

**IMPROVING STUDENTS' READING SKILL THROUGH
SYNERGETIC TEACHING TECHNIQUE AT THE SECOND
YEAR STUDENTS OF MAN PALOPO**



A THESIS

**Submitted to the English Language of S1 Tarbiyah Department of State College
for Islamic Studies of Palopo in Partial Fulfillment for S. Pd Degree in English
Education Study Program**

By.

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REG. NUMBER 10.16.3.0083**

**ENGLISH STUDY PROGRAM OF TARBIYAH DEPARTMENT
OF THE STATE COLLEGE FOR ISLAMIC STUDIES
(STAIN) PALOPO
2015**

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THESIS APPROVAL

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Palopo, January 15th 2015 M
Rabiul Awal 24th 1436 H

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PRONOUNCEMENT

Signed by:

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Declares that this thesis I wrote to fulfill of requirement for the degree of Sarjana Pendidikan (S.Pd) in Tarbiyah Department, the state College for Islamic Studies Palopo entailed, "Improving Students' Reading Skill Through Synergetic Teaching Technique at the Second Year Students of Man Palopo". Is truly my original work. It does not incorporate my materials previously written or published by another person except those indicated in quotations and bibliography. Due to this fact, I am the only person responsible for this thesis if there is any objection and claim from others.

Palopo, December 4th 2014

Researcher

NURFADILLA
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Palopo, December, 14th 2014

Researcher

Nurfadilla

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ABSTRACT

Nurfadilla, 2014. *Improving Students' Reading Skill through Synergetic Teaching Technique at the Second Year Students of MAN Palopo*. Thesis, English Study Program Educational Department in State College for Islamic Studies (STAIN) Palopo. Supervised by Wahibah, S. Ag., M. Hum and Amir Faqihuddin Assafari, S.Ag., M. Pd.I.

Key Words : Improving, Reading Skill, Synergetic Teaching

This thesis about improving students' reading skill through synergetic teaching technique at the second year students of MAN Palopo. The problem statements of the research are "1) Is synergetic teaching technique effective in improving students' reading skill at the second year students of MAN Palopo? 2) How is the students' response toward synergetic teaching technique in learning reading skill at the second year students of MAN Palopo? ”.

This research is experimental research the students of MAN Palopo, consisted of 132 students. In this research, the writer used purposive sampling technique, where the writer took the second class as sample, the number of sample were 10 students. The researcher collected data by using tests namely pre-test and post test. The pre-test aimed at finding the students' prior knowledge before teaching reading through synergetic teaching. While post-test was given to discover the students' reading improvement after applying synergetic teaching.

The result of this research showed that there were significant improvements on students' reading skill at the second year students of MAN Palopo after conducting the treatments through synergetic teaching (narrative type). In which the score of t_0 (t count) = 5.913 is higher than the score of (standard deviation) = 2,780 . it means that synergetic teaching technique (narrative type) gives significant improvement to the students' reading skill at the second year students of MAN Palopo.

CHAPTER I

INTRODUCTION

A. Background

Nowadays, science and technology development demands people to increase their knowledge and experience. One way to increase their knowledge and experience is by reading. Reading is one step to study effectively. Through this step, it can develop our memory, comprehension, and more knowledge for example when the people read textbook, article, short story, and even a novel. It can increase our knowledge and give us new information about everything.

To teach students to read, a teacher often finds some problems, such as the students got difficulties in 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 inability. Have tried diligently to use instructional strategies or learning methods that help students to improve their ability in reading.

The students' interest to learn a second language is influenced by the lessons and how teacher teaches them in the classroom. So, if teacher wants to improve students' language mastery, they must be aware of students' feeling and create a supporting learning atmosphere in the classroom. In teaching reading, they should motivate students to read actively. If the students are interested, they will be motivated to read. A high motivation to practice reading will improve their reading skill.

The problems in MAN Palopo were that the students rarely discussed and shared materials each to others because the reading activity mostly depends on the teacher's explanation, e.g. the teacher always in front of class explaining the materials and the students listened her explanation. Some students tended to be active but the others were passive. Those happened because some students were dared to ask and share opinion to 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.

When the students pay attention seriously, the most important things in reading process is comprehending the message. This situation also happen in most of the students at the second year students in MAN Palopo who still face difficulties in reading skill on narrative text and always get bored when they are studying. One difficulties faced by students is how to remember what they have read. It is caused by most of the students still cannot read well and they are difficult to understand.

Hartono et al. said that Some of the existing research results suggested that students do not just listen to just in the classroom. They need to read, write, discuss, or together with other class members in solving the problem. The most important thing is how to make students become active, so it can also perform tasks that use higher thinking skills. In this context, it was offered strategies related to active learning. Within the meaning of the word using the Active Learning techniques (active learning) in the classroom is very important because it has a huge effect on student learning.

What is meant by active learning is to optimize the use of all the potential of the students, so that all students can achieve satisfactory learning outcomes in accordance with their personal characteristics. In addition, active learning is intended to keep the attention of the student / students to stay focused on the learning process.

Learning is essentially an attempt to steer students into the learning process so that they can obtain the learning objectives in accordance with expected. Learning should consider the condition of the individual child as they will learn. Protégé is an individual different from each other, have a unique individual that is not the same as others.

Therefore learning should pay attention to individual differences of the child, so that learning can actually change the condition of a child who is not knowing to knowing, from the less familiar becomes more familiar and less well behaved than the better. The real condition of the child like this, far less attention among educators. This is evident from the attention of the majority of teachers / educators who tend to pay attention to the class as a whole, not individual or groups of children, so that individual differences have received less attention. Other symptoms seen in the fact that many teachers use teaching methods that are likely the same every time a meeting in the class ". From the above it is clear that an educator or teacher is highly demanded to use varying methods of learning that are tailored to the material taught.

Concerning the right moment to use Synergetic Teaching strategy is the beginning of learning or at the first meeting, the second and third. Because at this moment is still excited and motivated students to learn they are still high.

Advantages Synergetic Teaching methods are as follows;

- a. This strategy can be used relative to all subjects.
- b. Suitable in combination with other relevant strategies.
- c. This strategy is best used to measure students' reading and listening comprehension.
- d. Can be applied to a large class.

Based on the explanation above, that writer interested to conduct a research on title “Improving Students’ Reading Skill through Synergetic Teaching Technique at the Second Year Students of MAN Palopo”.

B. Problem Statement

Based on the explanation on background the writer formulates the researches question namely:

1. Is synergetic teaching technique effective in improving students’ reading skill at the second year students of MAN Palopo?
2. How is the students’ response toward synergetic teaching technique in learning reading skill at the second year students of MAN Palopo?

C. Objective of the Research

The essential objective of the study is actually to answer research question stated in the problem statements above, but the researcher makes it clearer that objective of the research in researching as follows:

1. To find out whether synergetic teaching technique effective to improve students' reading skill at the second year students of MAN Palopo.

2. To find out students' response in improving students' reading skill about the use of synergetic teaching technique at the second year students of MAN Palopo.

D. The Significances of the Research

The significances of this research are as follows:

1. Practically

The result of this study is expected to be useful contribution in reading skill field. By understanding the students' improvement in reading skill through synergetic teaching.

2. Theoretically

The result is also expected to be useful information for all teachers and the students in teaching reading. In addition, it will be useful to be a feed back for the students about their improvement in reading skill through synergetic teaching.

E. Scope of the Research

The scope of the research was limited on the use of Synergetic Teaching Technique to improve scanning in reading skill at the second year of MAN Palopo, where the researcher focused on the English Narrative text in the textbooks.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Study

In this chapter the researcher presents the previous related research findings, they are cited below:

1. Harmi in her thesis entitled "Improving Reading Comprehension Skill on Narrative Text through Cooperative Learning at the Tenth Year Students of SMA Muhammadiyah Palopo" (2013). Based on the result of her research, she conclude that cooperative learning can improve reading comprehension skill on narrative text at the tenth year students of SMA Muhammadiyah Palopo. It was proven by the result of t_0 (t count) is higher than t_t (t table), $6.736 > 2.262$ and the alternative hypothesis (H_1) is accepted, so cooperative learning can improve students' reading comprehension skill on narrative text.¹

2. Nurdiana in her thesis entitled "Improving Students Reading Skill through Pairs Work at the Second Years Students of SMP Negeri 1 Masamba" (2011). Based on the result of her research, she concluded that the students' reading skill improved by pairs work technique to the tenth year students of SMP Negeri 1 Masamba in 2011/2012 academic year. This improvement is proved by calculating the difference of both tests (pre-test and post-test) by using t-test analysis, where the result of t-test value is 43.3. the value is greater than t-table value (1-699) for $\alpha = 0.05$ level of significance

¹ Harmi, "Improving Reading Comprehension Skill on Narrative Text through Cooperative Learning at the Tenth Year Students of SMA Muhammadiyah Palopo" (Thesis STAIN Palopo, Palopo 2013), p. 64.

and the degree of freedom (28) or value of t-test > value of t-table or $43.3 > 1.699$, so H_0 rejected. It also proved by the mean score of students in post-test was greater than pre-test or post-test > pre-test or $87 > 44$.²

3. Ming-Tsan Pierre Lu in her thesis “The Synergetic Approach to Effective Teachers Research Education an Innovative Initiative for Building Educational Research Capacity in a Hispanic-Serving Institution” (2012). Based on the result of her research, she concluded that The purpose of this study was to evaluate the effectiveness of the synergetic approach to research education for graduate students in a Hispanic-Serving Institution (HSI). A group of cross-disciplinary faculty members developed a series of graduate-level research methods-related workshops for pre- and in-service teachers. The investigators conducted pre–post tests and survey methods to evaluate all the initiative’s workshops. The findings indicated that student learning was increased and that the synergetic approach was effective.³

Based on the research findings above it can be inferred that all the researches are about cooperative learning strategy while the third point deals with synergetic teaching technique. It is the similarity of this research but the researcher specifically emphasizes on narrative text. Each technique can be applied in any ways as long as it is suitable for the students level. So that, the writer will do a research by using synergetic teaching technique.

² Nurdiana, “*Improving Students’ Reading Skill through Pairs Work at the Second Years Students of SMP Negeri 1 Masamba*” (Thesis STAIN Palopo, Palopo 2011), p. 67.

³ Ming-Tsan Pierre Lu “*The Synergetic Approach to Effective Teachers Research Education an Innovative Initiative for Building Educational Research Capacity in a Hispanic-Serving Institution*”. (Hispanic-Serving Institution (HSI))

B. Contemporary Perspective on Reading Comprehension

1. Theory of Reading

There are four language skills which the students have to master, they are listening, speaking, reading, and writing. The skill which really will have the greatest use at the end of language study is reading. Reading is defined and described in a variety of ways. Some linguists gave some definitions of reading which may help us get clearer definition.

In Oxford Learner's Pocket Dictionary explains that reading is act of reading something and way in which something is understood.⁴ In wikipedia, the free encyclopedia explains that reading is a complex cognitive process of decoding symbols in order to construct or derive meaning.⁵ Besides, Mark Sheppel in Minati (2009), reading is highly complex, purposeful, thinking process engaged in by the enter organism while acquiring knowledge, evolving new idea, solving problems or relaxing and recuperating through the interpretation of pointed symbols.⁶

From this point of view, the researcher can sum up that reading is the way to know and to understand from the literature that we read.

Reading is a complex cognitive process of decoding symbols in order to construct or derive meaning. It is a means of language acquisition, communication, and

⁴ *Oxford Learner's Pocket Dictionary* (Oxford University Press. New York. 2005). P. 357.

⁵ http://en.wikipedia.org/wiki/Reading_%28process%29. Accessed on january 5,2013.

⁶ Minati, "Increasing the students' Reading Skill at the Second Year of SMA Negeri 1 Baebunta through Anecdotes" (Thesis Uncokro Palopo, Palopo, 2009), p.30.

sharing information and ideas. Like all language, it is a complex interaction between the text and the reader which is shaped by the reader's prior knowledge, experiences, attitude, and language community which is culturally and socially situated. The reading process requires continuous practice, development, and refinement.

Reading comprehension is the ability to read text, process it and understand its meaning. An individual's ability to comprehend text is influenced by their traits and skills, one of which is the ability to make inferences. If word recognition is difficult, students use too much of their processing capacity to read individual words, which interferes with their ability to comprehend what is read. There are a number of approaches to improve reading comprehension, including improving one's vocabulary and reading strategies.⁷

Based on the definitions above, the researcher can conclude that reading is perceiving a written text in order to understand its contents. This can be done silently (silent reading) or say written text aloud (oral reading). This can be done with or without understanding of the contents.

2. Kinds of Reading

Reading is a boring activity for students when they just read. The students will finally give up continuing their reading when they face this difficulty every time they read. This situation will be different if the students are given interesting technique in teaching learning activities. By using interesting techniques, they will be curious to

⁷ Wikipedia. *Reading Comprehension*. http://en.wikipedia.org/wiki/Reading_comp (Accessed on May 2014)

read the story and often enjoy the book, even though there are some difficult words which have to be looked up in the dictionary to get their meanings.

According to Mikulecky and Jeffries (1996), there are six kinds of reading skill.

Those are as follows:

a. Scanning

Many people consider skimming and scanning search techniques better than reading strategies. However when reading large volume of information, they may be more practical than reading. For example, you might be searching for specific information, looking for clues, or reviewing information. Pugh has stated that scanning is used within a text to locate symbol or (such as particularities of information).⁸

Scanning means glancing rapidly through a text either to search a specific piece of information or to initial impression of whether the text is suitable for a give purpose.⁹ Scanning is a technique you often use when looking up a word in the telephone book or a dictionary. You search for key word or ideas. In most cases, you know what you are looking for, so you are concentrating on finding a particular answer. Scanning involves you eyes quickly down the page seeks specific words and phrases. Scanning is also used when you first find a resource to determine whether it will answer your questions. Once you have scanned the document, you might go back and skim it.¹⁰ When scanning, look for the words, first, second, or next, look for words that

⁸ A.K. Pugh, *silent Reading*, (London: Herman Educational Book Ltd; 1987), p. 4

⁹ Cristian Nuttal, *Teaching Reading Skill in Foreign Language*, (London: Cristian Nuttal, 1982) p.

¹⁰ <http://www.en.wikipedia.org/wiki/Skimming> and scanning

are bold faced, italics or in a different font size, style, or color. Sometimes the author will put key ideas in the margin.

When you scan you usually take following steps:

1. Decide exactly what information you are looking for and what form it is likely to take. For example, if you want to know how much something costs, you would be looking for number. If you want to know when something starts you should be scanning to a date or a time. If you want to know who did something you would be looking for a name.
2. Next, decide where you need to look and find information you would turn to the sport section of the newspaper to discover who went a baseball game, and you would scan the “C” section of the phone book for the phone number of Steven Carry.
3. Move your eyes quickly down the page until you find what you want to read to get information.
4. When we find what we need we usually stop reading.¹¹

O’Sullivan and Jeremy says as the following: When you are scanning to locate some information, it is not necessary to read and understand every word in the passage. When you look at each sentence, you need to understand only enough to answer the question.¹² Scanning is a technique you often use when looking up a word in the telephone, book or dictionary, you search for key words or ideas. In most cases you know what you are looking for so you are concentrating on finding a particular answer.

¹¹ Mark a Clarck, *Choice Reading* (New York, The University of Michigan Press, th), p. 2.

¹² Kerry O’Sullivan and Jeremy Lindeck, *Focusing a CELTS: Reading and Writing Skills*, (New York :th), p. 7.

Scanning involve moving your eyes quickly down the page seeking specific words or phrases. Scanning is also used when you first find a resource to determine whether.

In the reading, the reader does not read line, word by word or page by page. Purposive reading very quickly and that developing purposive reading skill. In the recording we should understand the whole passage or article, he read, they must be able understand to part sentences, paragraph, chapter, at which in this made up. In reading they wrote material on order to get information, to get ideas of writer. In reading the reader must analyze what they want to investigate.

b. Previewing and Predicting

Previewing means before you read can make a big difference in how well you understand what you read. When you gather information about a book by examining its cover, you are *previewing*.

The aim of previewing is to help you *predict* or make some “educated guesses” about what is in the book. You should develop the habit of applying these skills whenever you read. You preview to get an idea of what you will find in the text. Then, your brain can begin to make connections, and your comprehension will be faster and better. By previewing for a just a few seconds, you can pick up a great deal of information about the text you are going to read. You can preview any kind of text, including pleasure reading books, magazines article, tests, and textbook assignments.

c. Finding the Topics

When you read for the meaning, you should begin by looking for the *topic*. In order to understand what you are reading, you need to connect it to something you already know. To make this connection, you need to be sure that you know what it is that you are reading about. That is, you need to know the topic.

d. Skimming

Skimming is a quick reader for general ideas. When you skim more your eyes quick to acquire a basic understanding of the text. You don't need to read everything you don't read carefully you read, quickly such things as the title and sub titles and topic sentences, you also look at pictures, charts, graphs for clues to what the text is about.¹³

Skimming is a kind of reading that make our eye move quickly. The purpose to get the main idea from the reading material. There are three basic aims of skimming, they are:

¹³ Mark Clark, op.cit, p. 1.

- a. To get impression from a book or article, or short story.
 - b. To find specific case from a reading material
 - c. To look for the material that we read in library.
- e. Making Inferences

Good readers constantly make inferences as they read. That means they think like a detective and look for clues in the text. Then, they use these clues to guess about the text and about the writer's ideas. Sometimes the topic of a text may not be stated anywhere directly. You must look for clues and try to guess what the passage is about. This is called *making an inference*. Making inferences also helps a reader get around difficult vocabulary or sentence structure.

f. Summarizing

Summarizing is the retelling of the important parts of a passage in a much shorter form. The aims of summarizing are to make sure you have understood, to explain the sense of a passage to someone else, and to review texts for examinations.

From the last explanation above, we know that reading is one way to learn a new language and it is improved through practice. In fact, in many classrooms in Indonesia, reading lesson is used as an opportunity on practicing fluency, expressive speaking, and so on.¹⁴

3. Purpose of Reading

¹⁴ Vania Devi Anggraeni, "*The Effectiveness of Herringbone Technique in Teaching Reading Narrative Text: an Experimental Research at the Eighth Grade Students at SMP Negeri 1 Grobogan In The Academic Year Of 2012/2013*" (Thesis IKIP PGRI Semarang, Semarang, 2013), p. 29.

In doing something, we actually have the objective why we want to do that. Related to this statement, the question “why we read?” can be answer that “we read because we want to obtain information from that”. The purpose will usually determine the appropriate type of reading and relevant reading skill to be used.

Burn et. al. say that there are two main reason for reading, they are reading for pleasure and for information. Both depend on the reader, reading for pleasure is done without other people order, according to individual readers with, mood, preferences, taste, intellectual demand and cultural development. Reading for information is student may wish to learn merely to extract certain kind information from such texts-scientific, historical, philosophic, economic, and sociological.

According Markhelffels, have four purposes of reading as follows; (1) to acquire knowledge, (2) to evolve ideas, (3) to solve problems, (4) to relax. For purpose of reading state above indicates that the reader must not only see and identify the symbols, but must be also to interpret what reads, associate it with past experiences and project beyond the judgment the application and conclusion.¹⁵

Reading for pleasure we can read magazines, holiday brochures, and letters from friends. For survival, we can find by reading form official notes, bills and receiver, label direction, bus and train timetables, place names, and street manual, notice boards, minutes of meetings, professional journals, advertisements, and business

¹⁵ Med. D. Marksfeels, *Better Reading in the Secondary: Principle and procedure for Teacher*, (New York: Oregon State University the Rod Press Com., 1966), p. 199.

letters. For study, we can get it from dictionaries, indexes, glossaries, bibliographies, library catalogues and abstract.

4. Principles for Teaching Reading Skills

a. In A Integrated Course, Don't Overlook A Specific Focus On Reading Skills

ESL Students who are literate in their own language sometimes are left to their own devices when it comes to learning reading skill. We often assume that they will learn good reading simply by absorption through generous offerings of extensive reading opportunities. In reality, there is much to be gained by your focusing on reading skills. This chapter has provided some guidelines on how to direct that focus. On the other hand, it should be clear from previous comments in this chapter that it is important to make sure that your students have ample time for extensive reading. Sustained silent reading allows them to develop a sense of fluency. Also, silent reading then becomes a excellent method for self-instruction on the part of the learner.

b. Use Techniques that are intrinsically Motivating

What do you think makes for interesting and relevant reading for your students? Of the long list of genres at the beginning of this chapter, how many will your students encounter in “real life”? Use those texts. What are your students’ goals in learning to read English? Focus on those texts. Choose material that is *relevant* to those goals. One popular and intrinsically motivating approach to reading instruction is the **Language Experience Approach** (LEA), referred to in Chapter 17, where students create their own material for reading. Other approaches in which learners are given choices in selecting reading material offer a degree of intrinsic motivation. Carefully sequenced

readings and instructional strategies that are *success-oriented* give further intrinsic involvement in the process. Another way to enhance intrinsic motives is to offer opportunities for learners to gauge their progress through periodic instructor-initiated assessments and self-assessments.

c. Balance Authentic and Readability in choosing texts

By now, the importance of authentic language should be more than clear. But in teaching reading, one issue that has invited some controversy is the advisability of what are called “simplified texts,” in which an otherwise authentic text is edited to keep language within the proficiency level of a set of students. In order for you to make a decision on this issue, it is important to distinguish between (a) simple texts and (b) simplified texts and to understand sources of complexity in reading material.

Authentic simple texts can either be devised or located on the real world. From ads to labels to reports to essays, texts are available that are grammatically and lexically simple. Simplifying an existing potential reading selection may not be necessary. Yet if simplification must be done, it is important to preserve the natural redundancy, humor, wit, and other captivating features of the original material.

Second, you might ask your self what “simplicity” is and then determine if a so-called simplified text is really simpler than its original. Sometimes simplified texts remove so much natural redundancy that they actually become difficult. And what you perceive as textual complexity may be more a product of background schemata than of linguistic complexity. Take another look at the list of characteristics of written

language earlier in this chapter and you will no doubt see what it is that makes a text difficult.

Christine Nuttall (1996) offered three criteria for choosing reading texts for students: (1) *suitability* of content: material that students will find interesting, enjoyable, challenging, and appropriate for their goals in learning English; (2) *exploitability*: a text that facilitates the achievement of certain language and content goals, that is exploitable for instructional tasks and techniques, and that is integratable with other skills (listening, speaking, writing); (3) *readability*: a text with lexical and structural difficulty that will challenge students without overwhelming them.

d. Encourage the Development of Reading Strategies

Already in this chapter, 10 different reading strategies have been discussed. To what extent are you getting your students to use all these strategies?

e. Include Both Bottom-up and Top-down techniques

In our craze for communicative, authentic language activity in the classroom, we sometimes forget that learners can indeed benefit from studying the fundamentals. Make sure that you give enough classroom time to focusing on the building blocks of written language, geared appropriately for each level.

f. Follow the SQ3R Sequence

One effective series of procedures for approaching a reading text has come to be labeled the **SQ3R** technique, a process consisting of the following five steps:

- 1) Survey: Skim the text for an overview of main ideas.

2) Question: the reader asks questions about what he or she wishes to get out of the text.

3) Read: Read the text while looking for answers to the previously formulated questions.

4) Recite: reprocess the salient points of the text through oral or written language.

5) Review: assess the importance of what one has just read and incorporate it into long-term associations.

This series of techniques of course may not fit all classes and contexts, but it serves as a general guide for a reading class.

g. Plan on Prereading, During-reading, and After Reading Phases

It's tempting, especially at intermediate and advanced levels, to tell students, "Okay now, class, read the text two pages silently." No introduction, no hints on anything special to do while reading, and nary a thought about something to follow the silent reading period. A good rubric to keep in mind for teaching reading is the following three-part framework:

1. *Before you read:* Spend some time introducing a topic, encouraging skimming, scanning, predicting, and activating schemata. Students can bring the best of their knowledge and skills to a text when they have been given a chance to "ease into" the passage.

2. *While you read:* Not all reading is simply extensive or global reading. There may be certain facts or rhetorical devices that students should take note of while they

read. Give students a sense of purpose for reading rather than just reading because you ordered it.

3. *After you read:* Comprehension questions are just one form of activity appropriate for post reading. Also consider vocabulary study, identifying the author's purpose, discussing the author's line of reasoning, examining grammatical structures, or steering students toward a follow-up writing exercise.

h. Build and Assessment Aspect into your Techniques

Because reading, like listening comprehension, is totally unobservable, it is as important in reading as it is in listening to be able to accurately assess students' comprehension and development of skills.¹⁶

5. The Reasons of Reading

a. Reading for Information

This gathering of information is necessary a basic understanding of what is being talked about. You are also perhaps new to the subject much of this information can be tabulated in not from so that you can see side by side, the differences and similarities. Be aware that this basic information will not necessary be called on again once you know this information.

Reading often only becomes easier during the process of absorbing information. The first reading is often the most difficult because of quantity of news information. If you set yourself question with which to give your reading, and keep them in mind so

¹⁶ H. Douglas brown, *Teaching by Principles An Interactive Approach to Language Pedagogy*, (Ed III; San Fransisco, 2007), p. 373.

that you know way you are reading, you will find that the more reading you do, the easier it becomes.

b. Reading for Pleasure

Reading for pleasure is done without other people. But according to an individual read with mood and taste. Reading for pleasure aims at giving the reader pleasure through an imaginative experience and centers upon human can see such love, ambition, revenge, family live etc. Its purpose is to enable and enrich the reader by deeming his emotion and live and sharpening is sensitivity to life's value. The purpose of reading in any language is to inform ourselves about something we are interest in, or to challenge our knowledge on certain matters in other words, to extend our experience of the world in which we live. While the states that the purpose of reading is to though that expected in the world.

6. Types of Reading

There are several types of reading performance are typically identified, and these will serve as organizers of various assessment tasks.

a. Perceptive. In keeping with the set of categories specified for listening comprehension, similar specifications are offered here, except with some differing terminology to capture the uniqueness of reading. Perceptive reading tasks involve attending to the components of larger stretches of discourse ; letters, words, punctuation, and other graphemic symbols.

b. Selective. This category is largely an artifact of assessment formats. In order to ascertain one's reading recognition of lexical, grammatical, or discourse features of

language within a very short stretch of language, certain typical are used : picture-cued tasks, matching, true/false, multiple-choice, etc. stimuli include sentences, brief paragraphs, and simple charts and graphs.

c. Interactive. Include among interactive reading types are stretches of language of several paragraphs to one page or more in which the reader must, in a psycholinguistic sense, interact with the text. That is, reading is a process of negotiating meaning; the reader brings to the text a set of schemata for understanding it, and intake is the product of that interaction.

d. Extensive. Extensive reading applies to the texts of more than a page, up to and including professional articles, essays, technical reports, short stories, and books. The purposes of assessment usually are to tap into a learner's global understanding of a text, as opposed to asking test-takers to "zoom in" on small details.¹⁷

C. Strategy of Improving Reading

Everyone has different purposes in reading. To achieve one purpose of reading she/he can apply some reading techniques:

Pre reading

Pre reading is a technique that a reader uses before he begins to read the material which will improve his comprehension and recall. Mc Whorter (1992: 25-26), pre reading involves looking only at those parts of the reading material that will tell

¹⁷ H. Douglas Brown. *Language Assessment Principles and Classroom Practices*, (Longman: San Francisco State University: 2004). p. 189

you what it is about or how it is organized. Further he explains, the portions to look at in reading a text book chapter are:

1) Read the Title

Often the title functions as a label and tells us the material is about. It establishes the overall topic or subject.

2) Read the introduction or Opening Paragraph

The first few paragraphs of a piece of writing are usually introductory. The author may explain the subject, outline his or her ideas, or give some clues about his or her direction of thought. If the introduction is long, read only the first two or three paragraphs.

3) Read Each Bold Face Heading

Headings, like titles, serve as labels and identify the content of the material they head. Together, the headings will form a mini-outline of the important ideas.

4) Read the First Sentences Under Each Heading

Although the heading often announces the topic that will be discussed, the first sentence following the heading frequently explains the heading and states the central thought of the passage. In the sample selection, notice that many of the first sentences further explain the heading.

5) Notice Any Typographical Aids

The Any Typographical aids include all features of the page that make facts or ideas outstanding or more understandable.

6) Notice Any Graph or Pictures

Graphs, charts, and pictures are used for two purposes. The easiest way to establish quickly what important element of the text is being further explained by the graph or picture is to read the caption.

7) Read the Last or Summary

The last paragraph of a chapter often serves as a conclusion or summary. In some chapters, more than one paragraph may be used for this purpose. In some textbooks, these last few paragraphs may be labeled “summary” or “conclusion”. By reading the summary before reading the chapter we will learn the general focus and content of the material.¹⁸

D. Narrative Text as Reading material

Narrative is a text focusing specific participants which tells an interesting story. Its social function is to tell stories or past events and entertain or amuse the readers.¹⁹ The basic purpose of narrative is to entertain, to gain and hold a readers’ interest. However narratives can also be written to teach or inform, to change attitudes / social opinions for example, soap operas and televisions dramas that are used to raise topical issues. Narratives sequences people/characters in time and place but differ from

¹⁸ Mc Whoter, “*Efficient and Flexible Reading*”, (New York, 1992), p, 25.

¹⁹ Fraida dobin, “*Course Design Developing Programs and Material for Language Learning*” (New York, 1987, p, 152.

recounts in that through the sequencing, the stories set up one or more problems, which must eventually find a way to be resolved.

Narrative story is very familiar and very easy to find in daily life because the themes of this story have close relationship with human life and human characteristic. There are many types of narrative. They can be imaginary, factual or a combination of both. They may include fairy stories, mysteries, science fiction, romances, horror stories, adventure stories, fables, myths and legends, historical narratives, ballads, slice of life, personal experience.²⁰

1. Generic Structure of Narrative Text

A narrative text will of the following structure:

- a. Orientation, introduces the characters, time and the place in which the action goes on is mentioned. It answer the questions: who, when, what and where.
- b. Complication, after the characters and the setting have been introduced the obstacles usually appear. Then the clash, obstacle, problems or complications in the life of the characters begin.
- c. Resolution, a narrative may close in several different ways. The chief actor, after struggles with obstacles, may success in overcoming them and go on his way rejoicing. In this case we have cheeful conclusion or a happy ending. Or he may stuggles to

²⁰ Harmi, *“Improving Reading Comprehension Skill on Narrative text through Cooperative Learning”* (Thesis STAIN Palopo, Palopo, 2013), p. 20

overcome obstacles without success and die. In this case we have a painful conclusion or sad ending. Sometimes, a story finishes but still leaves some questions unanswered.²¹

2. Language Features of Narrative Text

- a. Using process verbs
- b. Using temporal conjunction
- c. Using Simple Past Tense²²

3. Common grammatical features of narrative texts include:

- a. Use of nouns to describe the particular people, animals, and things that the story is about;
- b. Use of adjectives to build noun groups to describe the people, animal or things in the story;
- c. Use of conjunctions to sequence events;
- d. Use of past tense.²³

4. Example of Narrative Text

Orientation

Once upon a time there was a good old woman who lived in a little house. She had in her garden a bed of beautiful striped tulips.

Complication

²¹ *Ibid.*, p. 20.

²² Anonymous <http://www.google.com/narrative>. Accessed on January 8, 2013

²³ Joko priyana, Ph.D, “*interlanguage: English for Senior High School Students XII Science and Social Study Programme*”, (Jakarta, 2008), p, 16.

One night she was wakened by the sounds of sweet singing and of babies laughing. She looked out at the window. The sounds seemed to come from the tulip bed, but she could see nothing.

The next morning she walked among her flowers, but there were no signs of any one having been there the night before.

On the following night she was again wakened by sweet singing and babies laughing. She rose and stole softly through her garden. The moon was shining brightly on the tulip bed, and the flowers were swaying. The old woman looked closely and she saw, standing by each tulip, a little fairy mother who was crooning and rocking the flower like cradle, while in each tulip cup lay a little fairy baby laughing and playing,

Resolution

The good old woman stole quietly back to her house, and from that time on never picked a tulip, nor did she allow her neighbors to touch the flowers.

The tulips grew daily brighter in color and larger in size, and they gave out a delicious perfume like that of roses. They began, too, to bloom all the year round. And every night the little fairy mothers caressed their babies and rocked them to sleep in the flower-cups.

The day came when the good old woman died, and the tulip-bed was torn up by folks who did not know about the fairies, and parsley was planted there instead of the flowers. But the parsley withered, and so did all the other plants in the garden and from that time nothing would grow there.

But the good old woman's grave grew beautiful, for the fairies sang above it, in kept it green; while on the grave and all around it there sprang up tulips, daffodils and violets, and other lovely flowers of spring.²⁴

E. The Concept of Synergetic Teaching

1. Definition of Synergetic Teaching

Synergetic teaching method described by Melvin L. Silberman Active Learning in his book translated by Raisul Muttaqien say as follows. Synergetic methods of teaching (synergetic teaching) is one of the methods contained in the active learning strategies as proposed by Melvin L. Silberman (2001), he argued 101 of methods that can be used in active learning. All of which can be applied in the classroom learning according to the type of material and the desired objectives can be achieved by the child. Synergetic taken from the synergies that means is conducting or combined operations. Synergetic method of teaching is intended to provide an opportunity for students to compare the experiences (which they have acquired with different techniques).²⁵

In the PAIKEM book written by Hartono et al. Say that:

"Teaching synergetic method is a method or technique of teaching is done by the teacher (teacher) in the process of learning, in which students in a class made two groups were given the same material then one group separated to another room to discuss the matter, while the other group guided by teachers with techniques he wanted, after a few minutes later the first group of students and the second

²⁴ Harmi, *op.cit.*, p. 22.

²⁵ Melvin L. Silberman, *Active learning*, (Cetakan IV, Edisi Revisi, 2011, Nusamedia), p.128

recombined to give the opportunity to students to compare the experiences (which they have acquired with different techniques) that they have good they earn on their own or through guidance ".²⁶

According to Zaini (2008: 35) synergetic teaching is "strategy combines two ways of learning different. This strategy provides an opportunity for learners to share learning outcomes of the same material different ways to compare note". The purpose the way of learning which differ in each group were divided to learn outside and inside the classroom. In addition, this strategy gives an opportunity for students to share the results learn from the same material in a way different learning later compare their records.²⁷

Advantages Synergetic Teaching methods are as follows;

- e. This strategy can be used relative to all subjects.
- f. Suitable in combination with other relevant strategies.
- g. This strategy is best used to measure students' reading and listening comprehension.
- h. Can be applied to a large class.

Weaknesses Synergetic Teaching methods are as follows;

- a. Teachers need to know the types of questions that students learn the proper classification.
- b. Tends no discussion was merged group.
- c. Those who did not rule out just playing around anyway.

²⁶ Hartono, dkk., *PAIKEM* (Pekanbaru: Zanafra, 2009), hal.39

²⁷ Hisyam Zaini dkk. *Strategi pembelajaran aktif*. (Yogyakarta: Pustaka InsanMadani 2008), p.25.

d. Teachers should focus on supervising learners both outside and inside the classroom.²⁸

2. Synergetic Teaching Active Learning Strategies

This strategy combines the two different ways of learning that is listening and reading. This strategy provides the opportunity for students to share their learning outcomes from the same material in a different way by comparing notes. Where such records are obtained from listening to the explanation and reading material provided. Group students more or less each of two people. One person noted what they hear from the explanation and that the record of the materials / handouts that have been given.²⁹

3. The role of teacher and students

Teacher is considered as a facilitator who facilitates the learner, as guides the students, as a slightly higher rank official who uses his authority to conduct the class and make the process of teaching and learning systematic. While, students are seen by us as the center of teaching learning activities. Their participation is very important. Therefore, teacher will always try to involve them. As well as the student's role in class should be cooperative and they will be allowed to communicate, self-correct each other and ask questions about the substance provided for teaching learning activities. Therefore, teachers play an active and direct role. They are considered as directors at a

²⁸ Hartono, dkk., *PAIKEM* (Pekanbaru: Zanafa, 2009), hal.39

²⁹ *ibid*

stage while students are considered as actors. Teachers of course, to be well prepared and well organized so that the lesson flows smoothly and predictably.³⁰

5. The main principles of synergetic teaching strategy

Based on several assumptions of about synergetic teaching technique by Al-khulli, writer has formulated the following principles:

- a. Giving teachers a broadly opportunity to choose different kinds of teaching techniques in two groups in class to reach the aims of the lesson.
- b. Flexibility in choosing any aspect of method that teachers think suitable for teaching inside the classroom without restricted in only one method.
- c. Giving an opportunity to students to see different kinds of teaching techniques that break monotony, dull on one hand, and ensure better understanding for the material on the other hand.
- d. Solving difficulties concerning presenting the language material in the students' textbook.
- e. Using different kinds of teaching aids which leads to better understanding.
- f. Efficient and saving a lot of time and effort in presenting language activities.³¹

³⁰ <http://pinasari.blogspot.com/2012/12/pengajaran-sinergetik-synergetic.html>

³¹ Op.Cit. Hartono dkk

6. Description of the procedure

Here the following procedures on teaching synergetic strategy:

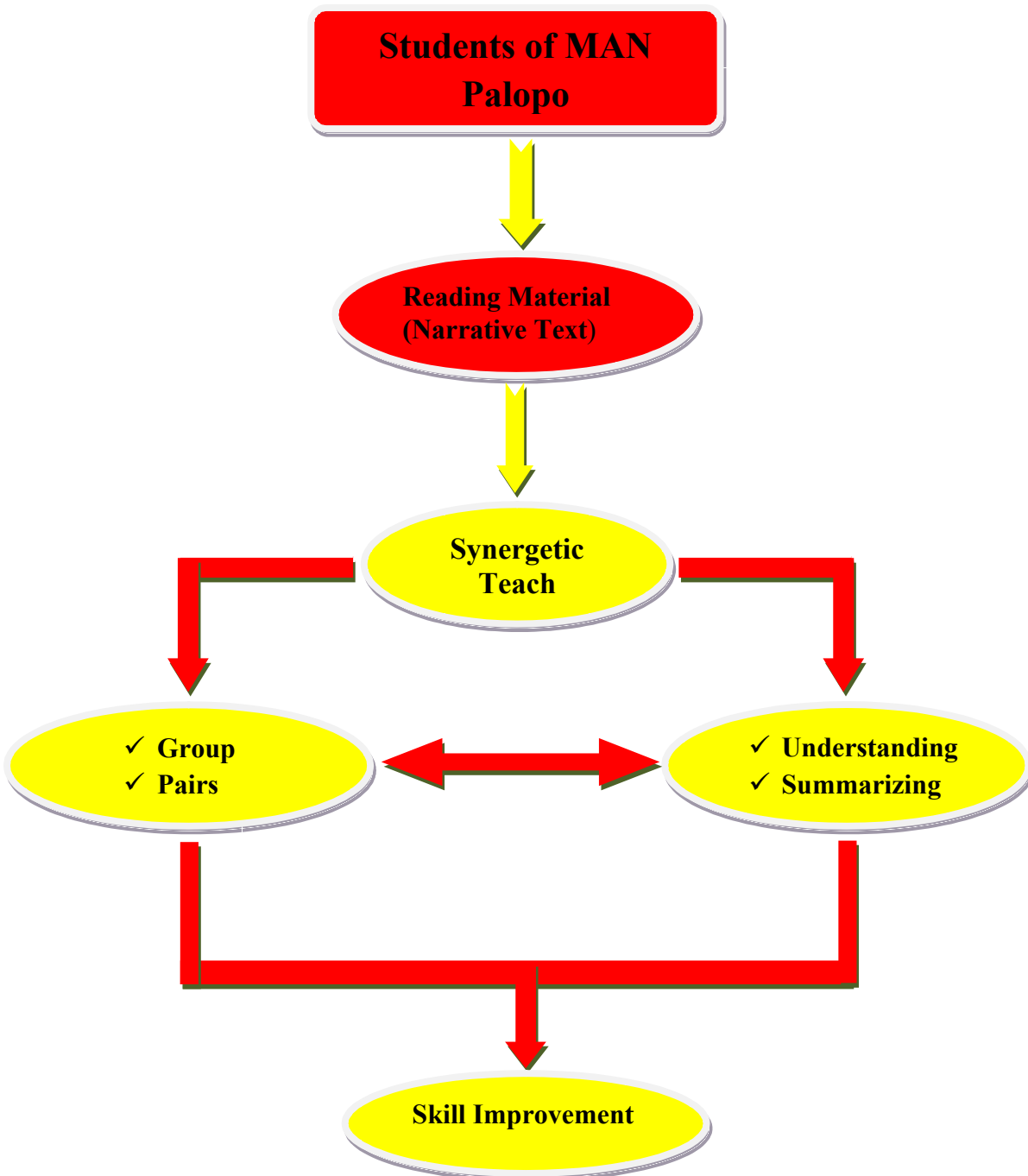
- a. Divide class as two groups.
- b. Move group first goes to class any other or other place that do not enable they listen your college to read reading of topic who you will teach. Ensure that reading can be understood with every consideration and according to time which you utilize lecturing.
- c. In same time, pass on that material to second group with discourse strategy at brazes.
- d. After is finished, ask for student/college student for coupled with previous friend accepts the lesson with different way. Agglomerate member one will look for friend of group member two.
- e. Both requested to merge studying result that they gets by different way that.
- f. Ask for some bodies to pass on their studying result or answers question that you pass on.
- g. Giving explanation in each students' answer/unclear college students.³²

³² Hisyam Zaini, "*Strategi Pembelajaran Aktif*", (Yogyakarta: CTSD (Center for Teaching Staff Development), 2002), p. 35.

F. Conceptual Framework

Conceptual framework in this research is present as follow:

Conceptual Framework



In the diagram above is classified in following:

There are some ways to develop students' reading such as using synergetic teaching in reading skill. The teacher have to evoke the students' interest in learning process. In connection with the importance of reading skill for beginner learners. As English teacher should look for some effective ways in teaching reading. One way for effective learning teaching and learning is considered to be useful if students-teacher create a good situation and cooperation. By using synergetic teaching in learning process, it makes good situation and effective in teaching reading. It can motivates the students to read through synergetic teaching technique.

G. Hypothesis

The statistical hypothesis of this research is given as follows:

1. (H1): Reading skill is improved in learning through synergetic teaching at the second year students of MAN Palopo.
2. (Ho): Reading skill is not improved in learning through synergetic teaching at the second year students of MAN Palopo.

CHAPTER III

RESEARCH METHOD

In this chapter describes about method and design of the research, variables, population and sample, instrument of the research, the procedure of collecting data, and technique of the data analysis.

A. Method and Design of the Research

1. Method

This research used pre-experimental method. It is use to know the improvement or effectiveness of using synergetic teaching in reading skill at the second year students in MAN Palopo.

2. Research Design

A pre-experimental method consist of pre-test, treatment and post-test where the design of the research used formula as follows:

Pre-test	Treatment	Post-test
O_1	X	O_2

Notes: O_1 : Pre-test

X : Treatment

O_2 : Post-test.³³

³³ Suharsimi Arikunto, *Procedur Penelitian*, (Cet. IV, Rineka Cipta,1997).

B. Research Variable

In this research, there were two categories of variable, namely:

1. Dependent Variable

Dependent variable was improvement of students' reading skill.

2. Independent Variable

The independent variable was Synergetic Teaching technique.

C. Population and Sample

1. Population

The population of the research was the students of the second year at MAN Palopo in 2014/2015 academic year. The total numbers of population was 132 students that consisted of 6 classes.

2. Sample

In this research, the researcher applied purposive sampling technique and select the class two. There were talk 10 students at each the class. The researcher selects the class because students of the class have low score in reading skill.

D. Instrument of the Research

The instruments of the research were reading test and questionnaire.

1. Reading Test

By using short reading and the question is related to this text.

2. Questionnaire

Questionnaire was a technique in collecting data aims to find out the students' response about reading skill through Synergetic Teaching Technique. The

questionnaire was provided in Likert scale which was modified in five alternative answers that consists of strongly agree, agree, neutral, disagree, and strongly disagree.

E. Procedure of Collecting Data

The data was collected by using some procedures, they were:

1. Giving pre-test

The researcher gave the students a pre-test to know their knowledge about their reading skill on narrative text.

2. Giving treatment

The treatment was conducted for four meetings, every meeting presented English narrative text to apply synergetic teaching technique, and they were:

a. The first meeting, the researcher gave the narrative text entitled “Sura and Baya”,

1) Gave students new vocabularies that were used in narrative text.

2) Divided class in two groups (group 1 and 2).

3) Move group one goes to class or other place that do not enable they listen the college to read reading of topic who you will teach. Ensure that reading can be understood with every consideration and according to time which you utilize lecturing.

4) In same time, pass on that material to second group with discourse strategy at brazes.

5) After finishing, ask for students for coupled with previous friend accepts the lesson with different way. Agglomerate member one looked for friend of group member two.

6) Both requested to merge studying result that they gets by different way.

7) Ask for some bodies to pass on their studying result or answers question that the teacher pass on.

8) Giving explanation in each students' answer/unclear college students.

b. Second meeting, the researcher gave the title of narrative text about "Three Fishes",

1) Asked students about the new vocabulary that they find in narrative text.

2) Gave students new vocabularies that use in narrative text.

3) Divide class as two groups.

4) Move group first goes to class any other or other place that do not enable they listen your college to read reading of topic who you will teach. Ensure that reading can be understood with every consideration and according to time which you utilize lecturing.

5) In same time, pass on that material to second group with discourse strategy at brazes.

6) After is finished, ask for student/college student for coupled with previous friend accepts the lesson with different way. Agglomerate member one will look for friend of group member two.

7) Boost requested to merge studying result that they gets by different way that.

8) Ask for some bodies to pass on their studying result or answers question that you pass on.

9) Giving explanation in each students' answer/unclear college students.

c. The third meeting, the researcher gave the title of narrative text about "Why Do Mosquitos Buzz?"

- 1) Asked students about the new vocabulary that they find in narrative text.
- 2) Gave students new vocabularies that use in narrative text.
- 3) Divide class as two groups.
- 4) Move group first goes to class any other or other place that do not enable they listen your college to read reading of topic who you will teach. Ensure that reading can be understood with every consideration and according to time which you utilize lecturing.

- 5) In same time, pass on that material to second group with discourse strategy at brazes.

- 6) After is finished, ask for student/college student for coupled with previous friend accepts the lesson with different way. Agglomerate member one will look for friend of group member two.

- 7) Boost requested to merge studying result that they gets by different way that.

- 8) Ask for some bodies to pass on their studying result or answers question that you pass on.

- 9) Giving explanation in each students' answer/unclear college students.

d. The fourth meeting, the researcher gave the title of narrative text about “Why Do Hawks Hunt Chicks?”,

- 1) Asked students about the new vocabulary that they find in narrative text.

- 2) Gave students new vocabularies that use in narrative text.

- 3) Divide class as two groups.

4) Move group first goes to class any other or other place that do not enable they listen your college to read reading of topic who you will teach. Ensure that reading can be understood with every consideration and according to time which you utilize lecturing.

5) In same time, pass on that material to second group with discourse strategy at brazes.

6) After is finished, ask for student/college student for coupled with previous friend accepts the lesson with different way. Agglomerate member one will look for friend of group member two.

7) Boost requested to merge studying result that they gets by different way that.

8) Ask for some bodies to pass on their studying result or answers question that you pass on.

9) Giving explanation in each students' answer/unclear college students.

3. Giving post-test

This test was given to the students after they had done the treatment.

In this test, the title of the text was "*Jack and the Beanstalk*". This test was the same with the pre-test to know whether the students had different result after giving treatment or not.

F. Technique of the Data Analysis

1. Reading Test

After collecting data by conducting the pre-test, treatments, and post-test which involve some instruments, the researcher then focused on the data analysis. The data

which had been collected through pre-test and post test analyzed by using SPSS 21 computer program. SPSS 21 was computer software/program for processing, calculating or analysis data of statistics. This program produced by IMB Company.

To find the scoring the students' correct answer the researcher used the formula below:

$$\text{Score} = \frac{\text{---}}{\text{---}} \times \mathbf{x}$$

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

- The scores 96 – 100 classified as Excellent
- The scores 86 – 95 classified as very good
- The scores 76 – 85 classified as good
- The scores 66 – 75 classified as average
- The scores 56 – 65 classified as fair
- The scores 36 – 55 classified as Poor
- The scores 0 – 35 as classified very poor³⁴

To find out the classifying students' scores in percentage by used formula as follow:

$$\mathbf{P = \frac{---}{---} \times 100}$$

Where: P = Percentage,

F = The cumulative frequency of subjects,

³⁴ Suharsimi Arikunto. *Prosedur Penelitian : Suatu Pendekatan Praktis*, (Jakarta: Rineka Cipta, 1998), p. 185

$N = \text{Total number of Sample}^{35}$

In which:

$t_0 = \text{test of significance (t - test)}$

$t_t = \text{level of significance on once tailed test (t - table)}$

2. Questionnaire

Every answer had different score, based on Likert scale the questionnaire were scored through the following categories:

- a. Strongly Agree = 5
- b. Agree = 4
- c. Neutral = 3
- d. Disagree = 2
- e. Strongly Disagree = 1.³⁶

³⁵ L.R Gay, *Educational Research*, (USA, 1981), p.225

³⁶ Moh. Nazir, *Metode Penelitian*. (Bogor: Penerbit Ghalia Indonesia, 2005), p. 339

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter deals with the description of findings and discussion of the research. The findings of the research deal with the result of the data analysis from the field and the discussion section deals with argument and further explanation of the findings.

A. Findings

The findings that the researcher reported in the chapter were based on the analysis of data collected and the application of the technique explained in the previous chapter. The finding was processed to find out whether or not the synergetic teaching technique can improve the students' ability in reading skill. It comprised of the students' score in pre-test and post-test, classification percentage of students score in pre-test and post-test, the mean score and standard deviation of the students' pre-test and post-test, and analysis data of questionnaires.

1. The Analysis Students' Reading Score in Pre-test

a. The Mean Score of the Students in Pre-test

In this section, the researcher showed the students' correct answer in pre-test, the mean score and standard deviation of students, and the rate percentage of students' reading score in pre-test. The researcher presented them in the tables and calculated the score by using SPSS 21. For more clearly, at first the researcher showed the students' correct answer score in pre-test. It was tabulated by following:

Table 4.1
The students' Correct Answer in the Pre-test

No	Respondent	Students' Correct Answer
1	R1	9
2	R2	12
3	R3	8
4	R4	12
5	R5	4
6	R6	10
7	R7	9
8	R8	9
9	R9	8
10	R10	5

To find out the mean score of the students in pre-test, the researcher calculated by using SPSS 21. The result of the analysis can be seen in to the table descriptive statistic as follows:

Table 4.2
The Mean Score of Students' in Pre-test
Descriptive Statistics

	N	Range	Minimum	Maximum	Sum	Mean	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error
PRETEST	10	8,00	4,00	12,00	86,00	8,6000	,81921
Valid N (listwise)	10						

From the table and the chart 4.2, it showed that the highest score of students were 12 and the lowest 4. Besides, it also indicated that the mean score of the students in pre-test were 8, 60 and the standard deviation error was 0, 81921.

Table 4.3
The Mean Score of Students' in Pre-test

No	Respondent	Students' Correct Answer	Scoring of the Students
1	R1	9	60
2	R2	12	80
3	R3	8	53
4	R4	12	80
5	R5	4	26
6	R6	10	66
7	R7	9	60
8	R8	9	60
9	R9	8	53
10	R10	5	33

To find out the rate percentage of the students, the researcher took the scoring students of reading test on the criteria of classifying level the students' score and then classification their score into table classification as follows:

Table 4.4
Rate Percentage of Students' Scoring in Pre-test

No.	Classification	Score	Frequency	Percentage
1	Excellent	96 – 100	-	-
2	Very good	86 – 95	-	-
3	Good	76 – 84	-	-
4	Average	66 – 75	-	-
5	Fair	56 – 65	2	20%
6	Poor	36 – 55	3	30 %
7	Very poor	0 – 35	5	50%
Total			10	100%

Based on the table classification above and the mean score of the respondents, the researcher found that there was none of students (0%) classified excellent, very good, good and average. But there was 2 respondents (20%) classified as fair, 3 respondents (30%) classified as poor and there was 5 respondents (50%) as very poor.

2. The Analysis Students' Reading Score in Post-test

a. The Mean Score of the Students in Post-test

In this section, the researcher showed the students' correct answer in post-test, the mean score and standard deviation of students, and the rate percentage of students' reading score in post-test. The researcher presented them in the tables and calculated the score by using SPSS 21. For more clearly, at first the researcher showed the students' correct answer score in post-test. It was tabulated by following:

Table 4.5
The Students' Correct Answer in the Post-test

No	Respondent	Students' Correct Answer
1	R1	14
2	R2	14
3	R3	10
4	R4	15
5	R5	15
6	R6	15
7	R7	15
8	R8	13
9	R9	14
10	R10	13

To find out the mean score of the students in post-test, the researcher calculated by using SPSS 21. The result of the analysis can be seen in to the table descriptive statistic as follows:

Table 4.6
The Mean Score of Students' in Post-test
Descriptive Statistics

	N	Range	Minimum	Maximum	Sum	Mean	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error
POSTTEST Valid N (listwise)	10 10	5,00	10,00	15,00	138,00	13,8000	,48990

From the table 4.6, it shows that the highest score of students were 11 and the lowest 6. Besides, it also indicates that the mean score of the students in pre-test were 13, 8 and the standard deviation error was 0, 48990

b. The scoring classification and rate percentage of the students

Table 4.7
Scoring of the Students' Reading Test in the Post-test

No	Respondent	Students' Correct Answer	Scoring of the Students
1	R1	14	93
2	R2	14	93
3	R3	10	66
4	R4	15	100
5	R5	15	100
6	R6	15	100
7	R7	15	100
8	R8	13	86
9	R9	14	93
10	R10	13	86

To find out the rate percentage of the students, the researcher took the scoring students of reading test on the criteria of classifying level the students' score and then classification their score into table classification as follows:

Table 4.8
Rate Percentage of Students' Scoring in Post-test

No.	Classification	Score	Frequency	Percentage
1	Excellent	96 – 100	4	40 %
2	Very good	86 – 95	5	50 %
3	Good	76 – 84	-	-
4	Average	66 – 75	1	10 %
5	Fair	56 – 65	-	-
6	Poor	36 – 55	-	-
7	Very poor	0 – 35	-	-
Total			10	100 %

Based on the table classification above and the mean score of the respondents, the researcher found that none of them (0%) got good, fair, poor, and very poor. There was 4 respondent (40%) classified as excellent, 5 respondents (50%) classified as very good, , and there was 1 respondents (10%) classified as average.

3. Analysis the Hypothesis of Acceptability

To know whether the pre-test and post-test are significantly different, and also to know acceptability of hypothesis, the researcher used t-test and calculated by using SPSS 21. The results can be seen below:

Table 4.9
The paired samples statistics of Pre-test and Post-test
Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	POSTTEST	13,8000	10	1,54919	,48990
	PRETEST	8,6000	10	2,59058	,81921

The table sample statistic of pre-test and post-test above shows that students mean score increase from 8,60 to 13,8.

Table 4.10
The Paired Samples Correlation of Pre-Test and Post-Test
Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	POSTTEST & PRETEST	10	,172	,635

The table paired sample correlations of pre-test and post-test above shows that the correlation of the students' ability before and after treatment is 0,635. It means that there is a significant correlation of students' ability in reading skill through synergetic teaching technique before and after treatment.

3. Analysis of Questionnaire

To find out the students' response toward reading skill by using synergetic teaching technique, the researcher made questionnaire that consist of 10 items. The percentages of students score would be presented by using table. It would be explained one by one according the statement and it could be seen by the following tables:

Table 4.14, Questionnaire Number 1
Synergetic Teaching Technique is very effective in comprehending English text

No	Classification	Frequency	Percentage
1	Strongly agree	5	50 %
2	Agree	4	40 %
3	Neutral	1	10 %
4	Disagree	-	-
5	Strongly disagree	-	-
		10	100 %

Based on the table 4.14 above, from the 10 students, there were 5 students (50%) chose “strongly agree”, 4 students (40%) chose “agree”, and 1 students (10%) chose “neutral”. But in fact, there was none students chose “disagree” and “strongly disagree”. It means that most of students strongly agree with the statement that *Synergetic Teaching Technique* is very effective in comprehending English text.

Table 4.15, Questionnaire Number 2
Students is more active in the class when they study use *Synergetic Teaching*
Technique

No	Classification	Frequency	Percentage
1	Strongly agree	5	50 %
2	Agree	3	30 %
3	Neutral	2	20 %
4	Disagree	-	-
5	Strongly disagree	-	-
		10	100 %

Based on the table 4.15 above, from the 10 students, there were 5 students (50%) chose “strongly agree”, 3 students (30%) choose “agree”, 2 students (20%) chose “neutral”, and none students chose “disagree” and “strongly disagree”. It means that most of students strongly agree with the statement that Students is more active in the class when they study use *Synergetic Teaching Technique*.

Table 4.16, Questionnaire Number 3
***Synergetic Teaching Teaching* can help students in comprehending English text**

No	Classification	Frequency	Percentage
1	Strongly agree	5	50 %
2	Agree	5	50 %
3	Neutral	-	-
4	Disagree	-	-
5	Strongly disagree	-	-
		10	100%

Based on the table 4.16 above, from the 10 students, there were 5 students (50%) chose “strongly agree”, 5 students (50%) choose “agree”, and none students chose “neutral”, “disagree” and “strongly disagree”. It means that most of students strongly agree and agree with the statement that *Synergetic Teaching Teaching* can help students in comprehending English text.

Table 4.17, Questionnaire Number 4
***Synergetic Teaching Technique* is related to English Subject in school**

No	Classification	Frequency	Percentage
1	Strongly agree	7	70 %
2	Agree	3	30 %
3	Neutral	-	-
4	Disagree	-	-
5	Strongly disagree	-	-
		10	100%

Based on the table 4.17 above, from the 10 students, there were 7 students (70%) chose “strongly agree”, 3 students (30%) choose “agree”, and none students chose “Neutral”, “Disagree” and “strongly disagree”. it means that most of the students strongly agree with the statement that *Synergetic Teaching Technique* is related to English Subject in school.

Table 4.18, Questionnaire Number 5
***Synergetic Teaching Technique* makes students easier to comprehend English text.**

No	Classification	Frequency	Percentage
1	Strongly agree	3	30 %
2	Agree	5	50 %
3	Neutral	2	20 %
4	Disagree	-	-
5	Strongly disagree	-	-
		10	100%

Based on the table 4.18 above, from the 10 students, there were 3 students (30%) chose “strongly agree”, 5 students (50%) choose “agree”, 2 students (20%) chose “neutral”, and none students chose “disagree” and “strongly disagree”. It means that most of students agree with the statement that *Synergetic Teaching Technique* makes students easier to comprehend English text.

Table 4.19, Questionnaire Number 6
Comprehending contents of English text by using *Synergetic Teaching Technique*
is more interesting and enjoyable

No	Classification	Frequency	Percentage
1	Strongly agree	4	40 %
2	Agree	4	40 %
3	Neutral	2	20 %
4	Disagree	-	-
5	Strongly disagree	-	-
		10	100%

Based on the table 4.19 above, from the 10 students, there were 4 students (40%) chose “strongly agree”, 4 students (40%) choose “agree”, 2 students (20%) chose “neutral”, and none students chose “disagree” and “strongly disagree”. It means that most of student strongly agree and agree with the statement that Comprehending contents of English text by using *Synergetic Teaching Technique* is more interesting and enjoyable.

Table 4.20, Questionnaire Number 7
***Synergetic Teaching Technique* can improve way of students thinking in
 comprehending English text**

No	Classification	Frequency	Percentage
1	Strongly agree	4	40 %
2	Agree	3	30 %
3	Neutral	2	20 %
4	Disagree	1	10 %
5	Strongly disagree	-	-
		10	100%

Based on the table 4.20 above, from the 10 students, there were 4 students (40%) chose “strongly agree”, 3 students (30%) chose “agree”, 2 students (20%) chose “neutral”, 1 students (10%) chose “disagree” and none students chose “strongly disagree”. It means that *Synergetic Teaching Technique* can improve way of students thinking in comprehending English text.

Table 4.21, Questionnaire Number 8
Synergetic Teaching Technique Can Give Motivation to Increase Their Reading Skill

No	Classification	Frequency	Percentage
1	Strongly agree	5	50 %
2	Agree	3	30 %
3	Neutral	1	10 %
4	Disagree	1	10 %
5	Strongly disagree	-	-
		10	100%

Based on the table 4.21 above, from the 10 students, there were 5 students (50%) chose “strongly agree”, 3 students (30%) choose “agree”, 1 students (10%) chose “neutral”, 1 students (10%) chose “disagree”, and none students chose “strongly disagree”. It means that most of students strongly agree with the statement that *Synergetic Teaching Technique* can give motivation to increase their reading skill.

Table 4.22, Questionnaire Number 9
Students Prefer to Choose *Synergetic Teaching Technique* than Others

No	Classification	Frequency	Percentage
1	Strongly agree	4	40 %
2	Agree	6	60 %
3	Neutral	1	10 %
4	Disagree	-	-
5	Strongly disagree	-	0-
		10	100%

Based on the table 4.22 above, from the 10 students, there were 3 students (30%) chose “strongly agree”, 6 students (60%) choose “agree”, 1 students (10%) chose “neutral”, and none students chose “disagree” and “strongly disagree”. It means that most of students agree with the statement that students prefer to choose *Synergetic Teaching Technique* than others.

Table 4.23, Questionnaire Number 10
Synergetic Teaching Technique Gives New Nuance in Learning English

No	Classification	Frequency	Percentage
1	Strongly agree	7	70%
2	Agree	3	30%
3	Neutral	-	-
4	Disagree	-	-
5	Strongly disagree	-	-
		10	100%

Based on the table 4.23 above, from the 10 students, there were 7 students (70%) chose “strongly agree”, 3 students (30%) choose “agree”, and none students chose “neutral”, “disagree” and “strongly disagree”. It means that most of students strongly agree with the statement that *Synergetic Teaching Technique* gives new nuance in learning English.

After doing tabulation of the questionnaire's data, the researcher needed to analyze the items for the score of the questionnaire, which was:

Table 4.24
The List of Students' Score in Questionnaire

No.	Respondent	Number of Items										Score
		1	2	3	4	5	6	7	8	9	10	
1.	R1	4	5	4	5	5	4	5	5	3	5	45
2.	R2	4	5	4	5	5	3	5	3	4	5	43
3	R3	5	5	4	5	5	5	5	4	5	5	48
4	R4	5	4	5	5	4	4	4	4	4	5	44
5	R5	5	4	5	5	4	4	5	4	5	5	46
6	R6	4	5	5	4	4	5	4	5	4	5	45
7	R7	5	4	5	5	3	5	2	5	5	5	44
8	R8	5	3	5	5	3	5	4	5	5	5	45
9	R9	5	3	2	4	3	2	3	3	4	4	33
10	R10	5	5	4	4	4	4	5	4	5	4	44

By totaling score of students' answering toward the statements in questionnaire that was given to the students, it could be concluded that the lowest score was 33 and the highest score was 48.

The table distribution frequency about the students' score toward the learning process Synergetic Teaching technique was showed by table distribution of single data. It was done because the spreading score that was the researcher presented was not wide.

To make the table distribution frequency, the researcher used single data of table distribution frequency that was most of the score more than one. The ways that was needed to do, that was:

1. Looking for highest score (H) and the lowest score (L) and from the data that was got, it could be showed that H=48 and L=33. After knowing the score of H and L, the researcher arranged the score of students' questionnaire from up to down, it started from the highest score successively until the lowest score in first column of table distribution frequency.

2. Counting the frequency in each score that had been prepared, next the score was added so that got the total of frequency ($\sum N$) or (N).

For more knowing about the students' questionnaire data, it could be seen in the following table:

Table 4.25
Distribution Frequency of Students Questionnaire

Score	Frequency	Percentage
48	1	10 %
46	1	10 %
45	3	30 %
44	3	30 %
43	1	10 %
33	1	10 %
$\Sigma=259$	N=10	100%

Based on the table above, it could be known that there was 1 students (10%) got high score 48 and 1 student (10%) got lowest score 33. 1 students (10%) got score 46, 3 students (30%) got score 45, and 44 was 3 student (30%), and 1 students (10%) got score 43.

B. Discussion

1. Reading Test

This section discusses the result of finding in accordance with the scope of the research. The discussion is about the improvement of reading skill through synergetic teaching technique at the second year students of MAN Palopo.

In pre-test, there were 10 questions of reading test that were given to the students to get the score of students in reading skill. From the result showed that there was none of students (0%) classified excellent, very good, good and average. But there was 2 respondent (20%) got fair, 3 respondents (30%) got poor, and there was 5 respondents (50%) got very poor.

In fourth questions, "*Who will take this wheat to the mill?*" in this question there were 2 respondents had correct answer with the answer "*no one wanted to do it*" there were 8 respondents had incorrect answer.

After giving pre-test the researcher gave treatment during four meetings. In the treatment, the students in MAN Palopo be expected can understand the narrative text. In process of reading skill, the first the students must know meaning of vocabularies that use in narrative text with their words. All of this activity exposed in a condition

where cooperative learning applied. The students work in the group and they can share opinions, ask and answer the questions to their group mates.

After giving four treatments the researcher gave post-test to know the respondents' improvement in reading skill. In post-test there were 10 questions of reading test where the text were based on the students' mastery of English. It was found that there was 4 respondents (40%) got excellent, 5 respondents (50%) got very good, and there was 1 respondents (10%) got average.

In fifth questions, "*What is the Jack saw while he reach the sky?*" in this question all of respondents had correct answer with the answer "*While looking around, he saw a very huge castle, he was very amazed*".

Based on the analysis of the table of classification and percentage rate of the students in post-test and the students' mean score, the researcher makes conclusion that the students' reading skill was higher than before they got the treatment. Related to the respondents' mean score in pre-test and post-test, it showed that synergetic teaching technique can improve reading skill at the second year students of MAN Palopo. It was proven by the respondents' mean score of post test (13.8) was higher than pre-test (8.6) (see table 4.6).

The result of this research was consistent with the some previous of research finding, Nurdiana (2011) that the students' reading skill improved by pairs work technique,³⁷ Harmi (2013) that cooperative learning can improve reading

³⁷ Nurdiana, "*Improving Students' Reading Skill Pairs Work*" (Palopo: Thesis STAIN Palopo, 2011), p. 67.

comprehension skill on narrative text,³⁸ Ming-Tsan Pierre Lu (2012) that effectiveness of the synergetic approach to research education for graduate students in a Hispanic-Serving Institution (HSI).³⁹

The researcher believes that the right choice of synergetic teaching technique in improving reading skill, not only to activate the students mind but also open their eyes that teaching reading skill is not always a boring activity, the students can explain the material to the other students by using synergetic teaching technique in improving reading skill without boring. The teachers role is only as facilitator for building and developing the knowledge itself. Through synergetic teaching technique in improving reading skill, students are supposed to have capability to increase their own skill in improving reading skill. And advantages of synergetic teaching technique namely this technique can be used relative to all subjects, suitable in combination with other relevant technique, this technique also is appropriate used to measure students reading and listening comprehension and can be applied to a large class.

³⁸ Harmi, *“Improving Reading Comprehension Skill on Narrative Text through Cooperative Learning”* (Palopo: STAIN Palopo, 2013), p. 64.

³⁹ Ming-Tsan Pierre Lu *“The Synergetic Approach to Effective Teachers Research Education an Innovative Initiative for Building Educational Research Capacity in a Hispanic-Serving Institution”*. (Hispanic-Serving Institution (HSI))

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents conclusions and suggestions based on the findings and discussions from the data analysis in previous chapter.

A. Conclusions

Based on the findings, data analysis, and discussion in the previous chapter, the researcher gives conclusions as in following:

1. Having implemented the treatments by using Synergetic Teaching Technique, it was found that the mean score of students' in pre-test was 8,60 and the mean score of the students' in post-test were 13,8. It means that the mean score of students in post-test was higher than the mean score of students in the pre-test. The data had been analyzed by using standard deviation 2,780 with degree of freedom (df) = 9 and the result of t_0 (t count) were 5.913. From this result, the researcher gave interpretation that synergetic teaching technique is effective in improving students' reading skill at the second year of MAN Palopo.

2. Having analyzed the result of students' response toward the Synergetic Teaching Technique applied by the researcher, it was found most of the students gave positive response in learning by using the Synergetic Teaching Technique. Based on the data, the researcher concluded the students at the second year of MAN Palopo have positive response in learning reading through synergetic teaching technique.

B. Suggestions

Based on the conclusion above, the writer would like to put forward some suggestion as follows:

1. The teacher should be more selective in choosing suitable techniques, methods, and models in teaching English to make students more interested and enthusiastic in studying. Especially English teacher who wants to teach reading on narrative text is suggested to use synergetic teaching technique, since this method has been proved can improve students' reading skill. Through synergetic teaching the students are given opportunities to work cooperatively with other students', it can increase students' motivation to learn better and improve their behavior to help each other in social context.

2. The students can practice more about reading skill or another material by applying synergetic teaching, because it can promotes students learning motivation, increases students' retention, develops students' social skill, improves students' responsibility, and creates fun atmosphere in the classroom.

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Narrative Text for pre-test:

The Little Red Hen

Once upon a time, there was a Red Hen lived in a farm with her chickens. She also lived with the other neighbors, the goose and the Duck.

One day, she found a grain of wheat. So she asked her neighbors, the goose and the duck, “Who will plant “this wheat?” and no one wanted to plant the wheat. So she planted the grain of wheat herself.

When the wheat was ripe she said, “Who will take this wheat to the mill?” And, again, no one wanted to do it.

When the bread was baked, she said, “Who will eat this bread?” this time it was different. They said “I will, I will.”

“No, you won’t,” said the Red Hen. “I shall eat it myself.” Cluck! Cluck!” And she called her chickens to eat the bread together.

✚ Please answer the following questions!

- 1. When and where did the story take place?**
- 2. Who were involved in the story?**
- 3. How did the story begin?**
- 4. What happened to the main characters?**
- 5. How did the story end?**

LESSON PLAN FOR FIRST MEETING

School : MAN Palopo
Grade / Semester : XI / 1
Subject : English
Time Allocation : 2 x 45 minutes (2 x meeting)

LEARNING OBJECTIVE

1. The students will be able to identify meanings and information in narrative text.
2. The students will be able to identify the structure of narrative text.
3. The students will be able to read and understand narrative text.

MATERIAL AND MEDIA

Narrative text and reading test

TEACHING LEARNING ACTIVITIES

No	Subject	Activities	Procedure	Time
1.	Introduction	Ice breaking	The teacher greets and asks students about their condition and their readiness to follow the teaching and learning process.	5 min

2.	Vocabulary	Teaching Vocabulary	Give the new vocabularies that use in narrative text.	10 min
3.	Reading narrative text	The application of narrative text	<p>h. Explain the synergetic teaching technique in reading narrative text.</p> <p>i. Divide class as two groups.</p> <p>j. Move group first goes to class any other or other place that do not enable they listen your college to read reading of topic who you will teach. Ensure that reading can be understood with every consideration and according to time which you utilize lecturing.</p> <p>k. In same time, pass on that material to second group with discourse strategy at brazes.</p> <p>l. After is finished, ask for student/college student for coupled with previous friend accepts the lesson with different way. Agglomerate member one will look</p>	60 min

			<p>for friend of group member two.</p> <p>m. Boost requested to merge studying result that they gets by different way that.</p> <p>n. Ask for some bodies to pass on their studying result or answers question that you passes on.</p>	
4.	Reading Test	Answer the questions	Give some questions to the students based on narrative text.	10 min
5.	Closing	Close the meeting	Give some suggestions to the students about the course and greets.	5 min

Narrative text for first meeting:

Chapter 1

SURA AND BAYA

A long time ago, there were two animals, Sura and Baya. Sura was the name of a shark and Baya was a crocodile. They lived in a sea. Once Sura and Baya were looking for some food. Suddenly, Baya saw a goat. “Yummy, this is my lunch,” said Baya. “No way! This is my lunch. You are greedy” said Sura.

Then they fought for the goat. After several hours, they were very tired. Feeling tired of fighting, they lived in the different places. Sura lived in the water and Baya lived in the land. The border was the beach, so they would never fight again. One day, Sura went to the land and looked for some food in the river.

He was very hungry and there was not much food in the sea. Baya was very angry when he knew that Sura broke the promise. They fought again. They both hit each other. Sura bit Baya’s tail. Baya did the same thing to Sura. He bit very hard until Sura finally gave up and Awent back to the sea. Baya was happy.

🚩 Please answer the following questions!

- 1. What is the title of a narrative text above?**
- 2. How many characters in the story?**
- 3. What is seen Baya?**
- 4. Why are they fighting?**
- 5. Anyone who violates the agreement between Sura and Baya?**

LESSON PLAN FOR SECOND MEETING

School : MAN Palopo
Grade / Semester : XI / 1
Subject : English
Time Allocation : 2 x 45 minutes (2 x meeting)

LEARNING OBJECTIVE

1. The students will be able to identify meanings and information in narrative text.
2. The students will be able to identify the structure of narrative text.
3. The students will be able to read and understand narrative text.

MATERIAL AND MEDIA

Narrative text and reading test

TEACHING LEARNING ACTIVITIES

No	Subject	Activities	Procedure	Time
1.	Introduction	Ice breaking	1) The teacher greets and asks students about their condition and their readiness to follow the teaching and learning process. 2) Asks the students about the new vocabulary that they find in narrative text.	5 min
2.	Vocabulary	Teaching	Give the new vocabularies that use	10 min

		Vocabulary	in narrative text.	
3.	Reading narrative text	The application of narrative text	<p>1) Divide class as two groups.</p> <p>2) Move group first goes to class any other or other place that do not enable they listen your college to read reading of topic who you will teach. Ensure that reading can be understood with every consideration and according to time which you utilize lecturing.</p> <p>3) In same time, pass on that material to second group with discourse strategy at brazes.</p> <p>4) After is finished, ask for student/college student for coupled with previous friend accepts the lesson with different way. Agglomerate member one will look for friend of group member two.</p> <p>5) Boost requested to merge studying result that they gets by</p>	60 min

			<p>different way that.</p> <p>6) Ask for some bodies to pass on their studying result or answers question that you passes on.</p>	
4.	Reading Test	Answer the questions	Give some questions to the students based on narrative text.	10 min
5.	Closing	Close the meeting	Give some suggestions to the students about the course and greets.	5 min

Narrative text for second meeting:

THREE FISHES

Once, three fishes lived in a pond. One evening, some fisherman passed by the pond and saw the fishes. This pond is full of fish', they told each other excitedly. We have never fished here before. We have never fished here before. We must come back tomorrow morning with our nets and catch these fish!' Then the fisherman left.

When the eldest of the three fishes heard this, he was troubled. He called the other fishes together and said, 'Did you hear what the fisherman said? We must leave this pond at once. The fisherman will return tomorrow and kill us all!' the second of the three fishes agreed. 'you are right', he said. 'We must leave the pond.'

But the youngest fish laughed. 'You are worrying without reason', he said. 'We have lived in this pond all our lives, and no fisherman has ever come here. Why should these men return? I am not going anywhere- my luck will keep me safe.'

The eldest of the fishes left the pond that very evening with his entire family. The second fish saw the fisherman coming in the distance early next morning and left the pond at once with all his family. The third fish refused to leave even then.

The fisherman arrived and caught all the fish left in the pond. The third fish's luck did not help him – he too was caught and killed.

The fish who saw trouble ahead and acted before it arrived as well as the fish who acted as soon as it came both survived. But the fish who relied only on luck and did nothing at all died. So also in life.

 Please answer the following questions!

- 1. What is the title of the text?**
- 2. How many characters in the story?**
- 3. What the fishes leave the pond?**
- 4. How many paragraph in the text?**

5. How many character of the text?

LESSON PLAN FOR THIRD MEETING

School : MAN Palopo

Grade / Semester : XI / 1

Subject : English

Time Allocation : 2 x 45 minutes (2 x meeting)

LEARNING OBJECTIVE

1. The students will be able to identify meanings and information in narrative text.
2. The students will be able to identify the structure of narrative text.
3. The students will be able to read and understand narrative text.

MATERIAL AND MEDIA

Narrative text and reading test

TEACHING LEARNING ACTIVITIES

No	Subject	Activities	Procedure	Time
1.	Introduction	Ice breaking	1) The teacher greets and asks	

			<p>students about their condition and their readiness to follow the teaching and learning process.</p> <p>2) Asks the students about the new vocabulary that they find in narrative text.</p>	5 min
2.	Vocabulary	Teaching Vocabulary	Give the new vocabularies that use in narrative text.	10 min
3.	Reading narrative text	The application of narrative text	<p>1) Divide class as two groups.</p> <p>2) Move group first goes to class any other or other place that do not enable they listen your college to read reading of topic who you will teach. Ensure that reading can be understood with every consideration and according to time which you utilize lecturing.</p> <p>3) In same time, pass on that material to second group with discourse strategy at brazes.</p> <p>4) After is finished, ask for student/college student for coupled with previous friend accepts the</p>	

			<p>lesson with different way.</p> <p>Agglomerate member one will look for friend of group member two.</p> <p>5) Boost requested to merge studying result that they gets by different way that.</p> <p>6) Ask for some bodies to pass on their studying result or answers question that you passes on.</p>	60 min
4.	Reading Test	Answer the questions	Give some questions to the students based on narrative text.	10 min
5.	Closing	Close the meeting	Give some suggestions to the students about the course and greets.	5 min

Narrative text for third meeting:

Why do mosquitos buzz?

To begin with the story, let me tell you that a long time ago, mosquitoes didn't buzz, they talked and talked. Then one day when one of them talked to an Iguana and didn't let the Iguana just grumbled and waved her tail until she forgot to say hello to her friend a snake. After that, everything was in a mess.

The snake was so angry that he made a rabbit, a monkey, a crow, and an owl get frightened, finally, the whole jungle was mad at the mosquito and cried for the Sun to come up and when it did, the mosquito and cried for the Sun to come up and when it did, the mosquito lost his voice.

 Please answer the following questions!

1. Do you like history?
2. If you are interested in history, the history of what country would you like to know about?
3. Tell your reasons why you like the history of that country?
4. What are those two countries famous for?
5. How many paragraph in the text?

LESSON PLAN FOR FOURTH MEETING

School : MAN Palopo

Grade / Semester : XI / 1

Subject : English

Time Allocation : 2 x 45 minutes (2 x meeting)

LEARNING OBJECTIVE

1. The students will be able to identify meanings and information in narrative text.
2. The students will be able to identify the structure of narrative text.
3. The students will be able to read and understand narrative text.

MATERIAL AND MEDIA

Narrative text and reading test

TEACHING LEARNING ACTIVITIES

No	Subject	Activities	Procedure	Time
1.	Introduction	Ice breaking	1) The teacher greets and asks students about their condition and their readiness to follow the teaching and learning process.	5 min

			2) Asks the students about the new vocabulary that they find in narrative text.	
2.	Vocabulary	Teaching Vocabulary	Give the new vocabularies that use in narrative text.	10 min
3.	Reading narrative text	The application of narrative text	<p>1) Divide class as two groups.</p> <p>2) Move group first goes to class any other or other place that do not enable they listen your college to read reading of topic who you will teach. Ensure that reading can be understood with every consideration and according to time which you utilize lecturing.</p> <p>3) In same time, pass on that material to second group with discourse strategy at brazes.</p> <p>4) After is finished, ask for student/college student for coupled with previous friend accepts the lesson with different way. Agglomerate member one will look</p>	60 min

			for friend of group member two. 5) Boost requested to merge studying result that they gets by different way that. 6) Ask for some bodies to pass on their studying result or answers question that you passes on.	
4.	Reading Test	Answer the questions	Give some questions to the students based on narrative text.	10 min
5.	Closing	Close the meeting	Give some suggestions to the students about the course and greets.	5 min

Narrative text for fourth meeting:

Chapter 4

Why Do Hawks Hunt Chicks?

Once upon a time, a hawk fell in love with a hen, the hawk flew down from the sky and asked the hen, “Will you marry me?”

The hen loved the brave, strong hawk and wished to marry him. But she said, “I cannot fly as high as you can. If you give me time, I may learn to fly as high as you. Then we can fly together”

The hawk agreed. Before he went away, he gave the hen a ring. “This is to show that you have promised to marry me,” said the hawk.

It so happened that the hen had already promised to marry a rooster. So, when the rooster saw the ring, he becomes very angry. “Throw that ring away at once!” shouted the rooster. The hen was so frightened the rooster’s anger that she threw away the ring immediately.

When the hawk came a few months later, the hen told him the truth. The hawk was so furious that he cursed the hen, “Why didn’t you tell me earlier? Now you’ll always be scratching the earth, and I’ll always be flying above to catch your children,” said the hawk.

✚ Please answer the following questions!

1. What is the purpose of the writer telling this story?
2. How did she solve the problems?
3. Does the story end in happy a happy or sad ending?
4. Does the story happen in past or present time?
5. Are the verbs in the present or in the past?

Narrative text for post-test:

Jack and the beanstalk

Once upon a time there was a poor widow who had an only son named Jack. They were so poor that they didn’t have anything except a cow. When the cow had grown too old. His mother sent jack to the market to sell it. Jack met a butcher who had some beautiful beans in his hand. The butcher told the boy that

the beans were of great value and persuaded the silly fad to sell the cow for the beans.

Jack brought them happily. When he told his mother about this, his mother became so angry that she threw the out of the window.

When Jack woke up in the morning, he felt the sun shining into a part of his room but all the rest was quite dark and shady.

So he jumped to the window. What did he see? The beanstalk grew up quite close past jack's window. He opened the window and jumped to the beanstalk which ran up just like a big ladder.

He climbed... and climbed till at last he reached the sky. While looking around, he saw a very huge castle. He was very amazed.

The Jack walked along the path leading to the castle. There was a big tall woman on doorstep. Jack greeted her and asked for the giantess mercy to give him breakfast. Because he felt very hungry. Although the giantess grumbled at first. Finally she gave Jack a hunk of bread and cheese and a jug of milk.

Jack hadn't finished when the whole house, began to tremble with the noise of someone's coming. "Oh! It's my husband!" cried the giantess. "What on earth shall I do?"

Hastily the giantess opened a very big cupboard and hid Jack there.

✚ Please answer the following questions!

1. What is the type of the text?
2. Why the Jack greeted her and asked for the giantess mercy to give him breakfast?
3. How the end of the story?
4. What happened after the Jack greeted her and asked for the giantess mercy to give him breakfast?
5. What is the Jack saw while he reach the sky?