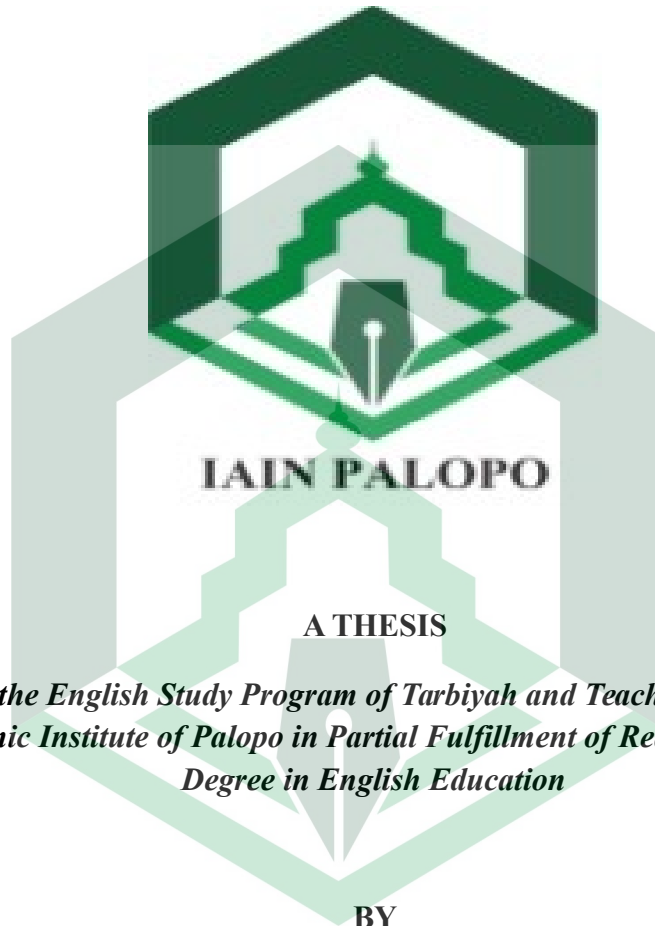


**THE COMPARISON BETWEEN TEXTBOOK AND STUDENT WORK
SHEET IN TEACHING ENGLISH TO IMPROVE READING SKILL AT THE
SEVENTH CLASS OF SMPN 5 PALOPO**



IAIN PALOPO

A THESIS

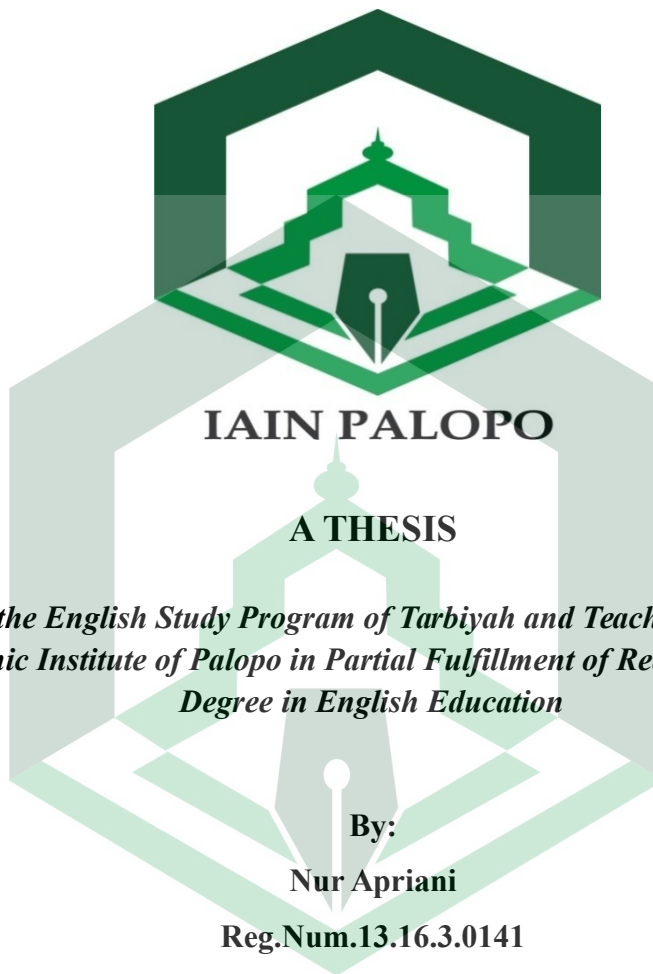
*Submitted to the English Study Program of Tarbiyah and Teacher Training Faculty
of State Islamic Institute of Palopo in Partial Fulfillment of Requirement Graduate
Degree in English Education*

BY

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PALOPO
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2017**

THESIS APPROVAL

This thesis entitled “**The Comparison Between Textbook and Student Work Sheet In Teaching English To Improve Reading Skill At The Seventh Class of SMPN 5 Palopo**”, which is written by **Nur Apriani** Reg. Num.13.16.3.0141, S1 English Study Program of Tarbiyah and Teacher Training Faculty of Institute For Islamic Studies (IAIN) Palopo, and has been examined and defended in Munaqasyah session which is carried out on Friday, **15th of December 2017**, coincided with **26th Rabi’ul-Awwal 1439 H**, it is authorized and acceptable as partial fulfillment for S.Pd degree in English language teaching.

Palopo, on December 15th 2017 M

26 Rabi’ul-Awwal 1439 H


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ABSTRACT

Nur Apriani, 2017. *The comparison between textbook and student work sheet in teaching English to improve reading skill at the seventh class of SMPN 5 Palopo.* The Thesis English Study Program of Tarbiyah Faculty in State Institute for Islamic Studies (IAIN) Palopo. Supervised by Dr. Abbas Langaji, M.Ag. and Wahibah, S.Ag., M.Hum

Keyword: Textbook, Work sheet, and Reading skill.

This thesis focused on comparison between textbook and student work sheet in teaching English to improve reading skill at the seventh class of SMPN 5 Palopo. This thesis focused on two research questions; which one is more effective to improve the students' reading skill at the seventh class of SMP Negeri 5 Palopo, and what is the students' perception toward the used of textbook and student work sheet to improve students' reading skill at the seventh class of SMPN 5 Palopo.

This research applied pre-experimental research with pre-test and post-test design. The population of this research is consisted at the seventh (VII) class students of SMPN 5 Palopo. They were divided into nine classes ($VIII_1 - VIII_9$) and each class consisted of 30 students. So the total number is 270 students. Sample is part of population that can be representative for all of the population. In this case the sample teaching that researcher used is purposive sampling. It chose class VII_3 it consist of 32 students and class VII_4 it consist of 30 and the researcher took 15 students from each class as sample. The researcher used questionnaire as instruments of the data collection.

The result of this research showed that there were significance developments on students' reading skill at the seventh class of SMPN 5 Palopo, after conducting the treatments. In which the score for textbook class of $t_{test}(12,06)$ was greater than the score of $t_{table}(2,977)$, it indicated that H_0 was rejected and accepted H_a . while, the score for work sheet of $t_{test}(10,68)$ was greater than the score of $t_{table}(2,977)$, it indicated that H_0 was rejected and accepted H_a for work sheet class. It means that text book is more effective to improve reading skill at the seventh class of SMP Negeri 5 Palopo. In addition, the researcher found the result of the questionnaire that students more like textbook then work sheet to improve reading skill. It could be showed from the highest score are 50 for textbook and 48 for work sheet.

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CHAPTER I

INTRODUCTION

A. Background

Language is a means of communication which human beings use in their life. They use it in speaking and writing, through language they express their ideas and their feeling without language they cannot communicate to another. English is one of language frequently used by many people in the world. Therefore, it is considered as one of international language. As an international language used in many purpose of people activities, English is used in both formal and informal education either as second or foreign language.

Reading is one of the skill that developing for students in order to get information and knowledge. By reading, the students can improve their vocabulary, grammar, understanding, and some aspect.¹ Reading skill is difficult for foreign learners because effective oral communication require the ability to use language appropriately in social interaction.² In the English learning, there are four skills that should be mastered, they are: listening, speaking, reading, and writing. Among those four skills, reading is one of the most important skills in learning language. Reading skill becomes a part of language skill that the students have to master since reading

¹Imran ilham, “*The application of continued story improving students speaking skill at the Eighth Year Students of smpn 8 Palopo*, A thesis S1, (Unpublished Thesis: STAIN Palopo, 2010),p.48.

²Richard Willy A. Renandya, *Methodology in Language Teaching* (Ed. I; New York: Cambridge University Press, 2002), p.204.

skill has an important role in education field, such as transferring information and knowledge from textbook. Moreover, when the students study in university they will find more textbooks which are written in English that should be understood in order to get clear definition of what the textbooks mean. Therefore, the students should have ability in reading comprehension.

Textbook and students work sheet are supporting tools to teaching English, textbook are the primary source of learning to achieve core competence and basic competences.³ Student work sheet is to determine which students can learn advanced according to the respective speeds and the subject matter can be designed such that it is able to meet the needs of students, both fast and slow reading and understanding.⁴ But SMPN 5 Palopo especially in the seventh class not use the work sheet for this year and they use textbook in learning process because the government has been change the curriculum from KTSP to K13 and almost the school in Palopo has apply it.

Textbook are indeed teaching materials and the source of learning for students who are conventional. In used will be very easy, the learners just need to read and understand the material being showcased in the book. Do not need other special skill that need to use textbook and a lot of printed material in use. While, student work sheet are integration that allows student to learn the material on their

³Peraturan Pemerintah Nomor 32 tentang *Standar Nasional Pendidikan* Pasal 1 ayat 23.

⁴Ika Yusium, *Analisis Buku Teks Mata Pelajaran Ilmu Pengetahuan Ilmu Pengetahuan Alam Analisis SMP/ MTS kUrikulum 2013*, (UIN Walisongo Semarang. 2013). p.9

own. And one means to help facilitate teaching and learning activities, besides that the students will get a description of duties and training materials relating to the material that is give. And the researcher will describe about textbook and student work sheet supported by the experts, as follows:

1. Textbook

According to Darwati, learning resources that have been believed in still important role and even the most widely used is a textbook. Textbooks play a role not only as a source, but also as a medium of learning, tools for delivery materials, providers of evaluation instruments, increasing student interest and motivation. Through textbook, students are expected to be able to learn facts, concepts, principles, laws, theories, other innovate ideas at the memory level, and apply them effectively in solving. Besides that, textbook are also containing information about specific subject, from elementary school to University. Textbook are also often used by the scientists to spread their results of their research or discoveries. According to Kumar quoted Jono Trimanto (2003:5) textbook is a book for teaching, Widodo in Jono Trimanto (2003:5) states that textbooks are books of teaching from an easy level to difficult level and are usually set for reading. And according to Sulistia (1983: 20) textbook are the main sources for the students with a lot of knowledge in logical order, and presented in a coherent manner and as much as possible to meet the demands of the curriculum. While, Cambliss and Calfee quoted Jono Trimanto (2003: 45) explain that the textbook description in more detail the textbook is a tool for the

students to understand the outside world (outside of their selves) textbook also has a tremendous power against changes in the student's brain, textbook can give the effect to the child's knowledge and certain values.

Textbook also defined as a book that contains the subjects to handle for teachers to carry out his jobs to teach in the class (Karhami dalam Jono Trimanto, 2003:24) with guided on textbook the teacher would be easier to understand the role of intact curriculum there are three components is important to improve the quality of education that teacher, curriculum, and books. From the Karhami's opinion can be understood that the textbook are very important to increase the quality of education. Schorling and Batchelder quoted by Jono Trimanto (2003:36) gives four characteristic of a good textbook that is:

- a. recommended by the teachers experienced as textbook.
- b. the teaching material in accordance with the aim of education needs of students and community needs.
- c. quite a lot of to load a text reading material drill and exercise or duty.

d. load illustration help students to learn.⁵

From various definitions of textbook as described above, the government through the regulation of the Minister of Nasional Education No.2 of 2008 provides that the textbook for use in elementary and secondary education units or collages containing learning materials in order to improve faith noble morals and personality mastery of science and technological enhancement of sensitivity and aesthetic ability of kinesthetic and health that are compiled based on national standards of education.

2. Student work sheet

According to Ida Fitriani, work sheet containing the task of the teachers to students who adjusted with basic competence and with the aim of learning want achieved. Or can be said that work sheet also guide the students and facilitate them in implementation of learning activities. Work sheet also contains the information, examples and tasks, work sheet are designed to guide the learners in a work program or subject with little or at all without the help of mentors to achieve the learning objectives. Work sheet very helpful students in the learning process with an affordable price so that each students can have a work sheet, and there are summary

⁵Darwati, Pemanfaatan Buku Teks Oleh Guru Dalam Pembelajaran Sejarah, Universitas Sebelas Maret Surakarta. 2010 Retrieved from https://www.google.co.id/search?dcr=0&source=hp&ei=SqEsWqzkEIT5vgSHxZaIBQ&q=pnelitian+tentang+buku+teks+pelajaran&oq=pnelitian+tentang+buku+teks+pelajaran&gs_l=psy-ab.3..0i22i30k1.101.18543.0.19647.45.39.3.0.0.0.608.6320.0j26j3j2j0j1.32.0....0...1c.1.64.psyab..10.35.6341...0i13i30k1j0i13i10i30k1j0i13i5i30k1j0i8i13i30k1j0i10k1j0i13k1j33i22i29i30k1.0.vt6JqkJ54BU.pdf (December 8th 2017).

of the textbooks that allows the students to repeat the material that has been in convey teacher.⁶ While according to Deddy Suryana, the accuracy of the activity studying the work sheet the teacher in doing the teaching and learning process must see the market of book packages related to subjects in the student work sheet in the sense of these two activities is an integral process which should be accompanied by a package book thus this work sheet can not be used completely without being accompanied by a guide book or a package book.⁷

In addition to the definitions of work sheet above the use of work sheet (LKS) in learning process is also useful as follows:⁸

- a. Train the learners in discovering and developing process skill.
- b. As a guideline for the teacher and learners in implementing the learning process.

⁶Ida Firiani, *Analisis Pemanfaatan Lembar Kerja Dalam Meningkatkan Hasil Belajar Mata Pelajaran Sosiologi di SMA*. Retrieved from <http://download.portalgaruda.org/article.php?article=130302&val=2338&title=Analisis%20Pemanfaatan%20Lembar%20Kerja%20Siswa%20%20Dalam%20Meningkatkan%20Hasil%20Belajar%20%20Mat%20Pelajaran%20Sosiologi%20di%20SMA>. Pdf (accessed on December 8th 2017 at 8.30 pm).

⁷Deddy Suryana, *LKS Bahasa Inggris Untuk SLTP Berdasarkan Kurikulum 1994*, Angkasa Bandung, h, Pengantar.

⁸www.bp.aparqa.go.id/index/artikel dan <http://pustaka.ut.ac.id/pustakaonline/> dalam Proposal Penelitian Zakiah Fithah A'ini, *Pengaruh Penggunaan Lembar Kerja Siswa (LKS) Pada Mata Pelajaran Biologi Terhadap Hasil Belajar Yang Dicapai Di Kelas XI SMA Negeri*. (08/12/2017).

c. Assisting the learners in developing the concepts and adding information about concepts learners the through systematic learning activities.

According to Diklat Bulu Badjo, the components of work sheet as follows:⁹

a. The titles, consisting of student identity, subject matter working on work sheet and time to complete the work sheet.

b. The purpose, of load what is the student will learn and the learning experience that will be obtained from the learning process using the work sheet.

c. Evaluation of learning process that contains questions or tasks that must be implemented by students.

d. Instruction manual or work for students to work on work sheet.

e. Contains of description of learning activities in the form of serving arranged in order to realize the process of guided learning so as to achieve the goal or obtained.

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⁹www.scribd.com/doc/2522813/ *Peningkatan Aktivitas Belajar Siswa/* pada Diklat Bulu, Batjo. (1993). Mendalami dan Menganalisa Materi Pengajaran, Memuat dan Menerapkan LKS. Ujung Pandang, h. 3.(08/12/17).

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5. Contains of description of learning activities in the form of serving arranged in order to realize the process of guided learning so as to achieve the goal or obtained.

Based on the researcher's observation, it was some problems when the researcher was doing the observation in SMPN 5 Palopo. The researcher asked the

¹⁰www.bp.aparqa.go.id/index/ artikel dan <http://pustaka.ut.ac.id/pustaka-online/> dalam Proposal Penelitian Zakiah Fithah A'ini, *Pengaruh Penggunaan Lembar Kerja Siswa (LKS) Pada Mata Pelajaran Biologi Terhadap Hasil Belajar Yang Dicapai Di Kelas XI SMA Negeri*. (08/12/2017).

¹¹www.scribd.com/doc/2522813/ *Peningkatan Aktivitas Belajar Siswa/* pada Diklat Bulu, Batjo. (1993). *Mendalami dan Menganalisa Materi Pengajaran, Memuat dan Menerapkan LKS*. Ujung Pandang, h. 3.(08/12/17).

students in the seventh class to read the text but they are difficult to understand what the text meant, because they did not have enough vocabulary. And the second chances the researcher asked the student to read the text and they found the same problem the students can't understand the text, so it is their first problem. And the other problems were that some students have low motivation and have not interest in learning reading.

Because of the problems, in learning reading the researcher wants to take this title. And the students should be given the appropriate technique to learn the reading especially to make students more interesting, enjoyable, and easier. There are many people or learners who study English encountered problem how to read the book and text well, it can be said that the learning process in the school is an attempt by teachers to make students learn. In fact, activities in the class do not make students learn. Because, after made observation at SMPN 5 Palopo the researcher can conclude that the learning process that occurs in the classroom is relatively ineffective, most of the students did not pay attention and follow the learning process optimally, there are plays games, disturb their friends, drawing and writing something beyond the material being taught, and some even sleepy. They were bored during learning process, sometimes some students slept in the class and they seldom joined in English class because they are afraid in saying and they did not know what the meaning of the words they have said, because they did not know about reading material and so far they cannot even read one sentences and even a word in English because they do not find themselves being encouraged to read.

The use of work sheet and textbook in the learning process has an equally important role to help the learning process in the schools. To assist and to train and develop the confidence of each student so that when students have continued their education to Senior High School they will not get the trouble to solve every problems faced in teaching English.

B. Problem Statement

In references to the background above, the researcher identified the problems as follows:

1. Which one is more effective in using a textbook or work sheet in teaching English to improve reading skill at Junior High School Number 5 Palopo.

C. Objective of Research

According to the problem statements, the objectives of the research are formulated as follows:

1. To find out whether the textbook and students work sheet is effective or not to in teaching English to improve students' reading skill at the seventh class of SMPN 5 Palopo.

D. Operational Definition

Based on the title that is “The comparison between textbook and student work sheet in teaching English to improve reading skill at the seventh class of SMPN 5 Palopo”, the researcher gives operational definition as follows:

1. Comparison is the differences of student results and the effective in their reading skill after learning between textbook and student work sheet. One of the most basic and powerful of human cognitive process is the ability to comprehend and express the fact that two things are similar or difference, often similarity or difference is express in term of degree, extent, or quantity.¹²

2. Textbook is one source of teaching materials are widely used in teaching, textbooks is indeed teaching materials and the source of learning for students who are conventional.

3. Student work sheet is teaching materials in containers are integration that allows student to learn the material on their own.

E. Significance of the Research

Significance of the research is expected to be useful information for the teacher and students especially to the students of SMPN 5 Palopo at the seventh class and for all of the people who want to improve their reading skill and give information about the students' perception toward textbook and student worksheet in teaching English to improve reading skill.

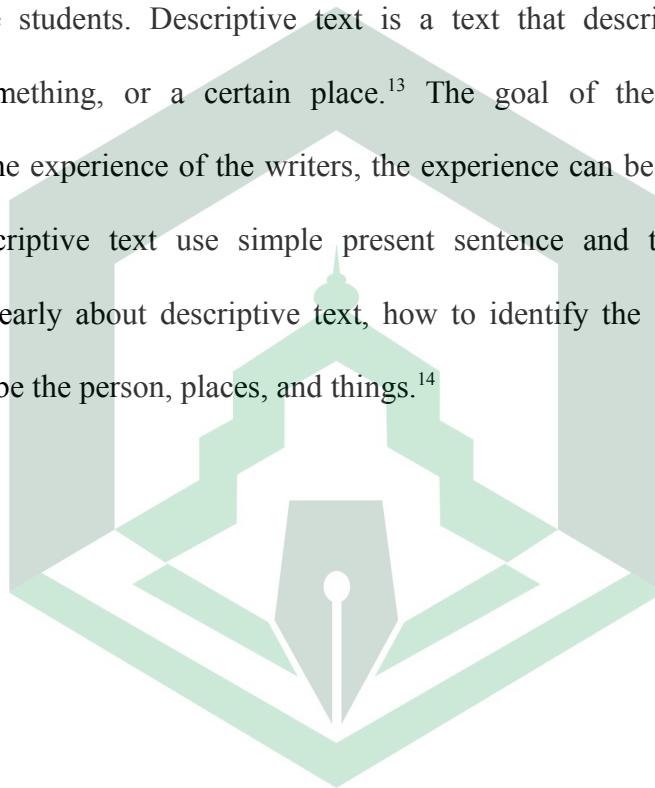
F. Scope of the Research

This research will intend to present some matters about the comparison between textbook and student work sheet in teaching English to improve reading skill at the seventh class of SMPN 5 Palopo on aspect of reading namely: Descriptive text.

¹²Marrienne celce-Murcia and Dianne Larsen-Freeman, *The Grammar book, An ESL / EFL Teacher's Course*. 2nd ed, (USA: Heinle Publisher, Inc, 1999), p.77

1. Definition of descriptive text

Descriptive text is one of the functional texts which is difficult enough to be learnt by the students. Descriptive text is a text that describes the features of someone, something, or a certain place.¹³ The goal of the descriptive text is transferring the experience of the writers, the experience can be what they see, read, or feel. Descriptive text use simple present sentence and the students do not understand clearly about descriptive text, how to identify the descriptive text, and how to describe the person, places, and things.¹⁴



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¹³Artono Wardiman, *et. al. English in Focus, for grade VII Junior High School (SMP/MTS)*, (Jakarta: Pusat Pembakuan, Departemen Pendidikan Nasional, 2008), p.115

¹⁴Fikri Fauzi Alawi, *Improving Students' Ability in Writing Descriptive Text Using Clustering Technique*. (Syarif Hidayatullah State Islamic University: Jakarta, 2011). pdf. Accessed on Friday at 09.00 am October 6th 2017.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Related Research Findings

The researcher finds some researches which make the researcher eager to hold this research, those are:

1. Ika Yusium, in Analysis Textbook in Learning since at SMP/MTs, she stated that Text book of a book written for the sake of learning based curriculum apply.¹⁵
2. Work sheet are the sheets containing the task to be done by learners Gazette activity is usually a manual, the steps to complete a task. A task which is instructed in the activity sheets must be clear basic competencies to be achieved.¹⁶
3. Andi Marwiyah, in The Effectiveness of Silent Reading in Improving Reading Comprehension Skill to the Eleventh year student of MA Al-Jihad Buangin

¹⁵*Ibid, p.1*

¹⁶Lailatul Fauziah, *Pemanfaatan Bahan Ajar Lembar Kerja Siswa Untuk Meningkatkan Efektifitas Pembelajaran Pendidikan Agama Islam Kelas VII SMPN 3 Malang*, (Thesis UIN Maulana Malik Ibrahim Malang, Malang 2010).

Kec.Sabbang. said that silent reading technique helps the students improve their reading comprehension skill.¹⁷

Based on the previous finding above, the researcher concludes that the using of comparison technique in teaching reading can stimulate and upgrade students reading skill.

B. General Concept of Reading

1. Reading skill

Reading is one of four language skill (listening, speaking, Reading and writing) is important to be learning and master by every individual. By reading, the rider can relax, interact, with feelings and thoughts, obtain information, and improve the science knowledge.¹⁸

Reading skill is a matter which needs special attention no matter how great an idea is, if it is not communicated properly it cannot be effective. Oral language or speaking is an essential tool for communicating, thinking, and learning powerful learning tool. It shapes modifies, extends, and organizes thought, students who have a strong oral language base have an academic advantage. School achievement depends on students' ability to display knowledge in a clear and acceptable form in reading as well as writing. The use, of language or reading skill is a matter of habit formation. In

¹⁷Andi Marwiyah, *The Effectiveness of Silent Reading in Improving Reading Comprehension Skill to the Eleventh Year Students of MA Al-Jihad Buangin Kec.Sabbang*, (Thesis STAIN Palopo: Palopo 2010), p.58.

¹⁸Asdiani, *The Use of Story Book Improving Students Reading Comprehension At the Fifth Grade In SDN 422 Kambo*, Thesis. Palopo: (STAIN Palopo, 2010), p.12.

reading, he must implant the habit of fusing it for communication until it becomes deeply establishes.

In conclusion, the definition of reading skill lexically is the ability to utter words or sounds with the ordinary voice; or the ability to communicate vocally or to have conversation through practice, training, or talent.

2. Reading Comprehension Skill

Reading comprehension is an activity when the reader's brain and the reader's eyes can engage strongly to build a connection. Next, this condition makes the reader studies about what she/he reads and remembers about it. According to Mikulecky and Jeffries there are some reading comprehension skills, they are:

- a. Scanning is the high-speed reading. The reader has information that she/he needs it earlier after that she/he skips the unimportant words. When you scan, you skip over many words you look for some information as quickly as you can. Scanning is especially important for improving your reading.¹⁹

b. Previewing means the reader looks and finds out information at book's cover. In this condition, the reader will have a prediction and then make some "educated guess" about the book. Previewing is when you look for information then you can make guesses out what is in the letter. And when you make a guesses in like this, it

¹⁹A. Maimun Syamsudin. *Reading Comprehension TOEFL* (Jogjakarta: Diva Press Group. 2007), p.229.

means you are predicting. Before the students begin any reading passage, they need to preview it, to see what they already know in terms content and vocabulary. Previewing makes for smoother reading and smoother reading lessons. Making Inferences some reading passages do not stated the topic. Therefore, the reader has to make the inference by guessing and finding the clues.

c. Vocabulary Knowledge for Effective Reading. The strategy if the reader does not know the meaning of vocabulary is trying to guess what it means. It can be connected by the sentence surrounding the word. Student motivation and interest are greatly enhanced when reading selections are made by students themselves, when discussion of a reading is students led, and when the student leader of a group is the source of vocabulary knowledge and the expert on the article.

d. Finding the topic of the passage is the others strategy to read for meaning. It gives advantage to use a question the topic the text is reading about.

e. The main idea of a paragraph gives the reader topic of author's idea. The expresses always appears in a complete sentence include the main idea and the topic.

f. Skimming is getting the general sense of a passage or a book fast can save the reader's time. Students use their skimming and scanning skills naturally as they reread passages to find information. This activity is the opposite of they try and true approach to determining the degree of student reading comprehension. Having the students generate questions increases motivation. In addition, they use their skimming and scanning skill as they reread the passages to create their questions.

g. Making Inferences is some reading passages are not stated the topic. Therefore, the reader has to make the inference by guessing and finding the clues.

h. Summarizing from the important key points is to retell of a reading text and to make shorter form.²⁰

i. A paragraph is a group of sentences. In the unit, you will first learn how to find the topic of the paragraph, and then you will learn how to find the main idea of paragraph. The topic then, the main ideas are important. They help you to understand and they help you to remember what you read.²¹

j. Predicting: efficient reading entails making accurate predictions and understanding transition they will probably find. Because this activity is recursive, students can try it with increasingly sophisticated text. When the reader have some idea of what the overall rhetorical structure of what text is, they have already made context for interpreting hierarchies of ideas as well as vocabulary. This activity asks students to skim titles and subtitles for clues to how the text is organized.

3. *The problem of reading*

According to Jeremy Harmer in his book “*The Practice of English Language Teaching*”, there are a number of particular problems in reading. It consist of language, topic and genre, comprehension task, and negative expectation.²²

a. Language

²⁰Beatrice S. Mikulecky and Linda Jeffries, *op. cit.*, p.21.

²¹Suharsimi Arikunto, *Prosedur Penelitian*, (Jakarta: Cet. IV ; R Cipta, 1997), p.78

²²Jeremy Harmer, *The practice of English Language Teaching*, Third Edition, (Harlow: Longman, 2002), p.203-208.

In the case of written text some researchers look at word and sentence length. Truly, the text with longer sentences and longer will be more difficult to understand than those with shorter ones. If reader does not know half the word in a text, they will have difficult in understanding a text as a whole. To be successful they have to recognize many vocabularies without consciously thinking about it. In short, it is clear that both sentence length and unknown word both play their role in a text's comprehensibility.

b. Topic and Genre

Reading activities prove less successful than anticipated because the topic is not appropriate or because students are not familiar with the genre of the text. If students are not interested in a topic, or if they are unfamiliar with the text genre, they may be hard to engage fully with the activity. Their lack of engagement may be a major hindrance to success in reading.

c. Comprehension task

The choice of comprehension task is essential in fostering the successful of reading. Sometimes such task appear to be testing the students rather than helping them to understand. However, the tasks that tend to test students will not be an appropriate way of accomplishing the students' improvement in this skill. Sometimes texts or the tasks which accompany them are far too easy or far too difficult.

d. Negative expectation

Negative expectation sometime is felt by students when they are reading. They tend to think that they are not going to understand the text because it is bound to be too difficult, and they predict that the whole experience will be frustrating. Those occur due to the previous unhappy or unsuccessful experience. If in the past, students

have been given reading and listening text which are too difficult, that will color their view of the process.

C. The Purpose of Reading

Every people have many different purposes in reading a text, they would get much information they needed when they read something. The readers were going to know their satisfaction in reading when they get what they look for by reading. It means that the reader would expect something of what they were going to read, Here some explanation about why the people getting read.

Grellet asserted that, there were two main reasons for reading such as: reading for pleasure and reading for information.²³ Based on the explanation above reading for pleasure is the readers read something only for entertain their self. For example: reading a story book, such as love story, comic, short story etc. Reading for information is the readers make some expectation in read a book for example read magazine just to find out information.

After wards, Grabe and Stoller classified the purposes of reading such as:

1. Reading to search for simple information and reading to skim. It was common reading ability, here the reader scan the text to find out a specific piece of information or a specific word. Meanwhile, reading to skim was the strategy to form the general idea using basic reading comprehension and guesses the important point.

²³rancoise Grellet, *Developing Reading Skills*, (Cambridge: Cambridge University Press, 1981), p.4.

2. Reading to learn from text. It happens in academic and professional context, it also requires remembering the main idea and the supporting idea, making a relation with the reader's knowledge. This activity could bring stronger inference because it was help the reader remember information.

3. Reading to integrate information writes and critique text. This skill needs critical evaluation where the reader integrates and decides the information that she/he wants. Then, it involves abilities such as composing, selecting, and making critique from the material.

4. Reading for general comprehension. It could be done by fluent readers very fast and automatically in the processing word, and effective coordination in many process of the text.²⁴

Based on the explanation above the researcher concluded that the purpose of reading was varieties, the reader had their own purposes in read a text, So that why the teachers have to selective in choosing a technique.

D. Kind of Questions in Reading Comprehension

According to Loughed and TOEFL Information Bulletin in Djiwandono, quoted by Shamilah usually the questions in reading comprehension test were about:

²⁴William Grabe and Fredica L. Stoller, *Teaching and Researching Reading*, (Essex: Pearson Education, 2002), p.13-14

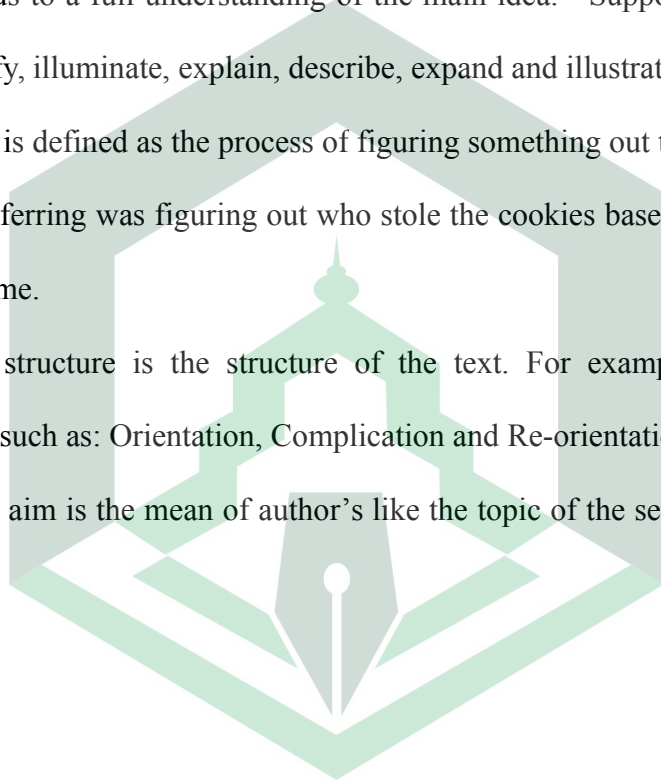
1. Main idea was Chief point an author was making about a topic. To sums up the author's primary message. The main idea was always referred to the writers' goal in write a text, it was topic of sentence.²⁵

2. Supporting details a paragraph contains facts, statements, examples specifics which guide us to a full understanding of the main idea.²⁶ Supporting details always refers to clarify, illuminate, explain, describe, expand and illustrate the main idea

3. Inferring is defined as the process of figuring something out through reason,²⁷ An example of inferring was figuring out who stole the cookies based on who was in the room at the time.

4. Passage structure is the structure of the text. For example the structure of narrative text such as: Orientation, Complication and Re-orientation

5. Author's aim is the mean of author's like the topic of the sentences, topic of the paragraph.



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²⁵ Main Ideas and Supporting Details, Manoa Hawaii Learning Assistance Center University of Hawaii, Manoedu/ undergrad/.../Mainideasandsupporting. pdf (Accessed on Thursday 27th 2016 at 14.20 pm).

²⁶ *Ibid* p.18.

²⁷ YourDictionary, Retrieved from <http://www.yourdictionary.com/inferring#SBTTg4kpQZluWFi5.99>. (Accessed on Thursday at 15.35 pm July 27th 2016).

6. Knowledge about certain vocabulary was to measures of vocabulary knowledge were potent predictors of a variety of indicates of linguistic competence.²⁸ It was provided in reading text to know the students' vocabulary building.

7. Defining vocabulary based on the context it was similar with vocabulary knowledge.

E. Reading Assessment

First meeting in the treatment greeting to the teacher, after that the writer give attention to the students, than the writer explain about textbook and student work sheet. Beside that the writer explains about descriptive text to the students in each class. Than, the writer give the task to the students to make descriptive text, after that finishing the asignment the student must give the assignment to the writer and than the students are ready to accept some treatment and adnice to go to post tes.

Some of skills were going to test in reading comprehensions were the students' ability:

1. To guess meaning of words or expression from context.
2. To predict what the text messages about, based on initial input
3. To identify specific detail.
4. To make inference.
5. To identify sequence of event ideas, etc.
6. To differentiate fact and opinion.
7. To differentiate between reality and fantasy.²⁹

F. Some kinds of reading

²⁸C. Anderson and Peter Freebody, *Reading Education Report No. 11 Vocabulary Knowlegde and Reading*, (University of Illinois: The Nation Institut of Education), p.1.

²⁹Basri Wello and Syarifuddindollah, *English for Specific Purposes*, (Makassar: UNM Publisher 2008), p.111.

1. Extensive reading

Harmer explained the term extensive reading refers to reading which students do often (but not exclusively) away from the classroom. Extensive reading was read a lot at least one book every two or three weeks, choosing an interesting book to you; no test on comprehension or vocabulary; reading at your own pace. Day and Bamford added that characteristic of extensive reading involved a large quantity of varied, self-selected, enjoyable reading at a reasonably fluent speed. According Mikulecky and Jeffries the term intensive reading on the other hand refers to the detailed focus on the construction of reading texts which takes place usually (but not always) in classrooms. Teachers may ask students to look at extracts from magazines, poems, internet websites, novels, newspapers, plays and a wide range of other text genres. The exact choice of genres and topics may be determined by the specific purposes that students were studying for (such as business, science or nursing). In such cases, we may well want to concentrate on texts within their specialties.³⁰

2. Reading for pleasure

Reading for pleasure was the readers read a text whatever he/she wants either fiction or nonfiction. This activity brings the readers enjoy and fun.

G. Comparison between textbook and work sheet

Textbook especially in learning English is teaching materials that are used in teaching and in accordance with the syllabus and curriculum that apply based on the level of

³⁰ Beatrice S. Mikulecky and Linda Jeffries, *Advanced Reading Power*, (United State of America: Pearson Longman, 1996), p.3.

learners to support education within a country. While, work sheet is a simple form of textbook containing exercise questions and answers column available so that learners can answer the questions directly on the sheet that provided in work sheet.

1. Definition of Textbook

Textbook as a teaching material is defined as a book contain a science of the result results of the analysis of the curriculum or interpretation of the applicable curriculum. Typically textbook is one approach to curriculum implementation, and therefore there is the possibility that there may be a variety of textbooks on a subject area. Write standard of textbook is the basis for determining quality of textbook lessons and the quality of textbook can be viewed in terms of aspects content/ material/ presentation/ legibility. This corresponds to Government Regulation Number 19 2005 article 43 clause 5”Feasibility of content, language, presentation, and textbook are assessed.

a. Textbook function:

1. as a reference material or reference material of learners
2. as an evaluation material
3. as an educator tool in implementing the curriculum
4. as one of the determinants of teaching methods or techniques that educators will use.
5. as a means to enhance career and position.

b. Purpose of textbook:

1. Make the educators easy to deliver learning materials.

2. Give the learners a chance to repeat the lesson or learn a new lesson.

3. Providing learning materials and interesting for learners.

c. The use of textbook:

1. Assist the educators in implementing the curriculum because it is compiled based on the applicable curriculum.

2. Becoming the teacher's hand in establishing teaching methodology.

3. Provide an opportunity for learners to repeat the lesson of learn new lessons.

4. Giving knowledge to learners and educators.

d. Characteristic of textbook as teaching materials textbook have certain characteristic include the following:

1. Formally, textbook of the lesson is published by particular publisher.

2. The preparation of textbooks has two main missions as well as opposing the development of declarative and procedural knowledge and should be the main target of the textbooks used in the school.

3. Textbooks of lesson developed by the author and publisher of the book by always referring on what is being programmed by the Department of National Education.

e. The provisions include that textbook should be:

1. Following the current national education curriculum.

2. Process-oriented skills using contextual, technological and community approaches, as well as demonstration and experiments.

3. Gives a clear picture of its integration or interrelationship with other disciplines.

f. Textbooks have the seventh advantages (Nasution, 1987) the following:

1. Textbook help the teacher do the curriculum.
2. The textbook of the lesson is also a guide in determining teaching methods.
3. Textbook provided opportunities for the learners to repeat lessons or learn a new lesson.
4. Textbook can be used for subsequent years, and if revised it can last for a long time.
5. Uniform textbooks give similarity to materials and teaching standard.
6. Textbook provided continuous classroom lessons, even if educators change.
7. Textbook provide more solid knowledge and teaching methods of teachers use them year after year.

e. Elements of textbook

As teaching material in the form of binding paper sheets and given a cover which science presents systematically arranged by the author, it can be seen that the textbook of the lesson is composed of the components, the components of which are also called structure textbook. The instructional materials in the form of the textbook consist of five components, namely: 1) title, 2) basic competence or subject matter, 3) supporting information, 4) exercises, 5) and assessment. So, in making a textbook lesson according to the five major components that must exist. In addition, the

contents of the content must also refer to the basic competencies that have been established based on the applicable curriculum.³¹

2. Definition of work sheet

General Guidelines for the Development of Teaching Materials (Diknas, 2004), students work sheet containing tasks to be done by learners, which are usually in the form of instructions or steps to complete the task. And the task must be clear the basic competencies to be achieved. Meanwhile, according to other views, work sheet is not an abbreviation of the student sheets activity. But students work sheet that is teaching material that have been packed in such a way, so that the learners are expected to learn the teaching materials independently. Thus, work sheet is a printed material in the form of sheets paper containing materials, summaries, and instructions on the implementation of learning tasks that must be done by learners, which refers to the basic competencies that must be achieved.

a. Work sheet function

As teaching materials work sheet can minimize the role of educators, but more enable to the learners. And then, can make easier for the learners to understand the material will be given. Work sheet also as a compact teaching material and rich the task to practice and facilitate the implementation of teaching to learners.

b. Objective preparation of work sheet

³¹<http://wajos.blogspot.co.id/2014/12/pegangan-modul-buku-teks-dan.html>. Accessed on Wednesday at 14.20 pm august 2nd 2017.

Present teaching materials that enable learners to interact with the material provided. And presents tasks that increase the mastery of learners of the given materials, work sheet also can train the learners to independence and can make the educators is easy to assign task to learners.

c. The Use of Work sheet in learning activities

For an educator, trough work sheet can lure learners to actively engage with the material being discussed. One method that can be applied to obtain optimal result from the utilization of work sheet is “SQ3R” or *survey, question, read, recite, and review* (survey, question, read, summarize, and repeat). First, the *survey* stage in this activity learners are asked to read at a glance the entire material including reading a material summary is given. Second, the *question* stage in this activity learners are asked to write some questions that they must answer by themselves when reading the material is given. Third, the *read* stage in this activity the learners are stimulated to pay attention to organizing the material and put a special signature on the material has given. For example, learners asked to affix parentheses to the main idea. Highlight the details that support the main idea and answer the questions we have prepared in the stage of the questionnaire. Fourth, the *recite* stage in this activity the participants are asked to self-test themselves at the time of reading. Then, asked to summarize the material by using their sentences. Fifth, the *review* stage in this activity learners are asked as soon as possible to review the material that has been studied after learning about the materials.

d. Elements of Work Sheet as teaching materials

Work sheet consist of six elements including title, instruction, basic competence or subject matter, supporting information, task or step, and assessment. Whereas, if viewed from the format work sheet contains at least eight elements of the title, basic competencies to be achieved, completion time, equipment/ materials need to complete the task, brief information, work steps, tasks to be done, and reports to be done.

f. Various forms of work sheet

1. Work sheet can help the learners to found the concept.
2. Work sheet can help the learners to implement and integrate various concepts that have been found.
3. Work sheet can function as learning guides.
4. Work sheet are strengthening
5. Work sheet can function as practical instructions.³²

H. Conceptual Framework

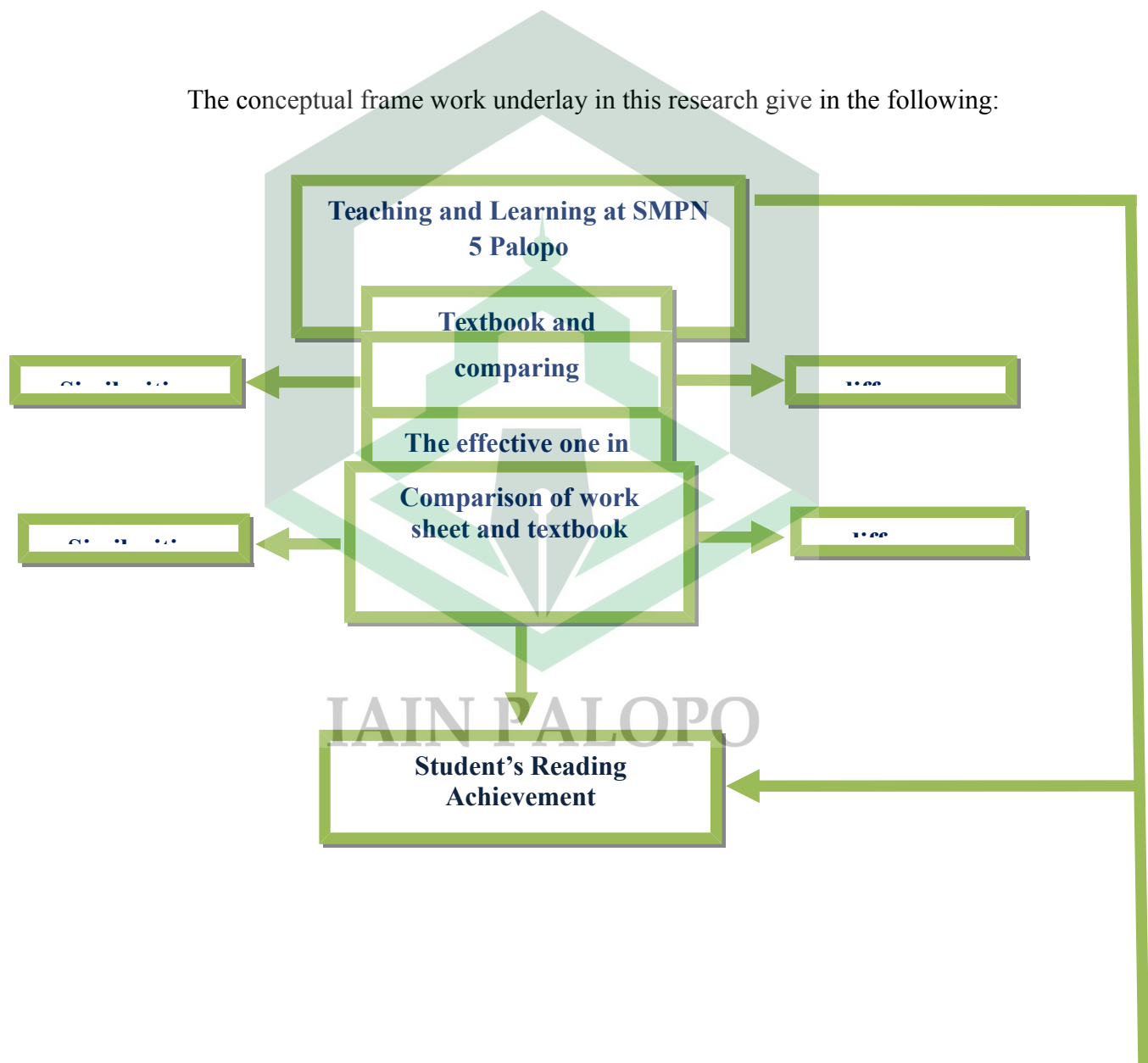
Reading is one of integrative skills taught at school and university. However, most of the students were not able to used English as a means of communication. In this case, the teacher of English had better used the appropriate technique, appropriate ways and interesting media to the students.

Based in the statement above the researcher focused on comparison between textbook and student work sheet, in this research the students would be gave pre-test

³²*Ibid, p.23.*

to know their skill in reading before gave treatment. After that they would be gave some treatments as a process of learning reading by compare. After conducting both items, the researcher came to the last items namely gave post-test to know whether any significance development of students' achievement in reading skill.

The conceptual frame work underlay in this research give in the following:

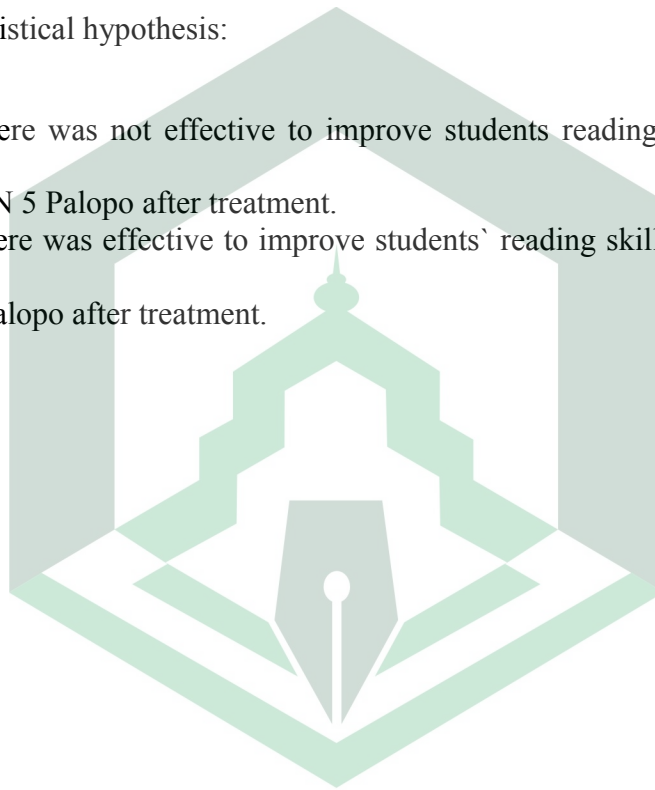


G. Hypothesis

The research hypothesis of the research is The Comparison between Textbook and Student Worksheet in Teaching English to Improve Reading Skill at the Seventh Class Students of SMPN 5 Palopo. In this research, the researcher proposed the following statistical hypothesis:

H_0 : there was not effective to improve students reading skill at the seventh class of SMPN 5 Palopo after treatment.

H_1 : there was effective to improve students' reading skill at the seventh class of SMPN 5 Palopo after treatment.



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CHAPTER III

THE RESEARCH METHOD

A Research Method and Design

1. Method

This research used quasi experimental research method. That related with statistic, it used to describe the comparison between textbook and student worksheet in teaching English to improve reading skill at the seventh class of SMPN 5 Palopo. In this research, the researcher took two classes to make comparison.

2. Design

This study used quasi-experimental research the formula of research design was illustrated as follow:³³

| Design | Pre-test | Treatment | Post-test |
|--------------|----------------|----------------|----------------|
| Experimental | T ₁ | T _x | T ₃ |
| Group | T ₁ | -NO- | T ₃ |

Where pattern experiment:

E= Experimental Group

T₁ = Pre-test

T_x = Treatment

³³Yair Levy and Timothy J.Ells, *A Guide for Novice Researchers on Experimental and Quasi-Experimental Studies in Information Systems Research*. p.157, 2011.

T_3 = Post Test

3. Variable

- 1 Independent variable was students of SMPN 5 Palopo.
- 2 Dependent variable was textbook and student work sheet.

B Population and Sample

1 Population

In this case, the population are all of class VII of the students of SMPN 5 Palopo. The total of the sample was 15 students in the VII.₃ and 15 in VII.₄ to made comparison between textbook and student work sheet.

2 Sample

The writer used purposive sampling, the writer took VII.₃ and VII.₄ to be respondents in this study, the reasercher would take two class because the reasercher had taugth and surveyed in that class. The reasercher have know much about that class, and the researcher took 15 students from each class as sample and the total sample are 30 students.

C Instrument of the Research

1. Test

This test consisted of pre-test and post test. Pre-test would be used to measure the students' reading before treatment was given by the teacher. Post-test would be used to measure the student reading performance after treatments had been given. The test consisted of to fix items namely "essay".

D Procedure of Collecting Data

The procedure of data collection, as follows:

1. Pre-test

Before giving some information and explanations about descriptive text, the researcher gave pre-test in the work sheet class and textbook class, namely short text about descriptive text by using textbook and work sheet for the students to know how the students' improve on reading comprehension.

2. Treatment

After giving pre-test, the treatment was in five meetings. There were five steps treatments according to the Control class (textbook class).

a. Treatment for Textbook class:

- 1) The first treatment, the writer taught descriptive text about "Describe the people".
- 2) The second treatment, thought descriptive text about "my cute cat spot"
- 3) The third treatment, the writer gave reading test about descriptive text "Describe your house".
- 4) The fourth treatment, the writer thought descriptive text about "describe the house picture".
- 5) The fifth treatment, the researcher gave descriptive text about "describe the animal picture".

3. Post-test

In the post test, the researcher gave questions that were not the same as in the pre-test for textbook and work sheet class.

E Technique of Data Analysis

To analyze the data, the researcher used the following steps:

1. Scoring the students test

a Looking for the students score, by using the following formula:³⁴

$$\text{Score} = \frac{\text{the student correct answer}}{\text{total number}} \times 100$$

b Classifying students score by using percentage:

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

Where: P = Percentage

F = Frequency

N = Number of sample

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To understand the level of students score the following classification were used:

- 1 The score 96 - 100 as excellent
- 2 The score 86 - 95 as very good
- 3 The score 76 - 85 classified as good
- 4 The score 66 – 75 classified as average
- 5 The score 56 – 65 classified as fair

³⁴D.L.Imam, *Pengolahan Hasil Test dan Penialian Hasil Belajar*, (Jakarta: kasturi,1993), p. 100

- 6 The score 36 – 55 classified as poor
- 7 The score 0 - 35 classified as very poor.³⁵
- c Calculating the mean score of the students

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

Where: \bar{X} = Mean score

$\sum X$ = Total raw score

N = Number of sample³⁶

- d Looking for D (difference) between score variable I (x) pre-test and score variable II (y) post test.

$$D = X - Y$$

- e Looking for mean from difference (MD), by using the

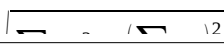
following formula:

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

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- f Looking for standard deviation from difference (SD_D)

$$SD_D =$$

³⁵Suh  Suatu Pendekatan Praktis, (Jakarta: Rineke Cipta, 1998), p.185.

³⁶Budi Susatyo, *Statistika*, (Jakarta: Depag RI, 2009), P.39

g Looking or error standard from mean of difference, by using the following formula:

$$SE_{MD} = \frac{SD_D}{\sqrt{N-1}}$$

h Looking for value () by using following form:

$$t_0 = \frac{M_D}{SE_{MD}}$$

Where: MD $\hat{=}$ mean of Difference

SE_{MD} $\hat{=}$ Error standard from M_D

(All formula adapted from Sudjono)³⁷

Criteria of hypothesis acceptability:

$t_0 \geq t_t$: Reject null hypothesis

$t_0 < t_t$: Receive null hypothesis

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³⁷Anas Sudjono, *Pengantar Statistik Pendidikan*, (1th edition ;Jakarta: PT. Raja Grafindo, 2001), p. 289.



CHAPTER IV

FINDINGS AND DISCUSSION

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A. Findings

The findings of the research deals with the rate percentage of students score in pre test and post test, analysis of the test from the raw score of pre test and post test, and percentage students' score in pre test and post test.

1. The students score in pre-test and post-test.

Table 1.1

The score of students reading in pre-test by using textbook

| No | Respondent | Correct Answer | Score |
|-------------|------------|----------------|-------|
| 1 | R1 | 3 | 60 |
| 2 | R2 | 2 | 40 |
| 3 | R3 | 3 | 20 |
| 4 | R4 | 2 | 40 |
| 5 | R5 | 4 | 80 |
| 6 | R6 | 1 | 20 |
| 7 | R7 | 3 | 60 |
| 8 | R8 | 3 | 60 |
| 9 | R9 | 1 | 20 |
| 10 | R10 | 2 | 40 |
| 11 | R11 | 4 | 20 |
| 12 | R12 | 2 | 40 |
| 13 | R13 | 3 | 20 |
| 14 | R14 | 1 | 20 |
| 15 | R15 | 4 | 80 |
| Total score | | | 620 |

$$\bar{X} = \frac{\sum X}{N} = \frac{620}{15} = 41,33$$

Table 1.2

Classification of the students reading score in pre-test for text book class

| Classifications | Score | Frequency | Percentage |
|-----------------|----------|-----------|------------|
| Excellent | 96 – 100 | - | - |
| Very good | 86 – 95 | - | - |
| Good | 76 – 85 | 2 | 13% |
| Average | 66 – 75 | - | - |
| Fairly | 56 – 65 | 3 | 20% |
| Poor | 36 – 55 | 4 | 27% |
| Very poor | 0 – 35 | 6 | 40% |
| Total | | 15% | 100% |

The table above showed that students' score in pre-test were varieties; in which there was none of the student got excellent, very good, and average. There

were 2 students (13%) got good classification. There were 3 students (40%) got fairly, there were 4 students (20%) got poor and 6 students (40%) got very poor classification.

Table 1.3
The score of the students post-test in control group (textbook class)

| No | Respondent | Correct answer | Score |
|----|--------------------|----------------|-------------|
| 1 | R1 | 4 | 80 |
| 2 | R2 | 4 | 80 |
| 3 | R3 | 3 | 60 |
| 4 | R4 | 3 | 60 |
| 5 | R5 | 4 | 100 |
| 6 | R6 | 3 | 60 |
| 7 | R7 | 3 | 60 |
| 8 | R8 | 4 | 80 |
| 9 | R9 | 3 | 60 |
| 10 | R10 | 3 | 60 |
| 11 | R11 | 4 | 80 |
| 12 | R12 | 4 | 80 |
| 13 | R13 | 4 | 80 |
| 14 | R14 | 2 | 40 |
| 15 | R15 | 5 | 100 |
| | Total Score | | 1080 |

$$\bar{X} = \frac{\sum X}{N} = \frac{1080}{15} = 72$$

On the table 1.4 showed that there was 1 student got score 40. There were 6 students got score 60. There were 6 students got score 80. There were 2 students got

score 100 it means that there was already an increase in students' reading comprehension, although just a little.

Table 1.4
Classification of the students reading score in post-test for control class
(textbook class)

| Classifications | Score | Frequency | Percentage |
|------------------------|-----------------|------------------|-------------------|
| Excellent | 96 – 100 | 2 | 13% |
| Very good | 86 – 95 | - | - |
| Good | 76 – 85 | 6 | 40% |
| Average | 66 – 75 | - | - |
| Fairly | 56 – 65 | 6 | 40% |
| Poor | 36 – 55 | 1 | 7% |
| Very poor | 0 – 35 | - | - |
| Total | | 15 | 100% |

The table showed that students' score in post test were varieties: in which there was none of the student got very good, average, and very poor. There were 2 students (7%) got good classifications. There were 6 students (40%) got good classification. There were 6 students (40%) got fairly and there was 1 student (7%) got poor classification.

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Table 1.5
The calculated score of pre-test and post-test for textbook class

| No | Respondent | The result of reading pre-test and post-test | | D (x-y) | D² (x-y)² |
|-----------|-------------------|---|------------------|----------------|--|
| | | Pre-test | Post-test | | |

| | | | | | |
|-------|-----|-----------------------------|---------------------------|--------------|------------------|
| 1 | RI | 60 | 80 | 20 | 400 |
| 2 | R2 | 40 | 80 | 40 | 1600 |
| 3 | R3 | 20 | 60 | 40 | 1600 |
| 4 | R4 | 40 | 60 | 20 | 400 |
| 5 | R5 | 80 | 100 | 20 | 400 |
| 6 | R6 | 20 | 60 | 40 | 1600 |
| 7 | R7 | 60 | 60 | 0 | 0 |
| 8 | R8 | 60 | 80 | 20 | 400 |
| 9 | R9 | 20 | 60 | 40 | 1600 |
| 10 | R10 | 40 | 60 | 20 | 400 |
| 11 | R11 | 20 | 80 | 40 | 1600 |
| 12 | R12 | 40 | 80 | 40 | 1600 |
| 13 | R13 | 20 | 80 | 60 | 3600 |
| 14 | R14 | 20 | 40 | 20 | 400 |
| 15 | R15 | 80 | 100 | 20 | 400 |
| N= 15 | | $\sum XI= 620$ XI= 41.33 | $\sum X2= 1080$ X2= 72 | $\sum D=440$ | $\sum D^2=16000$ |

From the table above the researcher got $\sum D= 440$ and $\sum D^2 = 16000$ and from this data, the researcher presented the result of mean score (XI) in pre-test and post-test (X2), the difference means between pre-test and post-test (MD), standard deviation (SD_D) and standard score mean (SE_{MD}) as follows:

1. Looking for mean score of pre-test (XI) and post-test(X2).

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

$$= \frac{620}{15}$$

$$= 41.33$$

Looking for the mean score of post-test(X2)

$$X2 = \frac{\sum X2}{N}$$

$$= \frac{1080}{15}$$

$$= 72$$

2. Looking for the mean of difference(MD)

$$MD = \frac{\sum D}{N} = \frac{440}{15} = 29,33$$

3. Looking for the standard deviation (SD_D)

$$SD_D = \sqrt{\frac{\sum D^2}{N} - \frac{(\sum D)^2}{N}} = SD_D = \sqrt{\frac{16000}{15} - \frac{(440)^2}{15}}$$

$$= \sqrt{1066,7 - 12,906}$$

$$= \sqrt{82.651}$$

$$= 9.091$$

4. Looking for the standard error mean (SE) SD_D

$$SE_{MD} = \frac{SD_D}{\sqrt{N-1}} = \frac{9.091}{\sqrt{15-1}}$$

$$= \frac{9.091}{\sqrt{14}}$$

$$= \frac{9.091}{3.741}$$

$$= 2.430$$

5. Looking for t count (t_o) by using formula:

$$T_o = \frac{MD}{SE_{MD}}$$

$$= \frac{29,333}{2,430}$$

$$= 12.06$$

6. Looking for t table (t_i) as follows:

| |
|------------|
| $df = n-1$ |
|------------|

$$\begin{aligned} df &= 15 - 1 \\ &= 14 \end{aligned}$$

Based on the table “ t_t ” standard of significant 5 % with $df = 2,977$, from the result above, the writer gave interpretation that t value (t_o) is greater (equal to) t_{table} (t_t):

$$12,06 \geq 2,977$$

Where 12,06 was greater (equal to) 2,977
2,977 = the result of t_{table} from 5% with $df = 14$

Based on period sample statistic and sample test above, the result of this research indicated that null hypothesis was rejected, and alternative hypothesis was accepted.

Table 1.6
Classification of the students reading score in pre-test for work sheet class

| | | | |
|-------------|-----|---|-----|
| 16 | R16 | 3 | 40 |
| 17 | R17 | 3 | 60 |
| 18 | R18 | 2 | 40 |
| 19 | R19 | 1 | 40 |
| 20 | R20 | 2 | 40 |
| 21 | R21 | 2 | 40 |
| 22 | R22 | 3 | 60 |
| 23 | R23 | 3 | 20 |
| 24 | R24 | 2 | 60 |
| 25 | R25 | 3 | 80 |
| 26 | R26 | 2 | 40 |
| 27 | R27 | 3 | 60 |
| 28 | R28 | 1 | 40 |
| 29 | R29 | 3 | 60 |
| 30 | R30 | 2 | 50 |
| Total score | | | 750 |

$$\bar{X} = \frac{\sum X}{N} = \frac{750}{15} = 50$$

On the table 1.7 showed that was 1 student got score 20. There were 10 students got score 40. There were 7 students got score 60. There were 3 students got were 80. It means that most of students still had low reading comprehension.

Table 1.7
Classification of the students reading score in pre-test for work sheet class

| Classifications | Score | Frequency | Percentage |
|------------------------|-----------------|------------------|-------------------|
| Excellent | 96 – 100 | - | - |
| Very good | 86 – 95 | - | - |
| Good | 76 – 85 | 1 | 7% |
| Average | 66 – 75 | - | - |
| Fairly | 56 – 65 | 5 | 33% |
| Poor | 36 – 55 | 8 | 53% |
| Very poor | 0 – 35 | 1 | 7% |
| Total | | 15 | 100% |

The table above showed that students' score in pre-test were varieties; in which there was none of the student got excellent and very good. There was 1 student (7%) got good. And there was none student (0%) got average. There were 5 students (33%) got fairly, 8 students (53%) got poor and only 1 student (7%) got very poor classifications.

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Table 1.8
The score of the students reading in post-test for work sheet class

| No | Respondent | Correct answer | Score |
|-----------|-------------------|-----------------------|--------------|
| 16 | R16 | 3 | 60 |
| 17 | R17 | 4 | 80 |
| 18 | R18 | 4 | 80 |

| | | | |
|--------------------|-----|---|-------------|
| 19 | R19 | 2 | 40 |
| 20 | R20 | 4 | 80 |
| 21 | R21 | 4 | 80 |
| 22 | R22 | 3 | 60 |
| 23 | R23 | 4 | 80 |
| 24 | R24 | 4 | 80 |
| 25 | R25 | 5 | 100 |
| 26 | R26 | 4 | 80 |
| 27 | R27 | 4 | 80 |
| 28 | R28 | 3 | 60 |
| 29 | R29 | 4 | 80 |
| 30 | R30 | 4 | 80 |
| Total score | | | 1060 |

$$\bar{X} = \frac{\sum X}{N} = \frac{1060}{15} = 70,67$$

On the table showed that there was 1 student got score 40, there were 3 students got score 60. There were 10 students got score 80, there was 1 student got score 100. It means that there was already an increase in students' reading comprehension.

Table 1.9

Classification score of the students reading score in post-test for work sheet class

| Classifications | Score | Frequency | Percentage |
|------------------------|-----------------|------------------|-------------------|
| Excellent | 96 – 100 | 1 | 7% |
| Very good | 86 – 95 | - | - |
| Good | 76 – 85 | 10 | 66% |
| Average | 66 – 75 | - | - |
| Fairly | 56 – 65 | 3 | 20% |
| Poor | 36 – 55 | 1 | 7% |
| Very poor | 0 – 35 | - | - |
| Total | | 15 | 100% |

The table showed that students' score in post test were varieties: in which there was none of the student got very good, average, and very poor. There were 2

students (7%) got good classifications. There were 6 (40%) students got good classification. There were 6 students (40%) got fairly and there was 1 student (7%) got poor classification.

Table 1.10
The calculated score of pre-test and post-test for work sheet class

| No | Respondent | The result of reading pre-test and post-test | | D (x-y) | D ² (x-y) ² |
|--------|------------|--|-------------------|----------------|-----------------------------------|
| | | Pre-test | Post-test | | |
| 16 | R16 | 40 | 60 | 20 | 400 |
| 17 | R17 | 60 | 80 | 20 | 400 |
| 18 | R18 | 40 | 80 | 40 | 1600 |
| 19 | R19 | 40 | 40 | 0 | 0 |
| 20 | R20 | 40 | 80 | 40 | 1600 |
| 21 | R21 | 40 | 80 | 40 | 1600 |
| 22 | R22 | 60 | 60 | 0 | 0 |
| 23 | R23 | 20 | 80 | 60 | 3600 |
| 24 | R24 | 60 | 80 | 20 | 400 |
| 25 | R25 | 80 | 100 | 20 | 400 |
| 26 | R26 | 40 | 80 | 40 | 1600 |
| 27 | R27 | 60 | 80 | 20 | 400 |
| 28 | R28 | 40 | 60 | 20 | 400 |
| 29 | R29 | 60 | 80 | 20 | 400 |
| 30 | R30 | 50 | 80 | 30 | 900 |
| N = 15 | | $\sum X_1 = 750$ | $\sum X_2 = 1120$ | $\sum D = 390$ | $\sum D^2 = 13,700$ |
| | | XI = 50 | X2 = 74,67 | | |

From the table above the researcher got $\sum D = 390$ and $\sum D^2 = 13,700$ and from this data, the researcher presented the result of mean score (XI) in pre-test and post-

test (X2), the difference means between pre-test and post-test (MD), standard

deviation (SD_D) and standard score mean (SE_{MD}) as follows:

1. Looking for mean score of pre-test (X1) and post-test(X2).

$$X1 = \frac{\sum XI}{N}$$

$$= \frac{750}{15}$$

$$= 50$$

Looking for the mean score of post-test (X2)

$$X2 = \frac{\sum X2}{N}$$

$$= \frac{1120}{15}$$

$$= 74.67$$

2. Looking for the mean of difference (MD)

$$MD = \frac{\sum D}{N} = \frac{390}{15} = 26$$

3. Looking for the standard deviation (SD_D)

$$SD_D = \sqrt{\frac{\sum D^2}{N} - \frac{(\sum D)^2}{N^2}} = \sqrt{\frac{13,700}{15} - \frac{(390)^2}{15^2}}$$

$$= \sqrt{913.3 - \frac{152.100}{15}}$$

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$$= \sqrt{91.33 - 10.14}$$

$$= \sqrt{81.19}$$

$$= 9.105$$

4. Looking for the standard error mean (SE) SD_D

$$SE_{MD} = \frac{SD_D}{\sqrt{N-1}} = \frac{9.105}{\sqrt{15-1}}$$

$$= \frac{9.105}{\sqrt{14}}$$

$$= \frac{9.105}{3,741}$$

$$= 2.433$$

5. Looking for t count (t_o) by using formula:

$$T_o = \frac{MD}{SE_{MD}}$$

$$= \frac{26}{2.433}$$

$$= 10.68$$

6. Looking for t table (t_i) as follows:

$$df = n-1$$

$$df = 15 - 1$$

$$= 14$$

Based on the table “ t_i ” standard of significant 5% with df 14, got 2,977 from

the result above, the writer gave interpretation that t value (t_o) is greater (equal to)

$t_{table} (t_i)$

$$10.68 \geq 2,977$$

Where 10.68 is greater (equal to) 2,977

2,977 = the result of t_{table} from 5% with $df = 14$

Based on period sample statistic and sample test above, the result of this research indicated that null hypothesis was rejected, and alternative hypothesis was accepted.

B. Discussions

In this research the researcher focuses on comparison between textbook and student work sheet in teaching English to improve reading skill of the students because reading was basic component that should be pay much attention by the learners.

In this chance the researcher explained more detailed about the similarities and differences of the textbook and student work sheet, as follows:

1. The similarity and differences of the textbook and student work sheet

Textbook and student work sheet have the similarities as a reference material or reference material of learners and teachers, evaluation material, educator tool in implementing the curriculum and one of the determinants of teaching methods or techniques that educators will use.

2. The differences of textbook and student work sheet

The differences between textbook and student work sheet the learners and the reader can see the cover of the textbook and student work sheet. Then, the textbook

are more and the terms of the material of textbook are more complete provides material more detailed in the appeal than work sheet.

3. The advantages and the weakness from the textbook and student work sheet

The advantages of the textbook are textbook can help the teacher do the curriculum, textbook also a guide in determining teaching methods, textbook provided opportunities for the learners to repeat lessons or learn a new lesson, textbook can be used for subsequent years, and if revised it can last for a long time, textbooks give similarity to materials and teaching standard, textbook provided continuous classroom lessons, even if educators change, textbook provide more solid knowledge and teaching methods of the teachers use. While, the advantages of work sheet are as teaching materials work sheet can minimize the role of educators, but more enable to the learners. Then, can make easier for the learners to understand the material will be given. Work sheet also as a compact teaching material and rich the task to practice and facilitate the implementation of teaching to learners. The researcher also gave the explanation about the weakness of textbook and student work sheet, the thickness of the textbook make the book are heavy and make the learners not rare reluctant to bring the textbook, in addition textbook are selling price quite expensive while as we know that in Indonesia still dominated by the citizens underprivileged. While, the weakness of the work sheet are role of the teachers be reduced because in the work sheet include the materials core and sheets task directly done by the learners, in addition work sheet also present with the look less attractive

and printed whit sheets that dominated by the writing and has no color and a bit drapes that makes the learners are not interested in reading.

After giving pre-test, treatment, and post test to see the comparison between textbook and student worksheet in teaching English to improve reading skill at the seventh class of SMPN 5 Palopo. Scores of students for textbook class after giving treatment and post-test is proved by calculating the difference of both tests (pre-test and post-test), by using test analysis were the data had been analyzed by using (t_i) standard of significant 5% with degree of freedom (df) = 14, got the result of t_{test} was 12.06 and t_{table} 2,977 or value of $t_{test} \geq$ value of t_{table} (**12.06 \geq 2,997**). While, in work sheet class is by using (t_i) standard of significant 5% with degree of freedom (df) = 14, got the result of t_{test} was 10.68 and t_{table} 2,977 or value of $t_{test} \geq$ value of t_{table} (**10.68 \geq 2,997**).

The researcher found the problems when use the textbook and work sheet in Teaching English at the seventh class of SMPN 5 Palopo the first are the price is really expensive that makes the students don't want to buy the text book and just borrow from the library. While, the second work sheet also limit the sense of the teachers feel depends on the questions that contained in work sheet as well as work sheet are unattractive because mold colorless and printed in the paper opaque even existing image on work sheet tend unclear that makes the students feel bored and don't enthusiasm in the learning process.

In the terms of application there are some differences between textbook and work sheet which make the textbook more better than work sheet after the researcher was conducting the research at SMPN 5 Palopo, that the textbook are evidenced by all the learning, the student and the teacher using textbook for all the level in education from elementary to university using textbook and the student of SMPN 5 Palopo using textbook for this year because the due to the curriculum changes. According with the opinions of the expert, Darwati stated “textbook are learning resources that have been believed in still important role and even the most widely used is textbook, she added the textbook are also containing information about specific subject from elementary school to university”. And the second textbook can stand on their own without the help of other teaching materials or auxiliary books then work sheet requires a guided book in learning process, the students must be looking for another book that relevant with their material in learning English to complete their subject because on the work sheet only discuss about the important points of the materials in teach that the learners and educators need other books are in accordance with the material on the work sheet support the learning process, it is in accordance with the expert opinion Deddy Suryana on his thesis stated that “work sheet should be accompanied by a package book thus this work sheet are not be used completely without being accompanied by a guide book or a package book”. Besides that, according to the researcher about textbook there are some illustrations that can facilitate the students or learners to understand the contents of the text reading it is in accordance with opinion of the expert (Darwati) on her thesis stated that “illustrations

help the students to learn” in terms of psychology that the learners more interest if books have some illustrations and colorful.

The researcher also found some problems about work sheet when the researcher was conducting the research at SMPN 5 Palopo that the work sheet is less attractive because the prints are colorless and printed on blurry paper even the illustrations on the work sheet tend to be unclear and the students felt bored and not enthusiast in the learning process. Then, the things that distinguishes between textbook with student work sheet are in terms of price it is cheaper than the textbook more expensive that's make the student don't want to buy the textbook, that relevant with the Fitriani on her thesis she stated that ”work sheet very helpful students in learning process with an affordable price and because of that each student can have a work sheet”. The researcher also added that according to research that was doing in SMPN 5 Palopo textbook also include a lot of reading materials that are described in detail and contains the tasks or matters practice clear due to use the vocabulary in accordance with the level of certain education.

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CHAPTER V

CONCLUSIONS AND SUGGESSTIONS

This chapter presented conclusion and suggestions, based on the data analysis and the findings of the previous chapter.

A. Conclusions

The result of this research shows that the used textbook is more effective in teaching English to improve reading skill at the seventh class of SMPN 5 Palopo according to the students score in post-test after giving treatment. It was provided by $(t_t) t_{test}$ for textbook class was 12.06 while, for work sheet class $(t_t) t_{test}$ was 10.68 And the terms of application the textbook better than student work sheet in teaching.

B. Suggestions

Based on the conclusion above, the writer gives the following suggestions:

1. For the teacher, they use the textbook and student work sheet in teaching reading they should prepare enough material and give a good explanation to the students can understand and comprehend. To attract the attention of the students in learning, the teacher should provide interesting material for example by giving the image on the materials that will be provided to students in understanding the text especially in teaching material about descriptive text. So the researcher suggested to the teachers to use this strategy in learning reading.

2. For the students, they should be more active in learning and vocabulary should be increase so that they are easier to understand a reading. It is expected that after the use of textbook and student work sheet, they are more motivated to learn and to understand the reading.

3. For the Government of education, the student will be interest in learning process if the work sheet are more colorful and attractive, that cause the researcher suggest to make the work sheet are more colorful then given variety of illustrations that accordance with the materials will be taught that may interest of learners to read.

Finally, the researcher realized that this thesis was far from being perfect and because of that, constructive critics and advice were really expected for the perfection of this thesis. The researcher hoped that the result of this research could be useful for the readers. It was hoped that the reader will have more information on the activities associated with this research and hopefully this study can be a reference for further research in conducting another study with the more detailed information about the comparison between textbook and student work sheet in teaching English to improve reading skill.

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