TEACHING READING SKILL THROUGH ANECDOTES AT THE ELEVENTH YEAR OF SMAN 4 PALOPO
(An Classroom Action Research)

A THESIS

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

By,

MUSRIANA
NIM 08.16.3.0070

ENGLISH STUDY PROGRAM OF TARBIYAH DEPARTMENT OF THE STATE COLLEGE FOR ISLAMIC STUDIES (STAIN) PALOPO 2013

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Nim. 08.16.30070

Under Supervision:

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2. **Dr. Masruddin, S.S., M.Hum**

ENGLISH STUDY PROGRAM OF TARBIYAH DEPARTMENT OF THE STATE COLLEGE FOR ISLAMIC STUDIES (STAIN) PALOPO
2013

PENGESAHAN SKRIPSI

Skripsi yang berjudul, *"Teaching Reading Skill Through Anecdote at the Eleventh Year of SMAN 4 Palopo"*, yang ditulis oleh Musriana, Nim. 08.16.3.0070, Mahasiswa Program Studi Bahasa Inggris, Jurusan Tarbiyah pada Sekolah Tinggi Agama Islam Negeri Palopo yang dimunaqasahkan pada hari Sabtu, tanggal 2st Maret 2013 M., bertepatan dengan tanggal 19 Rabi'ul Akhir 1434 H., telah diperbaiki sesuai dengan catatan dan permintaan Tim Penguji, dan diterima sebagai syarat memperoleh gelar sarjana pendidikan (S.Pd).

Palopo, <u>2 Maret 2013 M.</u>
19 Rabi'ul Akhir 1434 H.

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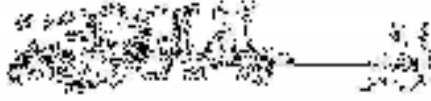
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Finally, the writer prays to the god the May Allah SWT., shower divine judgment of the ir service who has given to the researcher in the end. The researcher expects that this thesis can give a lot of contribution for all readers especially for the regional, national, and state. Therefore, it can be a charity.

Wassalamu Alaikum Wr.Wb.

Palopo, February 06st 2013

The Writer

IAIN PALOPO

PRONOUNCEMENT

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Name : MUSRIANA

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Declares that this thesis she wrote to fulfill of requirement for the degree of Sarjana Pendidikan (S.Pd) in Tarbiyah Department, the State College for Islamic studies Palopo entitled **"Teaching Reading Skill Through Anecdote at the Eleventh Year of SMAN 4 Palopo"** is truly my original work. It does not incorporate any 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, February 6th 2013

Researcher

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ABSTRACT

Musriana, **2013.** *Teaching Reading Skill Through Anecdote at the Eleventh Year of SMAN 4 Palopo.* **Thesis, English Study Program Educational Department in State College for Islamic Studies (STAIN) Palopo. Supervised by Dr. Jumharia Djamereng, M,Hum and Dr. Masruddin, SS, M.Hum**

Key word: *Teaching reading Skill, anecdote text*

This thesis aimed at finding out the best way in teaching reading skill by using anecdote, the problem statement of this thesis: what is the effective way in teaching reading by using anecdote at the eleventh year of SMAN 4 Palopo?

This research used Classroom Action Research (CAR) method; the target of this research is the eleventh year students at SMAN 4 Palopo in 2012/2013 academic year. The procedure of the research used two cycles namely cycle I and cycle II to find out the students reading ability. The sample of this study was class X1 IPA$_2$ consists of 18 students. In collecting data the researcher used test, and observation. Each cycle consisted of four parts Plan namely Action, Observation, and Reflection.

Having analyzed the data, it was found out that the students reading skill increased in the cycle II very well. The effective way to apply in teaching reading was by using anecdote is recognize a core of words, and interpret word order patterns and their significance and recognize that a particular meaning may be expressed in different grammatical forms. This technique can make students in order to be involved actively learning process, the students enjoyed and fun the class of using anecdote as a material because the technique that was implemented in the class was new and comfortable for the students and make students were enthusiasm during the lesson. The result of analysis of the research showed that using anecdote improve the students reading skill. That can be shown the mean score of students test in cycle I (54, 44) and cycle II (83, 27). The students' ability in English reading was increased after they got reflection. It means that Classroom observation technique is effective in teaching reading at SMAN 4 Palopo.

NOTA DINAS PEMBIMBING

Hal   : Skripsi   Palopo, February 6th 2013

Lamp   : -

Kepada Yth.

Ketua Jurusan Tarbiyah STAIN Palopo

Di,-

      Palopo

Asslamu Alaikum Wr. Wb

Sesudah melakukan bimbingan skripsi mahasiswa tersebut di bawah ini:

Nama   : Musriana

Nim   : 08. 16 .3. 0070

Program Studi   : Tadris Bahasa Inggris

Judul   : ***Teaching Reading Skill through Anecdote at the Eleventh Year of SMAN 4 Palopo***

Menyatakan bahwa skripsi tersebut, sudah layak untuk diujikan.

Demikian untuk di proses selanjutnya.

Wassalamu Alaikum Wr. Wb.

                                       Palopo, February 6th 2013

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CONSULTANT APPROVAL

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CHAPTER I
INTRODUCTION

A. *Background*

Reading is considered to be able to raise students' interest, motivation and reading skill it boring. Students can learn more relaxed way. The researcher considered that reading skill is a media to find pleasure reading, and may educators who have done research about pleasure reading found that reading can help us to be more successful in many ways.

Reading is probably the most important skill for any students' to be mastered. It can be proven from the curriculum at Senior High School, the teaching materials is focused on the reading text. Actually, the grammar or language use also exist in the curriculum, but the more students of reading English texts is bigger than other skill. In reading, the main idea of passage or finding the detail information from the text, should be taken into account.

In some books, the curriculum put some topics for several English texts, some of them are: health, economy, and bussiness . As a result the students feel bored to the language style they found in English text. In order to overcome the students' desire in reading English text, the teacher needs to set a suitable for the students.There are lot of things that can be done to increase reading skill. Some English teachers make a minimal standar to read up to 100 hundred pages for their students. The aim is to maintain their will to read, others choose to make reading clear. Some people will likely to read when they find article is interesting to read.

Reading, at first may appear to be a routine activity in which individual words are combined to produce meaning. Consequently, many colleges students approach reading as a single-step process. They open the book, read, and close the book. Research reveals that effective reading is not single-step process, but a complex set of skills involving activities before, during, and after reading.[1]

An anecdote is a usually short narrative of an interesting, amusing, or biographical incident.[2] Anecdotes dramatize events, which in usually with scanes, setting, characters, description and dialogue. The thing that make is usually some unusual twits of trun of events as the story goes, act and many the best anecdotes however.

Based on the preliminary observation that the researcher has done, generally, the students' ability at SMAN 4 palopo in reading skill are still low. Because the students' at the school did not know about the reading anecdote technique and there are many students read without knowing or understanding the main idea, the meaning and content of the text. Beside the students' problem in doing the reading are they don't know the language all enough effectively.

In this case, there are some problems faced by the writer during the trainee teacher at the First (1st) semester of the Eleventh year Students' SMAN 4 Palopo, they are: the class management. Class management is one of important things in teaching. A teacher is acquired to be able to handle the class well. In this case, the

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[1] Jeremy Harmer, *the Practice of English Language Teaching,* (New York: Logman, 1991). P. 190

[2] Webster Anecdotes, online, http: //www.meriam-webster.com/ dictionary anecdotes. 2008. Acessed on april, 6 th 2011.

writer fined difficulty to do it well. When the writer teaches in front of the class, there are some students who are busy with their own activities such as speaking or disturbing the other students and the class will be very noisy. Finally, they cannot accept the material well. It influences the process in teaching reading. The students who are easy to get bored and there are some in active. It can be influenced by some factors such as they are not interested in English lesson or they learn about the other thing so that do not concentrate to study.

Looking the fact above, the writer did interview with the students to know their perception about English. Then, the writer fined that students face difficulty in learning English, such as learning reading. They are not able to transfer the meaning of words, and difficult to pronounce it well. Beside, students consider that learning English is boring and uninteresting subject to learn.

This situation of course will influence the students learning process. English teacher in this class consider that teaching with teacher or the researcher has an ability to make a good method or strategy and a interesting material to improve their ability in mastering English especially learning reading because the students has capability to mastery it.

Considering the fact, the writer focuses the research in teaching reading to the First(1st) semester of the Eleventh year students' of SMAN 4 Palopo, by reading, the students get much information, improve their reading, vocabulary, and understanding some aspects. Reading widely is one of the best ways to learn another language. Then, it helps students to improve their ability in the four English skills. Reading by anecdote text the students are easy to understand the content of the language use in it.

The students will be more interested in learning reading in anecdote text. This method is considered effective to motivate the students in learning and improving the students reading mastery.

Based on the background above, the writer presents a discussion and report entitled **"Teaching Reading Skill through Anecdotes to the Eleventh Year of SMAN 4 Palopo".**

B.   Problem Statement

Referring to the background, the writer formulates the research question as follows:

What is the effective way in teaching reading by using Anecdote at Eleventh year of SMAN 4 palopo?

C.   Objective of the Research

The objective of the research is to find out whether anecdotes is an effective way in teaching reading at the Eleventh year of SMAN 4 Palopo.

D.   Scope of the Research

The scope of this research is limited to make the students' interest in reading by using anecdotes as the materials in teaching reading skill. Using anecdote may make students are interested, and develop their ability in reading skill. The research focused on the students of Eleventh year of SMAN 4 Palopo.

E. Significance of the Research

The result of this research is expected to be useful information to the English learner who wants to improve their English reading skill by using anecdotes. Besides, the result of this research will be expected theoretically and practically :

1. Theoretical significance

The result of the research will be expected to be useful information for English teacher in improving the ability in studying reading skill through anecdote. This is also to enrich sources and references about reading text.

2. Practically

a. To give suggestion to students' how to improve students English reading skill, especially about reading anecdote.

b. To help teacher is easy in teaching and students' are happy in studying reading anecdote .

c. To stimulate the other researcher who wants to conduct the further research.
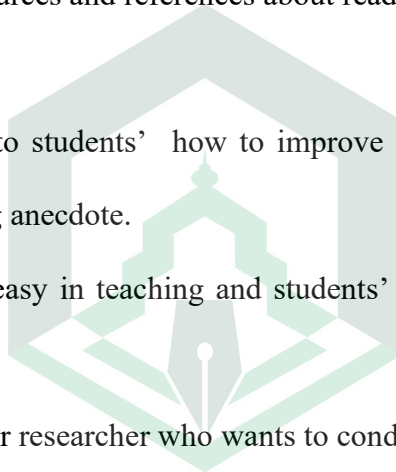
CHAPTER II
REWIEW OF THE RELATED LITERATURE

A. Previous Research Findings

In order to sharpen the theoretical framework of this study, some relevant previous studies concerning with reading comprehension, teaching reading comprehension,text books and authentic material.

Middin, *Difficulties of Students in Finding Main Idea and Supporting Detail Text Reading Comprehension of Second Year Students of English Departement in STAIN Palopo* is talking about difficulties which are faced by students in finding main idea. It explains there are some ways that are unfolded by the reseacher to recognize the main and supporting idea. One of the ways which is relevant in this reseach is the use of right media in the process of teaching reading.[1]

Idriani,*Some Difficulties Faced by the Second Year Students of SMAN 4 Palopo in Reading English Text*. She finds some difficulties of students in understanding an English text. One of the difficulties is caused by the use of media which is not relevant with the students need and ability. From here we can know the use of media is very important. The successful of reading comprehension of media must be relevant with the students need and ability.[2]

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[1] Farida Middin, *Difficulties of Students in Finding Main Idea and Supporting Detail Text Reading Comprehension of Second Year Students of English Departement in STAIN Palopo,(*Palopo: STAIN, 2008). P.65

[2] Rachma Indiani, *Some Difficulties Faced by the Second Year Students of SMAN 4 Palopo in Reading English Tex*, *(*Palopo: STAIN, 2008). P. 67.

Rostina, *The Effectiveness of Skimming Technique in Improving Reading Skill At The Second Year Students of PMDS Putri Palopo.* Teaching reading skill through skimming technique can stimulate the student's interest and improve student's achievement of the second year students of PMDS putri. The result of the data analysis is accepted because value is bigger.[3]

Considering some points above, it is clear that succes of English leraning depends on the materials of reading where it must be suitable with the students' interest. So it is important to find out materials that can stimulate the students' interest to read and learn English.

B.   *Definition of Reading*

Reading is a process to understand fully what the message is implying. Reader need to analyze in order to extract the main point or topic of the passage. Gallert confirm that: "reading is a consonant process of question and what one finds in it.

Wallace states that in Hadiningsi: reading is interpreting means reacting to a written test, as a piece of communucative intent in the writer's part which the reader has some purpose in attempting to understand.[4] Reading is fluent process of readers

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[3] Rostina, *The Effectiveness of Skimming Technique in Improving Reading Skill At The Second Year Students of PMDS Putrid Palopo.* (Palopo : STAIN 2011), p. 57

[4] Gustini Hadiningsi, *The Effectiveness of Using Authentic Material in Improving Students' Reading Comprehension of The Second Year Students of SMP PGRI Marinding.* (Uki Toraja : 2011), P. 6

combining information from a text and their own background knowledge to build meaning.[5]

Based on the definitions as given above, we can point out that the word reading has a number of common interpretations. It may mean reading aloud is a very complex skill, which involves understanding the blak marks first and then the production of a right voice. Reading may also mean"silent reading" and this most likely for the term.

It becomes clear that the word reading commonly refers to silent reading. In silent reading activity the reader does not only read the message orally with sound but also the reader does not need to say each word. In silent reading, the reader attemps to understand the writer message[6].

In foreign language learning, reading is likewise a skill that teachers simply expect learners to acquire. Reading, arguably the most essential skill for success in all educational contexts, remains, a skill of paramount importance as we create assessment of general language ability.[7]

From the definition given above, we can conclude that reading actually refers to a reading and understanding activity.

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[5] David Nunan, *Practical English Language Teaching*, (Sudney: Macquarie University, 1991). P. 189

[6]Gustini Hadiningsi, *The Effectiveness of Using Authentic Material in Improving Students' Reading Comprehension of The Second Year Students of SMP PGRI Marinding.* (Uki Toraja : 2011) p.6.

[7] H. Douglas Brown. *Language Assessment Principles And Classroom Practice*, (Logman : San Francisco State University: 2004), p. 185

C. **Kinds of Reading**

Geoffrey Broughton, et.al in Asdiani said that categorizes reading into same categories, which are:

1. Reading Aloud

Reading aloud involves understanding the black marks first and them production of the right noises. Most people, if they are asked to read something aloud, like have an opportunity to 'glance over' what it is they are being asked to read. In the actual process of reading aloud to they usually find that their eyes are several words if not lines ahead of their tongues. Aloud of unfamiliar material is however another question in many class it is common practice to demand this of the students. The reading than being followed by question on what is been read aloud in drawing coherent meaning from a text. The process is something like A-B-C.

If reading involves only the first two of the components, A-B, the results is 'barking at print'. It is perfectly easy to learn to read an exotic language in this sense. One can learn to make the right noises to correspond with the squiggles on the page without having the slightest understanding of what the sense of it is.

It must be recognized that reading aloud is primarily an oral matter. For those who teach foreign languages it is closer to 'pronunciation' than it is to 'comprehension'. While it is perfectly proper to try to develop the skill of reading aloud it clearly cannot be done using an unfamiliar text the content and language are clearly understood, detailed explication and practice of special pronunciation problems in it, and small group techniques. It must also be admitted that the

usefulness of the skill of reading aloud is limited. Few people are required to read aloud as a matter of daily routine, radio newscasters' clergymen, perhaps actors and that is all. To the huge majority its importance is minimal.

2. Silent Reading

Silent reading is the interpretation which is most likely for the reading term. This is perhaps the nearest approach to the essence of reading, the A-C of it. It is obvious that by far the greatest amount of reading that is done in world is silent.

A reading room is silent room. But the nature of the silent reading skill is far from uniform. It varies according to the use to which it is being put. Some of the uses are (i) to survey material which is to be student, to look through indexes, chapter headings and outlines, (ii) to skim particularly when one item of information is being sought in a mass of other printed information, (iii) to gain superficial comprehension, as when reading for pleasure of preparing to read aloud, (iv) to study the content of what is read in some detail, (v) to study the language in which the material is written this may involve textual study in the literary sense or it may need to do. The depth and detail understanding, of comprehension, increases as we go through these ways of using reading, in sequence. The skilled reader has developed all of these ways of using reading. It is common for the third, fourth, and sometimes the fifth of these to be encouraged in schools, though the first and second are almost completely neglected.

3. Extensive Reading

Extensive reading I carried out to achievement a general understanding of a usually somewhat longer text (book, long article, or essay, etc.) most extensive. Extensive reading can be checked in various ways. The most important things about these ways are they do not much of the learners' time away from reading, and that they do not ask for a detailed knowledge of the contents of the books.

Of these five kinds of reading activity the first three, survey reading, skimming, and superficial reading are sometimes grouped together and called extensive reading. The object of such reading is to cover the greatest, possible amount of text in the shortest possible time. A relatively low degree of understanding is perfectly adequate for this, either because that is all that is being sought in any case, or because the material itself is highly redundant – as is the case for example with newspaper reports. The label indicates that those who use it are not concerned with the actual skills involved but with the effects which the employments of those skills produce, that is to say a familiarity, with a large body of reading material. It is by pursuing the activity of extensive reading that the volume of practice necessary to achieve rapid and efficient reading can be achieved. It is also one of the means by which a foreigner may be exposed to a substantial sample of the language; he may wish to learn without actually going to live in that language is native.

4. Intensive Reading

Furthermore Nuttal, intensive reading is studying accurately, studying carefully. The aim of intensive reading is to arrive at profound and detailed

understand of the text, not only of what it means, but also how is as important as for intensive reading in order to understand the whole. We must be able to understand the parts (the sentence, paragraph chapter) of the text which is make up.

Intensive reading is a reading for recall or total actually. It is in a class way in using reading. Intensive reading involves approaching of text under the class guidance of the teacher.

The remaining two kinds of reading activity, content study together and linguistic study reading are also often grouped together and called intensive reading. Once again the term indicates it is not the nature of the skills involved that is most interest but the results. In this case a deep and through understanding of the black marks on the paper. The concern is for detailed comprehension is very short texts. Intensive reading is typically concerned with texts of not more than 500 words in length. The objective is to achieve full understanding of logical argument, the rhetorical arrangement or pattern of the text, of its symbolic, emotional and social overtones, of the attitudes and purposes of the author, and of the linguistic means that he employs to achieve his ends.

5. Reading Speed

Closely related to degree of understanding is reading speed. Obviously the rate at which may be covered becomes slower as depth and detail of understanding increase, but there are number of other factors which enter in here. One of these may be the clarity of the text itself. Another factor is the extent to which the content of a text is already familiar to the reader. Nevertheless it is possible to develop reading

speed, and efficient reading involves high reading speeds with high levels of comprehension.

Many people seem to belief that study and slow reading are the same, or at least that in order to study well one must read slowly. It is very important that this belief be undermined. Study involves several other sorts of skill besides reading and may well involve several different sorts of reading skill. The good students will probably want to make preliminary survey of what he is going to study, this will lead him to formulate a series questions about the subject he is studying, he will then read, perhaps partly skimming, partly reading intensively to find the answer to those question, and he was recorded the answers he will at some future time revise the material.

It should be the concern of every teacher to foster increased general reading speed in pupils, fluent silent reading speed in pupils. Fluent silent reading is specially necessary for anyone who purpose venture on to any kind of higher education, it is fairly easy to double and treble that speed, it is obvious that the effort to do this to be made.[8]

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[8] Asdiani, *The Use of Story Book in Improving Students' Reading Comprehension At the Fifth Grade in SDN 442 Kambo* (Palopo : STAIN 2010), p.18

D. *Some Difficulties in Reading*

There are some difficulties in reading that usually happened as follow:

1. Sub vocalication

An under stable habit quite commonly to adults. One undesirable habit that commonly happens is that the readers unconsciously from words with the lips or the throat in reading. It is called 'sub vocalization'.

2. Habit of regression

The reader reads very difficult materials. Another habit, when reading very difficult materials, the reader sometimes readers and return the passage, this habit is allowed however, in ordinary reading, this habit should not be se frequent because it can block reading and comprehension.

3. Reading Word by Word

The reader reads word by word to understand the meaning. The reader who reads word by word may people herself a handicap or roadblock to understand meaning rapidly and to speed his reading. In this readers is getting her information too slowly to occupy her mind is not fully engaged by the ideas on the page because they enter too slowly. This thought wonder, other ideas come in. before long, and the reader is not concentrating on the meaning of what her eyes see because she is unable to keep her mind fully involved. Based on the statement above, this reading habit should be abandoned by the reader because this way of reading makes the reader be abandoned by the reader because this way of reading the reader slow to understand

and it makes then unable to speed up their reading rate consequently, they comprehension skill will not develop.

    4. Poor Concentration

Concentration is very important in effective reading. But usually the reader can not submerge himself completely in the reading procces. If she has poor or less concentration in reading. Consequently high reading speed and perfect comprehension.[9] Based on the difficulties in reading, it is clear that succes of english leraning and reading.

E. *The Purpose of Reading*

When we read a written text exactly we have a purpose whereas to obtain information or to entertain ourselves. The purpose will usually determine the appropriate type of reading and relevant reading skill to be used.

 Burn et.all in Farida said that are two reasons for reading; reading for pleasure and for information. Both depends on the reader for pleasure is done without other people order, according to individual reader mod, preferences, taste, intelectual demand and cultural development.[10]

Wooding Keith Johnson in Rachma, the purpose of reading is to obtain information presented in the text, but by nature of the information so obtained

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[9]Samiati., *The Abbility of the Second Year Students Of SMPN 7 Palopo in Identifiying Adjective By Using Reading English Text*.(Universitas Cokroaminoto Palopo:2009), p.8

[10] Farida Middin*, Difficulties of Students in Finding Main Idea and Supporting Detail Text Reading Comprehension of Second Year Students of English Departement in STAIN Palopo,(*Palopo: STAIN, 2008)p. 9

require more explicit definition. He further by refential, affective or emotional, so them:

1. The activities of reading referential subjects in order to obtain factual information with operating on our envirunmet, e.g. a set of instruction or how to use a piece of equipment.

2. Reading   of developing our own intellectual skill, some one who read effectively manipulate ideas, possibly with the aim of influencing the behavior of others of determining the outcome of series of operations, e,g making proposal project.

3. We read for emotional gratificaton or spriual enlightenment,e.g. for pleasure or self environment.[11]

F. Types of Reading

According H. Doughlas Brown in his book said that in the case of reading, variety of performance is derived more from the multiplicity of types of texts (the genres listed above) than from the variety of overt types of performance are typically identified, and these will serve as organizers of various assessment tasks.

1. Perceptive. In keeping with the set of categories specified for listening comprehension, similar specisifications are offered her, expect with some differing terminology to capture the uniqueness of reading. Perceptive reading task involve

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[11] Rachma Indriani.,*Some Difficulties Faced by the Second Year Students of SMAN 4 Palopo in Reading English Text.(Palopo: STAIN,2008),P. 6.*

attending to the components of larger stretchers of discourse, letters, words, punctuation, and other grapheme symbols.

2. 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 language, certain typical tasks are used: picture-cued task, matching, true/false, multiple choice, ect.

3. 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 negating meaning, the reader brings to the text a set of schemata for understanding it, and intake is the product of that interaction.

4. Extensive, extensive reading as discussed in this book, applies to texts of more than a page, up to and including professional articles, essays, technical reports, short stories and books.[12]

In this section we apply some of the insights from both genre theory and schema theory to reading. You will recall that one of the claims, of genre theory is that language exisist to fulfil certain fuctions and that these functions will largely determine the structure of the text and the language it contais. Schema theory suggest

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[12]H. Douglas Brown. *Language Assessment Principles And Classroom Practice*, (Logman : San Francisco State University: 2004), p. 189

that we need to utilise information not explicity contained in the text (i.e.' inside the head' knowledge) to comprehed more texts adequately.[13]

G. *Teaching Reading Skill*

In many second of foreign language teaching situation, reading receives a special focus. There are a number of reasons for this:

1. Many foreign language students often have reading as one their most important goals. They want to be able to read for information and pleasure, for their career, and for study purposes.

2. Written texts serve various pedagogical purposes. Extensive exposure to linguistically comprehensible written texst can enchance the prcess of language acquistion.[14]

a). Reading skill in the communicative language teaching (CTL)

According to Willis there are four general conditions for learning to take place including the learning of reading skill.

(1). Condition is exposure. Exposure includes activities such as reading ,students language is repharesed, explained, or simplified by the teacher.

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[13]David Nunan, *Practical English Language Teachin* , (Sudney: Macquarie University, 1991). P. 189

[14] Jack C. Richards., & Willy A. Renadya, *Methodology in Language Teaching* (Cambridge Univrsity Press, 2002).p. 273

(2). Conditions is opportunity to use the language. This opportunity provides the students with chances to try language that they have learned and produce output with is essential for their language development.

(3). Condition is motivation. Students' motivation may be integrative or instrumental. Whatever their motivation is, the students need to have a feeling of success and satisfaction in learning to maintain and sustain laerning motivation.

(4). Condition is instruction. The teaching itself. In ELF setting, instruction is indispensable because exposure to English is not to a large extent available at school and instruction can speed up language skill development.[15]

b). Strategies in Teaching Reading

Brown mention ten srategies of reading comprehension, each of wich can be pratically applied to the classroom techniques.

1. Identify the purpose in reading. The effecient reading consist of slearly identifing the purpose in reading something. By ding so, we know what are looking for we out potential distraction information.

2. Use grapheme rules and pattern to iad in booton-up decoding. This strategy is good for beginning level learners.

3. Use effecient reading for relatively rapied comprehensions.This strategy is good for intermidiate to advanced level students, because they need not to be speed

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readers but you can be helped them to increase effecient by teaching a few silent reading rules that include (a) you dot not need to "proounce" each word to your self, (b) try to visually perceive more than one word at a time, prefably phrases, (c) unless a words i asolutely crusial to global understanding, skip over it and try to infer its meaning through its context.

4. Skiming reading, it consist of quicly running one's eyes across a whole text get the gist. It gives readers the advantage of being able to predict the purpose of passage, the man topic r message, and possible some of the developing or supporting ideas.

5. Scanning, its pupose is to extract certain specific information without reading the whole texts. So, the exercises of this strategy may ask students to look for name dates, to find a defeition of essential concept, or t list certain number of supporting details. In vocation or genral English, scanning is important in dealing with general like, schedule, manual, forms, ect.

6. Semantic mapping or clustering, it helps reader to provide some order to the chaos. Make such semantic maps can be done individually, but they make for a productive group work techniques as students colectively induce and hierarchy to passage.

7. Guessing, in this strategies, learnes ca use guessing to their advantage to guess the meaning of the word, a garmatical relaionship, a discuorse, a o infer implies maening.

8. Vocabulary analisys, it means that when the learners do not know immediately recognize a word in the passage. One why for them to make guessing is to analysis it in terms of what they know about it.

9. Distinguih between literal and implied meanings this requires the application of sophicated top-down processing skills.

10. Capitalized on discourse makers to process relationship, this strategy is good learners of intermediate roficiency level.[16]

In addition, Palinscar and Brown developed a technique called reciprocal teaching that taugh students to predict, summarize, clarify, and ask questions for sections of a anecdote. The technique have positive outcames. Since then, the use of strategies like summsrizing after each paragraph have come to be see a effective strategies for building students comprehension. The idea is that students will develop stronger reading skill on their own if the teacher gives them explicit mental tools for unpacking text.[17]

c). Reading Strategic

The term strategic reading refers to thinking about reading that enchance learning and understanding. Students do not only need to understand a strategy, they need also to know when, how, and why to use them. In order to do this the readers

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[16] Hj. Murni Mahmud, P.D, *Teaching and Learning Languages In Contemporary Society, (*Published By Language Center State University of Makassar December 2009). P. 10

[17]Anonym, http://en. *Wikipedia. Org/wiki/Reading_comprehension.* Accessed on april 20th 2012

need to use metacognetive knowledge. Teachers need to each several different strategies to help students using and applying them. Perkins and Swartz have defined four levels of metacognetive knowledge that are helpful for gaining understanding. These levels show the progress of the readers thinking:

1. Tacit readers – readers who lack awareness of how they think when they read.

2. Aware readers – readers who realize when meaning has broken down or confusion has set in but who many not have suffient strategies for fixing the problem.

3. Strategic learnes – readers who use the thinking and comprehension strategies to enchance understanding and acquire knowledge.

4. Reflective readers – readers who are able to apply strategic flexibly depending on their goals or puroses of reading.[18]

Based on the explain above, reading strategic can understand for students, it is very good.

Wiryodijoyo in suparman thesis puts forward stage of reading process as follows:

a. Perception

The perception have indicates the ability to read words as significant units

b. Comprehension

The comprehension refers to the ability to read words, the authors or writes word conductive to useful thoughts as read in contexts.

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[18] En. Wikipedia.org/wiki/Reading strategies.2012. Acessed on juni, 8th 2012

c. Reaction

The reaction is the action that requires consideration in connection with was has/have been said by the author or writer.

d. Integration

To integration reveals the ability to comprehend or understand thought or concept to word the experience background of the writer that can be useful as part of the readers experiences.[19]

1. Motivation for Reading

Some procedure to motivate the students in learning reading subject as follow:

a). Starting from students reports talking time to discuss what they are reading this technique has a twofold benefit it boots individuals morale as the teacher focuses on individual during discussion and the teacher can probe students on their perceptions are reactions to what they have read.

b). Students who read most books can be as simple as exercise book they can be got from the students themselves trough small monetary contribution what they should be can discussed with the students, because all it is they who will be buying or receiving them.

c). Interesting books reports can be posted up pinned to the soft board so other students well be encouraged to read them, one important way to provide motivation

[19] Suparman AR, *Improving Students' Reading Skill Through Scanning And Skimming At the Second Year of Madrasah Aliyah Negeri (MAN) Palopo.* p.21

in extensive reading is so link it with actual language lessons by trying it to other language skills this helps students realize that he can do this best.[20]

2. Problem in Reading

We find many kinds of problems that we never found before. Usually composed how to solve them or what to do about them. In this case, students' problems in doing the reading are that he does not know the language all enough to chunk effectively. His tenths to read word by word, especially if the text is difficult.

According to Jeremy reading is useful for other purpose too: any exposure to English (provided students understand it more or less) is a good thing for language students. At the very least some of the languages stick in their minds as part of the process of language acquisition and if the reading text is especially interesting and engaging acquisition is likely to be ever more successful.[21]

As the students, he needs to read many book in order that he increases his knowledge. But many students read without knowing or understanding the main idea, the meaning and the content of the text. Therefore, writer presents the students problem in reading. In additional to that, the writer also writes about the different expects reading components.

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[20] Rosdiana, *Improving Students Ability in Reading Comprehension of the Eleventh Year of SMAN 4 Palopo By Using Picture Article,(*STAIN Palopo: 2011). P,26

[21] Jeremy Harmer, *How To Teach English,* (England Logman,1998) P.17

a). Problem of Vocabulary

When we read book, we feel that the greatest problems that is vocabulary. If we do not have enough vocabulary, it is sure that we are difficult to understanding the content. Some students quickly read few, if any difficulties. The teacher's role is to help these students' identity problems and try to provide exercise, and activities to help them overcome their weaknesses.

According to Nuttal, the students are generally not aware of, but it is important that they should make themselves understand that possible vocabulary should make be taken into consideration. Once they accept that is naturally to have an active vocabulary (word we know well enough to use or levels, and receptive one word understand approximately when we meet them, but cannot use) their attitude to know word may become more relaxed. On the other hand, new vocabulary cannot be found without reading.[22]

b). Problem of Structure

Sentence structure is part sentence problems especially in understanding reading. Nuttal says that: we can make use of structural clues establish, not exactly the meaning, but at last the type of the grammatical category of words represented by the new item. This tells us kind of meaning of understanding.[23]

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[22] Cristian Nuttal,*Teaching Reading Skills in Foreign Language ,(*London, Cristian Nuttal, 1982), P.33

[23]Cristian Nuttal,*Teaching Reading Skills in Foreign Language ,(*London, Cristian Nuttal, 1982), P.26

Based on the opinion above, we knew is a verb, them the sequence, "the spooky rundle kneaded" would begin to make be a noun, because a gap between "the" and a verb must be followed by a noun. Students may not know what a rundle is, but once he has in defied it as a noun, he is a little nearer to understand the sentence. Of course, new words do not always occur in such straight forward surrounding as the sentences about the hurdle. But providing the neigh word which similar, or at last identify able as a verb, adjective, ect. It should be possible to work the part of speech of new word, and this is the beginning of making sense of the text.

Sentence structure is very important in language. If the students are not understanding about that, the students will final difficulties in grammatical language.

Of course, this is not enough for accurate understanding of the word, but it maybe enables the reader to understand the text sufficiently for his purpose. If not, when the reader look up the word in the world in the dictionary, he will be able to slot the meaning into its place.

c). problem of Semantic

As it is learning situation, some students quickly learn to read a few, if any difficulties. But not all word is difficult. Therefore, it the students find difficulties words, the teacher must help them to identity problems and provide exercises, and

activities to help them overcome the problems. According to Nuttal there are some difficulties that readers have to deal with student's difficulties in semantic.[24]

3. Part of Reading Text

Reading text is composed from several sentences that are formed into a paragraph. Each paragraph has two parts or kind that composed it namely main idea and supporting detail text.

a. Main idea

The main idea is about the topic. Main is general idea that summarize. The main idea of paragraph tell more about the topic. It tells the writer's idea of topic. The main idea is important. Which can be many paragraph about the same topic, but they all don't have the same main idea.To fully undestanding any selection someone read, it is important to find first main idea and supporting detail text. One of way to find the main idea is to use two step processes:

1). Find the topic.

2). Find the writes about topic can make someone know the main idea.

b. Supporting detail text

They come after the topic sentences, making body of paragraph. They give detail to develop and support the main idea paragraph. You should give supporting detail.

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[24]Cristian Nuttal, *Teaching Reading Skills in Foreign Language ,(*London, Cristian Nuttal, 1982), P.27

The topic is broad, general topic or message. It is what some call the subject. The main idea is a key concept being expressed. Details, major and minor, support the main idea by telling how, what, when, where, why, how much, or how many.[25] From the defenitin above, the main idea and supporting details text can help you understan the points the writers is sttempting to express.

H. Anecdote

1. Definition of Anecdotes

There are some definitions of anecdote based on the expert opinion, some of them as follows:

a. Oxford Learner's, anecdote a short interesting story about a real person or event.[26]

b. Webster says that an anecdote is a usually short narrative of an interesting, amisung, or biographical incident.[27]

c. Shwan clarifies an anecdote is a short tale narrating, an interesting or amusing biographical incident.[28] Based on the defenitions, above the reseacher concludes that anecdote is a short amusing story about the personal life and based on the real life and real places.

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[25] Ahmad Perdana Putra, *The Effectiveness of Using Authentic Material in Teaching Reading Comprehension To The Second Year Students of English Education Study Program in STAIN Palopo,(*Palopo: STAIN, 2010)*. P.22

[26] Martin H. Manser, Oxford Learnes Pocket Dictionary,(Fourth Edition; New York: Oxford University Press:2008), P. 14.

[27] Webster Anecdotes, online, http : //www. Meriam –Webster.Com/ Dictionary Anecdote. 2012. Acessed on April, 6th 2012.

[28] Shawn, Anecdote, Online, http://en . wikipedia. Org/wiki/Anecdote. 2012. Accessed on April, 4th 2012.

Anecdote is a short tale narrating an interesting or amusing biographical incident. It may be as brief as the setting and provacation of a bon mot. An anecdote is always based on real life, an incident involving actual persons, whether famous or not, in real places. An anecdote thus is closer to the tradition of the parable than the patently invented fable with its animal characters and generic human figures, but it is distinct from the parable in the historical specificity which it claims. An necdote is not a metaphor and it does not it bear a moral, a necessity in both parable and fable. Merely an illustrative that is in some way an epitome.

2. The Principles in Teaching by Using Anecdote

Using anecdotes is a good technique to arouse interest and establish a meaningful and memorable context for learning. Anecdotes are stories, usually from personal experience, that people tell to make a point or to entertain others during a conversation. There are six elements of anecdote: abstract, orientation, complicating events, resolution, coda, evaluation. It can planned, semi planned or unplanned anecdotes. Anecdotes can be used to explain, exemplify and evaluate new content. It aids learners' understanding, learning and retention. Use of anecdotes should be relevant to students' cognitive development and intellectual level. Copur Daniz Salli It provides an open diverse platform for an open discussion of the content among the students in the class which will generate an ease and comfort in the class that finally leads to better outcome of learning in a more productive way.

To encourage students to become self-motivated independent learners, instructors can do the following:

a) Give frequent, early, positive feedback that supports students' beliefs that they can do well.

b) Ensure opportunities for students success by assigning tasks that are neither too easy nor too difficult.

c) Help students find personal meaning and value in the material.

d) Create an atmosphere that is open and positive.

e) Help students feel that they are valued members of a learning community.[29]

3. The Characteristics of Anecdote

One of the best places to see an anecdote example is in the *Reader's Digest* joke columns such as "Humor in Uniform." Analysis of any one of items in those columns will reveal each anecdote has a setting, characters, and action (a plot) just as a novel does. Because the anecdote is so short, it cannot contains any detail that is not necessary to making the point. The bare-bones nature of anecdotes makes them very useful tool for teaching correct use of narration. Writers are forced to select only the details relevant to their point.[30]

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[29]Anonym, https://sites.google.com/site/jeltals/archive/july-2012/8. Accessed on February 18 2013.

[30] Anonym, http://www.you-can-teach-writing.com/anecdote-example.html. Accessed on February 18 2013

The best advantage of anecdotes, even of historically incorrect ones, is that they tell something about the human factor of science: curiosity, vanity, play, instinct, and generosity, but may show malice or bigotry. They may also say a lot about social factors: teamwork, institutional relations, political surroundings like nationalism, and economic interest, as shown in the Galileo-telescope story. An anecdote which I liked most in this sense and, not surprisingly attributed to different scientists.[31]

4. Kinds of Anecdote

Anecdotes basically consist of two board categories. The first type of anecdote is the one that entertain us. The second best presenters are good storytellers. We all like to be entertained, and the easiest way is to poke fun at ourselves. A side from laughing at ourselves, telling a humorous anecdote that somehow relates to the point we're trying to make is a great way to grab the attention of our readers. Anecdote about strange things also fall into the category of entertaining us.

Other cathegory of anecdotes is that teach people some sort of lesson. This usually start by explaining some type of hardship or problem that someone have find themselves. There is a lesson to be learned: how to get out of a difficult situation, or perhaps how we should change our outlook as a way of minimizing the negatives confroting us.[32]

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[31] *Proceedings of the Second International Conference on Story in Science Teaching.* July, 2008, Munich, Germany. Accessed on February 18 2013.

[32] Ilham, *Upgrading Students' Speaking Skill Through Telling Anecdote Technique At Eleventh Year Students of SMAN 4 Palopo.*(STAIN Palopo:2011), p.27.

5. General Description of Anecdote

Shawn states that anecdote is always something humorous, anecdote are not jokers, because its primay purpose is not simply to avoke laughter. Futhermore, he states that an anecdote is nor a metaphor nor does it bear a moral, a necessity in both parables and fable, merely an illustrative incident that is in some way an optime.[33]

Anecdote can share experience from the past_something that many have happened weeks ago or centuries ago. They will develop visual picture in the brains of young students. It is also to bridge in several dimensions between past and present, between emotion and reason and scientific truth.[34]

I. *Action Research*

1. Definition of Action Research

Action research is the name given to an increasingly popular movement in education research. It is a form of self-reflective enquiry that is now being used in school-based curriculum development, professional defelopment, and school improvement schemes. It actively involves teachers as participants in their own educational process. [35]

For more details, the researcher would like to give some definitions of what action research is from some experts:

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[33] Shawn, anecdote, online, http://en . wikipedia. Org/wiki/anecdote. Accessed on 01 July 2012.

[34]Shawn, anecdote, online, http://en . wikipedia. Org/wiki/anecdote. Accessed on 01 July 2012.

[35]Hopkins,Action   Research.   1993.   Online,http://www.   Physicsed. Buffalostate.edu/danowner/ actionrsch. Html).. accesssed on May 1 2012.

a). Stephen Kemmis, defines action research is a form of self-reflective inquiry understaken by participants in social(including educational) situations in order to improve the rationality and justice of (1) their own social or educational practices, (2) their understanding of these practices, (3) the situations in which the practices are carried out. In education, action reseach has been employed in school –based curriculum development, professional development, school improvement programs, and system planning and policy development.

b). Watts underlines action research is a process in which participants examine their own educational practice systematically and carefully, using the techniques of research. It is besed on the following assumptions : (1) teachers and principals work best on problem they have identified for themselves, (2) teachers and principals become more effective when encouraged to examine and asses their own work and than consider ways of working differently, (3) teachers and principals help each other by working collaboratively, and (4) working with colleagues helps teachers and principals in their profecional development.[36]

2. Characteristic of Action Research

a. Practical, and relevant with situated real deep world job

b. Giving set framework to trouble-shooting

c. Flexible and adaptive which enables to mark sense changing up to trial period

d. Researcher takes an active part on the research

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[36]Brown, Act Research, 1985. Onlinehttp:// www. Alliance. Brown. Edu/ pubs/ themes_ed/act_research. Pdf. Accessed On April 30-2012

e.   In term research finding have poor external validity

f.   Research and decision making is process by decentralizes and diregulasi

g.   Cooperative is in contemplation, performing, and evaluation

h.   Action research develops empowerment, democracy, justice, and freedom

i.   Applying theory in a small scale

j.   Accentuating action approaching

k.   Developing a model.

3.   Types of Action Research

There are four types of CAR, namely:

a.   CAR Diagnostic;

This is designed to guide researchers toward an action. In this case researchers to diagnoses in to situations that are in the background research. For example is the researcher attempt to deal with disputes, quarrels, conflicts between students who have performed at classroom.

b.   CAR participants;

The person who will carry out study presented should be directly involved in the reasearch process from the beginning until the results of the research are reported. Thus, since research planning researchers always involves monitors, criticizes and collects data, then analyze the data with ended with the reported results the research. CAR participation can also be done at school.

c.   Empirical CAR;

The researcher attempts to perform any action and opens what it does and what happens during the action. In principle, the researcher is pleased with the record keeping and collecting researcher experience in their daily work.

d. Experimental CAR;

This research is done by the various techniques or strategies effectively and efficiently in applying teaching and learning. In relation to teaching and learning, it is possible for the teacher to use are more than one strategy that is set to achieve an instructional goal.[12] With the implementation of CAR is expected that to determine which method is the most effective in achieving the goal of teaching.

4. The Importance of Action Research

There are several reasons why CAR is a need for teachers to improve the professional a teacher:

a. CAR is very conducive to making teachers become sensitive responsiveness to the dynamics of learning in his class. He become reflective and critical of what he his students do.

b. CAR can improve the performance of teachers to be come professionals. Teachers are no lonnger are as a practical, who already feel satisfied with what is done for many years without any improvement and innovation. But also at researcher in its field.

c. By carrying out the stages in CAR, teachers are able to improve the learning process through a reviw in to what is what happens in class. Acts committed teachers solely based on the actual and factual issues that developed in its class.

d. By implementing CAR teachers to be creative because it is always required to make efforts in innovation as the implemrntation and adaptation to various theories and techniques of learning and teaching materials he uses.

e. Implementation of CAR in education and learning has a puspose to improve or enhance the practice of continuouslearning so that the quality of the results of intructional skills of teachers, improving the relevance, improving management efficiency and grow the culture of instructional research of teacher communities.[37]

The fuctions of classroom action research, namely: (1) a tool to avercome the problems that were diagnosed in the classroom learning situations, (2) means in office training, quipping teachers with the skill and new methods and ancourage the emergence of self-awareness, especially through peer teaching, (3) tools to incorporate into the exicting system an additional or innovative theories, (4) atool for improving communication is usually worse among teachers and researcher, (5) tool the provide alternatives to theoryes [sic] that subjective, impressionistic toward problem solving class.[38]

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[37] Brown, Act Research, 1985. Onlinehttp:// www. Alliance. Brown. Edu/ pubs/ themes_ed/act_research. Pdf. Accessed On April 30-20.p. 35

[38] Brown, Act Research, 1985. Onlinehttp:// www. Alliance. Brown. Edu/ pubs/ themes_ed/act_research. Pdf. Accessed On April 30-2012. p. 37

5. The Steps in Doing Action Research

According to Hopkins , there are several essential processes in doing action research is needed (cyclical) as follows:

a. Planning

After making sure about the problem of the research, researher needs to make a preparation before doing an action researcher. The kind of preparation can be seen are as follow:

1. The steps and the activities during the research.

2. Preparation for teaching facilities.

3. Prepation of data analysis during the research process.

4. Preparation for all research in order not to make a mistake during the research such as alternative actions to solve the problem of the research.

b. Action

Doing an action research is the main cycle of action research. These are followed by obsevation, interpretation and also the reflective activities. A research must be very careful in practicing the classroom research; he or she has to follow the procedure or action planning during the research.

c. Observation

In this step, a research have to obseve all events or activities during the research. Observation of usual step when are researcher is observing or assessing the
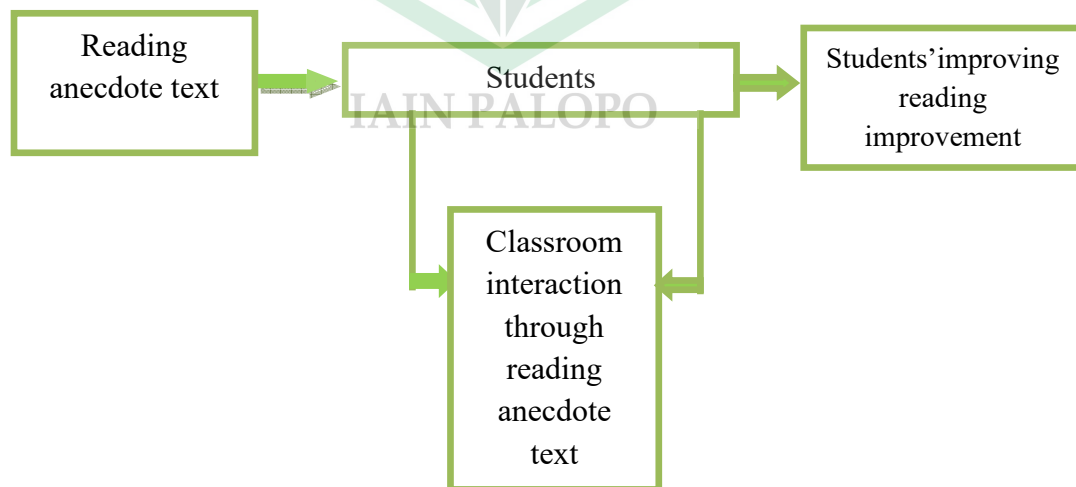
decision of research during teaching learning process as the result of learning interaction among the learners.

d.   Reflection

A reflection is an effort to inspect what has or has not been done, what has or not has not yet resulted after having an alternative action. The result of reflection is used to establish the next steps of the research. In order words, a reflection is the inspection effort on the success or the failure in reaching the temporary purposes in order to determine the alternative steps that are probably made to get the final goals of the research.

J. *Conceptual Framework*

The conceptual framework in this research is present as follow:

```
┌─────────────────┐      ┌─────────────────────┐      ┌──────────────────┐
│    Reading      │ ───> │      Students        │ ───> │ Students'improving│
│  anecdote text  │      │                      │      │     reading       │
└─────────────────┘      └─────────┬────────────┘      │   improvement     │
                                   │                    └──────────────────┘
                                   ▼
                         ┌──────────────────┐
                         │    Classroom     │
                         │   interaction    │
                         │     through      │
                         │     reading      │
                         │     anecdote     │
                         │      text        │
                         └──────────────────┘
```

In the diagram above is classified the following:

There are some ways to develop students reading such using reading anecdote text in teaching reading, In connection with the importance of reading expansion in the students in beginner leaner study as English teacher should look for some effective way teaching reading. One way for effective learning teaching is considered to be useful if students-teacher create a good situation and cooperation. With use reading anecdote text in learning process make good situation (fun and funny) effective teaching reading, can improve reading motivate the students learn reading skill through anecdote can improving student's reading.

CHAPTER III
RESEARCH METHOD

A. Setting of the Research

The researcher did her research in SMAN 4 Palopo, which is located on Bakau street. The subject in this study was the class X1 IPA_2 in the academic year 2012/2013 which is consist of 18 students. It is the classroom for the low level students. In this research, the researcher used subject in classroom X1 IPA_2 based on the observation that the students in classroom X1 IPA_2 were low in mastering and reading of the text.

B. Design of the Research

This research had done in two cycles, in order to find out the best way to teach reading through anecdote to students. The researcher would like to present a model of action research stated by John Lewin, where there are for stages in the procedure namely, planning, action, observation, and reflecting. The basic competence which has been focused in this classroom action research, namely the competence in mastering reading anecdote. The reparation for the action was preparing the anecdote text, test paper, and observation list. It means that a cycle consist of planning, acting, observing, and reflecting. We can look the figure 1 below:
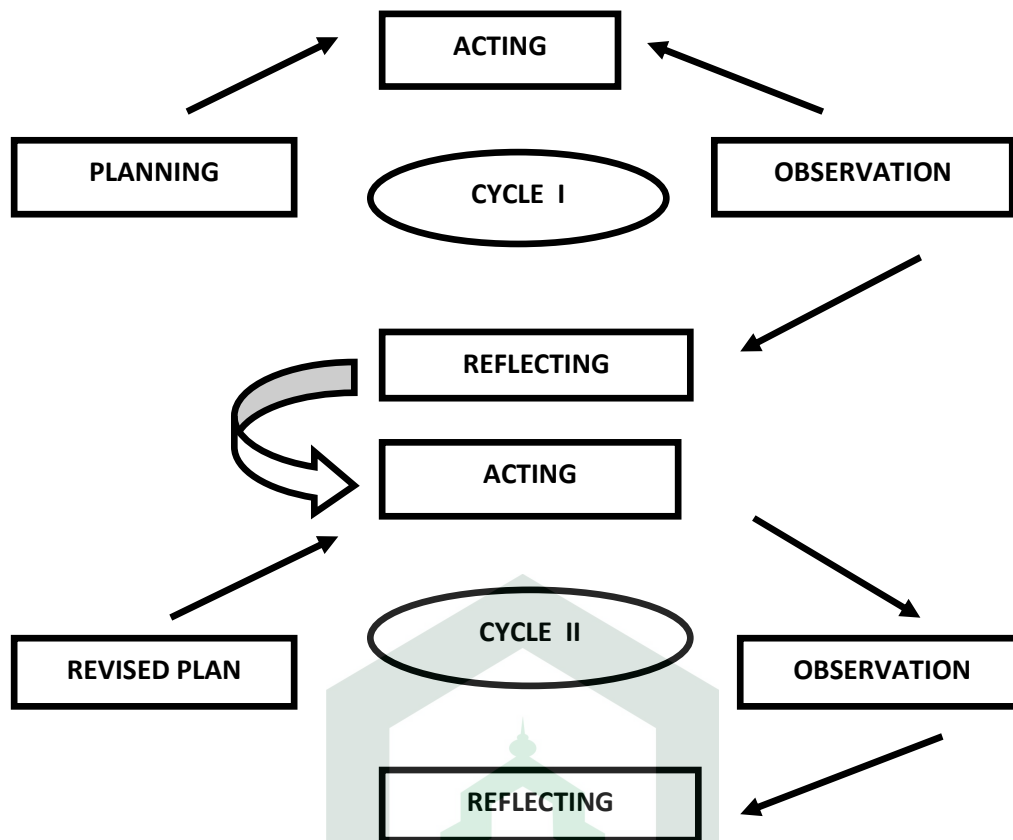
Figure I : Action Research Design By john Elliot.[1]

C.   *Research Participant*

The participants of research are:

1. English teacher

English teacher is a collaboration of the researcher in research, where the English teacher does observation when the researcher teaches in class and as an evaluator.

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[1] Akhmad Sudrajat, *Penelitian Tindakan Kelas (part II),* 21 Maret 2008. Online http;//www. Akhmad sudrajat. Wordpress.com/2008/03/21/penelitian-tindakan kelas-part-II. Acscesed On Juli, 2012

2. Students

The position of students in this research as subject of research, where the researcher hopes after researching the students can improve their reading habit.

3. Headmaster

The position of headmaster in research is facilitator.

D. *Techniques and Instrument of Collecting Data*

1). Technique

The collecting data in this classroom action are:

a. Test   : To find out the students' score.

b. Observation   : To find out the students the anecdotes can be effective way in teaching reading skill and to find out to improve students in increasing reading skill

2) Instrument

The instruments that use in collecting data in this classroom action research are:

a.   Reading text : Asking the students to reading skill through anecdotes

b.   Observation list : it will be useful to observe the students' participation during the use of teaching reading skill through anecdotes. Also, as the basic instrument in motivation part among the teacher and the collaborators as a way to make reflection in each cycle.

E. *Data Analysis*

The data which collected in every observation in each cycle are analyzed descriptively through percentage technique.

1). Reading skill Test result   : Students' score of reading test was counted by using the formula, as follow:

$$Score = \frac{Total\ correct\ answer}{Total\ test\ items} X\ 100$$

2). Activities of students during the learning process: This will analyze by considering the students' participation and classified into passive and active classifications.

3). Implementation of learning by using anecdotes in teaching reading skill by analyzing the successful level of implementation, then it categorized into success, less success and not success.

F. Research Procedure

The action research was conducted through four activities; in which each activity consisted of four steps, as follows:

1.Planning

Planning was the first step of the research procedure. This activity covered the problem identification. This was the most important step in conducting action research as by knowing the problems, the researcher and collaborator could find a good solution to solve the problem arose.

2.Acting

After recognizing the possible cause of problems faced by the students to the eleventh year of SMAN 4 Palopo, the students have difficulties in learning English because they have low reading; the action was decided in advance. The action was aimed to solve the problem.

3.Observing

Observing was the activity of collecting data to supervise to what extent the result of "acting" reach the objective. The data being taken were qualitative and quantitative data. The quantitative data covered the students' progress (the students' score) while the qualitative data comprised students' interest, class management.

In short, in this phase, the researcher or collaborator elaborated kinds of data, the procedure of collecting data and instruments.

4.Reflecting

Reflecting was the activity of evaluating critically about the progress or change of the students, class and also the teacher. In this step, the researcher and collaborator could observe whether the "acting" activity had resulted and progress, what progress happened, and also about the positives and negatives, so on.

In the planning, the writer wanted to the students enjoyed with the lesson and improve their reading habit. She would use the anecdote text for improving the students reading skill.

Cycle I

The cycle I of this classroom based research consisted of planning, acting, observation and reflecting.

1). Planning

Analyzing the curriculum, especially the basic competence after doing the need analysis of the students eleventh year of SMA Negeri 4 Palopo.

a.   Made a lesson planning about the use of anecdotes in teaching reading skill.

b.   Classroom management numbers of students were 18, make the classroom was comfortable.

c.   Preparing the test instrument.

d.   Preparing teaching facilitates (board marker, eraser and camera).

e.   Making the instrument which used in each cycle of the classroom action research.

f.   Preparing the reading text anecdote

2). Acting

a. Teacher introduced herself to students.

b. Teacher called the students name.

c. The researcher will prepares all of the instruments in the class before start teaching such as paper,

d. The researcher will introduced of materials of the lesson included reading anecdotes.

e.   The researcher will teach how to reading anecdotes

f.   The researcher will ask the students to reading the anecdotes then answer the question.

g. Before they start to read and answer the question, the researcher used reading silent anecdote.

h. Closed the class.

After doing the first cycle, there are still many weaknesses then based on the reflection part, the reseracher will do :

3). Observation

There are some important things that has been observed, those were:

a.   Learning process was still not conductive in reading test on the use of anecdotes

b. The Students' lazy to read the test in learning process.

4). Reflecting

This classroom action research will successfull if some of the following requirement were fulfilled:

a.   Most of the students have a good score in evaluation (reading test), and reached the mean score (70).

b.   Most of the students' active in learning process (75%)

<u>Cycle II</u>

Like at the cycle II, the second cycle of this classroom based research consisted of planning, acting, observation and reflecting.

1). Planning

a.   Made a lesson planning about the use of anecdotes in teaching reading skill.

b.   Classroom management numbers of students were 18, make the classroom was comfortable.

c.   Preparing the test instrument.

d.   Preparing teaching facilitates (board marker, eraser and camera).

e.   Making the instrument which used in each cycle of the classroom action research.

f.   Preparing the reading text anecdote

2). Acting

a. Gave students motivation for read.

The researcher will prepares all of the instruments in the class before start teaching such as paper,

c. The researcher will introduced of materials of the lesson included reading anecdotes.

d. The researcher will teach how to reading anecdotes

e. The researcher will ask the students to reading the anecdotes then answer the question.

f. Before they start to read and answer the question, the researcher used reading silent anecdote during 10 or 20 minutes to read the text.

g. Closed the class.

After doing the first cycle, there are still many weaknesses then based on the reflection part, the reseracher will do :

3). Observation

There are some important things that has been observed, those were:

a. Reading test on the use of anecdotes

b. Students' participation during the learning process.

4). Reflecting

This classroom action research will successfull if some of the following requirement were fulfilled:

a. Most of the students have a good score in evaluation (reading test), and reached the mean score (70).

b.   Most of the students' active in learning process (75%)

G. *Working Indicators*

The using of running dictation was success if students' average score is 75 or more. The quality of learning and teaching process increased from first cycle to second cycle. This quality can be seen from the students' behavior emerge during learning and teaching process.

CHAPTER IV
FINDINGS AND DISCUSSIONS

This chapter consists of the finding of the research and discussion that contains of data analysis in detail. The findings of classroom action research deal with the answer of the problem statement which its aim was to improve students to read anecdote text. The findings consisted of students' ability in studying reading text by using anecdote and observation result. The findings of the research cover the result of the data cycle I and cycle II about students' ability in learning reading text by using anecdote and observation result. The data of student's ability in reading text by using anecdote consists of three items namely: content, vocabulary, and mechanic.

A.   *Findings*

1. The First Situation of the Class

Based on the pre-observation, the researcher got some data about the students situation of the class, including the student's problem. Based on interview, the researcher got information from the students that difficulties cover four skills in English, especially reading text. The teacher often give them for read but they could not read and lazy for read a text. The data was analyzed to overcome the problem. It means that the students' would teach reading by using anecdote where that media can help the students' in reading text. So that the students will be interested in reading and they can understand the text.

Figure 2 . The Situation of the Class

2. The Cycle I

The cycle I of this research based researcher consist of planning, acting, observation, and reflecting

a. Planning

To carried out the action research class required different tools that had been create and developed previously, namely: Lesson Plan (RPP), observation sheets, camera and tests. In this step, the researcher prepares what have to do in the action step, The students' read the text 10 until 20 minutes after that them answer the question and find new word in the text. The tests consist of five numbers. The type of test is answer of question.

b. Acting

   Acting consisted of three meetings. In the first meeting, the researcher explained about what the purposes in the learning of reading. This the researcher explained to how to read effectively. One of many strategies in learning reading by using anecdote. In second meeting, the researcher applied the using of anecdote test in learning process and then gave them evaluation test.

   In this meeting, the researcher explained to the students why learn reading and the explained the ways to learn reading and introduces to the students anecdote as a strategy in learning reading. The researcher showed to the students' anecdote text and then the teacher introduced the anecdote text that would be read by them and gave 20 minutes to the students to reading silent   and understand to the text.

**Figure 3. The Students Read the Anecdote Text**

c.   Observation

Based on observation made by researcher and collaborators in the first cycle, the data obtained a follows:

In the cycle I of learning, the students' were still lack enthusiasm to understand the concept of learning. The students' seemed not be discipline. Learning situation become not interesting because some students' seemed confuse in understanding their new lesson presented by new teacher. This is caused by the habit of the students' to not pay attention teachers who teach their class more when the learning process took place. The condition of class was noisy when the teachers give explanation. The students' were not understood how to read and answer the question. There are some students' who could not read anecdote text and understood to the text. Evaluation on the students' reading anecdote text showed that the student's mastery on reading was mostly in low score. The mean score were only 54,44.

Table 1.1
Score of the students' reading anecdote in cycle 1

No	Code	Score
1	01	30
2	02	70
3	03	30
4	04	60
5	05	60
6	06	60
7	07	60
8	08	70
9	09	70
10	010	70

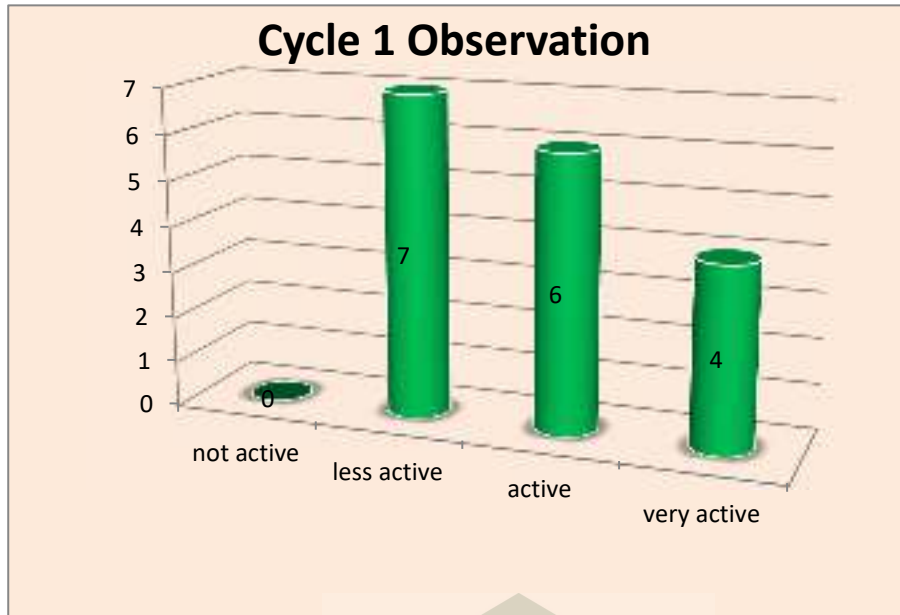| 11	011	40
12	012	60
13	013	40
14	014	40
15	015	60
16	016	40
17	017	40
18	018	70
	Total	**980**
	Mean score	**54,44**

Cycle 1 score
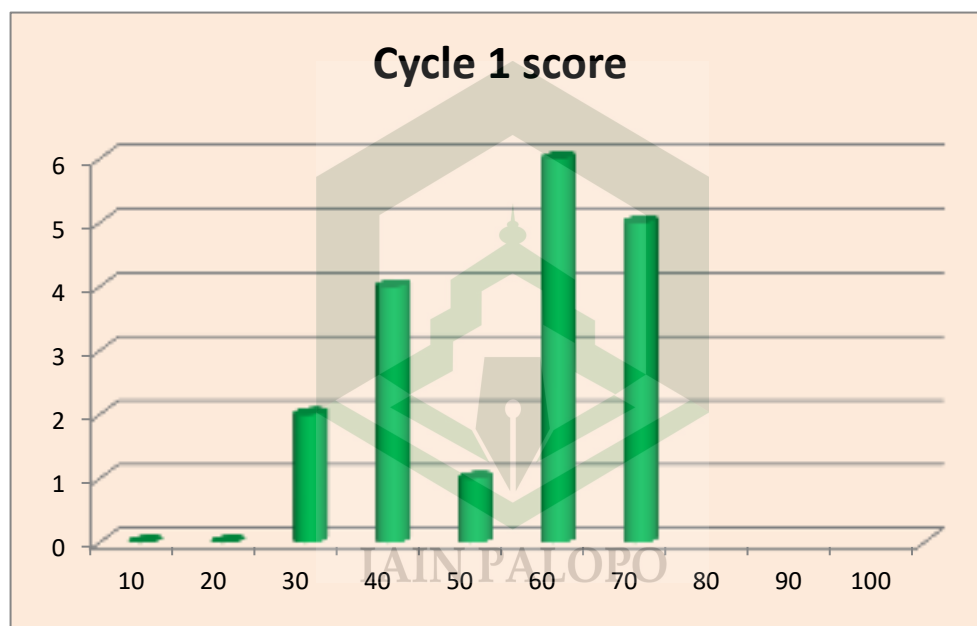
The table explains that the higher score is 70 and the lowest score is 30. 5 students' who get score of 70, 6 students' who get score of 60, one student who get score 50, 4 students' who get score of 40, and 2 students' who get score of 30.

The result observation on the students' activities during the teaching and learning process. It can be seen in the table below:

Table 1.2

The result of observation on students activities Cycle 1

No	CODE	STUDENTS PARTICIPATION			
		NOT ACTIVE	LESS ACTIVE	ACTIVE	VERY ACTIVE
1	01		✓		
2	02				✓
3	03		✓		
4	04		✓		
5	05			✓	
6	06			✓	
7	07		✓		
8	08				✓
9	09				✓
10	010			✓	
11	011		✓		
12	012		✓		
13	013			✓	
14	014		✓		
15	015		✓		
16	016				✓
17	017			✓	
18	018			✓	
	Total		7	6	4

Cycle 1 Observation

d. Reflection

There were still significance weaknesses in cycle 1: In the cycle 1 of learning, the students' still lack enthusiasm to understand to concept of the learning. Some students' who were easy to get bored and the were some in active students'. It could be influeced by some factor such as they did not interest with English lesson, so the students' seemed confuse with their new lesson or they thougt about the other thing so that they did not consentrate to study. The condition of class was noisy when the reseacher give explanation. The students' didn't understand and still confouse how to answer the question, because they didn't know what the meaning of anecdote text. It was difficult for the students' to read anecdote text because the students' vocabulary still low. Most of the students still have problem with meaning and identifying words in anecdote text. Some of students didn't really active in learning

activities, only 6 students' active, 4 students very active, 7 students' less active and 0 student not active.

It means that the students' didn't really active. The evaluation mean score was only 54.44. In the findings, there were only some students' active in giving responds to read the text that the given by reseacher. Infact, after making observation the reseacher can concluded that learning process that occurs in the classroom were really ineffecctive. Most of the students' didn't pay attention and followed the learning process optimally, there were read text, distrub their friends. After doing interview they said that they were bored during learning process and seldom joint in reading class because they were afraid in read and they didn't know what the meaning the words they had read and they lazy to read because the text very long. The researcher was challenged to develop various teaching technique and changed the learning model, in the cycle 1 the reseacher asked the students to read the text and the understend to text and the next cycle, the researcher asked to read the text in front of class and tried changed the material in cycle 1 about situation class and in cycle II about read anecdote text and answer the question and give some reading text and found difficult words to prepare in the next cycle. The variaty of teaching reading anecdote would help learnes to get higher motivation to upgrade in learning English.

3.The cycle II

Similar to the data presentation in cycle I, in cycle II, the planning, the implementation of the action, the observation, and the analysis and reflection are also

made. The analysis and reflection covered the analysis of the teaching and learning process, the analysis of the students' result in reading, and the reflection.

a. Planning

In planning stage, the preparations were made such as; time to conduct the action and the lesson plan, criteria of success and how to score the students' reading. This cycle also was planned for two meetings. The first meeting, focused on giving model of reading through anecdote technique. The students' read the texts 10 until 20 minutes after that they are answer the question and find new word in the text. Use efficient silent reading technique for improving fluency and analyze vocabulary.

In order to improve to the weaknesses and to keep the successful in the cycle I, then the second cycle was planned as follows: Give more motivation to the students' in order to be active in learning process. Give more chances to the students' who got score to share their knowledge about the reading. Give more intensive guidance to the students' that got difficulties in reading at the first cycle. Give an award to the students' that to be the highest score.

b. Acting

As the researches have done in cycle 1, this cycle II was also implemented in two meetings. Based on some weaknesses found in cycle 1, most of the students' still not familiar using anecdote in reading skill and the condition of the class was noisy, the researcher ask to students' to read and answer the question and asked the students' to practice read the anecdote in front of the class.

The implementation of Cycle II created some interesting results. First, the students' were enthusiastic in the activities with the classroom language though all of the students' understood. However, they seemed to be optimistic that if classroom language is constantly applied. In addition, they were not afraid of making mistakes when they actively performed the activities. Second, the researchers' performance was higher than the students'. She played his role more dominantly than the students' in the classroom activities. This was based on the fact that the interaction happened only between the researcher and students'. There was almost no student-to-student interaction by using the classroom language. In order to improve this problem, she should constantly motivate the students to interact by making the most use of the classroom language. In addition, he should complement the student who use the classroom language right away and make any necessary correction in a motivate way for the students.

Figure 4. The Students Read Anecdote and Answer the Question

7	07	95
8	08	85
9	09	90
10	010	80
11	011	95
12	012	75
13	013	90
14	014	85
15	015	85
16	016	90
17	017	85
18	018	75
	Total	**1499**
	Mean score	**83,27**
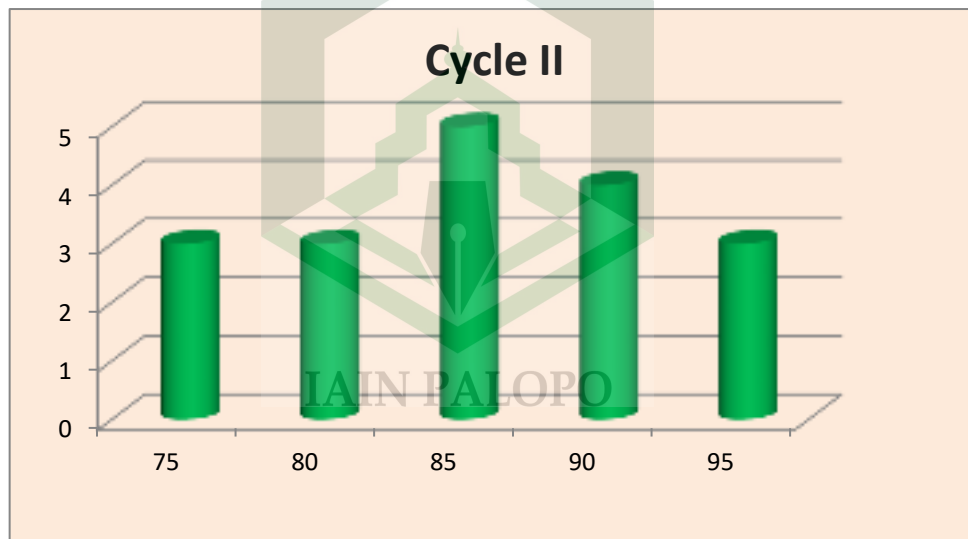
The table explains that the higher score is 95 and the lowest score is 75. 3 students who get score 95, 4 students who get score 90, 5 students who get score of 85, 3 students who get score 80, and 3 students who get score of 75. The result observation on the students activities during the teaching and learning process. It can be seen in the table below:

Table 1.4
The result observation on students activities Cycle II

No	CODE	STUDENTS PARTICIPATION			
		NOT ACTIVE	LESS ACTIVE	ACTIVE	VERY ACTIVE
1	001		■		
2	02				■
3	03				■
4	04			■	
5	05				■
6	06			■	
7	07			■	
8	08				■
9	09				■
10	010			■	
11	011			■	
12	012			■	
13	013			■	
14	014		■		
15	015			■	
16	016				■
17	017				■
18	018		■		
	Total		3	8	7

Cycle II Observation

d.Reflection

Based on the result of the observation and score of the best still good in cycle II, the researcher needed to do reflection to know weakness action in cycle II they are: Most of the students were more active during the action because the students understand with the text. The students very enthusiasms read text and the class situation was not noisy because the students interesting with anecdote text and the students pay attention when the teacher give taks. The ideal mean score have achieved,in the cycle I was 54,44 then in the cycle II was only 83, 27. In the finding, some students active in reading text anecdote and understand the meaning that given by reseacher.

Some successful points in the cycle II, namely: most of the students were familiar with the using anecdote. More of the students an active in learning activities. Only 7 students very active, 8 students active, 3 students less active and not student

not active. It means the score in the cycle II fulfilled the score standard. Therefore, the students score of test in cycle II were increased. Based on the result of observation, to activities researcher execution teaching reading through anecdote was good.

The researcher concludes the best ways in teaching reading by using anecdote are:

1. Give motivation to students in order to be active in learning process. So the students were realizing the purpose in learning reading anecdote.

2. To make the students diligent for read, because with the read we get new lesson. The students show a great enthusiasm during the lesson.

3. Teaching reading skill through anecdote is one effective and interesting way that can be applied in any classroom.

B. *Discussions*

By considering the findings, the researcher presents the discussion of data given to the students, the section described students improvement in teaching reading skill through anecdote. The students of SMAN 4 Palopo was lower in the first cycle than the second cycle. It could be identified from the result cycle I and cycle II. Anecdote was effective in teaching reading at the eleventh year students of SMAN 4 Palopo.

1. The Cycle I

In cycle I the researcher do the acting prepared, where: a) The researcher will prepares all of the instruments in the class before start teaching such as paper. b) The researcher will introduce the materials of the lesson included reading anecdotes. c)

The researcher asks the students to reading the anecdotes then answer the question. d) Before they start to read and answer the question, the researcher used reading silent anecdote during 10-20 minutes to read the text. e) Closed the class.

Based on the analysis from the students' test in the cycle I explains that the higher score is 70 and the lowest score is 30. There were 5 students' who got score of 70, 6 students' who got score of 60, 1 student who got score of 50, 4 students' who got of 40 and 2 students' who got score of 30. And relation to the observation sheet of students' participation in learning reading skill by using anecdote in the first cycle; it was found that there were 4 students *very active*, The *active* students were 6, and the *less active* students were 7 and no students' who were not active. And the mean score in the first cycle is 54,44. It means that the criteria of success had not been reached in the first cycle and the second cycle was needed.

In this case the researcher and collaborator in the cycle 1 found some weakness in teaching reading skill through anecdote. They are: (1) The students still lack enthusiasm to understand the concept of the learning because some students seemed confuse in understanding their new lesson presented by new lesson. (2) The condition of class was noising when the researcher gave explanation because the students were not understood how to read and answer the question and they didn't know what the meaning of the text.. (3) Most the students were still familiar with using of anecdote text (4) Some students could lazy to read the text because the students not understand the meaning of the anecdote text and the students vocabulary still low. (5) The evaluation mean score was 54,44, it means that the students scores

in the first cycle was still low because almost students had poor ability in reading skill. The average scores that students got in the first cycle had not reached the criteria of success in working indicator, so the researcher and partner made some different strategies for next cycle.

2. The Cycle II

In cycle II the researcher and collaborator changed strategy that application in classroom, where; a). Teacher distributes reading text to student b) Teacher gives time to student up to 10 20 minutes to read text. c) Student works problem d) Teacher enjoins student for onward class to read. e) Identifying reading f) Working through difficult word in reading. g) Use efficient silent reading technique for improving fluency. and h) Analyze vocabulary.

Based on the analysis from the students' test in the cycle I explains that the higher score is 95 and the lowest score is 75. There were 3 students' who get score 95, 4 students' who get score 90, 5 students' who get score of 85, 3 students' who get score 80, and 3 students' who get score of 75.

Mean while the percentage students participation in the second cycle were still varieties too, which there were 3 students' very active .The active students' were 8. The less active students' were 3, and no students' who were not active. And the mean score of students' test in the second cycle was 83.27. Based on the result the students' had better achievement in reading skill besides that the students' enthusiasm in the learning was increased. The researcher had known in the application of effective way

in teaching reading by using anecdote. The students' were fun and enjoyed in the class.The result of mean score from two cycles they were as the chart below:

The result of mean score from two cycles
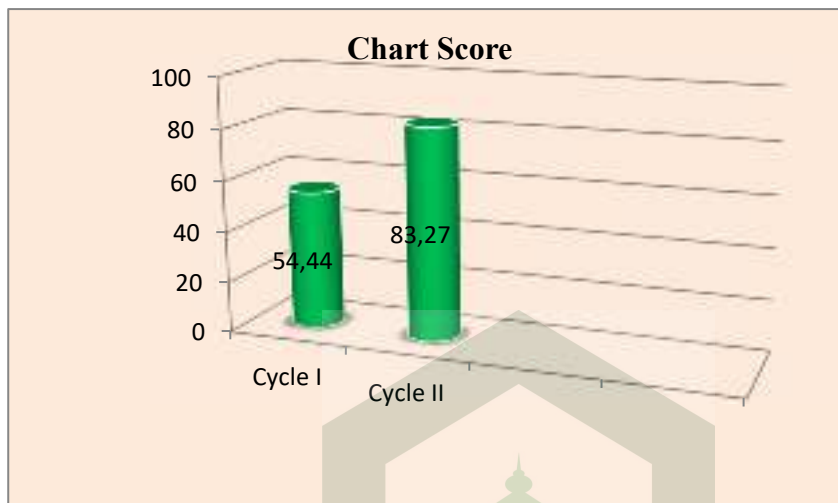
Based on the result above the researcher concluded that the effective ways in teaching reading was using anecdote. However learning English reading using anecdote has an importance role for elementary teacher and students. The first, as students they have strong and good motivation to deepen English language. The second they are easy to accept the English language because they learn by reading anecdote that nowadays has been grown.

Students reading skill could be improved by using anecdote in learning process beause reading anecdote can made the students' enjoyable and fun in learning process. The result of study is relevant to the thesis Middin, she talking about difficulties which are faced by students' in finding main idea. It explains there are some ways that are unfolded by the reseacher to recognize the main and supporting

idea. One of the ways which is relevant in this reseach is the use of right media in the process of teaching reading can improved reading skill[1]. Than in the thesis Rostina, she said that, teaching reading skill through skimming technique can stimulated the students' interest and improve students' achievement of the second year students of PMDS Putri Palopo. The result of the data analysis is accepted because value is bigger.[2]

Shwan support this research he clarifies an anecdote is a short tale narrating, an interesting or amusing biographical incident.[3] Anecdote is a short tale narrating an interesting or amusing biographical incident. It may be as brief as the setting and provacation of a bon mot. An anecdote is always based on real life, an incident involving actual persons, whether famous or not, in real places. An anecdote thus is closer to the tradition of the parable than the patently invented fable with its animal characters and generic human figures, but it is distinct from the parable in the historical specificity which it claims. An necdote is not a metaphor and it does not it bear a moral, a necessity in both parable and fable.

The result data observation, the researcher and collaborator teacher made analysis and reflection. It was found that the students were more active and motivated in teaching and learning process. It means that the level of students

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[1] Farida Middin, *Difficulties of Students in Finding Main Idea and Supporting Detail Text Reading Comprehension of Second Year Students of English Departement in STAIN Palopo,*(Palopo: STAIN, 2008). P.65

[2] Rostina, *The Effectiveness of Skimming Technique in Improving Reading Skill At The Second Year Students of PMDS Putri Palopo.* (Palopo : STAIN 2011), p. 57

[3] Shawn, Anecdote, Online, http://en . wikipedia. Org/wiki/Anecdote. 2012. Accessed on April, 4th 2012.

interactive learning reading skill through anecdote texts has improved. Therefore, the action research was completed accordingly. And in relation to the students perception in every cycle (I & II) proves that the students were really encouraged. Most of the students gave positive perception to read the using anecdote text for reading.

Learning reading skill through anecdote is one of effective and interesting ways that can be applied in any classroom. Because reading anecdote are used not only for more fun, but more importantly, and for the useful presenting:

1. English teacher should give to students' in order to be active in learning process. So the students were realizing the purpose in learning reading anecdote text.

2. To make the students diligent for read, because with the read people get new lesson.

3. Teaching reading skill through anecdote is one effective and interesting way that can be applied in any classroom.
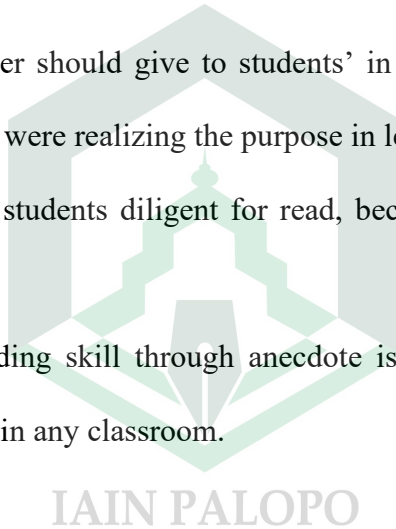
CHAPTER V
CONCLUSIONS AND SUGGESTIONS

A.   *Conclusions*

After finishing the research, the writer concludes that the effective way in teaching reading at the eleventh year of SMAN 4 Palopo by using anecdote is recognize a core of words, and interpret word order patterns and their significance and recognize that a particular meaning may be expressed in different grammatical forms. This technique can make students in order to be involved actively learning process, the students enjoyed and fun the class of using anecdote as a material because the technique that was implemented in the class was new and comfortable for the students and   make students were enthusiasm during the lesson. It is supported by the achievement of the ideal score in cycle II in reading evaluation is 83,27. The anecdote text has a significant effective on the eleventh year students reading of SMAN 4 Palopo due to the significance between the cycle I and cycle II scores.

B.   *Suggestions*

From the advantages in reading skill through anecdote, the writer would like to give some suggestion to be considered by English teachers as follow:

- Anecdote as an alternative way of the teaching process is a good way to be applied in the classroom to improve their mastery in reading. An English teacher should be more creative in giving an appropriate strategy to the students which can make them relax and enjoy getting the material and also the teacher should make classroom situation to be a fun.

- To achieve the goal of teaching, the teacher should adapt between material and strategy that teacher apply in the classroom. Teacher should use some different media and methods to attract the students' attention in learning English. A teacher should know and able to implement a good method in teaching reading, because it is quite complicated to learn.

- The teacher should also give a high motivation to the students to read more and more English literature to increase their reading mastery.

- Better a teacher has to give attention more to students , that students can study sincerely and its studying achievement , we know student really need that teacher attention they are ardour in studying.

APPENDIXES

CURRICULUM VITAE

She writer, Musriana is the second child from three brothers and fourth sisters of Muslimin and Hj. Saheria. She was born on June 05th 1989 in Rampoang, South Sulawesi. She started her school at SDN 169 Rampoang in North Luwu in 1996 and graduated in 2002.

In the same year, she continued her study at Junior high school at Madrasah Tsanawiyah Datok Sulaiman Cappasolo (MTS Cappasolo) North Luwu and graduated in 2005. She continued her study at Senior high school at SMA Neg. 2 Palopo and graduated in 2008 and continued her study in English Study Program of Tarbiyah Departement at STAIN Palopo.

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