help us to become strong and healthy?
  a. Yes, he does b. Yes, he is c. Yes, it does d. Yes, it is

12. The words "it" in the line 5 refers to ....
  a. jogging b. hunting c. swimming d. cycling

13. The word "they" in the line 4 refers to ....
  a. sport b. people c. sports d. peoples

14. Jogging is the best sport and the cheapest one. "The best" means ....
  a. bad b. nice c. very good d. kind

15. What is the cheapest and the simplest sport?
  a. running b. hunting c. swimming d. jogging

TEXT 4

  Charles needs some books for his biology class. The school library has those books. The students have to read the books in the library. Charles loves to read and study, but hates to go to the library. He likes to study at home. Charles wants to buy the books, but he does not have any money. He asks his mother for some money, but she does not have any money.

  "Well, son," his mother says, "The library has the books. You can go to the library and study there." Charles does not want to go to the library, but now he has to go there. Charles is leaves his house and goes to the library on his bicycle.

16. What book Charles need? He need some ....books.
  a. biology b. chemistry c. physic d. mathematic

17. From paragraph 1, we know that Charles ....
  a. likes to study at school c. has to buy the biology book
  b. need some biology books d. prefer to study in the library

18. Did his mother give him some money?
  a. Yes, she did b. No, she did not c. Maybe d. Probably

19. Why his mother did not give him some money at all? Because she..............
  a. does not have any money   c. is not a humble mother
  b. wants to buy some jewelries d. wants to go shopping

TEXT 5

SUSI SUSANTI

Susi Susanti was born in Tasik Malaya in 1972. When she was a child, her father often took her to the badminton court, which he owned. At first, she only played around the court running and collecting shuttlecocks. Later on her father asked Susi if she wanted to play badminton properly.

20. When did susi Susanti born? She was born in……………………

    a.1974   b. 1984   c. 1982   d. 1972

21. Where was susi Susanti born? She was born in …………………….

    a, Bandung   c. Tasik Malaya

    b. Sumedang d. Indramayu

22. Who took Susi Susanti to Badminton court?

    a. her mother   b. her father   c. her brother   d. her sister

23. Susi Susanti is a …………………of the Badminton championship.

    a. winner   b. supporter   c. presenter   d. refree

24. Situation: Sandy's father is bringing his racket.

    Sandy : Excuse me! Could I bring your racket?

    Father : ……………………

    a. fine thanks   b. you are welcome   c. yes, please   d. just fine

TEXT 6

Mrs. Hartono always takes the children shopping before school. Her son, Seno is a MI student. Her daughter, Sinta, is a MTs student. She wants to buy red shorts and a white shirt for Seno. She also wants to buy a blue skirt and a white shirt for Sinta.

25. "She wants to buy red shorts". The underlined word refers to………

    a. Mrs. Hartono   b. Seno   c. Sinta   d. Mr.Hartono

26. What does Mrs. Hartono want to buy for Sinta?

    a. school uniform   b. white t-shirt   c. long dress d. blue skirt and white shirt

TEXT 7

GOING TO THE ZOO

Sinta's class is going to visit the zoo next Saturday. In the town there is a big zoo with lots of animals. There are some beautiful tigers and two old lions. Lions and tigers are fierce animals. They live in strong cages. They eat a lot of meat every day.

27. There are some beautiful tigers and ....old lions.

    a. 1   b. 2   c. 3   d. 4

28. Where the tiger and two old lions live?

    a. hospital   b. strong cages   c. school   d. in the restaurant

29. What do they eat everyday?

    a. rice b. bread   c. meat   d. cake

TEXT 8

Let us see the map of Asia. We will find a group of islands. The islands lie on the south of Malaysia and form a link between Asia and Australia. These islands form the Indonesian archipelago.

30. Indonesia lies between ....

a. Asia and Africa   c. Asia and Europe

b. Asia and America d. Asia and Australia

31. Indonesia lies to the south of ....

a. Philippine   b. Singapore c. Malaysia   d. Thailand

32. What do those islands form? ....

a. Philippine c. Malaysia

b. Indonesian archipelago d. Thailand

TEXT 9

Mirzam	: Hello, my name is Mirzam.
Rahman	: Hi, I'm Rahman. I'm in class 3A
Mirzam	: I'm in 3B. I live in Cirahayu. It's near our school. Where do you live?
Rahman	: I live at jl. Olesed no. 17
Mirzam	: Rahman, this is Fitri. She is my *classmate.*
Fitri	: Hello, Rahman. I'm from Lebakwangi
Rahman	: Nice to meet you.
Fitry	: Nice to meet you, too.

33. How many persons are there in the dialogue?
    a. two
    b. three
    c. one
    d. four

34. Who introduces Fitri?
    a. Rahman does
    b. Fitri herself does
    c. Mirzam does
    d. Fitri and Rahman

35. Who come from Lebakwangi?
    a. Dina
    b. Rahman
    c. Fitri
    d. Mirzam

36. Who is Fitri? She is ………………….
    a. Mirzam's roommate
    c. Rachman's classmate
    b. Mirzam's classmate
    d. Rahman's roomate

TEXT 10

Erni is a grade the student of SLTP. Her school is large. It has many classrooms, a school yard, a school garden, a library, and a big mosque. She is in class 3C. Her classroom is pretty and lovely. There are twenty-two boy and eighteen girls in it. Erni is a very friendly girl. She makes a lot of friends. Her classmates like her very much. Her neighbor is Ida. She is beside her. She also likes Erni. Now, they are studying English.

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  c. eighteen
  d. twenty

38. Erni is ....

  a. very friendly girl
  b. very naughty girl
  c. a pretty girl
  d. very naughty girl

39. Erni is a very friendly girl. Her classmate like her very much her neighbor is Ida. S
her. The underlined word refers to ....

  a. Ida   b. Erni   c. friend   d. classmate

40. Who is Erni's neighbor?

  a. Jacky   b. Erni   c. Ida   d. Ardi

Appendices 5.
Key answer

Key answer

1. C	11. C	21. C	31. C
2. B	12. A	22. B	32. B
3. D	13. B	23. A	33. B
4. C	14. C	24. C	34. B
5. D	15. D	25. A	35. C
6. B	16. A	26. D	36. A
7. A	17. B	27. B	37. A
8. D	18. B	28. B	38. A
9. C	19. A	29. C	39. B
10. C	20. D	30. D	40. C
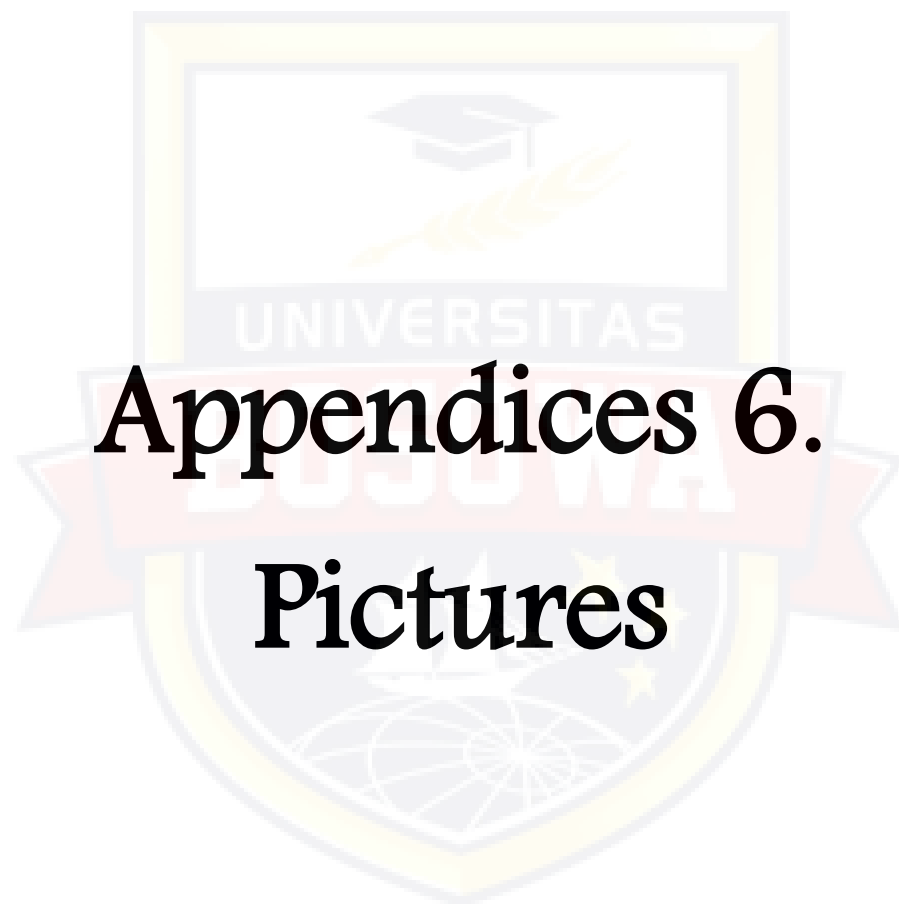
Appendices 6.

Pictures

Picture. 1 Student did Pre-test

Picture 2. The classroom situation when treatment process

Picture 3. Student did Post-test

Picture 4. Students of class VIII-A SMP Wahyu Makassar

Appendices 7. The comparison between students' score in pre-test and post-test.

No	Students' Initial	Students'Score				Gain	
		Pre-test (X1)	Pre-test (X1)²	Post-test (X2)	Post-test (X2)²	D (X2-X1)	D²
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1.	MA	35	1225	60	3600	25	625
2.	S	60	3600	70	4900	10	100
3.	IS	25	625	55	3025	30	900
4.	MN	45	2025	75	5625	30	900
5.	NA	65	4225	80	6400	15	225
6.	PN	70	4900	95	9025	25	625
7.	SSM	65	4225	70	4900	5	25
8.	APR	35	1225	65	4225	30	900
9.	EW	60	3600	85	7225	25	625
10.	RZ	65	4225	70	4900	5	25
11.	FHF	55	3025	80	6400	25	625
12.	MFH	55	3025	70	4900	15	225
13.	SNR	30	900	65	4225	35	1225
14.	MI	40	1600	80	6400	40	1600
15.	ALP	60	3600	80	6400	20	400
16.	FR	50	2500	75	5625	25	625
17.	SNH	70	4900	95	9025	25	625
18.	APF	30	900	65	4225	35	1225
19.	NA	55	3025	80	6400	25	625

Continuation

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
20.	NDY	75	5625	85	7225	10	100
21.	RP	55	3025	75	5625	20	400
22.	SF	40	1600	65	4225	25	625
23.	NNR	50	2500	80	6400	30	900
24.	MSR	65	4225	95	9025	30	900
25.	AP	60	3600	70	4900	10	100
26.	AT	50	2500	70	4900	20	400
27.	KA	65	4225	80	6400	15	225
28.	TW	45	2025	65	4225	20	400
29.	YB	60	3600	70	4900	10	100
30.	NAF	65	4225	85	7225	20	400
	Total	**1600**	**90500**	**2255**	**172475**	**655**	**16675**

Source : Students' Pre-test and Post-test

Appendices 8.The percentage of Pre-test and Post-test.

Classification	Score/ Range	Pre-test		Post-test	
		Frequency	(%)	Frequency	(%)
Very good		-	-	3	10
Good	76 –90	-	-	10	33,33
Fair	61–75	9	30	15	50
Poor	50–60	12	40	2	6,67
Very poor	Less than 50	9	30	-	-
Total		**30**	**100%**	**30**	**100 %**

Source: Students pre-test and post-test

Appendices 9. Mean score of the students' pre-test and post-test.

- The mean score of students in pre-test :

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

$$= \frac{1600}{30}$$

$$= 53,33$$

- The mean score of students in post-test :

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

$$= \frac{2255}{30}$$

$$= 75,16$$

The mean score of students' in pre-test and post-test.

Test	Mean score
Pre-test	53.33
Post-test	75,16

Appendices 10. Standard deviation of students' pre-test and post-test.

$$SD = \sqrt{\frac{(N)(\sum D2) - \sum X)^2}{N^2}}$$

Notation :

SD : Standard deviation

$\sum x$: total row of score

N : number of students

$$SD = \sqrt{\frac{(30)(90500) - (1600)^2}{30^2}}$$

$$SD = \sqrt{\frac{(30)(90500) - (1600)^2}{900}}$$

$$SD = \sqrt{\frac{2715000 - 2560000}{900}}$$

$$SD = \sqrt{172.22}$$

= 13.12 (Standard deviation of students' pre-test)

$$SD = \sqrt{\frac{(30)(172.475) - (2255)^2}{30^2}}$$

$$SD = \sqrt{\frac{5174250 - 5085025}{900}}$$

$$SD = \sqrt{\frac{89225}{900}}$$

$$SD = \sqrt{99.13}$$

= 9.95 *(*Standard deviation of students' in post-test)
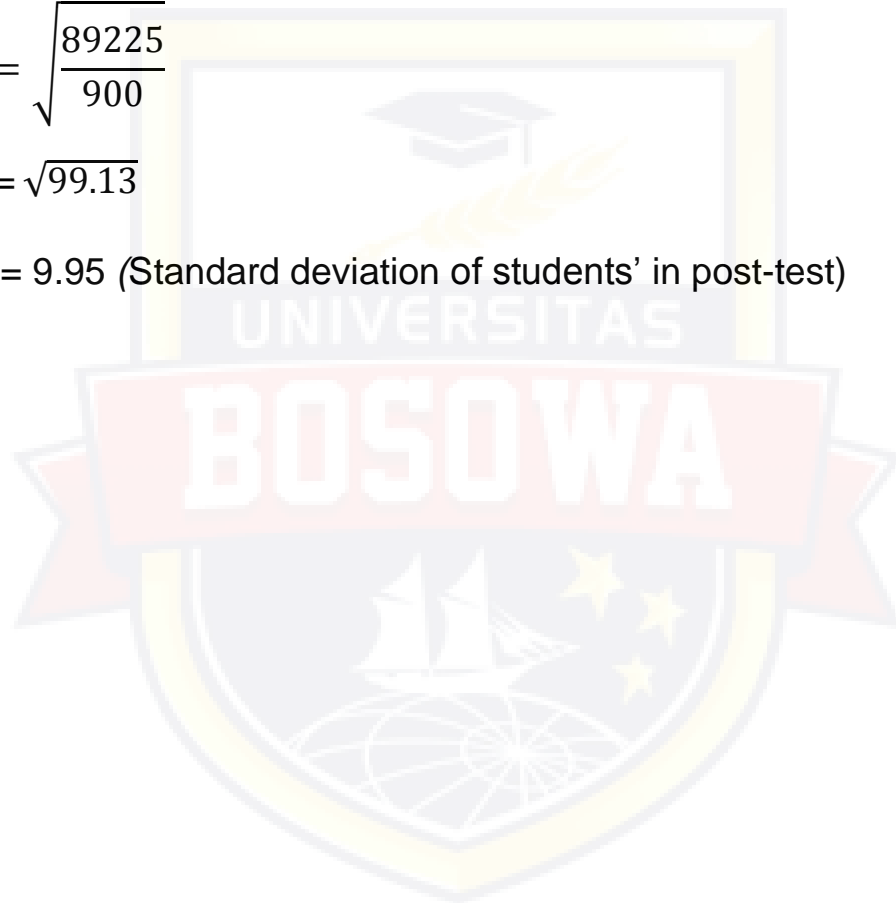
Appendices 11. T-test value of students' reading comprehension

$$\text{df} = \text{N-1}$$

$$\text{df} = 30 - 1$$

$$\text{df} = 29$$

$$D = \frac{\Sigma D}{N}$$

$$D = \frac{655}{30}$$

$$D = 21,83$$

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

$$t = \frac{21,8}{\sqrt{\dfrac{16675 - \dfrac{(655)^2}{30}}{30(30-1)}}}$$

$$t = \frac{21.8}{\sqrt{\dfrac{16675 - 14300}{870}}}$$

$$t = \frac{21.8}{\sqrt{\dfrac{2375}{870}}}$$

$$t = \frac{21.8}{\sqrt{2.72}}$$

$$t = \frac{21.83}{1.64}$$

$$t = 13.29$$

Appendices 12. The Distribution Critical Values-t

Df	Levels of Significance						
	0.10	0.05	0.025	0.01	0.005	0.001	0.0005
	0.20	0.10	0.05	0.02	0.001	0.002	0.0001
1	3.078	6.314	12.076	31.821	63.657	318.310	636.620
2	1.886	2.920	4.303	6.965	9.925	22.326	31.598
3	1.638	2.353	3.182	4.541	5.841	10.213	12.924
4	1.533	2.132	2.776	3.747	4.604	7.173	8.610
5	1.476	2.015	2.571	3.365	4.032	5.893	6.869
6	1.440	1.943	2.447	3.143	3.707	5.208	5.959
7	1.415	1.895	2.365	2.998	3.499	4.785	5.408
8	1.397	1.860	2.306	2.896	3.355	4.501	5.041
9	1.383	1.833	2.262	2.821	3.250	4.297	4.781
10	1.372	1.812	2.228	2.764	3.169	4.144	4.587
11	1.363	1.796	2.201	2.718	3.106	4.025	4.437
12	1.356	1.782	2.179	2.681	3.055	3.930	4.318
13	1.350	1.771	2.160	2.650	3.012	3.852	4.221
14	1.345	1.761	2.145	2.624	2.977	3.787	4.140
15	1.341	1.753	2.131	2.602	2.947	3.733	4.073
16	1.337	1.746	2.120	2.583	2.921	3.686	4.015
17	1.333	1.740	2.110	2.567	2.898	3.646	3.965
18	1.330	1.734	2.101	2.552	2.878	3.610	3.922
19	1.328	1.729	2.093	2.539	2.861	3.579	3.883
20	1.325	1.725	2.086	2.528	2.845	3.552	3.850
21	1.323	1.721	2.080	2.518	2.831	3.527	3.819
22	1.321	1.717	2.074	2.508	2.819	3.505	3.792
23	1.319	1.714	2.069	2.500	2.807	3.485	3.767
24	1.318	1.711	2.064	2.492	2.797	3.467	3.745
25	1.316	1.708	2.060	2.485	2.787	3.450	3.725
26	1.315	1.706	2.056	2.479	2.779	3.435	3.707
27	1.314	1.703	2.052	2.473	2.771	3.421	3.690
28	1.313	1.701	2.048	2.467	2.763	3.408	3.674
29	1.311	1.699	2.045	2.462	2.756	3.396	3.659
30	1.310	1.697	2.042	2.457	2.750	3.385	3.646
40	1.303	1.684	2.021	2.423	2.704	3.307	3.551
60	1.296	1.671	2.000	2.390	2.660	3.232	3.460
120	1.289	1.658	1.980	2.358	2.617	3.160	3.373
∞	1.282	1.645	1.960	2.326	2.576	3.090	3.291

Appendices 13. Students' of class VIII-A SMP WAHYU MAKASSAR Academic year 2015/2016

No.	Students' Name	Male / Female
1.	Muhammad Aldi	Male
2.	Sulastri	Female
3.	Iin Setiani	Female
4.	Muh Nur	Male
5.	Nur Aisyah	Female
6.	Putri Nirwanda	Female
7.	Sarifah Salsabilah M	Female
8.	Aula Putri Rahmawati	Female
9.	Erwin	Male
10.	Rizal	Male
11.	Fikri Haikal F	Male
12.	Muh Fahril Hardiansah	Male
13.	Sitti Nur Rahmatia	Female
14.	Muh Ibnu	Male
15.	Ayu Liyan Pratiwi	Female
16.	Fitriani	Female
17.	Siti Nur Halizah	Female
18.	Alifka Pratama F	Male
19.	Nabila Anastasia	Female
20.	Nadiya	Female
21.	Reinaldy Pratama	Male
22.	Selfy	Female
23.	Nurul Novri R	Female
24.	Muh Saiful R	Male
25.	Apriliana	Female
26.	Aswan Taufiq	Male
27.	Kazam Ading	Male
28.	Trisna Wulan	Female
29.	Yudianto Budiantora	Male
30.	Nur A Fitria	Female

BIOGRAPHY

Christina Ety Mangera. She was born on April, 29th 1992 in Mengkendek, Tana Toraja regency. She is the third daughter from the marriage of Yohanes G Mangera and Nita. She has two sisters and three brothers. The writer began her study in SDN 290 Inpres Kasisi in 1998 and graduated in 2004. After graduating, she continued her study to SMP Katolik Minanga and graduated in 2007. In the same year, she continued her study to SMA Negeri 1 Mengkendek Tana Toraja and graduated in 2010. After that,she decided to enter to University of Bosowa Makassar and took English Education Department, Faculty of Teacher Training and Education and graduated in 2016.