

The Implementation of Windowpane Note Games strategy improve students' writing ability at the first grade students of SMA Muhammadiyah 2 Makassar

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Abstract

The objective of this research was to find out whether the implementation of Windowpane Note Games strategy improve students' writing ability at the first grade students of SMA Muhammadiyah 2 Makassar. This research employed a pre-experimental method with one group pre-test and post-test design. The population of this research was the first students at SMA Muhammadiyah 2 Makassar. The total sample was 20 students taken by using purposive sampling technique. The instrument was true or false test and essay. The test was used to measure the students' achievement in reading comprehension after learning through Windowpane Note Games Strategy. The result of the data showed that the mean score of post-test was greater than the pre-test ($71 > 57.2$) and the t-test value was greater than the t-table value ($9.68 > 2.093$) at the level of significant 0.05. Based on the data analysis, it can be concluded that Windowpane Note Games can improve students' reading comprehension.

Keywords: Windowpane Note Games Strategy, students' reading comprehension.

INTRODUCTION

Background

Reading is an important part of English, not only to gain information from written sources but also as a way to know how the native speaker use their language in writing. Moreover, reading is also important in teaching and learning process because the ability of students in understanding the subject depends on their reading skill. reading material. However, the problem is how to make them comprehend.

Teaching reading in Indonesia integrates the four skills, reading, writing, speaking and listening. The reality shows that most student in high school find difficulties especially in reading comprehension, even though they have studied English since they are in senior high school.

Based on some information on 25 August 2019 from English teacher of SMA Muhammadiyah 2 Makassar from English teachers explained that the most students' reading comprehension are relatively low. Those are ideas, and comprehension text.

One way to overcome the problem of SMA Muhammadiyah 2 Makassar especially first grade (MIA 1) the researcher is interested to conduct research on a title "The Implementation of Windowpane Note Games in improving the Students' Reading Comprehension at first grade of SMA Muhammadiyah 2 Makassar"

Problem Statement

Based on the background above, the researcher formulated the problem statement as follow: Does the implementation of Windowpane Note Games improve students' reading comprehension at the first grade students of SMA Muhammadiyah 2 Makassar?

Objective of the Research

The objective of this research was to find out whether the implementation of Windowpane Note Games improve students' reading comprehension at the first grade students of SMA Muhammadiyah 2 Makassar.

Significance of the Research

The result of this research was expected to be useful information for English teachers, especially in teaching reading comprehension. The researcher expected that of Windowpane Note Games strategy is effective to improve the students' reading comprehension. Besides that, the researcher who was expected it to be a valuable contribution for further researchers who are interested in the same topic of this research.

Scope of the Research

The scope of the research focused on using Windowpane Note strategy in teaching English reading descriptive text of the first grade students' at SMA Muhammadiyah 2 Makassar in 2019/2020 academic year. The researcher used literal reading in descriptive text.

REVIEW OF RELATED LITERATURE

Previous Research Findings

Marzulina (2014) stated that there was a significant difference on the eighth students' reading comprehension achievement who are taught by using Window Notes strategy. This condition mean that teaching reading comprehension through window notes strategy could improve their knowledge about reading comprehension.

Isnawati (2017) in her research in title the objective of this research is to find out comprehension reading by using runners strategy at the second grade students' of SMK YP-PGRI Makassar. The method used in the research is the pre-prior method. The data are collected thought objective in order to measure the students have high achievement in reading Runners Strategy. It can be seen by the result of the post-test which is categorized as very good. Based on the research it can be concluded that the strategy runners can influence the students' reading comprehension and it is effective to be applied in teaching reading.

Rombe (2012) in her researched elaborated by using Double Brain Power method of SMP PROTESTAN Makassar could improve reading comprehension. It was proved by the mean score of the students post-test was greater than pre-test ($7.58 > 5.7$). There was a significant difference between the results of pre-test and post-test which indicates that by using double brain power method in teaching reading could help students to improve their comprehension.

Based on some previous of the research above, all the researcher used different strategy, in improving the students' reading comprehension. The research uses the same strategy with Marzulinas research that is called Window strategy. The difference is Marzulinas' research focused in a story of narrative text while the researcher will focus on describing a picture in descriptive text.

Concept of Reading

a. Definition of Reading

Person (2013) says that reading is complex process. What counts as effective reading varies from context according to what the reader wants to and needs to achieve, the text that are being in countered, and what the dominant culture expect. One dimensional have an appeal of simplicity, but the complexity of the reading process and can often read to narrow or skewed teaching.

b. The Purposes of Reading

Grabe and Stoller (2002: 13) stated the purposes of reading as follows:

1) Reading to search for simple information

In reading to search, we typically scan the text for a specific piece of information or a specific word.

2) Reading to skim quickly

Reading to skim is a common part of many reading task and a useful skill it is own right. It involves, in essence, a combination of strategies for guessing where important information might be in the text, and using basic reading comprehension skills on those segments of the text until a general idea is formed.

3) Reading to learn from texts

Reading to learn typically occurs in academic and professional contexts in which a person need to learn a considerable amount of information from a text.

4) Reading to integrate information, write and critiques texts

Reading to information requires additional decisions about the relative importance of complementary, mutually supporting of conflicting information and the likely restructuring of a rhetorical frame to accommodate information from multiple sources. These skills inevitably require critical evaluation of the information being read so that the reader can decide what information to integrate and how to integrate it for the reader's goal. In this respect, both reading to write and reading to critique text may be task variants of reading to integrate information.

5) Reading for general comprehension

The nation of general reading comprehension has been intentionally saved for last in this discussion for two reasons. First, it is the most basic purpose of reading, underlying and supporting most other purpose for reading. Second, general comprehension is actually more complex than commonly assumed.

c. Teaching Reading Comprehension

In teaching reading comprehension the teacher needs some strategies to make students comprehend the reading text. Adler in Gaudensius (2017:17-19) said that there are some strategy to help students understand to text, such as:

1) Answering questions

Questions can be effective because they:

- a) Give students a purpose for reading
- b) Focus student's attention on what they are to learn
- c) Help students to think actively as they read
- d) Encourage students to monitor their comprehension
- e) Help students to review content and relate what they have learned to what they have learned to what they already know.

2) Generating questions

By generating questions, students become aware of whether they can answer the questions and if they understand what they are reading. Students learn to ask themselves questions that require them to combine information from different segments of text. For example, students can be taught to ask main idea questions that relate to important information in a text.

3) Recognizing story structure

In story structure instruction, students learn to identify the categories of content (characters, setting, events, problem, and resolution). Often, students learn to recognize story structure through the use of story maps. Instruction in story structure improve students' comprehension.

Concept of Windowpane Note Game Strategy

a. Definition of Windowpane Note Game Strategy

Stetson (2014) elaborated that Windowpanes provide a mnemonic for learning a series of instructions or information that can be linked together with graphics and narration or explanation. The graphics and narration serve to assist the memory in learning and recalling information. The use of windowpanes assists in long-term retention information.

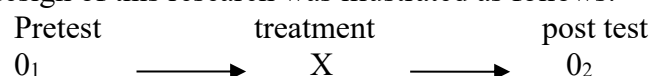
b. The Steps of Windowpane Note Strategy

1. The teacher will need to prepare a completed windowpane for modelling. A windowpane should have six to nine panes.
2. Students fold paper into thirds vertically and horizontally to form six or nine blank panes to be filled in as the teacher reveals his/hears one at a time
3. The teacher reveals the windowpanes one at a time for the students to draw on their own papers. As each is revealed, describe what the graphic represents and its significance or relevance before the students draw their graphics. Link each drawing in some way.

4. After revealing, explaining and allowing the students to draw each of the each panes, have them review with a partner to check for accuracy. Set a time limit 1-2 minutes.
 5. Quickly review using the teacher model. Ask the students to put away their papers, so they will be unable to look at their graphics. Practice the windowpane orally.
 6. For added practice, a game can be made out of windowpane. The teacher can give teams an envelope with cut up windowpane, plus one extra piece. When the teacher says "GO", teams are to put the panes in order while timing themselves to see how long it takes. When all the teams are finished, reveal the master windowpane to check for accuracy.
 7. Students will practice several times, but each time the goal will be to beat the previous time. Teams can take 1 minute to discuss their strategy for increasing their time. The teacher give the signal to begin.
- c. The Procedure of Windowpane Note Strategy.
- Silver, et (2007:211) stated that the using strategy involves the following steps: Introduce and model notes by showing how you collect facts, questions, ideas, and feelings related to a particular topic or text.
1. The teacher asks students to divide a blank sheet of paper into a window-shaped organizer of four quadrants.
 2. The teacher introduces the text or topic to be learned.
 3. Invite the students to share their notes with the class, and conduct a discussion on what students have learned about the content and their personal preferences as note makers.
 4. If the over time, teach the students how to use the strategy independently, as way to help them break new learning up into meaningful sets of information and as a way to help them pay attention to the inner working of their own minds.

Research Method and Design

The design of this research was illustrated as follows:



Where:

O_1 = the result of the students' Pre-test.

X = the treatment by text.

O_2 = the result of the students' Post-test

(Gay, 2012)

Variable of the research

There were two variables in this research, namely independent variable and dependent variable. The independent variable was Windowpane Note Games strategy, and the dependent variable was the students' reading comprehension.

Population and Sample

1. Population

The population of this research was the first grade students at SMA Muhammadiyah 2 Makassar in academic year 2019/2020 which consisted of 180 students that were divided into two departments they were MIA (Matematika dan Ilmu Alam) and IIS (Ilmu-ilmu Sosial). MIA consisted of MIA 1, MIA 2 and MIA 3. Then IIS consisted of IIS 1, IIS 2 and IIS 3.

2. Samples

In this research, the researcher used purposive sampling. It means that the researcher will take class X MIA 1 that consist of 20 students. The researcher took this class because they have low reading comprehension especially in reading descriptive text. The total number of sample consisted of 20 students.

Instrument of the Research

The instrument of this research was reading test for pre-test and post-test. The pre-test measured the basic ability of students in reading comprehension, and the post-test measured the same ability of the students in reading comprehension after giving the treatment based on the Windowpane Note Strategy.

Procedure of collecting data

The procedure of collecting data of this research used three steps: pre-test, treatment, and post-test.

1. Pre- test

Before giving treatment, the researcher gave pre-test to students, students in order to know the students' prior knowledge of reading comprehension. In this reading test the students' gave true or false with 10 questions and 5 questions for essay.

2. Treatment

After giving pre-test, the students were given treatment through the implementation Windowpane Note strategy. The goal of this procedure to increase the students reading comprehension by using Windowpane Note strategy. The researcher carried out in four meetings, and each meeting took 90 minutes before giving the text reading the researcher explained about the reading text. The students have one reading text to discuss in each meeting.

- a) The researcher introduced and model window notes by showing students how you collect facts, questions, ideas, and feelings related to a particular topic or text.
- b) The researcher asked the students to divide a blank sheet of paper into a window-shaped organizer of four quadrants.
- c) The researcher introduced the text or topic to be learned.
- d) The researcher invited the students to share their notes with the class, and conduct a discussion on what students have learned about the content and their personal preferences as note makers.
- e) The researcher assigned a task that requires students to use their notes.
- f) If over time, the researcher taught the students how to use the strategy independently, as a way to help them break new learning up into meaningful

sets of information and as a way to help them pay attention to the inner working of their own minds.

3. Post- test

After providing treatment for the four meetings, the researcher gave a post-test to the students to determine students' abilities by using the windowpane note technique strategy.

Technique of data analysis

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

$$\text{Score} = \frac{\text{students correst answer}}{\text{total number of item}} \times 100$$

(Gay, 2006)

2. Classifying the students score into five levels as follows:

Table 3.1 Students' Score Classification

No	Mastery Level	Category
1	86-100	Very Good
2	71-85	Good
3	56-70	Fair
4	41-55	Poor
5	<40	Very Poor

Computing the frequency and rate percentage of the students score by using formula:

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

Where:

P = Percentage

F = Frequency

N = Total number of sample

At the level of significance 0, 05, degree of freedom (DF) N-1

(Gay, 2012)

3. Calculating the mean score by applying the formula:

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

Where :

\bar{X} : mean score

$\sum x$: the sum of all score

N: the total number of sample

(Gay, 2012)

4. the mean score of the difference Score by using formula:

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

Where:

\bar{D} = the mean score
 $\sum D$ = the sum of difference Score
 N = the total number of Sample

(Gay, 2012:356)

5. To find the significance different between the score of pre-test and post-test, the writer will calculate the value of the test by using the following formula:

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

Where:

T : test of significant
 \bar{D} : the mean of difference between the pair score
 $\sum D^2$: the difference between two pairs of score
 $(\sum D^2)$: squares the sum of the D
 N : number of students

(Gay,2012:355)

FINDINGS

1. The Students' Score in Pre-test and Post –test.

Table 4.1

Students' score pre-test (x1), post-test (x2), gain/difference between the matched pair (D), and the square of the gain (D²)

No	Name	Pre-test (X1)	Post-test (X2)	Gain (D) (X2-X1)	The Square of the Gain (D ²)
1	M R	20	50	30	900
2	M V	20	60	40	1.600
3	M A	20	55	35	1.225
4	R A	60	75	15	225
5	N J	50	65	15	225
6	N G	35	55	20	400
7	N S	85	90	5	25
8	F I	70	85	15	225

9	A R	85	90	5	25
10	M S	40	55	15	225
11	E E	35	55	20	400
12	W	45	80	35	1.225
13	I A	35	75	40	1.600
14	M H	40	70	30	900
15	T	45	80	35	1.225
16	F A	40	85	45	2.025
17	D N	25	60	35	1.225
18	A L	50	75	25	625
19	R H	50	75	25	625
20	D N	65	85	20	400
	N=20	$\Sigma X_1=915$	$\Sigma X_2=1420$	$\Sigma D =505$	$\Sigma D^2 =15325$
	Mean Score	45.7	71	25.2	766.2

In collecting the data, the researcher prepared the test. The test was reading test that consisted of 20 items multiple choice test questions and essay. This test was given in order to find out the application of Windowpane Note Games Strategy in improving the students'. In this test, the researcher found that some students who had some difficulties in answering the questions provided.

Then, automatically, the students' score of pre-test were very low. Here the researcher administered a test which was given twice. A pre-test was given before the treatments to know the prior knowledge of the students, while the post-test was given after the treatments which aimed to know the achievement of the students after giving treatments. Both pre-test and post-test were compared to see whether or not there is significant difference achievement of the students' reading comprehension.

The table 4.1 showed that the achievement of the second grade students of SMA Muhammadiyah 2 Makassar is increase, the reading comprehension, maximum score in pre-test was 85 whereas in post-test, the maximum score was 90 and the minimum score was 25.

2. Comparison Between Pre-test and Post-test

After knowing and understanding the students result in pre-test and pos-test of reading comprehension Windowpane Note Games Strategy, the researcher then

compared the result into the percentage the comparisons of the students result was shown in the following table.

Table 4.4

The comparison between pre-test and post-test of the students result.

No	Classification	Pre-test	Post-test
1	Very Good	0	10
2	Good	5	45
3	Fair	20	20
4	Poor	20	25
5	Very Poor	50	0
	Total	100%	100%

The data of the table 4.4 above show that, it can be know that the students reading comprehension through Windowpane Note Games Reading Strategy have been improved. In pre-test no students were abstained as very good while in post-test there were 10% students achieved as very good category. In pre-test 5% students were cassified as good while in post-test 45% students achieved good category. In pre-test there were 20% students classified as fair while in post-test 20% students obtained fair category. In pre-test 20% students were classified as poor while in post-test 25% students were classified as poor category. In pre-test 50% students were classified as very poor while in post-test none students were classified as very poor category.

Table 4.5

The Simulation Score of Students' Pre-test and Post-test.

Situation of score	Number of students	Percentage
Develop	20	100
Unchanged	0	0
Decrease	0	0
TOTAL	20	100

From the table 4.5 above, it explained that 20 (100%) students whose developed, none of the students (0%) who didn't change their score and none of the student have lower score. This means that, 100% of students developed their score. By seeing the simulation of the students' score, the researcher concluded that the students' reading comprehension was improved. It means, there was a significant difference before and after giving the treatment by using Windowpane Note Games strategy at the first-grade students of SMA Muhammadiyah 2 Makassar. On the other words, the implementation of Windowpane Note Games Reading strategy was effective in improving the students' reading comprehension. From the graphic organizer, it can be seen the difference that the score that has got by the students on good, very good and the highest is very poor.

3. The Mean Score of The students' Pre-test and Post-test

Test	Mean score
Pre-test (X1)	57.2
Post-test (X2)	71

Data on table 4.6 showed that the mean score of the students' pre-test was 57.2 while the mean score of the students' post-test was 71. It revealed that the mean score of students post-test was higher than the mean score of students' pre-test. Based on the students' mean score, the students' have a good comprehension by looking the mean score of the students' pre-test and post-test. It means that teaching using Windowpane Note Games Strategy can improve the students' reading comprehension of the first grade students of SMA Muhammadiyah 2 Makassar.

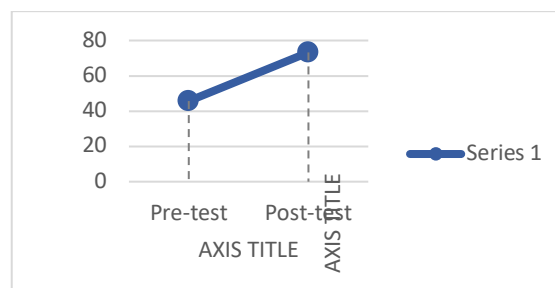
a. Mean score of gain

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

$$D = \frac{505}{20}$$

$$D = 25.2$$

The mean score of gain was 25.2



Graphic 4. 3

The Graphic of students' Mean Score

The diagram above shows that the result of students' mean score in post-test was higher than the result of students' mean score in pre-test. The gain was in 20 %. It means that there was a significant difference between before and after giving the treatment by using Windowpane Note Games Strategy.

Table 4.7
The Value of T-Test and T-Table

df	Level of significance(P)	t-test value	t-table value
20	0,05	9.68	2.093

The data in the table showed that the t-test value higher than t-table value. It can be concluded that there was a significant difference between the result of the students pre-test and post-test through Windowpane Note Games in improving the students' reading comprehension.

Hypothesis testing

To find out degree of freedom (df) the researcher used the following formula:

$$\begin{aligned} df &= n-1 \\ df &= 20-1 \\ df &= 19 \end{aligned}$$

For the level of significance (P) = 0,05 and the degree of freedom (df) = 19, then the value of t-table was 2.093 and the value of t-test was 9.68.

Thus, the value of t-test was greater than t-table ($9.68 > 2.093$), it means that there was a significant between the pre-test and post-test of the students achievement after presenting Windowpane Note Games Strategy. It could be concluded that the null (H_0) was rejected and the alternative hypothesis (H_1) was accepted.

From the data analysis above, the researcher concluded that, there was a significant different between the result of the pre-test and the post-test of the students' score after by Windowpane Note Games Strategy in students' reading comprehension mastery. In other word, it can be said that the use Windowpane Note Games Strategy is effective to improves students' reading comprehension.

Discussion

Before the students were taught by Windowpane Note Games Strategy that used in this research, the researcher had given the students of pre-test. It is aimed to find out the students prior knowledge. After giving the pre-test, the students were taught by using Windowpane Note Games Strategy. In the last meeting, the researcher gave the post-test. After having the data of pre-test and post-test, the researcher compared the students' result of pre-test and post-test. It is aimed to find out whether or not there was significance difference between the result of pre-test and post-test.

In the other words, whether the result of post-test was higher than pre-test. It can be seen in pre-test score that there was 1 student (5%) got good classification, there were 4 students (20%) obtained fair classification, 4 students (20%) obtained in to "poor" classification, 10 students (50%) obtained "very poor" classification and none of students reached very good classification.

Based on the result of the student pretest, the researcher concluded that most of the students got very poor classification. Half of students got very poor classification. It means that the have low ability in reading comprehension when

they were doing a pre-test. But after doing the treatments for four times and applied Windowpane Note Games Strategy, the students can improve their reading comprehension, it can be seen in post-test that there were 2 students (10%) were classified into “very good”, 9 students (45%) were classified into “Good” classification, only 4 students (20%) were put into “Fair” classification, there were only 5 students (25%) were classified into “poor”, none of student (0%) was classified into “very poor” classification. It means that, most of the students moved into good and very good category.

The followings are the details discussion findings of this research. The discussion deals with interpretation of the findings derived from the data analysis. The description of the data collected through reading test was explained in previous showed that the students’ English reading was improved. It was supported by the result of frequency and the rate percentage of the students pre-test and post-test. The students’ score after presenting material through Windowpane Note Games Strategy in teaching reading was better than before the treatment that given to them.

Before the researcher gave the students treatment by using Windowpane Note Games Strategy, the researcher gave the pre-test to the students. It is aimed to find out the students’ prior knowledge in reading comprehension. After the researcher gave the students pre-test, the researcher gave the students treatment by using Windowpane Note Games Strategy for four meetings. After giving the treatment, at the last meeting of the research, the researcher gave to the students post-test. It is aimed to found out the students’ achievement in reading comprehension after been taught using Windowpane Note Games Strategy.

In collecting the data, the researcher prepared the test. The test was reading test that consisted of 10 items multiple choice test and 5 essay. This test was given in order to find out the use of Windowpane Note Games Strategy in students’ reading knowledge. In this test, the researcher found that some students had some difficulties in answering the questions provided. Automatically, the students’ score of pre-test were low.

Here the researcher administered a test which was given twice. A pre-test was given before the treatments to know the prior knowledge of the students, while the post-test was given after the treatments which aimed to know the achievement of the students after giving treatments. Both pre-test and post-test were compared to see whether or not there is significant difference of the students’ reading comprehension.

After giving the pre-test, treatment and post-test, the researcher found the students’ reading comprehension was improved. Before giving the treatment, the researcher found the students in many difficulties. Most of the students were confused in doing the test. Most of the students didn’t know how to find the main idea from the text.

After giving the treatment, the researcher can showed the improvement from the students. It can be seen treatment by treatment the students got higher score and answer the question well without asking the researcher.

In implementing the treatments, the researcher worked with the English teacher. When the researcher took a role as the teacher, the English teacher stayed at the back. The English teacher observed the learning process, completing the

observation sheet and recording the activities in the classroom in the field notes. The treatment was conducted in four meetings. In the first meeting, the researcher focused on introducing and explain Windowpane Note Games Strategy. The researcher, as a teacher, started the lesson by giving introduction about the strategy. In the second meeting, the researcher started to let the students try the strategy. The researcher still gave guidance to the students about how to use Windowpane Note Games Strategy then the researcher led the students to work independently although the discussion in groups was still provided for students in the end of independent practice. After the students did the procedures of Windowpane Note Games Strategy, the students then asked to answer the question. On students reading comprehension text, there were several questioned which the researcher prepared for them to be answered. Those questioned were given to measure the reading comprehension.

During the treatment, the researcher found some difficulties which the students faced. The most difficulty which they got wasthe difficulty in undertanding the reading passage and the lack of vocabulary mastery of the students. In this case, the students were unable to answer the reading question which the researcher prepared for them. In minimizing the students' lack the researcher asked them to use the dictionary to help them in answering the question. While using dictionary, the researcher also asked the students to memorize the words which the students did not know. On the last step, the researcher got some reading text and asked the students to answer the questions which given to them. Each meeting of the treatments, the students did the procedure Windowpane Note Games Strategy where the students were asked to define the pictures and understand the questions based on what they read/see.

For the treatments, the students were asked to comprehend about the pictures and the students are able to get the information by using windowpane Note Games Strategy and define the pictures and understand the questions. The text through mostly for enjoyment.

After define the pictures, the students were asked to collect facts, ideas, and feelings related to a particular topic or text. After collecting the facts, the researcher asked the students to divide a blank sheet of paper into a Windowpane Notes Strategy. The students students shared their notes with the class and conduct a discussion on what students have learned about the content and their personal preferences as note makers. The researcher assigned a task that requires students to use their notes.

Firstly, the researcher introduced and model window notes by showing students how they collected facts, questions, ideas, and feeling related to a particular topic or text. The researcher made a pause for a while to see the students' responses. All of the students concentrated on their own text. The researcher gave a sign that she was imagining in her mind.

At the next meeting, Some students asked the researcher because they had some difficulties. One of them asked the researcher me "Miss, I was confused about the text". Their difficulties were mainly about comprehending the text. The researcher guided them to comprehend the information by imagining the situation of the story. After comprehending the first paragraph, they were able to see the

Story in the screen. Students raised her hand and asked the researcher about her difficulties.

At the last meeting, the researcher gave the post-test to the students. In giving the post-test, the students only took 45 minutes to do the test. The researcher didn't find any difficulties from the students. After checking the students answer, the students' reading comprehension was improved.

Thus, the post-test was greater than pre-test ($71 > 57.2$), it means that there was a significance between the pre-test and post-test of the students achievement after presenting Windowpane Note Games Strategy. It could be concluded that the null (H_0) was rejected and the alternative hypothesis (H_1) was accepted.

From the data analysis above, the researcher concluded that, there was a significant different between the result of the pre-test and the post-test of the students' score after by Windowpane Note Games Strategy in students' reading comprehension mastery. In other word, it can be said that the use Windowpane Note Games Strategy is effective to improve students' reading comprehension.

It means that using Windowpane Note Games Strategy was effective in improving students reading comprehension. The improvement of student ability in reading comprehension was also proved by the value of t-test is higher than the value of t-table ($9.68 > 2.093$).

Strategy is a good decoding strategy to recognize unknown words when reading. Windowpane Note Games Reading Strategy can help the reader or the students when they come to an unknown word by reminding them to "Windowpane Note Games"

Based on the explanation above, it is also supported by the theory from Marzulina (2014) stated that there was a significant difference on the eighth students' reading comprehension achievement who are taught by using Window Notes strategy. This condition mean that teaching reading comprehension through window notes strategy could improve their knowledge about reading comprehension. Based on some previous of the research above, all the researcher used different strategy, in improving the students' reading comprehension. The research uses the same strategy with Marzulina research that is called Windowpane. The difference is Marzulinas research in a story of narrative text while the researcher will focus on describing a picture in descriptive text.

Based on the explanation above, the researcher concludes Windowpane Note Games Strategy is a reading strategy to represent an easy way to remember the students in comprehending the point of reading text and faster for the students to identify the main idea and supporting details. Then, the students write the main idea and supporting details on the Windowpane Note Games Strategy.

From the discussion above, it can be concluded that the first grade students of SMA Muhammadiyah 2 Makassar have a good comprehension after learning reading subject through Windowpane Note Games Strategy Finally, it is clearly enough that the mean score and the t-test analysis drew some result or conclusion, that is there was a significant difference between the result of pre-test and post-test. In other words, Windowpane Note Games Strategy is one method as media in teaching and learning English reading was effective to improve the students' reading comprehension.

This researcher had done the research by using Windowpane Note Games Strategy at SMA Muhammadiyah 2 Makassar, the findings of this research, it derived from the result of statistically data analysis through reading test. By focusing on a Windowpane Note Games Strategy, the students more active act and engagement of mind. In this research, the researcher only focused on descriptive text. Using Windowpane Note Games Strategy, the researcher learned more about how students were increasing in their reading comprehension.

Therefore, the researcher concluded that the implementation of Windowpane Note Games Strategy in teaching reading at SMA Muhammadiyah 2 Makassar can improve the students reading comprehension. This was proved by the t-test value was higher than t-table.

Hhhhh CONCLUSION AND SUGGESTION

Conclusion

Based on the finding and discussion on the previous chapter, the researcher draw some conclusions below.

The used of Windowpane Note Games Strategy could significantly increase the reading comprehension of first grade students of SMA Muhammadiyah 2 Makassar in academic year 2019/2020. It is proved by the result of the mean score in post-test which was higher than in the pre test ($71 > 57.2$).

The result of data analysis showed that the mean score of students writing by using Windowpane Note Games Strategy was good. There were significant differences between the result of pre test and post test which indicates that application of Windowpane Note Games Strategy in teaching reading helps students to improve their comprehension. The use of Windowpane Note Games Strategy at first grade students of SMA Muhammadiyah 2 Makassar improves their reading comprehension.

Based on the findings and interpretation in the previous chapter, the researcher assumed that there was a significant difference on the first grade students' reading comprehension achievement who were taught by using Windowpane Note game and those were not at SMA Muhammadiyah 2 Makassar. This condition mean that teaching reading comprehension through Windowpane Note Game could improve their knowledge reading comprehension.

Based on some previous of the research above, all the researcher used different strategy, in improving the students' reading comprehension. The research uses the same strategy with Marzulinas research that is called Windowpane. The difference is Marzulinas' research in a story of narrative text while the researcher will focus on describing a picture in descriptive text.

Based on the explanation above, the researcher concludes that to make this strategy more interesting to the students in the reading activity, the researcher tried to use the Windowpane Note Games Strategy to improve students' reading comprehension at the first grade students of SMA Muhammadiyah 2 Makassar.

Windowpane Note Games Strategy could motivate the students in reading the text, because they didn't work alone but they worked together with their friend. This strategy could help students to activate their background knowledge and persuade working together with another. The students could share their idea with

their friend after they read the text. For example, gives comment, questions, connection and so on. Furthermore, the Windowpane Note Games Strategy motivates the students in learning reading comprehension. They were very interested with the strategy since it is a new strategy they used in learning reading comprehension.

Suggestions

Based on the research, the researcher suggests some points as mention bellow:

The English teacher might use Windowpane Note Games Strategy in teaching reading because it is effective to develop students' reading comprehension. Through using Windowpane Note Games Strategy, the teacher had to be able to be a good model in using strategy.

The students could use Windowpane Note Games Strategy in learning reading because it was really helpful for them to get better comprehension in their reading comprehension. Therefore, the strategy in Windowpane Note Games Strategy could be used by the students to get good achievement.

So, when they cannot comprehend the text, they could choose this strategy. To attract the students' attention, the teacher of English should be creative to use interesting made in presenting the lessons so the students' will interest to learn English.

For the next researcher, using Windowpane Note Games Strategy was effective in teaching reading, so this reading could be a further references for him/her to conduct similar research in reading.

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