THE EFFECTIVENESS OF USING READING BOX TO IMPROVE STUDENTS' READING SKILL AT SMPN 8PALOPO
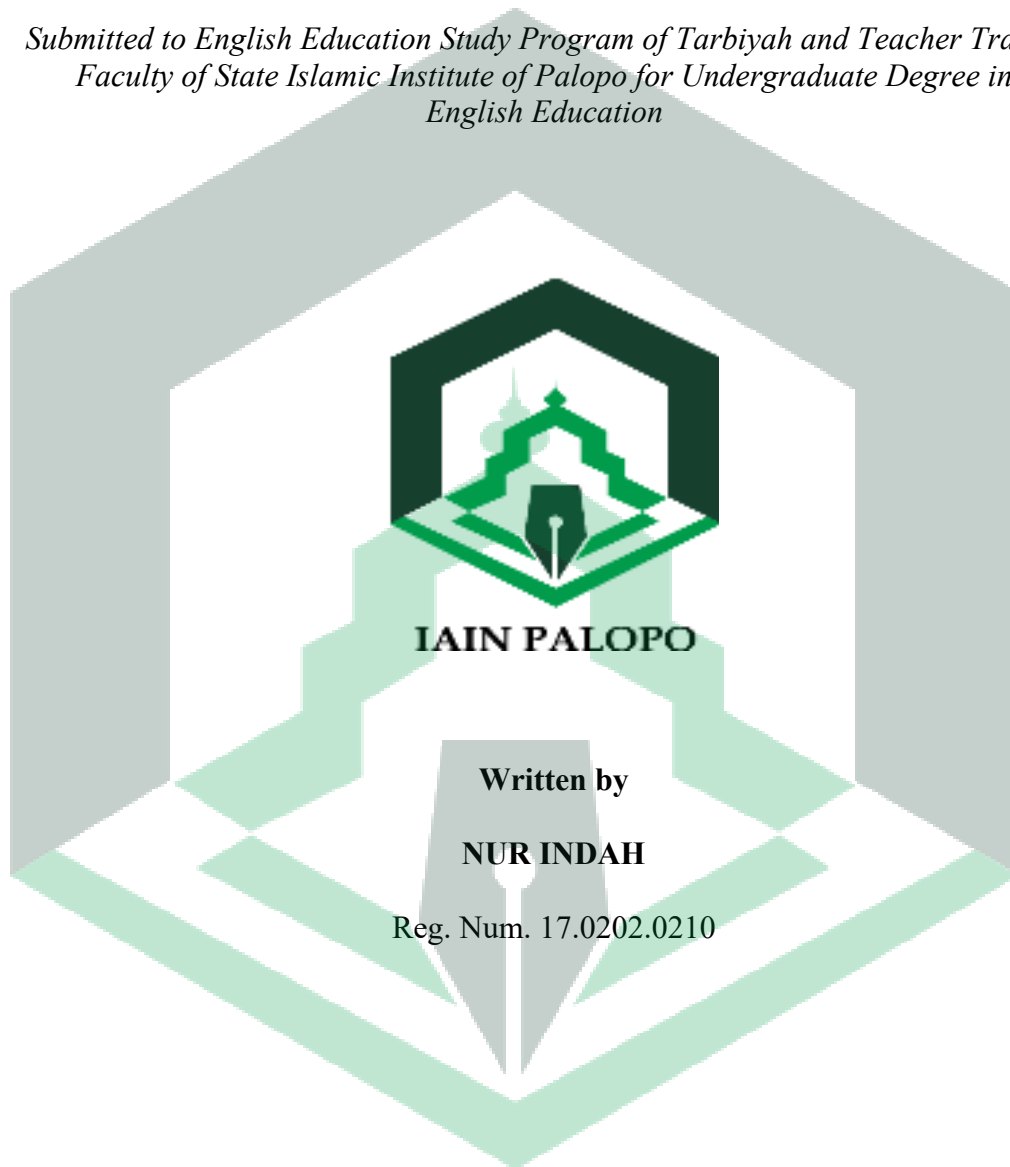
A Thesis

Submitted to English Education Study Program of Tarbiyah and Teacher Training Faculty of State Islamic Institute of Palopo for Undergraduate Degree in English Education

IAIN PALOPO

Written by

NUR INDAH

Reg. Num. 17.0202.0210

ENGLISH LANGUAGE EDUCATION STUDY PROGRAM TARBIYAH AND TEACHER TRAINING FACULTY STATE ISLAMIC INSTITUE OF PALOPO 2022

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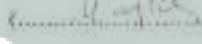

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**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
TARBIYAH AND TEACHER TRAINING FACULTY STATE
ISLAMIC INSTITUE OF PALOPO
2022**

THESIS APPROVAL

This thesis entitled "**The Eddectiveness of Using Reading Box to Improve Students' Reading Skill at SMPN 8 Palopo**" Which is Written by **Nurindah**, Reg. Number. 17.0202.0210, SI English Language Study Program of Tarbiyah and Teacher Training Faculty of Institute for Islamic Studies (IAIN) Palopo, has been examined and defended in Munaqasyah session which is carried out **Wednesday, 11th of Mei 2022 M**, coincided with **10th Syawal 1443 H**, it is authorized and acceptable as partial fulfillment for S.Pd degree in Englishlanguage teaching.

Tuesday, 21st June 2022
21st Zulkaidah 1443 H

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With all awareness and conscience, the researcher who signs below pronounces that this is the researcher's work. This thesis is not lawful if someday there is no shared evidence that this thesis is duplicated, copied, or made by other people wholly or partially.

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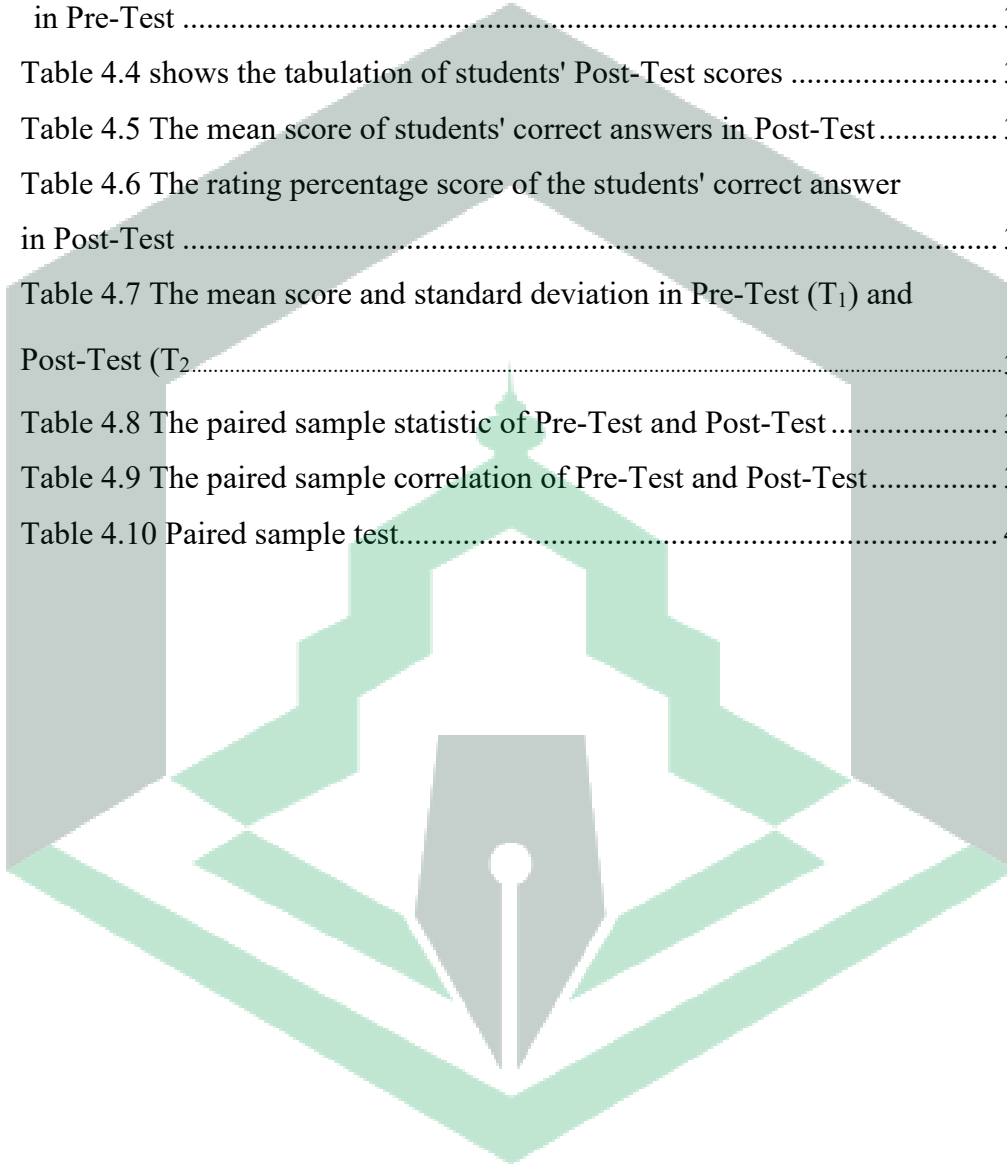The researcher

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بِسْمِ اللهِ الرَّحْمٰنِ الرَّحِيْمِ

Alhamdulillah Rabil' Alamin, the researcher, expresses her highest gratitude to Allah Swt for the blessing, love, opportunity, health, and mercy to complete this undergraduate thesis. Peace and blessing be upon Prophet Muhammad Saw, her companions, and his followers.

The thesis entitles "The Effectiveness of Using Reading Box to Improve Student's Reading Skill at SMPN 8 Palopo. The researcher realizes that the support and encouragement from many parties are very important for the researcher to complete this thesis.Therefore, the researcher would like to thank:

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Finally, The researcher hopes that Allah Swtwill always bless and gives all the instructions more than what they have done to the researcher.

Palopo,   2022

The Researcher

Nur Indah

ABSTRACT

x

Nur Indah, 2022. "The Effectiveness of Using Reading Box to Improve Student'sReading Skill at SMPN 8 Palopo". A thesis Of The English Education Study Program Faculty Of Tarbiyah And Teacher Training State Islamic Institute Of Palopo. Supervised By: Hilal MahmudandMagfirah Thayyib.

This research attempted to determine the students' improvement in learning readingskills usingthe reading box in the eighth grade of SMPN 8 Palopo. This research applied pre-experimental research. The research objectiveis to find out whether or not the use ofreading box is effective to improve students' reading skills at SMP Negeri 8 Palopo. The population of this research was the students of the eighth grade of SMPN 8 Palopo.The research used purposive sampling with 20 students. The researcher gave the students apre-test and post-test in the form of narrative text. The data wereanalyzed by using SPSS 22. The researcher gathered data by giving ten items in both pre-test and post-test formulated in the reading test. Pre-test and post-test data were firstly tabulated and analyzed in percentage. The mean score in the pre-test was lower than the mean score in the post-test (60<80). The research concludes that the use of the Reading box is effective for improving students reading skills.

Keywords: Reading box, Reading Skill, Pre-experimental Design

CHAPTER I

INTRODUCTION

A. Background

Reading is one type of receptive language skill. From reading, someone will be able to get information, knowledge, and new experiences.[1] Everything obtained through reading will enable that person to expand his thinking power, sharpen his views, and broaden his horizons. Therefore, reading activities are indispensable for anyone who wants to advance and increase knowledge. Reading is essential to every aspect of learning, which is to construct meaning from text (comprehension). Without comprehension, reading can be frustrating and sometimes even painful. Accordingly, a major goal of teaching reading comprehension is to help students develop the knowledge, skill, and experience to become independent readers and lifelong learners.

To teach students to read, a teacher often finds some problems, such as difficulties finding the meaning of words in the text, difficulties in explaining the communicative purpose of the text, and difficulties in explaining the message of the text. Factors such as inability and low interest may account for some aspects of the problems. Many teachers believe that the problem is the inability and have

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[1]Yulianti, Dita. "*Improving the English Reading Comprehension Ability of Grade 8 Students At Smp Negeri 3 Gedangsari in The Academic Year of 2013/2014 Through Extensive Reading Activities.*" *Universitas Negeri Yogyakarta* (2014): 1-227

tried diligently using instructional strategies or learning techniques that help students improve their ability to read.[2]

The problems in SMPN 8 Palopo were that the students seldom discussed and shared materials because the reading activity still depended on the teacher's explanation.The teacher was always in front of the class explaining the materials, and the students listened to her explanation. Some students tended to be active, but the others were passive. That happened because some students dared to ask and share opinions with the teachers, but the other students did not. The students were still afraid to answer the questions asked by the teacher and still shy to state their opinions to their teacher.

Researchers focus on reading skills because reading is very important for English because by reading students can find out some information and can also understand the meaning of stories when reading.

The courage of students to read and learn can be developed through education. Unfortunately, reading habits are still considered trivial, and many students find it difficult to read fluently. Therefore, it is necessary to have media that will lead students to want to read continuously. The media can help students understand the meaning of the learning delivered by the teacher, by design, or by using media that is so attractive to students so that they can enjoy the media given.

One of the media that can be used is a reading box. In the learning process, teachers can use reading box media.The reading box is a learning media that consists of a box containing a set of text with a list of questions and an answer key.

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[2]Setiawati, S. *Penggunaan Media Reading Box Dalam Pembelajaran Bahasa Indonesia Berbasis Teks.* In Pesona: Pekan Seminar Nasional Pendidikan Bahasa dan Sastra Indonesia Vol. 1, No. 1 (2018, October): 35-41

The teacher usually holds answers.[3] The positive values of the reading box media include attracting students' attention to foster learning motivation, teaching methods will be more varied, and students will do more learning activities in groups.

This research is very important and interesting because it uses a reading box that can increase students' interest in reading through the media.When using media, students are not easily bored because the learning that takes place is different from previous learning. And it will help students in learning especially reading. Based on the explanation above, the researcher is conducting a research entitled**"The Effectiveness of Using Reading Box to Improve Student's Reading Skill at SMPN 8 Palopo"**.

B. Research question

Based on the explanation ofthe background, the researcher formulates the research question, namely:

Is using the reading box effective in improving students' reading skills at SMP Negeri 8 Palopo?

C. The objective of the research

Based on the research question, the research objective is to find out whether or not using a reading box is effective in improving students' reading skills at SMP Negeri 8 Palopo.

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[3] Setiawati, Sulis. "*Penggunaan Media Reading Box Dalam Pembelajaran Bahasa Indonesia Berbasis Teks*." Pesona: Pekan Seminar Nasional Pendidikan Bahasa dan Sastra Indonesia. Vol. 1. No. 1. 2018, 35-41

D. Significance of the research

The result of this research is expected to be useful:

1. To give new information to the English teacher, especially at SMPN 8 Palopo, to motivate the students to improve their reading skills.

2. To give contributions and solutions to the learners of English, especially the students of SMPN 8 Palopo, to improve their reading skills.

3. Helping readers Increase students' reading interest so that they can determine the content of reading.

E. Scope of the research

The researcher uses the reading box in improving students' reading skills at the eighth-grade students of SMP Negeri 8 Palopo. The materials focus on narrative text based on curriculum 2013.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Research Findings

In this part, the researcher presents the previous related research findings, which are cited below:

Sri Andreani.Development of reading box to increase students' reading interest.[4]This study aims to develop reading box material in the form of a collection of readings. This material allows students to practice reading extensively and independently and conduct self-evaluations.This research has produced a product in the form of a set of reading box materials with completeness. This research product has passed four stages of expert validation, initial field testing, operational field tests, and input analysis and revision at each stage. The results and process of product development are presented in more detail.

The similarity of this research is developing box reading media using interesting readings, asking students.

Martini, A. The Use of Reading Box Media to Increase Reading Activities and Ability to Comprehend Children's Story Texts on Intensive Reading

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[4]Andreani, Sri Andreani. Pengembangan Rading Box Untuk Meningkatkan Minat Baca Mahasiswa. *Bahasa dan Seni: Jurnal Bahasa, Sastra, Seni, dan Pengajarannya*, 2011, 39.2.

(Classroom Action Research on Class III Students of SDN Dayeuhluhur, Ganeas District, Sumedang Regency, 2017/2018 Academic Year).[5]This research uses a classroom action research method using the Reading Box media. The researcher intends to create unique, interesting, and liked learning by students, namely by using the media reading box. In the first cycle, the observation results of student learning activities were not satisfactory. The average score of each aspect was assessed as only 3.37 in the good category. In the second cycle, it was successfully improved and achieved the target expected by the researcher with an average score of 3.66 in the good category. Thus, students' learning activities towards reading comprehension of children's story text in intensive reading using media reading box media in cycle II are better when compared to cycle I.

The similarity of this study is that it uses reading boxes to create a different atmosphere from the previous lessons in reading learning,and the difference is that the research above focuses on intensive reading using story texts.

Wulandari, Septi. Improving Extensive Reading through Media Reading Box with Skimming Reading Techniques for Class X Students of SMA Muhammadiyah Kudus.[6]This research describes the improvement of extensive reading skills after learning using the media reading box and skimming reading techniques and describes changes in student behavior after being given extensive reading learning through the media reading box with skimming reading technique.

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[5]Martini, A. *Penggunaan Media Reading Box Untuk Meningkatkan Aktivitas Dan Kemampuan Membaca Pemahaman Teks Cerita Anak Pada Membaca Intensif (Penelitian Tindakan Kelas pada Siswa Kelas III SDN Dayeuhluhur Kecamatan Ganeas Kabupaten Sumedang Tahun Pelajaran 2017/2018)*. JESA-Jurnal Edukasi Sebelas April (2018), *2*(2), 72-80.

[6]Wulandari, S. *Peningkatan Keterampilan Membaca Ekstensif Melalui Media Reading Box Dengan Teknik Membaca Skimming Pada Ssiswa Kelas XF SMA MUHAMMADIYAH Kudus* (Doctoral dissertation, universitas negeri semarang). (2011).

The research subject is the extensive reading skills of students in class XF SMA Muhammadiyah Kudus as many as 46 students. This research was carried out in three stages: the pre-cycle stage, the first cycle, and the second cycle. Data collection at the pre-cycle stage uses a test technique, while Cycle I and Cycle II use to test and non-test techniques. Data analysis techniques were carried out quantitatively and qualitatively. This study concludes that the media reading box with skimming reading techniques can improve extensive reading skills and can change the behavior of class X.F. students at SMA Muhammadiyah Kudus.

The similarity of this research is that it uses the reading box as a medium used for teaching.The difference is that the research focuses on improving students' extensive text reading skills using skimming techniques.

Yustina, Fina The Application Of The Reading Tournament Method Through The Media Reading Box In Comparing The Contents Of The Classroom Action Research Text Box In Class VA SDN Sukamulya, Paseh District, Sumedang Regency).[7] The researcher conducted classroom action research with alternative problem solving, namely, applying the reading tournament method through the media reading box. Wherein the use of this reading tournament method, students are required to work together in groups, and students read the readings in the media reading box. From the findings on implementing the first cycle of action in learning to compare the contents of two texts in class VA SDN Sukamulya, the

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[7]Yustina, F. Penerapan *Metode Turnamen Membaca Melalui Media Reading Box Dalam Membandingkan Isi Dua Teks Penelitian Tindakan Kelas di Kelas VA Sekolah Dasar Negeri Sukamulya Kecamatan Paseh Kabupaten Sumedang* (Doctoral dissertation, Universitas Pendidikan Indonesia). (2016).

researchers developed an action plan to solve problems in cycle II regarding the skills of comparing the contents of two texts.

The similarity of this research is the same as using reading box media to work together in groups to increase students' reading interest, while the difference in this study is that the above research uses the reading tournament method in learning.

Puspitorini, Puji Bondan. The Application Of The Directed Reading Thinking Activity Method Using The Media Reading Box To Improve Reading Comprehension Skills In Javanese Language Subjects Folklore Material For Fifth Grade Students of SDN 1 Pasir Kidul.[8] The purpose of this classroom action research is to improve the reading comprehension of Javanese folk news readings by applying the direct reading thinking activity method using the media reading box for the fifth-grade students of SDN 1 Pasir Kidul. Efforts to improve learning outcomes of students' reading comprehension skills are by applying learning methods and learning media used, namely the direct reading method and thinking activities using the reading box media. The result showed that students were guided through the process of making predictions based on knowledge, reading confirming, or adjusting predictions based on new information.

The similarity of the research is that it uses reading boxes to improve students' reading comprehension and activities with interesting reading.While the

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[8] Puspitorini, P. B. *Penerapan Metode Directed Reading Thingking Activity Menggunakan Media Reading Box Untuk Meningkatkan Kemampuan Membaca Pemahaman Pada Mata Pelajaran Bahasa Jawa Materi Cerita Rakyat Siswa Kelas V SD Negeri 1 Pasir Kidul* (Doctoral dissertation, Universitas Muhammadiyah Purwukorto). (2018).

difference is that the research above focuses on reading comprehensions skills using the directed reading thinking method.

B. Theory of reading skills

1. Definition of reading skills

Reading is the process of understanding a reading text. That statement implies that when the teacher does a reading class activity, the teacher has to make sure that the students can comprehend the writer's ideas written in the text. By doing this, reading comprehension activity will be carried out effectively in the teaching and learning process[9].

Reading perceives a written text to understand its contents.[10] The understanding that results is called reading comprehension. Reading does not occur in a vacuum, it is done for achievement, and during reading, the reader processes the text about the purpose[11].

To be a good reader, the learner must learn how to comprehend and understand the passage to achieve the purpose of reading. Reading is very important for English learners because reading can enlarge their knowledge, vocabulary, and information from reading to get a complete understanding of the text.

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[9]Edy, S. *The Effectiveness Of Extensive Reading On Students' Reading Comprehension Achievement As Observed From Students' Motivation.* Jurnal Pendidikan Humaniora, *2*(1), (2015): 54-58.

[10]Yulianti, Dita. "*Improving the English Reading Comprehension Ability of Grade 8 Students At Smp Negeri 3 Gedangsari in The Academic Year of 2013/2014 Through Extensive Reading Activities.*" Universitas Negeri Yogyakarta (2014).

[11]Mutiara, W. O., & Bugis, R. *Students' Reading Skill Improvement Through Think Pair Share (TPS) Method at the Eight Grade Of Madrasah Tsanawiah Uswatun Hasanah Lala.* Jurnal Retemena, (2018):*3*(2).

2. Types of Reading Text

a. Descriptive text

Explain to the reader a person, place, or thing in detail.[12]

b. Recount text

It tells the reader about events that have happened in the past.

c. Narrative text

To entertain readers and to tell stories or stories.

d. Report text

To convey information to the reader about something as a result of research.

e. News item text

Provide information to the reader about an event.

f. Explanation text

Explain to the reader the process of occurrence of natural phenomena.

g. Analytical exposition text

To notify readers of important events/cases.

h. Hortatory exposition text

To persuade the reader how something can be done.

i. Procedure text

Helping readers to make something.

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[12]Isnaini, Siti Masitha. *An analysis on text types of reading texts in national examination*. Diss. Universitas Islam Negeri Maulana Malik Ibrahim, 2014.

j. Discussion text

Submitting information and opinions on issues that occur.

k. Review text

Provide criticism or evaluation of something to be conveyed to the reader.

l. Anecdote text

Telling the reader of a pleasant or unusual event.

m. Spoof text

Entertain readers with funny stories with unexpected endings.

3. Kinds Of Reading At Junior High School

a. Reading aloud

Reading aloud is a classroom activity that has fallen in and out of favor with teachers. The main argument against it is that it can interfere with successful pronunciation; spelling affects pronunciation performance adversely. But reading aloud offers opportunities to study the link between spelling and pronunciation, stress and intonation, and the linking of sounds between words in connected speech; these can be highlighted and investigated further in fun and interesting ways through reading aloud.[13] The reading aloud technique might be the best alternative to overcome participants' needs in learning pronunciation. The benefits of reading aloud are numerous, and one of them is increasing students' motivation to read and build their topical knowledge about a specific subject. By Reading Aloud employed in pronunciation learning, participants are expected to be more active and interactive in engaging their real-life communication.

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[13] Ariyani, D., Marbun, R., & Riyanti, D. Improving Students' Pronunciation By Using Reading Aloud In Junior High School. *Jurnal Pendidikan dan Pembelajaran Khatulistiwa*, *2*(9), (2013).

b. Silent reading

Silent reading is the interpretation that is most likely for the reading term. This is perhaps the nearest approach to the essence of reading. The greatest amount of reading done in the world is silent. A reading room is a silent room, but the nature of the silent reading skill is far from uniform.[14] It varies according to the use to which it is being put. Some and out of use are: to survey material which is to be studied, to look through indexes, chapter headings, and outlines, to skim particularly when one item of information, to gain superficial comprehension, as when reading for the pleasure of preparing to read aloud, to study to the content of what is read and some detail, to study the language in which the material is written this may involve textual study in a literary sense, or it may need to do.

Based on the description above, it can be concluded that the main purpose of silent reading activities is to seek reading information in-depth and understand the reading. Apart from that, the silent reading activity also aims to answer specific questions. Familiarizing students with always reading can improve students' reading skills.

c. Speed reading

Speed Reading is the best technique to boost reading fluency. Speed Reading gives the best of its benefit because, at their ages, they can still absorb new ideas without too enormous consideration.[15] Hence, they can learn to read fast.

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[14]Hasmiati " *The Ability Of The Students In Reading Comprehensoin Skill Throught Summarizing Story At The Third Students Of English Education Study Program At Cokroaminoto Palopo University (* Thesis Cokroaminoto Palopo : 2015), p.6.

[15]Sulistiyono, E., Mahanal, S., & Saptasari, M. *Improving Reading Speed and Biology Conceptual Understanding using Speed Reading Method on Students of X-MIA SMA*. Jurnal Pendidikan Sains, *5*(4), (2018): 123-126.

Speed Reading includes some techniques to teach reading to improve students' reading rate without losing comprehension. The teaching of speed-reading involves two important things: the speed of reading and the degree of comprehension.

Speed reading is significantly used for the rest of life. It will help the students to rise to "deep intelligence," and it will give a significant benefit at the end of language studies.[16] The capability of good reading is a technique to change slow eyes movement while reading; it also turns their low comprehension or understanding in reading. Speed reading can be an inspiration technique to teach students who still have inferior reading comprehension.[17]Fast or speed reading is reading with an emphasis on keywords or important things, taken by skipping descriptive words or ideas.[18] Furthermore, speed reading is reading within a certain period in obtaining the main idea of a reading discourse text.

d. Extensive reading

Extensive reading is one of the strategies which involve implicit learning. Extensive reading is "an approach to the teaching and learning of reading. Learners read large quantities of reading materials, in and out of class, that is easily understood, interesting, and enjoyable." Extensive reading makes a difference to general language learning motivation and attitudes in young people.

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[16]La Ode Muh Idrus Hamid, B., and Muhammad Yunus. "*Developing The Students' Ability In Reading Through Speed Reading Technique*." Journal of English Education 1.1 (2016): 42-50.

[17]Qomariah, Lailatul, and Rahmat Efendi. "*The Effectiveness of Speed Reading as Technique in Teaching Reading Comprehension of Tenth Grade at MA. Sunan Cendana Madura*." JEET, Journal of English Education and Technology 1.01 (2020): 49-61.

[18]Rahayu, Suci, Sugit Zulianto, and Yunidar Nur. "*Penerapan Strategi SQ4R Dalam Meningkatkan Kemampuan Membaca Pemahaman Siswa Kekas IV SDN I Bolano Kabupaten Parigi Motong*." Bahasantodea 5.4 (2019): 77-87

It can increase word-reading fluency through a large amount of reading and improve text-reading fluency by rereading texts.[19]

e. Intensive reading

Intensive reading is the process of reading earnestly in a short amount of time to understand the message in the content reading. Intensive reading is an activity to understand the reading in a short time and give an assessment and conclusions on the reading material that is read. Intensive reading aims for students can understand the reading to the maximum but in a short time.[20] So that activity will train students to get used to doing a process of high understanding of a reading.

Besides, intensive reading will stimulate students to be able to save information long ago in their memory. Intensive reading can also improve students' understanding of vocabulary. It is also an intensive reading that can practice critical thinking skills and creative students in the reading process. Then intensive reading activities need to be trained and developed in the process learning-intensive reading is a process.[21]

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[19]Agatha Cintya Dea Smara 112012062. *Vocabulary Learning In Extensive Reading Class: Students' Strategies. (2016).*

[20]Ulfa, Maria. "*The Effectiveness Between Intensive Reading And Extensive Reading To Teach English Reading In The Seventh Grade Students Of SMPN 2 Banyubiru In The Academic Year 2019/2020.*" (2020).

[21]Ulfa, M. *The Effectivenes Between Intensive Reading And Extensive Reading To Teach English Reading In The Seventh Grade Students Of SMPN 2 Banyubiru In The Academic Year 2019/2020.*

f. Scanning

Scanning is unlike Skimming because readers are not concerned with the broader meaning of the text but with the detail.[22] In this technique, the readers look for specific information within a text, such as dates, names, and places, among others. Moreover, scanning is quickly searching for a particular piece or piece of information in a text.[23] The purpose of scanning is to extract specific information without reading the whole text.[24] To do so involves moving your eyes quickly down the page seeking specific words or phrases.

Scanning is usually used to search for specific information and skip other information. Scanning is also quick reading, and then when you can, you're looking for information about a question you work to answer. You are usually looking for a number or a word or the name of something. When you can, you skip over many words you look for some information as quickly as possible. Scanning was especially important for improving your reading.

g. Skimming

Skimming is reading selectively to get a general idea of an article.[25] That shows that Skimming can be defined as a technique to read fast to know the general information of the reading material.

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[22]Yusuf, Q., Yusuf, Y. Q., Yusuf, B., & Nadya, A. *Skimming and scanning techniques to assist EFL students in understanding English reading texts.* | IRJE| Indonesian Research Journal in Education|, (2017): 43-57.

[23]Enni, Enni. "*Using Scanning Technique In Reading At The Eleventh Grade Of SMK Tiwikrama Mamuju.*" Jurnal Edukasi Nonformal 1.2 (2020): 115-120.

[24]Yusuf, Qismullah, et al. "*Skimming and scanning techniques to assist EFL students in understanding English reading texts.*" | IRJE| Indonesian Research Journal in Education| (2017): 43-57.

[25]Sari, D. M. M. *The Use of Skimming and Scanning Techniques to Improve Reading Comprehension Achievement of Junior High School Students.* Jurnal Edukasi, *2*(1),(2016): 59-68.

As Skimming is related to speed. Skimming is done at a speed three to four times faster than normal reading.Readers often skim when they have masses of materials to read in a limited amount of time. In Skimming, readers only have to take the most important information and the main idea rather than read all words.Readers also need to increase concentration, improve memory and recall, and reduce subvocalization, interruptions, procrastination, and stress to improve reading speed.[26]

The focus of this research uses an intensive reading type because students read seriously by understanding the contents of the reading.

C. Teaching Reading Skills At Junior High School

1. Problems In Teaching Reading Skills At Junior High School

Problems of teaching reading in content areas were investigated through interviews with reading teachers, content area teachers, and reading coordinators.[27] Teachers were asked to react to a description of a hypothetical reading problem. A study of interview data showed that reading teachers generally were negative about the degree of concern for reading evidenced by content area teachers and that content area teachers who were successful were concerned about the reading needs of their students and were endeavoring to deal with them. Conclusions from the interview study do not support those of earlier studies. According to interview results, there do not seem to be unidentified reading

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[26]Abdelrahman, Mahmoud Sulaiman Hamad Bani, and Muwafaq Saleem Bsharah. "*The Effect of Speed Reading Strategies on Developing Reading Comprehension among the 2nd Secondary Students in English Language*." English Language Teaching 7.6 (2014): 168-174.

[27]Leonard, " *Problems Of Teaching Reading In Content Areas Were Investigated Through*".

problems in secondary content areas. Nor does there seem to be teaching from reading teachers to content area teachers. It is suggested that the work which needs to be done is to bring these teachers together since success depends on their cooperation.

The problems come from the teacher. Some teachers stated that the use of strategies that are not by the students' level is one of the factors which affects the achievement of learning objectives.[28] This causes students to feel bored, not interested, or motivated to learn, so the atmosphere in the classroom feels empty. If the strategy used is suited to the level and needs of students, then the atmosphere in the class will feel different, and students will be more active during the learning process. The strategy must also be varied so students do not easily feel bored. The next problem is the material or topic taught must be suited to students' level. The teacher must select the reading material that will be used in the learning process. The material provided must be attractive to students. If it is not, students will feel bored because they are not interested in the material. So it can be concluded that the teacher must be selective in using the strategies that will be applied, supported by appropriate material.

2. Ways Of Teaching Reading Skills At Junior High School

There are three stages of teaching reading based on Badan Standar Nasional Pendidikan in Pemdiknas No.14 Tahun 2007 (process standard):[29]

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[28] G. Tuhumury, " *Teachers ' Strategies in Teaching Reading At Junior High Schools in Sirimau Sub-District : Problems and Solutions.* 1, 2020: 50-59

[29] Irana yuli alfianita. *"Teaching reading techniques at SMA Wali songo probolinggo".* (2017).

a. Pre-reading activity

Pre-reading activity is interactional activities carried out before students conduct the real reading activities. In this stage, a teacher tries to activate the students' schemata related to the topic or briefly explain the text's contents. In pre-reading activities, activation is concerned with the student's background knowledge, objectives of reading class, learning activities, and motivating the students.

Pre-reading is to tell students aboutthe purpose of reading and learning. Pre-reading is also to motivate the students. Motivation in reading attracts aiming at facilitating the students' understanding of the reading text.

b. While reading activities

The activities are the activities that the reader does while reading takes place. While reading includes:[30]

1. Identify the main idea

2. Finding detail in the text

3. Following sequence

4. Inferring from the text

5. Recognizing the discourse patterns.

During reading, activities are instructional activities going on while reading activities are happening. There are five activities to do while reading. First, the reader identifies the text's main idea and identifiesthe topic sentence through Skimming. Second, readers find the detail in the text and find specific information.

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[30]Teranggi, Rio Gusti, Dewi Hasanah, and Firdiansyah Firdiansyah. *Teacher Strategies In Teaching Reading Comprehension At The Third Grade Of State Junior High School 23 Jambi.* Diss. UIN SULTHAN THAHA SAIFUDDIN JAMBI, 2019.

Third, readers follow a sequence by relating items in particular order or processes. Fourth, readers infer from the text by trying to understand the text using their schemata and experience. Fifth, readers recognize the discourse patterns to understand the text holistically.

c. Post-reading activities

Post-reading activities are the activities conducted by a reader after reading. In post-reading activities, the student does post questionsand feedback. The post questionnaireis more active in incidental comprehension, and the objective since information of both greater and lesser importance is learned. Post-reading activities are instructional activities that the students and the teacher do after reading. Points out that post question, feedback, and group and whole-class discussion are activities that can be done in the phase of post-reading activities. The activities function to test students' comprehension of the text being read. The post question after reading class activities is very important since information of both greater and lesser importance is learned. Besides asking a question, summarizing the contents of the text is also applicable to the students. The activity of post-reading can also be in the form of discussion. Thus discussion can be in a group or whole-class discussion. The discussion may depend on the class size. If the class is big, it will be better to have a group discussion. If the class is small, it will be better to have a whole-class discussion.

D. Theory Of Reading Box

1. Definition Of Reading Box

The reading box here is the media used by the teacher to support the reading learning process that they will carry out. This media serves to train students' reading skills. The equipment used in this media consists of a box containing a set of text or reading, complete with a list of questions and answer keys.[31] The text has different levels of difficulty, and the reading material varies. Each reading level uses a different colored paper. Usually, the lowest level uses light green colored paper, and the next level is light yellow, light blue, and pink.[32]

A media reading box is a game tool that consists of a box containing a set of text with a shortlist of questions for practicing children's language skills[33]. And the media reading box that the researcher will developis a learning media prepared to consist of a box containing a set of words and images related to aspects of developing children's language, namely: syntactic aspects. As for the advantages of the media that the researchers will create, this media is made attractive using a word card equipped with adhesive magnets and pictures of events stuck to each side of the box.

[31] Najiha, SY, Sri Sumarni, and Rukiyah. *Pengembangan Media Pembelajaran Reading Box Untuk Kemampuan Bahasa Anak Di Taman Kanak-Kanak*. Diss. Sriwijaya University, 2020.

[32] Setiawati, S. *Penggunaan Media Reading Box dalam Pembelajaran Bahasa Indonesia Berbasis Teks*. In Pesona: Pekan Seminar Nasional Pendidikan Bahasa dan Sastra Indonesia Vol. 1, No. 1, (2018, October). pp. 35-41

[33] Najiha, S., Sumarni, S., & Rukiyah, R Pengembangan *Media Pembelajaran Reading Box Untuk Kemampuan Bahasa Anak Di Taman Kanak-kanak* (Doctoral dissertation, Sriwijaya University). (2020).

Picture 4.1 Reading box bundle educational resources and supplies teacher superstore

2. Ways Of Improving Reading Skills By Using Reading Box

How to use the media reading box is as follows:[34]

a) students are asked to take the first level reading, then are asked to read it

b) students are asked to answer questions related to the reading that has been listed under the reading

c) After answering the questions, students are asked to match them with the answer key. Usually, the answer key is carried by the teacher

d) if a student scores less than 70, they must take another reading at the same level and do it as before.

If a student has scored 70 or more, he may take other reading at a higher level. Then he did it in the same procedure as the previous procedure until he got a score of 70 or more. And so on, going up tolevel by level to the last level. The accuracy of each student in reading is different, some students are fast, and some students are slow. This media can also be used without the teacher's presence,

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[34]Puji bondan puspitorini. P*enerapan Metode Directed Reading Thingking Activities Menggunakan Reading Box.* (2018).

provided that students already know how to use it and must have honesty in matching their work with the available answer keys.[35]

An indicator of the success of this study is the arrangement of a reading box in the form of a box containing sheets of A-4 and laminated paper, each of which contains one reading with 400-500 words long on one side and ten guiding questions on the other, totaling 80 sheets (20 short story sheets, 20 features sheets, 20 popular scientific articles, and 20 biographies of world figures, with a pre-advanced level). This material fulfills the criteria for good extensive reading activity material. It is equipped with a monitoring book for as many as the number of students, all of which have been validated through expert testing and field testing.[36]
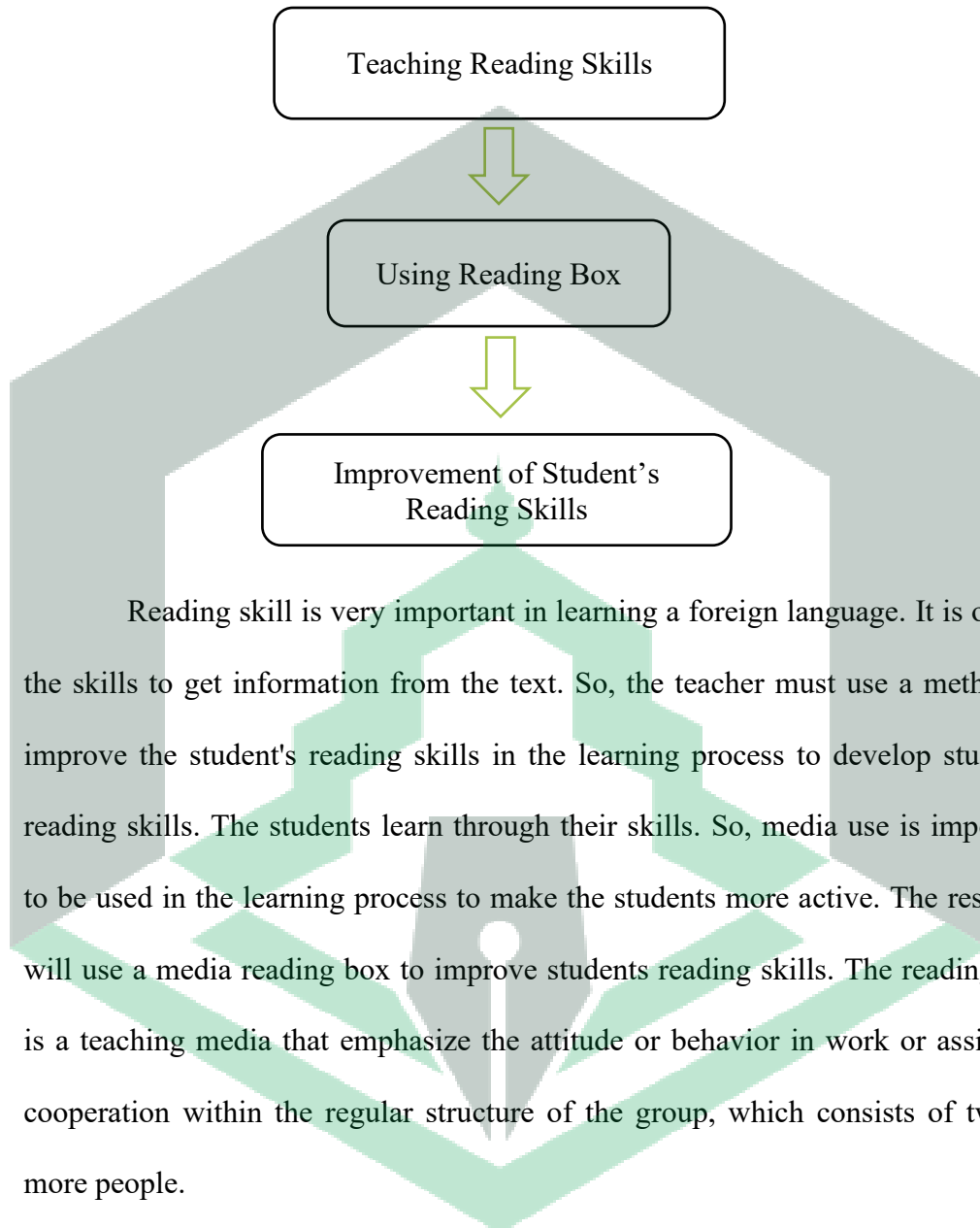
A media reading box can be a solution to overcome the incomplete learning media facilities in schools.In the learning process, the teacher can use the reading box media. Whether the media is good or bad is not measured based on how sophisticated the equipment is but on how far the media can transmit messages or information so that the message/information can be absorbed as much as possible by students as recipients of the information.

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[35]Andreani, S. A., & Astuti, U. P. A. *Pengembangan Reading Box Untuk Meningkatkan Minat Baca Mahasiswa.* Bahasa dan Seni: Jurnal Bahasa, Sastra, Seni, dan Pengajarannya, *39*(2). (2011).

[36]Andreani, Sri Andreani, and Utari Praba Astuti Astuti. "*Pengembangan Reading Box Untuk Meningkatkan Minat Baca Mahasiswa.*" Bahasa dan Seni: Jurnal Bahasa, Sastra, Seni, dan Pengajarannya 39.2 (2011).

E. Conceptual Framework

The conceptual framework in this research is shown in the diagram:

```
┌─────────────────────────────────┐
│    Teaching Reading Skills      │
└─────────────────────────────────┘
                ⇩
┌─────────────────────────────────┐
│       Using Reading Box         │
└─────────────────────────────────┘
                ⇩
┌─────────────────────────────────┐
│    Improvement of Student's     │
│        Reading Skills           │
└─────────────────────────────────┘
```

Reading skill is very important in learning a foreign language. It is one of the skills to get information from the text. So, the teacher must use a method to improve the student's reading skills in the learning process to develop students' reading skills. The students learn through their skills. So, media use is important to be used in the learning process to make the students more active. The research will use a media reading box to improve students reading skills. The reading box is a teaching media that emphasize the attitude or behavior in work or assists in cooperation within the regular structure of the group, which consists of two or more people.

F. Hypothesis

The hypothesis in this research is formulated as follows:

H_o: Usinga reading box is not effective in improving students' reading skills at SMPN 8 Palopo

H_1: Usinga reading boxis effective improves students' reading skills.
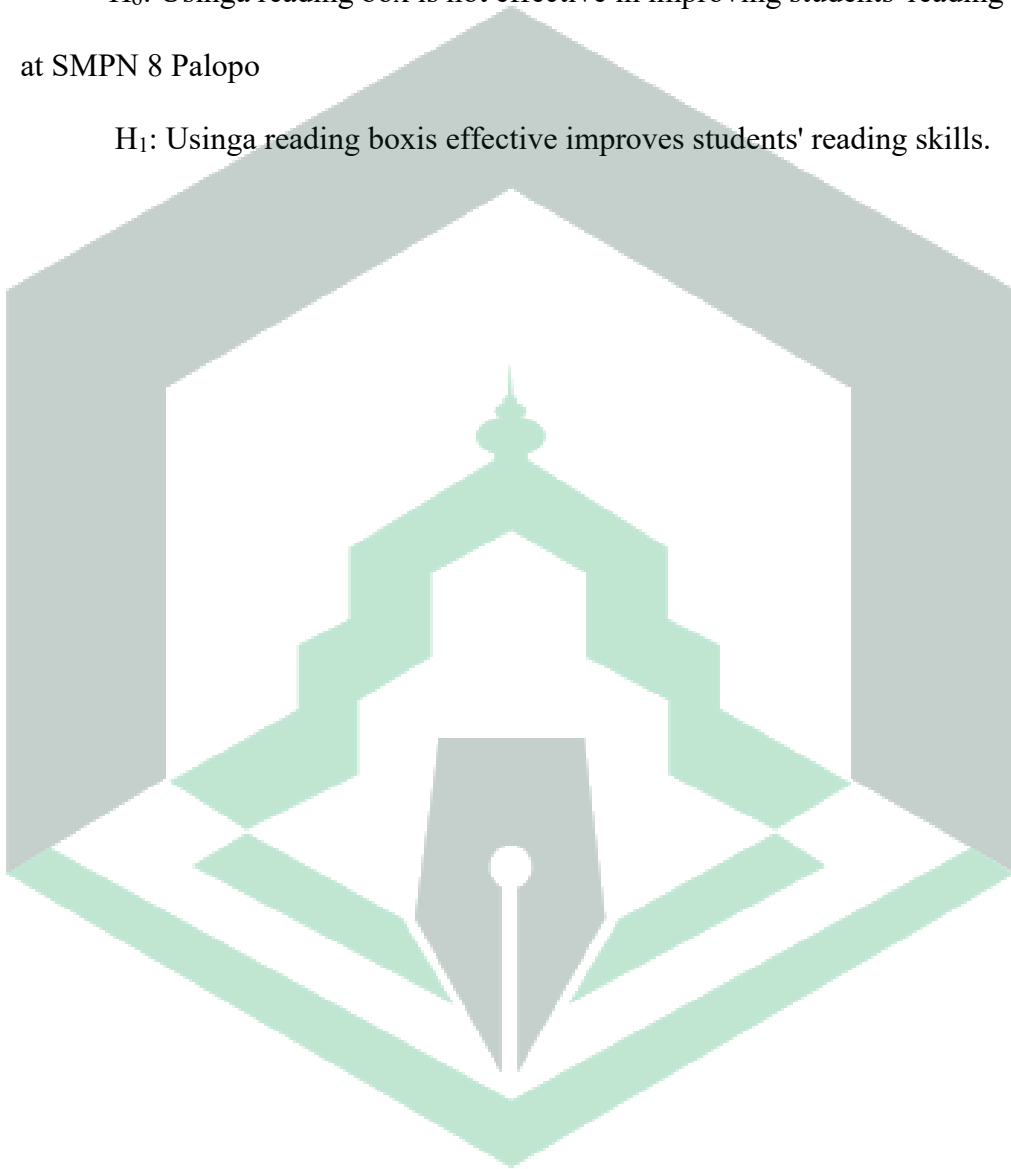
CHAPTER III

RESEARCH METHOD

A. Method And Design Of The Research

1. Method

This researchusedthe experimental method. The researcher chooses the experimental method because with this method the researcher can measure the effect of the reading box. It is used to know the improvement of using the media reading box in reading skills at SMPN 8 Palopo.

2. Research Design

The pre-experimental method consists of a pre-test, treatment, and post-test where the design of the research used a formula as follows:

Pre-test	Treatment	Post-test
O_1	X	O_2

Notes: O_1 : Pre-test

X   : Treatment

O_2 : Post-test [37]

B. Research Variable

In this research, there are two categories of a variable, namely:

1. Dependent Variable

The dependent variable is an improvement in students' reading skills.

2. Independent Variable

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[37]Ikbal. *Improving the students reading skill through inquiry strategy at the eleventh grade of SMAN 4Palopo*. 1 (2015).

The independent variable is usingthe reading box.

C. Population And Sample

1. Population

The researcher choosethe population from students in the second yearat SMPN 8 Palopo. There is two class (VIII./1 and VIII/2).

2. Samples

In this research, the researcher used purposive sampling of second-grade students of SMPN 8 Palopo. The classes are in Class second year (VIII/2) with 20 students.The researcher choose the eighth grade because after observing the eighth grade students still lacked interest in reading for English lessons

D. Instrument Of The Research

1. Reading test

In this research, the writer used a reading test.The reading test used is narrative text in the form of short stories or fairy tales,where students have to answer five questions related to multiple choice. It aims to know the ability before and after giving the treatment.

E. Procedure Of Collecting Data

The researcher took the procedure of collecting data as follows:

1. Giving Pre-test

The pre-test was done before giving treatment.The researcher gave narrative text and asked the students to read and answer the question from an essay.The students were given 5 minutes to read and 15 minutes to answer questions.

2. Giving Treatment

The treatment was conducted for the fourth meeting, and they were:

a. The first meeting:

1. The teacher displayed the reading box media, and students got readings entitled "My Lovely Family."

2. In the first presentation, the researcher presented a text form of narrative text with all its elements.

3. In the second practice, students in groups of 4 discussed the narrative text, and one of the students came forward to take the readings in the reading box. Then students come to the front of the class to read the text that has been obtained.

4. And the last production, the researcher gives time to students to answer the question.

b. The second meeting:

1. The teacher displays the reading box media, and students get readings about "The Wolf and the Kid."

2. In the first presentation, the researcher presented a text form of narrative text with all its elements.

3. In the second practice, students in groups of 4 discussed the narrative text, and one of the students came forward to take the readings in the reading box. Then students come to the front of the class to read the text that has been obtained

4. And the last production, the researcher gives time to students to answer the question.

c. The third meeting:

1. The teacher displays the reading box media, and students get readings about "The Bundle of Sticks."

2. In the first presentation, the researcher presented a text form of narrative text with all its elements.

3. In the second practice, students in groups of 4 discussed the narrative text, and one of the students came forward to take the readings in the reading box. Then students come to the front of the class to read the text that has been obtained

4. And the last production, the researcher gives time to students to answer the question.

d. The fourth meeting:

1. The teacher displays the reading box media, and students get readings about "A Heartwarming Farewell Gift."

2. In the first presentation, the researcher presented a text form of narrative text with all its elements.

3. In the second practice, students in groups of 4 discussed the narrative text, and one of the students came forward to take the readings in the reading box. Then students come to the front of the class to read the text that has been obtained

4. And the last production, the researcher gives time to students to answer the question.

3. Giving post-test

After the treatment, the researcher gavea reading test, especially on narrative text. In the post-test, the students answered the next question, which

consisted of 5 questions. The post-test aims to know the result of the students'
reading after teaching by using the media reading box. The post-test procedure is
the same as a pre-test.

F. Technique Of Analysis Data

The technique of analyzing data in this research is as follows:

1. Scoring the students' points by using the following formula

$$Score: \frac{Student\ Correct\ Answer}{Total\ Answer} \times 100$$

2. To compute the frequency of the rate percentage, the researcher uses the
following formula:

$$p = \frac{F}{N} x\ 100\%$$

Where:

P = Percentage

F = Frequency

N = The Number Of Samples (Total Respondents)

3. Classifying the students' scores into some criteria below:

Table 2.1 classifying the students' score reading skill[38]

No	Classification	Score

[38]Rosnayanti. *Developing students reading skill by using cooperative learning method at MTS Batusitanduk.* (2016).

| 1. | Very good | 90-100 |
2.	Good	70-89
3.	Fairly good	69-50
4.	Poor	49-30
5.	Very poor	29-1

To Understand The Level Of The Adolescent Score, The Following Classification was Used:

4. Using SPSS 22, measure students' mean score and standard deviations.

5. Criteria of hypothesis acceptability

If= $t_0 \geq t_t$ it means that null hypothesis is rejected

If= $t_0 \leq t_t$ it means that null hypothesis is accepted
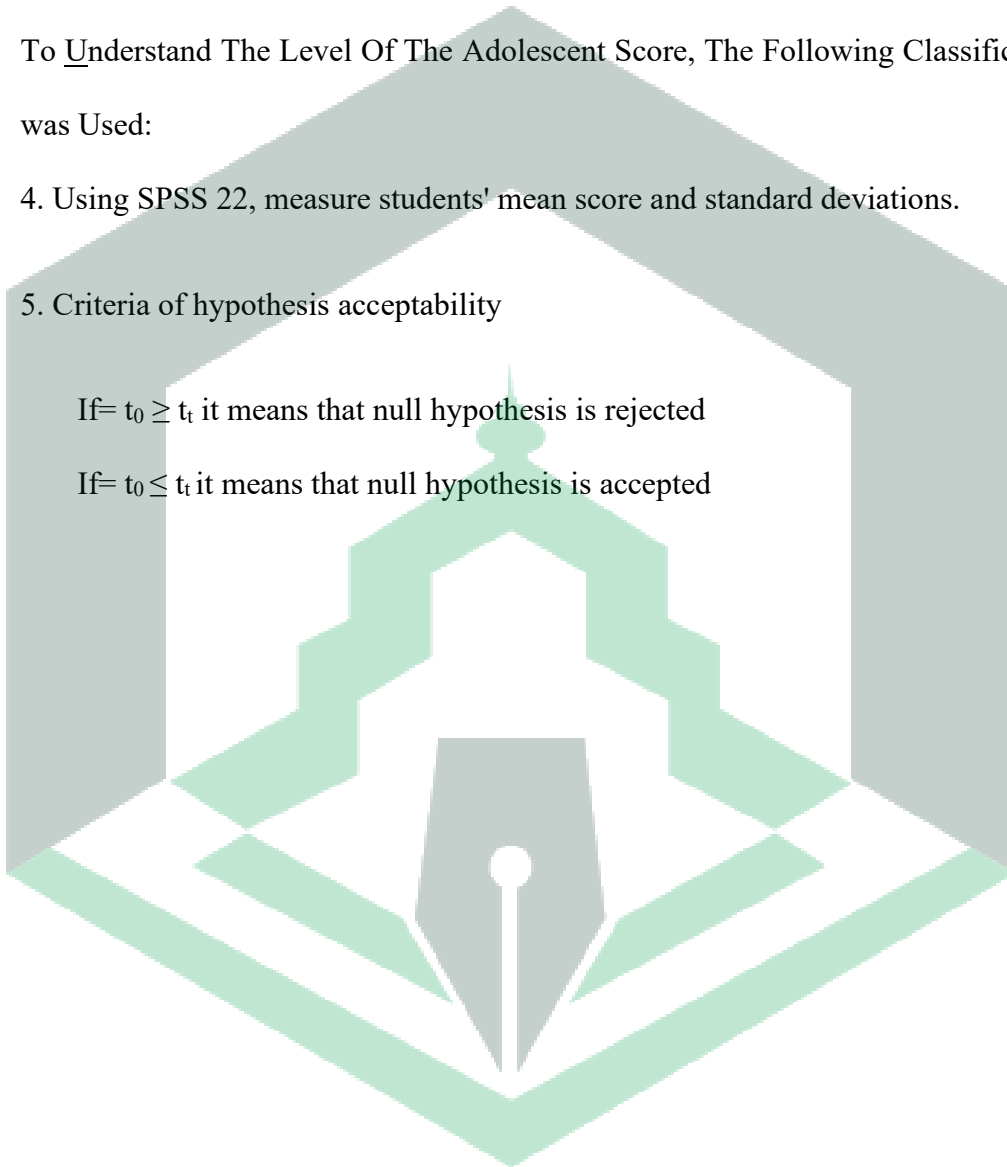
CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

The findings that the researcher reported in the chapter are based on the analysis of data collected and the application of the media explained in the previous chapter. It comprised the student's pre-test and post-test scores, the classification percentage of students' scores in pre-test and post-test, and the mean score and standard deviation of the student's pre-test and post-test. The findings are processed to determine whether students' reading skills can be improved by using the reading box.

1. The Analysis of The Students Reading Skills Scoresin Pre-Test and Post-Test

    a. Pre-Test

In this section, the researcher shows the student's correct answers in the pre-test, the mean score and standard deviation of students, and the rate percentage of students' reading scores in the pre-test. The researcher presents them in the tables and calculates the score using SPSS 22. To more clearly, the researcher first shows the student's correct answer scores in the pre-test. It is tabulated as follows:

Table 4.1The Students Correct Answer in the Pre-test

No	Respondents	Students' Correct Answer	Score
1	R1	4	40
2	R2	6	60
3	R3	4	40
4	R4	3	30
5	R5	5	50

6	R6	2	20
7	R7	2	20
8	R8	5	50
9	R9	6	60
10	R10	3	30
11	R11	5	50
12	R12	6	60
13	R13	3	30
14	R14	3	30
15	R15	4	40
16	R16	5	50
17	R17	4	40
18	R18	5	50
19	R19	6	60
20	R20	6	60

Table 4.1 shows that two students got the lowest score (20), and five got the highest score (60).Furthermore,five students got 6, five students got 5, four students got 4, four students got 3, and two students got 2.

The researcher measured it using SPSS 22 to measure the mean score of the correct answer from students. The outcome can be seen in the descriptive statistical table, which will show in table 4.2:

Table 4.2 The Mean Score Of Student's Correct Answer In Pre-Test

| | | Descriptive Statistics | | | |
	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	20	20	60	43.50	13.485
Valid N(listwise)	20				

Table 4.2 shows that the highest score is 60, and the lowest is 20. Besides, it also indicates that the mean score of the students in the pre-test is 43, and the standard deviation is 13.485.

On the other hand, the researcher also wrote the students' scores in the pre-test for the correct response. The information is provided in the form of a table rate percentage score as follows:

Table 4.3The Rating Percentage Score Of The Student's Correct Answer In Pre-Test

Classification	Score	Frequency	Percentage
Very Good	90-100	-	0%
Good	70-89	-	0%
Fairly good	69-50	10	50%
Poor	49-30	8	40%
Very Poor	29-1	2	10%
		20	100%

Based on the table classification above,no student got (0%) very good and good. But there are ten students (50%) classified as fairly good, eightstudents(40%) classified as poor, and twostudents (10%) classified as very poor.

b.Post-test

For the post-test, the researcher presents the students' complete score in reading skills (students'correct answers), the mean and standard deviation, and the rate percentage of students' reading skills score. The data were presented in tables, and the score was calculated using SPSS 22.

Table 4.4 The Students Correct Answer in the Pos-test

No	Respondents	Students' Correct Answer	Score
1	R1	5	50

2	R2	7	70
3	R3	5	50
4	R4	4	40
5	R5	6	60
6	R6	4	40
7	R7	4	40
8	R8	5	50
9	R9	7	70
10	R10	6	60
11	R11	8	80
12	R12	7	70
13	R13	5	50
14	R14	4	40
15	R15	8	80
16	R16	5	50
17	R17	4	40
18	R18	7	70
19	R19	8	80
20	R20	8	80

The researcher used SPSS 22 to measure the mean score of the right answers of the students. Table 4.4 indicates that two students received the lowest score (30), and four received the highest score (80). However, four students received 8, four students received 7, two students received 6, five students received 5, three students received 4, and two students received 3. The findings are summarized in table 4.5.

Table 4.5 The Mean Score Of Students' Correct Answer In Post-Test

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Posttest	20	40	80	57.50	16.819
Valid N (listwise)	20				

Besides the standard deviation of 16.819, the students' score of correct response after treatment using the reading box (Post-Test) was also written down by the researcher and provided in the form of table rate percentage scores. Table 4.6 shows this. Table 4.5 shows that the highest score of students is 80 and the lowest is 40.

Table 4.6The Rating Percentage Score Of The Students' Correct Answer In Post-Test

Classification	Score	Frequency	Percentage
Very Good	90-100	-	0%
Good	70-89	8	40%
Fairly good	50-69	7	35%
Poor	30-49	5	25%
Very Poor	1-29	0	0%
		20	100%

Based on the rate percentage of students scoring in the post-test above, the researcher found that none (0%) of studentswere very good and very poor. There are 8 respondents (40%) classifiedgood,7 respondents (35%) classified fairly good,5 respondents (25%) classified poor.

2. The comparison of students' reading skills in pre-test and post-test

The study used SPSS 20 to measure the average score of students in the Pre-Test and Post-Test. The following is how the result was described in the descriptive table statistic:

Table 4.7The Mean Score And Standard Deviation In Pre-Test (T_1) And Post-Test (T2)

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	20	20	60	43.50	13.485
Posttest	20	40	80	57.50	16.819
Valid N (listwise)	20				

The standard deviation in the pre-test was 13.485 and in the post-test was 16.819, according to table 4.7 sample statistic. It also revealed that the mean score Pre-Test score for students is 43.50, and the mean score for students is 57.50. The above table indicated that the students' mean score in the post-test was higher than the students' mean score in the pre-test.

This research used SPSS 22 analysis to determine if the pre-test and post-test were substantially different and the acceptability of the research hypothesis. The outcome is presented in the form of a table of paired sample statistics and correlation. In addition, there is a paired sample test. The result is provided in the following tables:

Table 4.8The Paired Sample Statistic Of Pre-Test And Post-Test

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	43.50	20	13.485	3.015
	Posttest	57.50	20	16.819	3.761

Thedeviation standard in the pre-test is 13.485 and 16.819 in the post-test, according to table 4.8, sample statistics of pre-test and post-test. Furthermore, the pre-test standard deviation error is 3.015, and the post-test standard deviation error is 3.761.

Table 4.9The Paired Sample Correlation Of Pre-Test And Post-Test

Paired Samples Correlations			N	Correlation	Sig.
Pair 1	Pretest	& posttest	20	.737	.000

Table 4.9 shows the known correction for both the pre-test and post-test paired samples correction. It indicates a substantial link between students' reading skills capacity before treatment and after treatment. The achievement of students before and after treatment is 737.

3. The T-Test Value Of Students' Reading Skills

Table 4.10Paired Samples Test

		Paired Differences							
					95% Confidence Interval of the Difference				Sig.
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	(2-tailed)
Pair 1	Pretest – posttest	-14.000	11.425	2.555	-19.347	-8.653	-5.480	19	.000

From the table sample test 4.10, the researcher got the data t-test -5.480 and df (degree of freedom) 19. According to the gay value 2.093. it was the standard of the significance of 0.05 with a c

5.480>1.729

4. Hypothesis Testing

The researcher concluded that with the help of the reading box media, there had been a significant difference between pre-test and post-test in improving students reading skills. It was determined that an alternative hypothesis $H_1$was

received and the hypothesis H$_0$was not received, implying that teaching reading Skills using the reading box effectively improves students' reading skills.

B. Discussion

Based on the research findings above, the researcher found that the use of media reading box was effective in increasing students' reading mastery. The results of data analysis showed that the average pre-test score of students was 44 and the average post-test score was 58. This means that using reading box media in teaching can increase students' reading interest.

Reading box can improve students' understanding by collaborating with groups to get answers to the questions they get easily. The learning process in the classroom was very fun, where students could discuss with their friends to find answers from the readings they have taken in the reading box. They can also read what they read in front of their friends. Using the reading box, students can feel a different learning atmosphere from previous learning.

As a result, this research usesthe reading box effectively in teaching reading skills. There are several previous research that found the same results.

Wulandari, Septi. Conducted research entitled Improving Extensive Reading through Media Reading Box with Skimming Reading Techniques for Class X Students of SMA Muhammadiyah Kudus. This study concludes that the media reading box with skimming reading techniques can improve extensive reading skills and can change the behavior of class X.F. students at SMA Muhammadiyah Kudus.

Puspitorini, Puji Bondan. Conducted research entitled The Application Of The Directed Reading Thinking Activity Method Using The Media Reading Box To Improve Reading Comprehension Skills In Javanese Language Subjects Folklore Material For Fifth Grade Students of SDN 1 Pasir Kidul. The result showed that students were guided through the process of making predictions based on knowledge, reading confirming, or adjusting predictions based on new information.

The results of previous research above prove that the use of the reading box is effective in teaching reading skills.The weakness of using the media reading box, the students get too much exercise in the structure and less in the communication. The teacher is a more active role than the students. And the difficulty in teaching is that some students are still shy and less active in reading what they read.

CHAPTER V

CONCLUSION AND SUGGESTION

A. **Conclusion**

Based on the data analysis and discussion in the previous chapter, the media reading box is effectively used to improve reading skills in grade II students of

SMPN 8 Palopo. It can also be seen from the increase in pre-test and post-test. Therefore, it can be concluded that reading using a reading box effectively teaches reading skills. So, hypothesis H0 is not accepted, and hypothesis H1 is automatically accepted.

B. Suggestion

Based on the conclusion above, the researcher would like to put forward some suggestion as follow:

1. English teachers can apply reading boxes in learning English, especially in increasing students' reading interest.
2. It is suggested that the students increase their ability mastery ofEnglish, especially reading skills.
3. The futureresearcher is expected to research to find other signs of reading strategiesand other English language skills.

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Appendices 1: pre-test

Once upon a time, there was a wife of a rich man who fell sick, and soon she closed her eyes and departed. Everyday, Cinderella went out to her mother's grave and wept, and she remained pious and good.When winter came, the snow spread a white sheet over the grave, and by the time the spring sun had drawn it off again, the man had taken another wife. The woman had brought two daughters with her into the house, who were beautiful and fairy of the face but vile and black of heart. Since then, a bad time for the poor step-child began.

One day the King gave orders for a festival, and all the beautiful young girls in the country were invited so that his son might choose himself a bride.When the two step-sisters heard that they were to appear among the number, they were delighted, called Cinderella and made to help them groom. Cinderella obeyed but wept because she too would have liked to go with them to dance and begged her stepmother said" you cannot go with us. You have no clothes and cannot dance.

When the stepmother and her daughters had gone away, Cinderella went to her mother's grave and cried, Shiver and Quiver, My little tree, silver, and gold throw down over me." Suddenly a bird threw down a magnificent gold and silver dress to herand was golden too. At the party, her step-sister and the stepmother did not recognize her and thought she must be a foreign princess, for she looked so beautiful in the golden dress.

1. The story above tells about
a. Snow White
b. Sleeping Beauty
c. Dwarfs
d. Cinderella
2. The first paragraph is the………… of the story
a. complication
b. reorientation
c. orientation
d. resolution
3. Why does Cinderella's mother dead? Because she………
a. fell sick
b. fell injured
c. fell disappointed
d. fell ill
4. The genre of the text is…….
a. recount
b. procedure
c. narrative
d. legend
5. When the winter came, the snow……
a. spread a white sheet
b. spread a white shout
c. spread a shout
b. spread a white sheets
6. Cinderella lived with her
a. two stepmother
b. her mother
c. two step-sisters and stepmother
d. her sisters
7. How did her stepmother treat Cinderella?
a. she is allowed to go anywhere
b. she doesn't like her to allow
c. she allows goes everywhere
d. she didn't allow her to go

8. Why couldn't Cinderella go to the festival?

a. she doesn't dance

b. she has dance

c. she didn't dance

d. she didn't have clothes and couldn't dance

9. The last story is called …

a. complication

b. orientation

c. coda

d. resolution

10. The stepmother, however, did not "recognize" her. The same meaning of the word "recognize" is…

a. to see

b. to know

c. to told

d. to talk

Appendices 2: Post-test

A long time ago, very few people lived in the New Territories. There were only a few villages. If the people wanted to go from one village to another, they often had to pass through the wild and unsafe forest.One day, a farmer's young wife went to the next village to visit her mother and brother. She brought along her baby son. When it was time for her to leave, her brother said,"it is getting dark. Let my son, Ah Tim, go with you through the forest." So Ah Tim led the way, and the young woman followed behind, carrying her baby. When they were in the forest, suddenly they saw a group of wolves. They began to run to avoid the danger, but Ah Tim kicked against a stone and fell. At once, the wolves caught him. The young woman cried to the wolves, "please eat my son instead." Then, she put her baby son on the ground in front of the wolves and took her nephew away.Everyone understood that this was because the woman was very good and kind. She had offered her own son's

life to save her nephew.They ran back to the house and called for help. All men in the village fetched thick sticks and went back with her into the forest. When they got there, they saw something very strange. Instead of eating the woman's baby, the wolves played with him.

1. What separated one village from another a long time ago in the New Territories?
a. Another village
b. Mountains
c. Forests
d. Hills ve. Towers and logs
2. Who was Ah Tim?
a. The young woman's brother
b. The young woman's son
c. The young woman's brother and nephew
d. The young woman's brother's son
3. Who walked in front when they were in the forest?
a. Ah Tm
b. The woman
c. The woman's son
d. Her brother's nephew
4. How could the wolves catch Ah Tim?
a. He was afraid
b. A stone strumbled him
c. He ran slowly
d. The woman cried
5. The woman gave her son to the wolves because
a. She loved her nephew more than her son.
b. She thought about how her brother would be
c. She wanted her son to be eaten by the wolves
d. She was crazy
6. What did the villagers bring sticks for?
a. For the weapon to beat the wolves
b. To bring the woman's nephew
c. For the fire woods.
d. For play
7. "all men in the village fetched thick stick … "the word "fetched" has a similar meaning to :
a. Received
b. Caught
c. Got
d. Hit
8. From the passage, we learn that the villages were ….
a. Located in one huge area
b. Situated in a large district
c. Separated by untamed jungles.
d. Wild and unsafe

9. The brother let her son go with his aunt as she left home because ….
a. Ah Tim wanted to see the wolves
b. His aunt wanted him to come long
c. Ah Tim was bored living with his parents
d. The baby was too cute to be alone
10. What is the writer's purposefor writing the story above?
a. To describe the danger of the villages
b. To entertain the readers of the story
c. To tell the villagers' relationship
d. To explain how important a relative is

Appendices 3: RPP

LESSON PLAN CYCLE I

School   : **SMPN 8 Palopo**
Grade   : **VIII**
Subject   : **English**
Time Allocation   : **45 Minutes**
LEARNING OBJECTIVIES:
By the end of the lesson
1. The students can identify surface information by answering the questions based on the text.

2. The students can identify the topic/main idea by answering the questions based on the text.
3. The students can understand the content of the text by retelling the text using their own words.

TEACHING-LEARNING ACTIVITIES

Preliminary activities (± 5-10 Min)
Do the opening by greeting and praying to start learning, checking the attendance of students as a disciplined attitude
The teacher does appreciation
The teacher conveys the learning objectives
The teacher asks questions about the English material that will be studied as an introduction and initial overview to learners.

Core activities (± 40 Min)
The teacher involves students in a reading box. This game divides students into 5 group
Each group consists of 4 people
Each student representative comes forward to take the readings in the reading box
In groups, each group discusses to answer the questions
Students are given time to discuss

Closing (± 5 Min)
The teacher facilitates the students to convey the conclusions of the learning
The teacher and the students evaluate the learning activities
The teacher gives feedback
The teacher conveys the learning activities of the next meeting.

Palopo,   2022
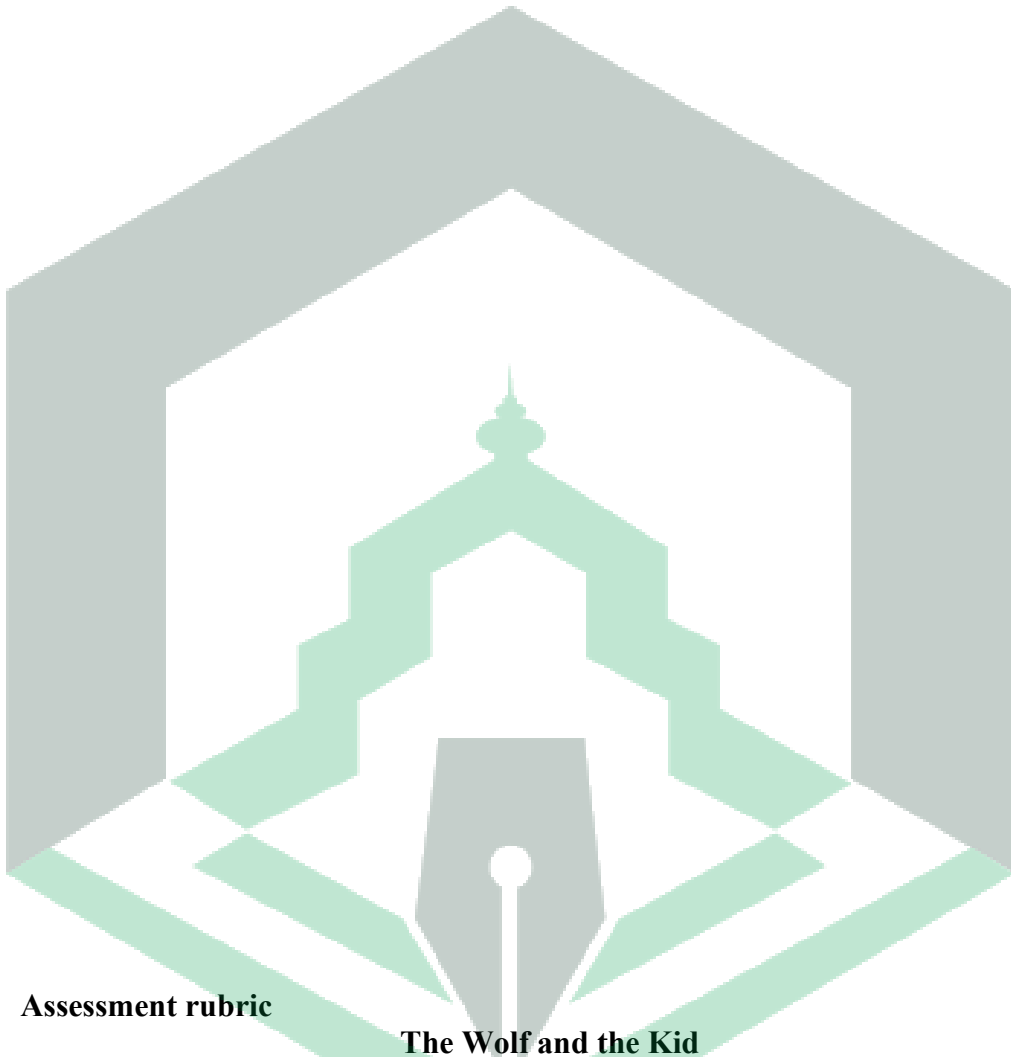
Mengetahui
Guru Pamong,   Mahasiswa

Nurmiyanti S,Pd   Nur Indah
NIP.   NIM. 17 0202 0210

Assessment rubric

My lovely family

   Hello! My name is Ana. I am eight years old, and I am from the USA. I'm

going to introduce you to my lovely family. It is quite big, and we are very happy.

My mother's name is Laura, and my fathers are Peter. My father is tall and slim, and he is a funny person. My mother has got blond hair, and she is very tender.

My parents have got three children. There's my brother Tim, my baby brother David and me. Tim is a sweet bot who loves playing and being with me. He is only three years old, so he attends kindergarten. My younger brother David is a seven-month-old, but he is full of personality. He likes being on my father's lap, and he never disposes of Eddy, his bunny.

My father has got a sister. Her name is Olivia, and she is my aunt. My mother has got two brothers. Their names are Richard and William, and they are my uncles. I have also gonet my grandparents and cousins Jacob, Kevin, and Chloe. We have got a pet called Pirate, and he is my favorite dog!. I love my family and my pet.

Question to answer:
1. How old is Ana?
2. What's her mothers' name?
3. How old is Tim?
4. How many cousins has Ana got?
5. Who is Olivia?

Answer key:
1. Eight years old
2. Her mothers' name is Laura
3. Three years old
4. There are three, and their name are Jacob, Kevin, and Chloe
5. Olivia is Ana's aunt

LESSON PLAN CYCLE II

School   **: SMPN 8 Palopo**
Grade   **: VIII**
Subject   **: English**
Time Allocation   **: 45 Minutes**

LEARNING OBJECTIVES:

By the end of the lesson

1. The students can identify surface information by answering the questions based on the text.
2. The students can identify the topic/main idea by answering the questions based on the text.
3. The students can understand the content of the text by retelling the text using their own words.

TEACHING-LEARNING ACTIVITIES

Preliminary activities (± 5-10 Min)
Do the opening by greeting and praying to start learning, checking the attendance of students as a disciplined attitude
The teacher does appreciation
The teacher conveys the learning objectives
The teacher asks questions about the English material that will be studied as an introduction and initial overview to learners.

Core activities (± 40 Min)	
Students sit back with the specified group of friends	
Each representative comes back to take the readings in the reading box	
After taking it, one of the group representatives reads the readings brought out aloud so that other groups can know the readings that other groups get.	
After reading it, students discuss to answer the questions under the reading	
Each group submits an answer, and the other group's response	
The teacher explains how to answer	

Closing (± 5 Min)
The teacher facilitates the students to convey the conclusions of the learning
The teacher and the students evaluate the learning activities
The teacher gives feedback
The teacher conveys the learning activities of the next meeting.

Palopo,   2022

Mengetahui
Guru Pamong,   Mahasiswa

Nurmiyanti S,Pd   Nur Indah
NIP.   NIM. 17 0202 0210

Assessment rubric

The Wolf and the Kid

Once, there was a little Kid whose growing horns made him think he was a grown-up billy goat and able to take care of himself. So one evening, when the flock started home from the pasture, and his mother called, the Kid paid no heed

and kept right on nibbling the tender grass. When he lifted his head a little later, the flock was gone. He was all alone. The sun was sinking. Long shadows came creeping over the ground. A chilly little wind came creeping with them, making scary noises in the grass.

The Kid shivered as he thought of the terrible wolf. Then he started wildly over the field, bleating for his mother. But not halfway, near a clump of trees, there was the wolf!. The Kid knew there was a little hope for him. "Please, Mr. Wolf," he said, trembling, "I know you will eat me. But first, please pipe me a tune, for I want to dance and be merry as long as possible." The wolf liked the idea of a little music before eating, so he struck up a merry tune, and the Kid leaped and frisked gaily.

Meanwhile, the flock was moving slowly homeward. In the still evening air, the wolf's piping carried far. The Shepherd Dogs pricked up their ears. The wolf's song ended suddenly, and as he ran, with the Dogs at his heels, he called himself a fool for turning piper to please a kid when he should have stuck to his butcher's trade.

Question answer:
1. What is the title of the text?
2. How many charactersare in the text?
3. When does the flock start home from the pasture?
4. What is a kid's idea
5. What is the lesson of the story?

Answer Key:
1. The title is The Wolf and the Kid
2. There are four
3. Evening
4. Struck up a merry tune, and the Kid leaped and frisked gaily
5. The lesson does not let anything turn you from your purpose

LESSON PLAN CYCLE III

School : **SMPN 8 Palopo**
Grade : **VIII**
Subject : **English**
Time Allocation : **45 Minutes**
LEARNING OBJECTIVIES:
By the end of the lesson
1. The students can identify surface information by answering the questions based on the text.
2. The students can identify the topic/main idea by answering the questions based on the text.
3. The students can understand the content of the text by retelling the text using their own words.

TEACHING-LEARNING ACTIVITIES

| **Preliminary activities (± 5-10 Min)** |
|---|
| Do the opening by greeting and praying to start learning, checking the attendance of students as a disciplined attitude |
| The teacher does appreciation |
| The teacher conveys the learning objectives |
| The teacher asks questions about the English material that will be studied as an introduction and initial overview to learners. |
| **Core activities (± 40 Min)** |
| Students sit back with the specified group of friends |
| Each representative comes back to take the readings in the reading box |
| After taking it, one of the group representatives reads the readings brought out aloud so that other groups can know the readings that other groups get. |
| After the reading is read, another group answers the other group's reading questions |
| After the group answers the questions, the teacher checks the answers |
| **Closing (± 5 Min)** |
| The teacher facilitates the students to convey the conclusions of the learning |
| The teacher and the students evaluate the learning activities |
| The teacher gives feedback |
| The teacher conveys the learning activities of the next meeting. |

Palopo,   2022

Mengetahui
Guru Pamong,   Mahasiswa

Nurmiyanti S,Pd   Nur Indah
NIP.   NIM. 17 0202 0210

The Bundle of Sticks

A father had three sons, and they were forever quarreling among themselves. No words he could say did the least good, so he cast about in his mind

for some very striking example that should make them see that discord would lead them to misfortune.

One day when the quarreling had been much more violent than usual, and each of the Sons was moping in a surly manner, he asked one of them to bring him a bundle of sticks. Then handing the bundle to each of his sons, he told them to try to break it. But although each one tried his best, none was able to do so. The father untied the bundle and gave the sticks to his Sons to break one by one. This time they did it very easily. "My sons," said the father, "do you not see how certain it is that if you agree with each other and help each other, it will be impossible for your enemies to injure you?. But if you are divided among yourselves, you will be no stronger than a single stick in that bundle. It's easy to break".

Question answer:
1. What is the title of the narrative text above?
2. How many charactersare in the story?
3. What is the father asked one of them?
4. Why are they moping?
5. What lesson can we learn in the story?

Answer Key:
1. The title is the Bundle of Sticks
2. There are fourth
3. He asked one of them to bring him a bundle of sticks
4. The quarreling had been much more violent than usual
5. The lesson is that unity is strength

LESSON PLAN CYCLE IV

School : **SMPN 8 Palopo**
Grade : **VIII**
Subject : **English**
Time Allocation : **45 Minutes**

LEARNING OBJECTIVES:
By the end of the lesson
4. The students can identify surface information by answering the questions based on the text.
5. The students can identify the topic/main idea by answering the questions based on the text.
6. The students can understand the content of the text by retelling the text using their own words.

TEACHING-LEARNING ACTIVITIES

Preliminary activities (± 5-10 Min)
Do the opening by greeting and praying to start learning, checking the attendance of students as a disciplined attitude
The teacher does appreciation
The teacher conveys the learning objectives
The teacher asks questions about the English material that will be studied as an introduction and initial overview to learners.
Core activities (± 40 Min)
Students sit back with the specified group of friends
Each representative comes back to take the readings in the reading box
After taking it, one of the group representatives reads the readings brought out aloud so that other groups can know the readings that other groups get.
After reading, students are asked to retell the essence of the story briefly
Closing (± 5 Min)
The teacher facilitates the students to convey the conclusions of the learning
The teacher and the students evaluate the learning activities
The teacher gives feedback

Palopo,   2022

Mengetahui
Guru Pamong,   Mahasiswa

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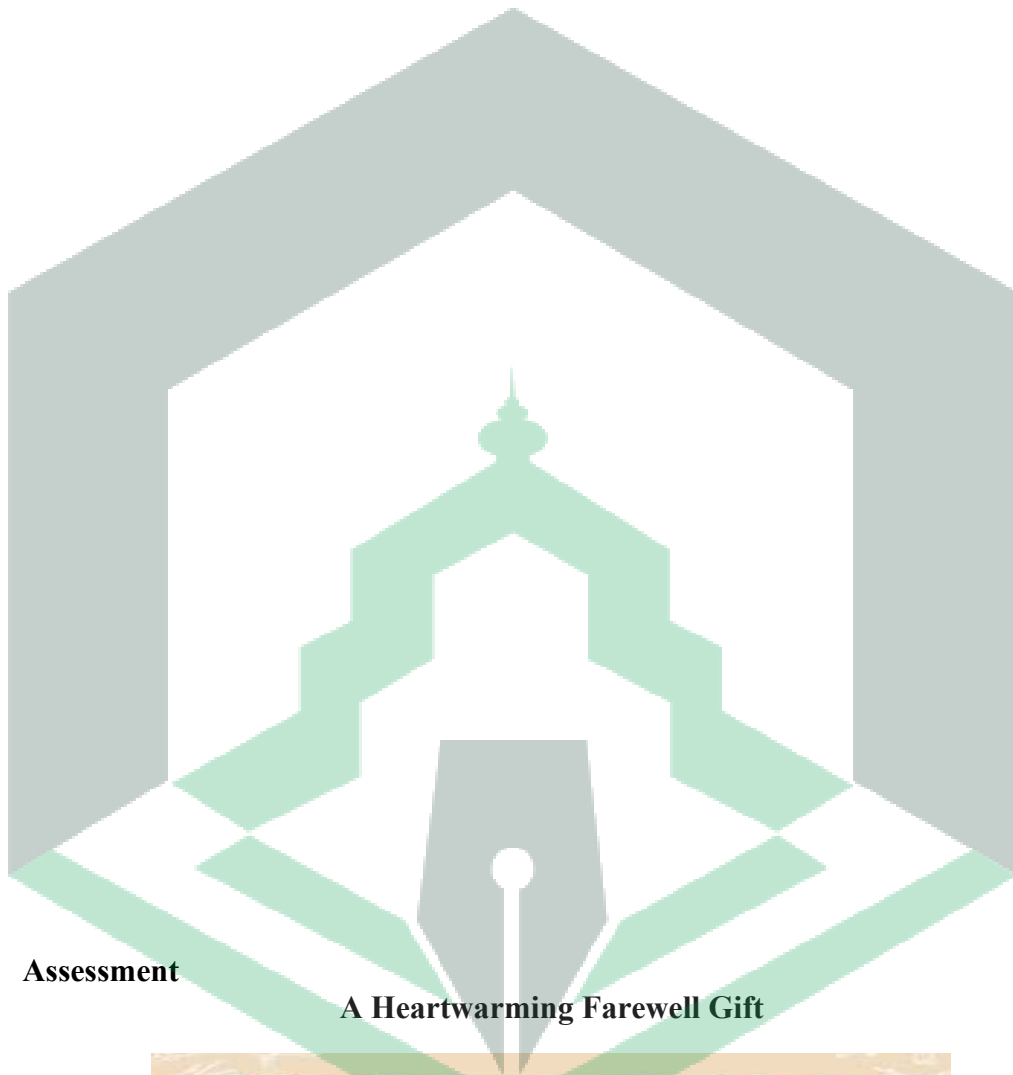
Assessment

A Heartwarming Farewell Gift

When Gene was diagnosed with melanoma, he had only been given six weeks left to live. It was a shocking diagnosis, but Gene decided to use the time he had left to make all the necessary arrangements for his wife Carol, with whom he had been married for 30 years. He cashed out his pension and used the money to pay off their living house. The second step was to arrange a trip for his wife Carol and the rest of the family to Italy. When they visited a specific church in Venice, a priest was already waiting for the couple. In this church, Gene's parents had married more than 50 years ago. Gene and Carol renewed their wedding vows and had the most beautiful day on that day.

After Gene had died, his wife Carol discovered that he hid hundreds of Post-it notes around the entire house shortly before he died. Throughout many months, she found one note after another. The notes are beautiful and very personal statements meant to encourage Carol in this difficult time. But Gene also reminded his wife in these statements to fully enjoy every aspect of life, sell his car, and move on with her life. It was the most heartwarming farewell gift one could ever imagine.

Question answer:
1. What disease does a gene have?
2. How much time does the gene give to live?
3. What is the second step that the gene is planning?
4. What are carol and gene doing at church?
5. What did Carol find after Gene died?

Answer Key:
1. Gene was diagnosed with melanoma
2. Six weeks
3. To arrange a trip for his wife Carol and the rest of the family to Italy
4. Gene and Carol renewed their wedding vows and had the most beautiful day
5. His wife Carol discovered that he hid hundreds of Post-it notes around the entire house

Sample Table To Find Answers To Scanning Questions:

Subject	Predicate	Object	Manner	Place	Time
Who/what	What-do	Whom/what	How	Where	When/what Time/month
The student	Play	Football	Twenty-two	In the field	On Sunday

1. **Who** plays football in the fields on Sunday? (**the students**)
2. **What** do they **do** in the field on Sunday? (**playing football**)
3. **How** many people are coming? (**twenty-two**)
4. **Where** do they play football on Sunday? (**in the field**)
5. **When** do they play football on the field? (**on Sunday**)

Appendices 4
STUDENT TREATMENT RESULT

Kelompok 3

- Nama Kelompok
  - Intan Prakitan
  - Ahmad Khoiri
  - Intan
  - Ari
  - Dio

1. What is the title of the text?
   Jawab : ...title text when he ...

2. How many character in the text?
   Jawab : ...

3. When the first ... name from the ...
   Jawab : ...

4. Who is bad ...?
   Jawab : ...

5. What is the ...
   Jawab : ...

Kelompok 4

- Nama : Arya
  - Bara
  - Norfadila
  - ...

1. ...

2. He have only given ... weeks left to live

3. His second step was to arrange a trip
   for his wife ... and the rest of the family
   to stay

4. ...

5. After ... died ...

Appendix 5
STUDENT PRE-TEST RESULTS

Appendix 6
STUDENT POST-TEST RESULTS

Appendix 7
DOCUMENTATION

PRE-TEST

POST-TEST

TREATMENT

MEDIA READING BOX

PEMERINTAH KOTA PALOPO
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU

IZIN PENELITIAN

NOMOR :

MEMBERIKAN IZIN KEPADA

Nama : NUR INDAH
Jenis Kelamin : Perempuan
Alamat : Jl. Bitti Kota Palopo
Pekerjaan : Mahasiswa
NIM : 17 0202 0215

Maksud dan Tujuan mengadakan penelitian dalam rangka penulisan Skripsi dengan Judul :

THE EFFECTIVENESS OF USING READING BOX TO IMPROVE STUDENTS READING SKILL AT SMPN 8 PALOPO

Lokasi Penelitian : SMP NEGERI 8 PALOPO

Lamanya Penelitian : 14 Oktober 2021 s.d 14 November 2021

DENGAN KETENTUAN SEBAGAI BERIKUT :

1. Sebelum dan sesudah melaksanakan kegiatan penelitian terlebih dahulu melapor pada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.
2. Menaati semua peraturan perundang-undangan yang berlaku, serta menghormati Adat Istiadat setempat.
3. Penelitian tidak menyimpang dari maksud izin yang diberikan.
4. Menyerahkan 1 (satu) exemplar foto copy hasil penelitian kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.
5. Surat Izin Penelitian ini dinyatakan tidak berlaku, bilamana pemegang izin ternyata tidak menaati ketentuan-ketentuan tersebut di atas.

Demikian Surat Izin Penelitian ini diterbitkan untuk dipergunakan sebagaimana mestinya.

Ditetapkan di Kota Palopo
Pada tanggal : 15 Oktober 2021
a/n. Kepala Dinas Penanaman Modal dan PTSP

MUH. IHSAN ASHARUDDIN, S.STP, M.Si
Pangkat : Pembina Tk.I
NIP : 19750611 199612 1 001

Tembusan :

PEMERINTAH KOTA PALOPO
DINAS PENDIDIKAN
SEKOLAH MENENGAH PERTAMA NEGERI 8 PALOPO
Alamat : Jl. Dr. Ratulangi No. 66 Balandai Palopo ℡ (0471) 22924

SURAT KETERANGAN PENELITIAN
NOMOR : 421.3 /034/SMP 8/I/2022

Yang bertanda tangan di bawah ini Kepala Sekolah Menengah Pertama Negeri 8 Palopo, dengan ini menerangkan bahwa :

Nama	:	NUR INDAH
Tempat / Tgl Lahir	:	Belopa, 1 Oktober 1999
NIM	:	17 0202 0210
Pekerjaan	:	Mahasiswi
Fakultas/Prodi	:	Pendidikan Bahasa Inggris
		Institut Agama Islam Negeri (IAIN) Palopo

Adalah benar telah melaksanakan penelitian di Sekolah Menengah Pertama Negeri 8 Palopo untuk kepentingan penulisan skripsi pada tanggal 14 Oktober s.d 14 Nopember 2021 dengan judul *"THE EFFECTIVENESS OF USING READING BOX TO IMPROVE STUDENTS' READING SKILL AT SMPN 8 PALOPO"*.

Demikian keterangan ini kami berikan untuk dapat dipergunakan sebagaimana mestinya.

Palopo, 11 Januari 2022
Kepala Sekolah,

JUHERAH, S.Pd., M.Pd.
Pembina Tk. I, IV/b
NIP : 19691231 199412 1 022
SPT : 890/321/Disdik/I/2022

The Effectiveness of Using Reading Box to Improve
Student'sReading Skill at SMPN 8 Palopo