

**THE INFLUENCE OF CROSSWORD PUZZLE GAME
IN READING COMPREHENSION ON NARRATIVE TEXT
(An Experimental Study at the Eighth Grade of MTs Darul Ulum
Semarang in the Academic Year of 2015/2016)**

THESIS

Submitted in Partial Fulfillment of the Requirement
for the Degree of Bachelor of Education
in English Language Education



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Semarang, June 10, 2016
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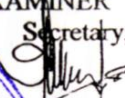
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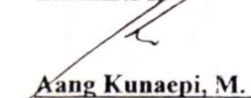
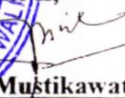
had been ratified by the Board of Examiners of and can be received as one of Education and Teacher Training Faculty of Walisongo State Islamic University. and can be received as one of any requirement for gaining the Bachelor Degree in English Language Education.

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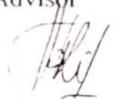
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Assalamu'alaikum Wr. Wb

I inform that I have given guidance, briefing, and connection to whatever extent necessary of the following thesis identification:

Title : **The Influence of Crossword Puzzel Game In Reading Comprehension on Narrative Text (An Experimental Study at the Eight Grade of MTs Darul Ulum Semarang in Academic Year 2015/2016**

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I state that the thesis is ready to be submitted to Islamic Educational and Teacher Training Faculty of Walisongo State Islamic University to be examined at Munaqosah session.

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ABSTRACT

Title : **The Influence of Crossword Puzzle Game Reading Comprehension On Narrative Text (An Experimental Study at the Eighth Grade of MTs Darul Ulum Semarang in the Academic Year of 2015/2016)**

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This thesis discusses the Influence of crossword puzzle game to improve students' reading comprehension on narrative text. The background of the study in the research was based on the phenomena of students' difficulties in reading comprehension. This thesis is intended to answer the following research question: How is the influence of using crossword puzzle game in teaching reading comprehension on narrative text?. The purposes of this research is to find out the influence of reading comprehension on narrative text before and after taught by using crossword puzzle game.

Those research questions discussed through experimental research at MTs Darul Ulum Semarang. The study was conducted at MTs Darul Ulum Semarang in the Academic Year 2015/2016. The subject of this study was the eighth grade. The numbers of the subjects are 60 students from two-classes. The technique of collecting data was gotten from observation, documentation, and test. In this research, the writer can get result of taking pre-test and post-test. average score of post-test was 71.000 while the average score of pre-test in reading comprehension was 64.367 for experimental class. Meanwhile, the average score of pre-test was 62.300 for control class. the students' average score of post-test was 66.167. it is showed from the mean of experimental class is higher than control class ($71.000 > 66.167$). on the other hand, the test of hypothesis the t_{table} is 1.162 by 5% alpha level of significance and $dk=30+30-2= 58$. t_{value} was higher than the critical value on the table ($1.609 > 1.162$). the hypothesis is accepted.

The results of the research shows that there is a significant difference in students' improvement of reading comprehension between taught they were taught by crossword puzzle game and

they were not taught by using crossword puzzle game at the eighth grade of MTs Darul Ulum Semarang in the Academic Year of 2015/2016.

ACKNOWLEDGMENTS

Bismillahirrahmanirrahiim

First and foremost, I would like to express gratitude to Allah SWT, the Almighty God for the blessing, kindness, and inspiration in lending me to accomplish the thesis. Without Him, I couldn't stay patient and in control in writing this final project from the first page to the last page.

Second, Shalawat and Salam always dedicated to our beloved prophet Muhammad SAW, the last prophet, and the prophet who had brought us from the darkness to the brightness, from stupidity to cleverness.

The writer realizes that this thesis can not be completed without the help of others. Many people who have already helped me during the writing this thesis and it would be impossible to mention of all them. I wish, however, to give my sincerest gratitude and appreciation to all persons until this thesis can be completely finished. **THE INFLUENCE OF CROSSWORD PUZZLE IN READING COMPREHENSION ON NARRATIVE TEXT (an Experimental Study at the Eighth Grade of MTs Darul Ulum Semarang in the Academic Year of 2015/2016)** is a thesis for readers who want to know the use of Crossword Puzzle Game to improve the students' Reading comprehension.

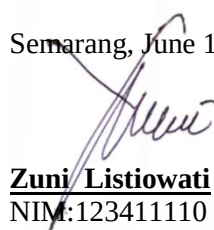
Therefore, I would like to extend my appreciation to all of them, especially to:

1. Dr.H. Raharjo, M.Ed,St as the Dean of Tarbiyah and Teacher Training Faculty
2. Dr. H. Ikhrom, M.Ag as the Head of English Language education Department.
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4. All lecturers in English Department of Tarbiyah Faculty for valuable knowledge, and advice during the years of my study.

5. Library official who always gives good service related with the references in this thesis so that the writer could done this thesis well.
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7. The deepest gratitude for my lovely parents (Mr. Surani and Mrs. Sopiya), my brother (Sukidi) and my sister (Kunarti) who always support emotionally and materially with prayer, love and patience.
8. All my friends in my life who always gives motivation, support, and helping to finish this study.

Finally, the writer realizes that this thesis is a far from being perfect; therefore, the writer will happily accept constructive criticism in order to make it better. The writer hopes that this thesis would be beneficial to everyone. Amin.

Semarang, June 10 2016



Zuni/ Listiowati
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DEDICATION

*In the name of Allah the Beneficent and the Merciful,
the thesis is dedicated for the special one,
My lovely parents (Mr. Surani and Mrs. Sopiya)
And also my lovely brother and sister (Mr. Sukidi and Mrs. Kunarti)
love and respect are always for them.
Thanks a lot for all your everything given to me
Because of your love, pray, support, motivation,
Contribution and sacrifice*

MOTTO

“Education is the most powerful weapon we can use to change the world.” (Nelson Mandela)¹

¹ Maureen Biwi, *Nelson Mandela's Quotes and Tributes*, (UK: AA Globle Sourcing, 2013), Pg. 24.

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CHAPTER 1

INTRODUCTION

A. Background of The Research

Comprehending text of language is not simple thing. English is a foreign language. So, it will be more difficult. People should understand one word to another word so they can find the meaning of one sentence and get the correct insight of that sentence. However, learning language by using several methods, techniques, and strategies is more helpful to reach the comprehension of language itself. As a means of communication, language is used to establish a social relation. Therefore, it is very important for people to comprehend the meaning of language because by using a language, people are able to convey their messages and express their idea in oral or written language, so they can communicate each other.

English as an international language has a very important role as the language of science, technology, and international communication. It is crucial to be mastered lately since any other languages in the world. English is not language of native speakers with the largest number, but it has become a lingua franca, that can be defined as a language used for communication between

two speakers whose have different native language and they used English as their second language.¹

Because of its important role, English has been included to Indonesian Educational System. The purpose of English subject included in educational system is to create young generations that comprehend English in the International communication. The curricula stipulate that English subject includes four skills, namely listening, speaking, reading, and writing.

In foreign language learning, reading is likewise a skill that teachers simply expect learners to acquire. Basic, beginning level textbooks in a foreign language presuppose a student's reading performance for certain tasks. Reading, arguably the most essential skill for success in all educational contexts, remains a skill of paramount importance as we create assessments of general language ability.²

Reading is one of the important skills in English subject. According to Longman dictionary "reading perceives a written text in order to understand its contents or saying a written text aloud. The understanding that results is called reading

¹Jeremy Harmer, *The Practice of English Language Teaching*, (Malaysia: Longman, 2002), 3rded, pg. 1.

²H. Douglas Brown, *Language Assessment Principles and Classroom Practices*, (Amerika: Pearson Education, 2004), pg. 185.

comprehension.”³ Reading that also has an own passion to make the students really wants to learn about English. Reading is a form of communication. Information and ideas are exchanged between writer and reader in the act of communicating. The form of written text which is read by the reader can be a communication way to deliver the ideas of the writer about some particular information. This information will be a new knowledge or entertainment which is needed for the reader.

Reading is a complex process. First of all when you read, you need to recognize the letters and words on the page. Your eyes send this information to your brain, which then tries to make sense of it by connecting it with information or ideas already stored in your memory.⁴ Comprehension is the goal of reading activity. It is very complex process of how readers make sense and grasp the texts or the written symbols.⁵

Reading comprehension is an intentional, active, interactive process that occurs before, during and after a person reads a particular piece of writing. There are two elements that make up the process of reading comprehension namely

³Jack C Richards and Richard Schmidt., *Longman Dictionary of Language Teaching & Applied Linguistic*, (London: Pearson Education. 2002), pg. 444.

⁴Linda Jeffries dan Beatrice S. Mikulecky, *More Reading Power 3*, (America: Pearson Education, 2012)³rd ed. pg. 106.

⁵Lulut Widyaningrum, *Mapping Readability of The Texts and Reading Abilities of The Users*, (Semarang: IAIN Walisongo, 2014), pg. 23.

vocabulary knowledge and text comprehension. Children can draw on their prior knowledge of vocabulary, but they also need to continually be taught new words. The best vocabulary instruction occurs at the point of need. Text comprehension is much more complex and varied than vocabulary knowledge. Readers use many different text comprehension strategies to develop reading comprehension. These include monitoring for understanding, answering and generating questions, summarizing and being aware of and using a text's structure to aid comprehension.⁶ From definition above it can be concluded that reading comprehension is a complex process that occurs before, during and after a person reads a particular piece of writing as the goal of reading activity.

When students reading a text, they will be concerned with the subject content of the text they read and the language it is expressed. Although both aspects are different kind, they involve comprehension. In order to understand the meaning of the text, students should have reading comprehension.

There are many reasons why getting students to read English texts is an important part of the teacher's job. In the first place, many students want to be able to read texts in English either for their careers, for study purpose or simply for pleasure. Anything we can do to make it easier for them to do these things

⁶Lulut Widyaningrum, *Mapping Readability of The Texts and Reading Abilities of The Users*, ...pg. 25.

must be a good idea. Reading is useful for language acquisition. Provided that students more or less understand what they read, the more they read, the better they get at it. Reading also has a positive effect on students' to focus on vocabulary knowledge, on their spelling and on their writing. Reading texts also provides good models for English writing. At different times we can encourage students to focus on vocabulary, grammar, or punctuation. We can also use reading material to demonstrate the way we construct sentences, paragraphs, and whole texts. Students then have good models for their own writing. Lastly, good reading texts can introduce interesting topics, stimulate discussion, excite imaginative responses, and provide the springboard for well-rounded, fascinating lessons.⁷

There are several reasons why students weak and unlike on reading. First, students do not like reading because of the vocabulary problem and which the length of the reading passage. Second, many student read the text without understanding the meaning and cannot find the main idea of the text. So, the condition will make them bored. The last, they do not converse in English outside the classroom; as a result they don't have the ability to express their idea in English.

Another factor that influence in students' reading skill is the teaching learning process. Some teachers are fewer medium

⁷Jeremy Harmer, *How to Teach English*, (England: Pearson Education Limited, 2007), pg. 99.

to teach reading, their teaching style is heavily teacher centered. It is uninteresting; and they consider it as a place where they cannot find pleasure in learning. In this sense, it is appropriate for the teachers to be well adequate with the teaching strategies and methodology. Teachers must know which media are suited for their students' level.

Any reading text is full of sentences, words, ideas, descriptions, etc. it doesn't make sense, in class, just to get students to read it and then drop it and move on to something else. Good teachers integrate the reading text into interesting lesson sequences, using the topic for discussion and further tasks, using the language for study and then activation (or, of course, activation and then study) and using range of activities to bring the text to life. Where students have been doing extensive reading, we should use whatever opportunities present them to provoke useful feedback.⁸

It is not easy to improve students' reading comprehension in junior high school. In fact, most students have low comprehension and limited vocabulary. It is proved when they read a text; they do not understand what they read. They only read the textbook required to be able to perform well in the achievement tests. They are not interested in what they are reading. Students are reluctant to read English text other than their school textbooks. Students do not interact with the text, nor

⁸Jeremy Harmer, *How to Teach English*, ...pg. 102.

they build relationships among the words in the text to build up the meaning, and then to lead themselves toward reading comprehension. Finally, they cannot answer the question based on the text.⁹

It is not enough to develop students' reading comprehension just depending on text books. Although text books provide important questions, it will be difficult for students to understand a passage and answer difficult questions without teacher's guide. Moreover, comprehending text is not easy without using any media. Therefore, it is important to teach reading comprehension using any media to make student easier in understanding a text.

In line with the problem above, crossword puzzle game is one of the media that can be used by teacher in learning reading in junior high school. This game can be an option to lead them to be more active and have interesting and fun activity. The students can take pleasure in learning by using crossword puzzle game. As it can help students to easily understand about the text. By using crossword puzzle game students can answer the question based on the text easier.¹⁰

The writer has some reasons in choosing crossword puzzle as follows: First, Crossword puzzle game is one of interesting media to teach reading comprehension, because students not only

¹⁰Diane Larsen, *Techniques and Principles in Language Teaching*, (China: Oxford University Press, 2002), pg. 145.

read but also students can take pleasure in learning. Second, Crossword puzzle game is out of common way to teach reading comprehension. Third, Students can be more active and enjoy learning by using crossword puzzle game. Fourth, Students are already familiar with crossword puzzle game. So, it can be easy way to improve students' reading comprehension on narrative text.

Based on the explanation above, the writer is inspired to conduct a study on the influence of crossword puzzle game in reading comprehension on narrative text. The study supposed an experimental study one which is conducted at the eighth grade of MTs Darul Ulum Semarang in the Academic Year of 2015/2016.

B. Reasons for Choosing the Topic

There are some reasons for choosing the topic:

1. The Researcher inspired to conduct interesting way to teach Reading Comprehension in classroom.
2. The Crossword puzzle game is one of media that can be used to teach reading comprehension. The game enables students not only to read but also to take pleasure in learning.
3. By using crossword puzzle game, the condition in the class is not boring.
4. Students can be more active and enjoy learning by using crossword puzzle game.

5. The Students to be familiar with crossword puzzle game. So, it can be easy way to influence students' reading comprehension on narrative text.

C. The Research Questions:

This thesis is guided through the following major questions is How is the influence of using crossword puzzle game in teaching reading comprehension on narrative text?

D. Objectives of The Research :

The objective of the study is to find out the influence of reading comprehension on narrative text before and after taught by using crossword puzzle game.

E. Significances of Research:

1. Theoretically

The results of research can give larger knowledge and positive contribution about crossword puzzle game as a teaching media in learning reading that will be able to improve students' reading comprehension especially on narrative text.

2. Practically

The results of this study hopefully are useful to:

- a. English Teacher

This Research can be used by teacher in learning reading in junior high school. This media can be an option to lead them to be more active and have interesting and fun activity. On the other hand, the teacher will be motivated to use crossword puzzle game for other skills in English besides reading skill.

b. Students

This Research can help students to easily understand about the material. The students can be more interested in learning reading by using this media. By using this media it will help students to improve their reading comprehension especially on narrative text.

3. The Readers

By reading this research, the readers will get more information and alternative to teaching reading comprehension especially on narrative text.

F. Limitation of The Research

Research should be limited in its scope, so that the problem being examined is not too wide and the research is effective. The limitations of this research are as follow:

1. The subject of this research was the students of class VIII A and VIII B of MTs. Darul Ulum Semarang in the year of 2015/2016.
2. The instruments of the study were documentation, observation, and test.
3. Crossword puzzle game was chosen as a media. The text that was used in this research focused on narrative text.
4. The researcher used crossword puzzle game to increase reading comprehension on narrative text.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Research

The researcher found some previous research related to reading comprehension and crossword puzzle game. These previous research have been reviewed in relation to the research. The thesis entitled *"The Use of Crossword Puzzle to Improve Vocabulary Mastery (A Classroom Action Research in the First Year Students of MA Al Bidayah Candi Bandung in the Academic Year 2009/2010)"* by Zunita Widyasari (11306106). This study was classroom action research; the application of crossword puzzle was suggested in teaching vocabulary. The results of study showed that using crossword puzzle could improve students' vocabulary mastery.¹ The differences between the thesis above and the researcher thesis was the method of the research. The thesis above used classroom action research method and the researcher's used experimental research design. And then the thesis above was using vocabulary mastery as the object of the research while the researcher used reading comprehension as the object of the research.

¹ZunitaWidyasari (11306106), "The Use of Crossword Puzzle to Improve Vocabulary Mastery (A Classroom Action Research in the First Year Students of MA Al Bidayah Candi Bandung in the Academic Year 2009/2010)", thesis, (Salatiga: English Department of Education Faculty State Islamic Studies Institute (Stain) Salatiga, 2010), pg. 1.

The second review related to this research was the thesis entitled “*The Use of Semantic Mapping and Thinking Aloud Strategy to Improve Students’ Reading Comprehension in Narrative Text at the Eight Grade of SMP Nurul Islam Semarang in the Year of 2014/2015*” by Lailatul Akhadiyah (113411065). This study was classroom action research; the application of semantic mapping and thinking aloud strategy was suggested in teaching reading comprehension. The results of the study showed that using semantic mapping and thinking aloud strategy could improve students’ reading comprehension in narrative text.²The differences between the thesis above and the researcher was the method of the research. The thesis above used classroom action research method and the researcher used experimental research design. And then the thesis above were using semantic mapping and thinking aloud strategy as the strategy of the research while the researcher used crossword puzzle game as the media of the research.

The third review related to this research was the thesis entitled “*Students’ Understanding of Idiom and Their Reading Comprehension of Recount Text*” by: Laela Nur Mukaromah (103411019). This study was quantitative research; the application of students’ understanding was suggested in teaching

²Lailatul Akhadiyah (113411065), “The Use of Semantic Mapping and Thinking Aloud Strategy to Improve Students’ Reading Comprehension in Narrative Text at the Eight Grade of SMP Nurul Islam Semarang in the Year of 2014/2015”, thesis, (Semarang: Tarbiyah Faculty UIN Walisongo, 2015), pg. 1.

idiom and reading comprehension. The result of this research showed that correlation between idiom and reading comprehension on students understanding.³The differences between the thesis above and the researcher was the media of the research. The thesis above used students understanding on teaching idiom and reading comprehension and the researcher used crossword puzzle game as media to teaching reading comprehension.

B. Review of Related Literature

1. Basic Concept of Reading Comprehension

a. Definition of Reading Comprehension

Reading is an important part of most language courses and also an essential skill for study at English-language school or university. Improving your reading will allow you to read more in English, and improve your writing skills in English.

Reading is a complex process. First of all when you read, you need to recognize the letters and words on the page. Your eyes send this information to your brain, which then tries to make sense of it by

³Laela Nur Mukaromah (103411019), “Students’ Understanding of Idiom and Their Reading Comprehension of Recount Text(A correlation Study on the 4th Semester of English Education of UIN Walisongo Semarang in the Academic Year of 2014/2015)”, (Semarang:UIN Walisongo, 2015), pg.63.

connecting it with information or ideas already stored in your memory.⁴

As states in verse 1-5 of surah Al-‘Alaq that reading becomes an important thing because it was the first commandment all at once, the first divine revelation to Prophet Muhammad SAW:⁵

اقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ ﴿١﴾ خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ﴿٢﴾ اقْرَأْ
وَرَبُّكَ الْأَكْرَمُ ﴿٣﴾ الَّذِي عَلَّمَ بِالْقَلَمِ ﴿٤﴾ عَلَّمَ الْإِنْسَانَ مَا لَمْ
يَعْلَمُ ﴿٥﴾

“Proclaim! [or read!] in the name of thy Lord and Cherisher, Who created- Created man, out of a [mere] clot of congealed blood: proclaim! And thy Lord is Most Bountiful,- He Who taught [the use of] the pen,- Taught man that which he knew not.” (QS.Al-‘Alaq).⁶

In the first verse Allah SWT asks Prophet Muhammad SAW to read. Then, there are various object to be read, they are the verse of Allah that written in the Quran and the verses of Allah that doesn't written

⁴Linda Jeffries dan Beatrice S. Mikuelecky, *More Reading Power 3*, (America: Pearson Education, 2012)3rd ed. pg. 106.

⁵Kementrian Agama RI, Syaamil Al- *Qur'an Miracle the Reference*, (Bandung: PT. Sygma Examedia Arkenleema, 2010), pg. 597.

⁶Abdullah Yusuf Ali, *the Holy Qur'an (Koran)*, (Riyadh: King Fahd Holy Qur'an Printing Complex, 1987), pg. 320.

in the Quran such in the universe with all the law of causality inside and what inside and what the men. The second verse gives information about the important of understanding the origin the process of human being with all potency inside them. Education Experts agree that the comprehension of human being as the important thing in formulating various policies related to the formula of educational purpose, material of education, and educational method.⁷

Reading is one of the important skills in English subject. According to Longman dictionary “reading is perceives a written text in order to understand its contents or saying a written text aloud. The understanding that results is called reading comprehension.”⁸

Reading is the easiest aspect of the language to acquire, for reading involves no active use of grammar and idioms and the memory of the vocabulary is merely recognition. It is necessary to begin with reading because we need not begin by teaching the child to speak for that would be to teach something easy by

⁷Abudin Natta, *Tafsir Ayat-Ayat Pendidikan*, (Jakarta: PT Raja Grafindo Persada, 2014), pg. 43.

⁸Jack C Richards and Richard Schmidt., *Longman Dictionary of Language Teaching & Applied Linguistic*, (London: Pearson Education. 2002), pg. 444.

means of something more difficult.⁹ Readers learn about reading by reading. Children become readers by being fully involved in books, in comics and magazines, in text on a computer screen, with texts of all kinds- and by getting joy and satisfaction from reading.¹⁰

Reading comprehension is level of understanding concepts through language (i.e., semantic skills) given the abstract quality of high-frequency words and their functionality. Learning at the abstract level is made easier for young children by the age-appropriate materials that are extensions of classroom-taught standards. Brown (2000) suggested that the understanding of meaning and the development of semantic abilities, such as reading-comprehension skills, are important ways to stimulate children's language learning.¹¹

Reading comprehension is the act of understanding what you are reading. While the definition can be simply stated the act is not simple to teach, learn, or practice. Reading comprehension is an

⁹GV.Rogova, *Methods of Teaching English*, (New York: University Press, 1976), pg.19.

¹⁰ David Vale, *Teaching Children English*, (Cambridge: Cambridge University Press, 1995), pg.82.

¹¹ Virginia Gonzalez, *Young Learners Diverse Children*, (America: Corwin, 2009), pg. 172-173.

intentional, active, interactive process that occurs before, during and after a person reads a particular piece of writing.¹²

Reading comprehension as teachers, we often regard the teaching of reading to imply a variety of comprehension activities, most of which are First, Require one predetermined responses. Second, focus on word or structure content of a small section of the text. Third, require the children to work out the ‘answer’ individually. Fourth, depend on the skill of the children to carry out a word/text prediction, search, or recall. Last check comprehension, rather than teach it.¹³

Models of reading in a second language have changed since the mid-1970s from exclusively bottom-up models to models that describe reading as an interaction between bottom-up and top-down processes. Bottom up models refer to decoding of individual linguistic units on the printed page, working one’s way up from smaller to larger units to obtain meaning and to modify one’s prior knowledge. Top-down models begin with the reader’s hypotheses and predictions about the

¹² Lulut Widyaningrum, *Mapping Readability of The Texts and Reading Abilities of The Users*, (Semarang: IAIN Walisongo, 2014), pg. 23.

¹³ David Vale, *Teaching Children English*,.....pg. 82

text and his or her attempts to confirm them by working down to the smallest units of the printed text.¹⁴

The mental structures which store our knowledge are called schemata, and the theory of comprehension based on schemata is called schema theory. According to the theory, reading is an interactive process between what a reader already knows about a given topic or subject and what the writer writes. It is not simply a matter of applying decoding conventions and grammatical knowledge to the text. Good readers are able to relate the text and their own background knowledge efficiently.¹⁵

Based on the explanation above, it can be concluded that reading is the obligation of human being. Reading is very important part in teaching knowledge. Much knowledge can get from reading. Besides getting knowledge, by reading text students can learn many things such as vocabulary, grammar, punctuation, and the way how to construct sentences, paragraph, and text. Reading comprehension is a complex process that occurs before, during and after a person reads a particular piece of writing as the goal of

¹⁴J. Michael O'Malley, *Authentic Assessment For English Language Learners*, (America: Addison-Wesley Publishing, 1996), pg. 94

¹⁵David Nunan, *Designing Tasks for the Communicative Classroom*, (New York: Cambridge University Press, 1989), pg. 33.

reading activity. Models of Reading are Bottom-up models and Top-down models. Bottom-up models refer to decoding of individual linguistic, and top-down models begin with the reader's hypothesis and predictions.

b. Principal Strategies for Reading Comprehension

There are some principal strategies for reading comprehension consists of: First, identify your purpose in reading a text. Second, apply spelling rules and conventions for bottom-up decoding. Third use lexical analysis (prefixes, roots, suffixes, etc.) to determine meaning. Fourth, guess at meaning (of words, idioms, etc.) when you aren't certain. After that, skim the text for the gist and for main ideas. Then Scan the text for specific information (names, dates, key words). Then use silent reading techniques for rapid processing. Then use marginal notes, outlines, charts, or semantic maps for understanding and retaining information. Then distinguish between literal and implied meanings. Last capitalize on discourse markers to process relationships.¹⁶

c. Assessing Reading Comprehension

¹⁶H. Douglas Brown, *Language Assessment Principles and Classroom Practice*, ...pg.188-189.

It is necessary to assess the reading comprehension. To perform it, there are some general principles regarding the assessment of comprehension skills. Firstly, reading comprehension is not a unitary construct but a complex skill dependent on a number of cognitive processes. To understand written text, a child needs to decode printed words and to access their meanings; relevant background knowledge needs to be activated, and inferences have to be generated as information is integrated during the course of reading.

Secondly, the simple model shows that children may be at risk of reading comprehension failure because of difficulties with word-level decoding accuracy and fluency, with linguistic comprehension, or with both. A thorough assessment should include tests designed to measure both decoding and comprehension.

Thirdly, tests of reading comprehension vary in terms of the nature of text that the child reads, and the response format via which comprehension is measured. Some texts are as short as a single sentence whereas others contain extended passages comprising a number of paragraphs. Some texts are read silently whereas others are read aloud. Of those that are read aloud, some allow for reading errors to be corrected by the tester. Different response formats include multiple-choice,

true-false judgments, sentence completion, open question-answer, and story-retell.

Fourthly, since tests of reading comprehension vary in task demands, it is important to be clear that the nature of the assessment influences which children may be identified-or fail to be identified-as having comprehension impairments. Some tests that are marketed as measures of reading comprehension are in fact very highly dependent on decoding.

Fifthly, given the complexity of comprehension, it seems likely that children may fail to understand what they have read for a variety of different reasons. Thus, a comprehensive assessment should include measures of decoding accuracy and fluency, oral language, general cognitive resources and working memory as well as reading comprehension.¹⁷

Based on explanation above, it can be concluded that there are some general principles regarding the assessment of comprehension skills. Firstly, reading comprehension is a complex skill dependent on a number of cognitive processes. To understand written text, a child needs to decode printed words and to

¹⁷ Lulut Widyaningrum, *Mapping Readability of The Texts and Reading Abilities of The Users*, ..., pg. 31-34.

access their meanings, relevant background knowledge needs to be activated.

Secondly, assessment should include tests designed to measure both decoding and comprehension. Thirdly, test of reading comprehension vary in terms of the nature of text that the child reads, and the response format via which comprehension is measured. Fourthly, since test of reading comprehension vary in task demands, it is important to be clear that the nature of the assessment influences which children may be identified-or fail to be identified- as having comprehension impairments. Fifthly, a comprehensive assessment should include measures of decoding accuracy and fluency, oral language, general cognitive resources and working memory as well as reading comprehension.

d. The Genres 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. Nevertheless, for considering assessment procedures, several types of reading performance are typically identified, and these will serve as organizers of various assessment tasks. The types of Reading consist of:

1) Perceptive

Perceptive reading tasks involve attending to the components of larger stretches of discourse: letters, words, punctuation, and other graphemic symbols. Bottom-up processing is implied.

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 of language, certain typical tasks used: picture-cued tasks, matching, true /false, multiple-choice, etc. stimuli include sentences, brief paragraphs, and simple charts and graphs. Brief responses are intended as well. A combination of bottom-up and top down processing may be used.

3) Interactive

Included among interactive reading stretches of language of several paragraphs to one page or more in which the reader must, in a psycholinguistic sense, interact with the text. That is, reading is a process of negotiating meaning; the reader brings to the text a set of

schemata for understanding it, and intake is the product of that interaction. The focus of an interactive task is to identify relevant features (lexical, symbolic, grammatical, and discourse) within texts of moderately short length with the objective of retaining the information that is processing is typical of such tasks, although some instances of bottom-up performance may be necessary.

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. The purposes of assessment usually are to tap into a learner's global understanding of text, as opposed to asking test-takers to "zoom in" on small details. Top-down processing is assumed for most extensive tasks.¹⁸

Based on the explanation above, it can be concluded that in this research used Extensive Genre of Reading such as Narrative Text.

¹⁸H. Douglas Brown, *Language Assessment Principles and Classroom Practice*, (San Francisco : Pearson Education, 2004), pg. 189.

1.1. General Concept of Narrative Text

a. Definition of Narrative text

According to Longman Dictionary narrative is the written or oral account of a real or fictional story. And narrative text is the genre structure underlying stories.¹⁹ Narrative text is a text which tells a story in the past. Narrative text is a kind of text which tells about imaginative story and is usually used to entertain the reader or listener. There are so many narrative texts we can find so far such as legends in Indonesia (Sangkuriang, Baruklinting, etc.), fairy tales (Peter Pan, Cinderella, Snow White, etc.), and also fable (The farmer and The beet, Mantu's little elephant, etc.). Narrative text can be found in short story books, magazines, novels, movies, etc. narratives are popular because they present plot which consist of complications and resolutions. They make people feel curious and anxious with the ends of stories.²⁰

¹⁹Jack C Richards and Richard Schmidt., *Longman Dictionary of Language Teaching & Applied Linguistic*, (London: Pearson Education. 2002), pg. 349.

²⁰ Agus Priyanto, *Bahasa Inggris untuk SMP/MTs Kelas VIII*, (Surakarta: Graha Pustaka, 2005), pg.24.

Based on explanation above, it can be concluded that narrative text is the kind of text which tells a story in the past. The kind of narrative text is Legend, Fable, Myth, etc.

b. The Social Function of Narrative Text

The social function of narrative text is to amuse, to entertain, and to deal with actual or various experience and different ways; Narrative deals with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution.²¹

Based on the explanation above, it can be concluded that the function of narrative text is to entertain the readers or listeners with the stories.

c. General Structure of Narrative Text

A narrative text usually has three main parts, consist of; the first, Orientation told about the setting in time and place, and characters, or sets the scene and introduces the participants. The second, Complication told about problem to be solved by characters. The third,

²¹Entika Fani Prastikawati dan Siti Musarokah, *Writing 3*, (Semarang: IKIP PGRI, 2010), pg.15.

Resolution described the solution to the complication and gives an ending of story.²²

d. The Language Features of Narrative Text

The language features of narrative text, they are first, focus on specific and usually individually participants. Second, use of material (action) processes. Third, use of relational and mental processes. Fourth, use of temporal conjunctions and temporal circumstances. Then, use of past tenses. Last, short, telegraphic information about story summarized in one-sentence headline.²³

e. The Example of Narrative Text

Example 1

The Smart Monkey and the Dull Crocodile

One day there was a monkey. He wanted to cross a river. There he saw a crocodile so he asked the crocodile to take him across the other side of the river. The crocodile agree and told the monkey to jump on its back. Then the crocodile swam down the river with the monkey on his top.(**Orientation**)

²²Mukarto, dkk., *English on Sky 2*, (Jakarta: Erlangga, 2006), pg. 123.

²³EntikaFani Prastikawati dan Siti Musarokah, *Writing 3*,.....
pg.16.

Unluckily, the crocodile was very hungry, he stopped in the middle of the river and said to the monkey, “My father is very sick. He has to eat the heart of the monkey. So he will be healthy again. “At the time, the monkey was in dangerous situation and he had to think hard. Then he had a good idea. He told the crocodile to swim back to the river bank. “What’s for?” asked the crocodile. “Because I don’t bring my heart,” said the monkey. “I left it under a tree, near some coconuts in the river bank.”

(Complication)

The crocodile agreed and turned around. He swam back to the bank of the river. As soon as they reached the river bank, the monkey jumped off the crocodile’s back. Then he climbed up to the top of a tree. “Where is your heart?” asked the crocodile. “You are foolish,” said the monkey to the crocodile. “Now I am free and I have my heart.” **(Resolution)**

Example 2

TANGKUBAN PERAHU

Long time ago in West Java, there lived a woman named Dayang Sumbi. She have son named sangkuriang **(Orientation)**

One day, Sangkuriang was hunting in the forest and then he killed Tumang. When Dayang Sumbi knew that she hit Sangkuriang's head with a big spoon and expelled him. Many years later, Sangkuriang wandered and found an old house in the forest. Sangkuriang came closer to the house and there was an old beautiful woman. The woman, Dayang Sumbi. Unintentionally, Sangkuriang forced Dayang Sumbi to marry him. **(Complication)**

Dayang Sumbi agreed to marry him but Sangkuriang had to build a vast boat, just in one night. At night, Sangkuriang called his friends, ghosts and fairies to help him. Feared with the boat to complete, Dayang Sumbi asked other women in her village to help her, By letting up the eastern horizon with flashes of light. Then the women punched the grains with grain pancher to make noise which disturbed the ghosts and fairies. The morning came before Sangkuriang completed the boat. Unfortunately the fairies and the ghosts also left Sangkuriang alone. Finally Sangkuriang got very angry and kicked away the boat to the downside, which

finally turned into a mountain, called Tangkuban Parahu. **(Resolution)**

Example 3

The Lion and The Mouse

Once when a lion was asleep, a little mouse began running up and down upon him; this soon awoke the lion, which placed his huge paw upon him, and open his big jaws to swallow him. "Pardon, O king," cried the little mouse, "Forgive me this time, I shall never forget it; perhaps I may be able to do you a good turn some of these days. **(Orientation)**

"The lion was so tickled at the idea of the mouse being able to help him. Then, he lifted up his paw and let him go. **(Complication)**

Sometime after, the lion was caught in a trap. Some hunters, who wanted to carry him alive to the King, tied him to a tree while they went in search of a wagon to carry him in. **(Complication)**

Just then, the little mouse happened to pass by and see the sad plight in which the lion was. The little mouse went up to him and soon gnawed away the ropes that bounded the king

of the beasts. Soon after the little mouse had finished gnawing away the ropes, he asked the lion to run away. **(Resolution)**

2. Media to Teach Reading Comprehension on Narrative Text

a. Definition of Media

Media word comes from Latin Language of *medius* which literally mean middle, deliverer, or medium.

In Arabic Language, media is medium (وَسَائِل) or deliverer order from consignor to receiver of message. Gerlach & Ely (1971) saying that media is human being, items, or *occurrence* developing the condition of making student can obtain; get knowledge, skilled, or attitude. Termly media mean graphical appliances, photographs, or electronic to catch, to processing, and reorganizing visual information or verbal.²⁴

Another definition “Media is a means of communication and source of information. Derived from the Latin word meaning “between,” the term refers to anything that carries information between a

²⁴Azhar Arsyad, *Media Pembelajaran*, (Jakarta: PT Raja Grafindo Persada, 2003), pg.3.

source and a receiver". The purpose of media is to facilitate communication and learning activities.²⁵

Based on the definition above, the researcher concluded that media is a tool which are used by teachers during teaching and learning process. Thus, media has an important role in teaching and learning process to build students' interest to the material. So, students can easily understand about the material that presented by teachers.

b. The Types of Media

There are many kinds of media. Gerlach & Elly state that media can be classifies into five groups. There are still picture, audio recording, motion picture, television, and real things, simulation and models.

1) Still picture

A still picture is a record or copy of real object or event which may be larger or smaller than the object or event it represents.

2) Audio recording

Recording are made on magnetic tape, on disc, or on motion picture sound tracks. Sounds are genuine and represented in the sequence in

²⁵Mizanul Ahkam, *The Effectiveness of Using Jeopardy Game in Teaching Vocabulary (An Experimental research at the grade XI of MA Mathalibul Huda Mlonggo Jepara in the Academic Year of 2013/2014)*, (Semarang: Tarbiyah Faculty UIN Walisongo, 2013), pg.12.

which they actually happened unless the recording is edited. Obviously, one of the most important types of audio recording is verbal material. So, audio recording may be used by individual or played directly to an audience or over radio or a central sound system.

3) Motion picture/ video tape recording

A motion picture or video tape recording is a moving image in color black and white produced from live action or from graphic representation. Objects or events may be in normal motion, in slow motion, time-lapse or stop motion.

4) Television

Television can originate from a variety sources and can be distributed in many ways, but the signal eventually is displayed by a television receiver. It is usually used to show live show that is held in other places.

5) Real things, simulation, and models

This category includes people, events, objects, and demonstrations. Real things as contrasted with other media are not substitute for the actual object or event. Simulation is the replication of the real situation which has been

designed to be as near the actual event or process as possible. Model is a replica or representation of reality. Such as, when teachers get part of body material that has to be explained to the students, teachers can use students to be model in front of class to help teachers explain the materials.²⁶

Oemar Hamalik states that media for teaching language can be classified in to four categories. First, Game such as word puzzle and role playing. Second, visual media such as picture, chart, photo, poster, globe, graph, and cartoon. And audio media like radio and recorder in cassette. Audio-visual media, such as television video, film, that produces sounds and pictures.²⁷

Based on the explanation above, it can be concluded that media are classified into audio media, visual media, and audio-visual media. Audio media is related to sense of sound, such as Radio and tape recording. Visual media is related to sense of view, such as photograph, chart, and image. And audio-visual media is related to both of the senses, such as television, movie, etc. In

²⁶Azhar Arsyad, *Media Pembelajaran*, ...pg. 29-50.

²⁷M. Basyiruddi Usman dan Asnawir, *Media Pembelajaran*, (Jakarta: Ciputat Press, 2002), pg. 29.

this study, the researcher uses Crossword Puzzle Game as visual media to run the media.

2.1. Crossword Puzzle

a. Definition of Crossword Puzzle

A crossword is a word puzzle that normally takes the form of a square or rectangular grid of white and black shaded squares. The goal is to fill the white squares with letters, forming words or phrases, by solving clues which lead to the answers. In languages that are written left-to-right, the answer words and phrases are placed in the grid from left to right and from top to bottom. The shaded squares are used to separate the words or phrases.²⁸

According to Oxford Learner Dictionary Crossword is puzzle in which words have to be guessed from clues and written in spaces in a grid.²⁹ Puzzle is a game that you have to think about carefully in order to answer it or do it: a crossword.³⁰ So, Crossword Puzzle is a game

²⁸<http://en.m.wikipedia.org/wiki/crossword> , PadaTanggal 9 November, Pukul 19.00

²⁹....., *Oxford Learner's pocket Dictionary*, (New York: Oxford University Press, 2004) 4th ed. pg. 106.

³⁰....., *Oxford Learner's pocket Dictionary*, ... pg. 358.

that you have to think carefully and in which words have to be guessed from clues and written in spaces in a grid. The crossword has words written horizontally (across clues) and words written vertically (down clues).

According Cambridge dictionary Crossword Puzzle Game is a word game in which you have to guess the answers to clues and write the words into numbered squares that go across and down.³¹ Crossword Puzzle Game will be done by individual or group. And Crossword Puzzle Game needs direct participation from students.³²

Based on the definition above, the researcher concluded that crossword puzzle game is a game in which you have to guess the answers to clues and write the words in a space in a grid that go across and down.

b. The Advantages of Crossword Puzzle

The function of teaching media especially Crossword Puzzle in learning activities: The first, By using Crossword Puzzle

³¹<http://dictionary.infoplease.com/crossword-puzzle>, Pada Tanggal 13 November 2015, Pukul 10.44

³²Mel Silberman, *Active Learning 101 Strategi Pembelajaran Aktif*, (Yogyakarta: Pustaka Insan Madani, 2007), pg. 246.

learning activities will be more interesting for students, so it can build students motivation. The second, teaching materials will be more obviously the meaning so it can be more understood by students and the purpose of learning process will be mastery. The third, Teaching media will be more varied, so students do not get bored and the teacher does not run out of steam, especially if the teacher teaches for every hour lesson. The Fourth, Students learn to be more active, because not only listen to teachers' explanation but also other activities such as observing, performing, and others demonstrating.³³

Based on the explanation above, the researcher concluded that Crossword Puzzle is media that can make students easy understand about the material. Crossword Puzzle will be more interesting for students. By using media, students will be more active in giving response to the teachers' explanations.

c. The Disadvantages of Crossword Puzzle

³³ Azhar Arsyad, *Media Pembelajaran*, ...pg. 25.

The disadvantages of Crossword Puzzle in learning activities: the first, by using Crossword Puzzle students difficult to guess the question, because they don't know about the meaning of the question. Second, by using Crossword Puzzle the condition in the class will be noisy.³⁴

3. Crossword Puzzle Game as Teaching Media

a. How to Play Crossword Puzzle Game

The steps to play Crossword Puzzle Game consist of: the First, divided class into five Groups, and each group consist of seven people. The Second, give each group passage about Narrative Text. The Third, Asks them to read the passage it's about 5 minutes. After that asks them to guess the word based on the question in the crossword Puzzle Game. Then each group must answer quickly, If they want to answer the question, they have to raise their hand up. Then group which answer correctly will getting the point. The Last, Each group that has the most point will be the winner.

b. Advantages of Crossword Puzzle Game

³⁴ ZunitaWidyasari (11306106), "The Use of Crossword Puzzle to Improve Vocabulary Mastery (A Classroom Action Research in the First Year Students of MA Al Bidayah Candi Bandung in the Academic Year 2009/2010)", thesis, (Salatiga: English Department of Education Faculty State Islamic Studies Institute (Stain) Salatiga, 2010), pg. .

The advantages of crossword puzzle game consist of: the first, by using crossword puzzle game; teaching and learning process will be more interesting. The second, Crossword puzzle game can be alternative media to teach Reading Comprehension interestingly. The third, Students can take pleasure in learning process. The fourth, by using crossword puzzle game, it can be easy way to improve students reading comprehension. The fifth Students will be more active and enjoy in the class. The sixth, by using crossword puzzle game students will be not bored in learning.

c. Disadvantages of Crossword Puzzle Game

The disadvantages of crossword puzzle game consist of: the first, students will not focus in learning, they just focus with the game. The second, the condition will be noisy in the class, because students must fight to answer the question. The third, students will not understanding about the material, because students very enjoy with the game.

C. Action Hypothesis

In this research, the hypotheses is By using Crossword Puzzle Game in teaching and learning process help students to influence reading comprehension on narrative text.

CHAPTER III

RESEARCH METHOD

A. Research Design

Research design plays an important role in a research because the quality of research will be great depends on the design. Research is the: “systematic investigation of a subject aimed at uncovering new information (discovering data) and/or interpreting relations among the subject’s parts (theorizing)”.¹ Research is a process of enquiry and investigation; it is systematic, methodical, and ethical; research can help solve practical problems and increase knowledge.

The approach used in this research was quantitative. It was quantitative because the emphasis of Quantitative research is on collecting and analyzing numerical data; it concentrates on measuring the scale, range, frequency etc. of phenomena. This type of research, although harder to design initially, is usually highly detailed and structured and results can be easily collated and presented statistically.² While the method employed was through experimental research. Experimental research is the research which compares two groups, one of the groups as an

¹Savilla Banister, *Research in Education*, (New York: University Press, 2001), pg.2.

²S. Margono, *Metodologi Penelitian Pendidikan*, (Jakarta: Rineka Cipta, 2003), pg. 105.

experimental group and control group.³ This kind of experiment was true experimental design in from of pre-test and post-test control group design. Here, there were two groups which have been chosen randomly (R). Both two groups were given pretest to know the first condition whether or not there was a difference of competence level between them. The pretest result was said well if there was no significant difference. After giving pretest, the experimental group was given a certain treatment (X) while the control one was not. Here, the treatment refers to the teaching by means of crossword puzzle. The design can be figured out as follow.

Figure 2. The design of experimental research

<i>R</i>	<i>O</i> ₁	X	<i>O</i> ₂
<i>R</i>	<i>O</i> ₃	X	<i>O</i> ₄

In which: *O*₁ = Pretest value of experimental group

*O*₂ = Posttest value of experimental group

*O*₃ = Pretest value of control group

*O*₄ = Posttest value of control group

X = Treatment

R = Random sample

³S. Margono, *Metodologi Penelitian Pendidikan*, ... , pg.110.

B. Research Setting

MTs.Darul Ulum Semarang was located in Jl. Raya Wates RT 07/ RW 02 Ngaliyan Semarang. It was purposively selected as the research setting because of two major reasons. Firstly, location of MTs.Darul Ulum is near from the researcher. Secondly, the researcher is one of alumnus from MTs.Darul Ulum it can be easy to get approval. Researcher wants to improved students' knowledge about English well and makes students like with English subject.

C. Participant (Population, Sample, and Sampling Technique)

1. Population

According to Sugiyono, population not only members of object/subject that already learn, but also population was all members of well-defined class of people, events and object.⁴ According to Arikunto, population is all of research subject. If someone wants to do research all existing element of research area, so the research is population research.⁵ All of population is a set (or collection) of all elements processing one or more attributes of interest. In this research, the researcher took population of VIII A and VIII B grade of MTs.Darul Ulum Semarang.

⁴Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan Kombinasi (Mixed Methods)*, (Bandung: CV. Alfabeta, 2013), pg.119.

⁵Suharsimi Arikunto, *Prosedur Penelitian*, (Jakarta: Rineka Cipta, 2013), pg. 173.

2. Sample and Technique Sampling

Sample is actual group that is participating in the study. Arikunto says that sample was a representative of population which was studied. It was subject of population.⁶ He also said that if the number of population more than 100, the sample was about 10-15% or 20-25 or more depend on the researcher capability, wide or tight the range of research area, and the risk of the research.⁷ In this research, the object of the research will be taken using *Bored Sampling*. Which means that technique determining sample if all members of population are used as sample. This technique is often conducted when amount of population is relative small, less than 30 people, or research which wishes to make generalizing with small mistake. Other term of this sample is census, where all the population members used as sample.⁸

There were two classes VIII A and VIII B of MTs Darul Ulum Semarang samples. Students in class VIII A consist of 30 students would be taught by crossword puzzle game as teaching media consider as experimental group and VIII B consist of 30 students as the control group.

⁶Suharsimi Arikunto, *Prosedur Penelitian*, (Jakarta: Rineka Cipta, 2006), pg. 131.

⁷Suharsimi Arikunto, *Prosedur Penelitian*,, ...pg.134 .

⁸ Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R&D*, (Bandung: Alfa Beta, 2008), pg. 85

D. Variable and Indicators of Study

1. Variable

Variable was the object of research or something that become the concern of research. ⁹The variables need to be specified in an experiment so that it is clear to readers what groups are receiving the experimental treatment and what outcomes are being measured. They were Independent (X) and Dependent Variable (Y). Those variables were:

a. The independent Variable

One independent Variable must be the treatment variable. One or more groups receive the experimental manipulation, or treatment, from the researcher. Other independent variables may simply be measured variables in which no manipulation occurs.¹⁰ The independent variable in this research was the used of media in the teaching learning process for both groups. The experimental group would learn reading comprehension by using crossword puzzle game and the control class without it.

⁹Suharsimi Arikunto, *Prosedur Penelitian*, ...pg. 51.

¹⁰John W. Creswell, *Research Design Qualitative, Quantitative, and Mixed Methods Approaches*, (America: SAGE Publications, 2009), pg.157.

Independent Variable

Variable	Indicator
Independent Variable (Using Crossword Puzzle Game)	a. Teacher divided students into some groups b. Teacher give a passage to each groups c. Teacher asks students to read the passage with their groups d. Teacher asks each groups to answer the question of crossword puzzle game quickly e. Teacher give reward to one of group that answer correctly and quickly

b. The dependent Variable

Dependent variable was variable that was affected or that became the result because of the existence of independent variable.¹¹ Dependent variable in this study was the students reading comprehension on narrative text.

¹¹Suharsimi Arikunto, *Prosedur Penelitian*, ...pg. 119.

Dependent Variable

Dependent Variable (Students' improvement in reading comprehension on narrative text)	
Sub Variable	Indicator
1) Students' improvement in reading comprehension on narrative text.	1) Students do the exercise about reading comprehension on narrative text on worksheet
2) Students' improvement in understanding narrative text.	1) Students can explain social the function of narrative text. 2) Students can explain the generic structure of narrative text. 3) Students can explain the language features of narrative text.

E. Data Collection Technique

In gaining the data, the researcher attempted to employ these following methods:

1. Documentation

It referred to the archival data that helps the researcher to collect the needed data.¹² The researcher functioned the documents related to the object research such as students name list and the English subject schedules. It helps the researcher conduct the experiment, for example; students' name lists to be used in determining the team for the experiment. In this case, the data was gained by the help of the English teacher the administration officer.

2. Observation

Observation is activity all day long human being by using eye sense as a means of assists the core important besides other sense like ear, kissed, mouth, and skin.¹³ Observation interpreted as record-keeping and perception systematically to visible symptom at research object.¹⁴ In collecting the data, observation is used. Observation is done in the class VIII A and VIII B while monitoring the students' activity and giving score related to the checklist.

¹²S. Margono, *Metodologi Penelitian Pendidikan*, ... , pg.181.

¹³M. Burhan Bungin, *Metodologi Penelitian Kuantitatif Komunikasi, Ekonomi, dan Kebijakan Publik Serta Ilmu-Ilmu Sosial Lainnya*, (Jakarta: Prenada Media Group, 2006), pg.138.

¹⁴S. Margono, *Metodologi Penelitian Pendidikan*, ... , pg.158.

3. Test

According to Margono, test is a set excitement passed to stimuli one with intention to get answer able to be made by base to stipulating of number score.¹⁵ Test was a set of simulation presented to individual in order to elicit responses on the basic of which a numeral score can be assigned. In conducting to this study, the writer used test as the instrument for collecting the data from the students, from the data, the researcher could predict about reading comprehension by analyzing the result of the test.

The researcher would give the test twice (pre-test and post-test) in both classes (VIII A and VIII B) the researcher would give a test that consist of multiple choice test

a. Try Out Test

The purpose of try out is it was to analyze validity, reliability, difficulty level and also the discrimination power of each item. Before doing the test, will do try out test first, good evaluation of our test could help us to measure student reading comprehension more accurately. Before administering the real teas (pre-posttest) researcher would do a try asses the quality test.

¹⁵S. Margono,*Metodologi Penelitian Pendidikan*, ... , pg.170.

b. Pre-Test

Pre –test would be given in order to know how far the ability of students' reading comprehension on narrative text. Before the teacher delivers materials by using crossword puzzle game, the teacher would give test. Test would be given before the experience was run.

c. Post-Test

Post-test would be given in order to know the increasing of students' ability in reading comprehension on narrative text. Post-test would be given to the both of class after receiving treatment.

F. Technique of Data Analysis

1. Try Out Instrument of Test

Before the test was used an instrument to collect the data it had been tried out first to the students in another class. It was to analyze validity, reliability, difficulty level and also the discrimination power of each item. The try out was given to IX A of the students of test MTs.Darul Ulum Semarang. The writer prepared 25 items as the instrument of the test. From 25 test items of try out, some items were chosen as the instrument of test while some others were left out.

The choosing of the instrument had been done by considering: validity, reliability, the degree of test difficulty and discriminating power.

a. The validity

The validity was an important quality of any test. It was a condition in which a test can measure what was supposed to be measured. According to Arikunto, a test was valid if it measured.¹⁶

The validity of test was calculated using Product Moment Formula, which is as follow.

$$r_{xy} = \frac{N \sum XY - \sum(X) \sum(Y)}{\sqrt{\{N \sum X^2 - (\sum X)^2\} \{N \sum Y^2 - (\sum Y)^2\}}}$$

Where:

r_{xy} : The correlation coefficient between X variable and Y variable

N : The number of students

$\sum X$: The sum of score of X item

$\sum Y$: The sum of score of Y item

Calculation result of r_{xy} was compared with r_{table} of Product Moment by 5 % degree of significance. If r_{xy} was higher than r_{table} , the item of question was valid.

¹⁶Suharsimi Arikunto, *Prosedur Penelitian*,..... pg. 212.

b. Reliability

Reliability is consistency measurement. A reliable test score would be consistent across different characteristics of the testing situation. A good test should have high validity and reliability. Alpha formula was used to know reliability of test is KR. 20 (Kuder Richardson).¹⁷

$$r_{11} = \left(\frac{k}{k-1} \right) \left(\frac{s^2 - \sum p q}{s^2} \right)$$

With formula variant item in the test below:

$$V = \left| \frac{\sum x^2 - \frac{(\sum x)^2}{N}}{N} \right|$$

In which:

N = The number of students

With formula variant total below:

$$V = \left| \frac{\sum Y^2 - \frac{(\sum Y)^2}{N}}{N} \right|$$

In which:

$\sum Y$ = the number of item score

$\sum Y^2$ = the number of quadrate score

N = the number of students

¹⁷Sugiyono, *Metode Penelitian Pendidikan (Pendekatan Kuantitatif, Kualitatif, dan R&D)*, (Bandung: Alfabeta, 2012), pg.185-186.

Calculation result of r_{11} was compared with r_{table} of product moment by 5 % degree of significance. If r_{11} was higher than r_{table} , the item of question was reliable.

c. Degree of Test Difficulty

After the try out was conducted, each item was classified in the difficulty level by using formula:

Degree the test difficulty =

$$\frac{\text{mean}}{\text{maksimum score that decided}}$$

In which, Mean =

$$\frac{\text{the number of score participant test in each certain item}}{\text{the number of participant test}}$$

Table 3.1

The Interpretation of Degree of the Test Difficulty

Bigness of DD	Interpretation
Less of 0,25	Very difficult
0,25-0,75	Medium
More than 0,75	Easy

d. Discriminating power

The discriminating power was a measure of the effectiveness of a whole test. The higher and low values of discriminating power were the more effective the test would be.

$$DP = \frac{MA - MB}{\text{Maximum Score}}$$

In which

$$MA = \frac{\sum X_A}{N_A} \text{ and } MB = \frac{\sum X_B}{N_B}$$

In which:

DP : Discriminating power

MA : the average from upper group

MB : the average from low group

NA : the number of students in upper group

NB : the number of student in low group

The way to interpret discriminating power as follow:

Table 3.2

The Interpretation of Discriminating Power

Bigness of DP	Classification
Less of 0,20	<i>Poor</i>
0,20 – 0,40	<i>Satisfactory</i>
0,40 – 0,70	<i>Good</i>
0,70 – 1,00	<i>Excellent</i>
Negative sign	Thrown item

2. Pre-Test

Before the writer determines the statistical analysis technique used, he examined the normality and homogeneity test of the data.

a. Normality Test

It was used to know the normality of the data that was going to be analyzed whether both groups have normal distribution or not. To find out the

distribution data was done normality test with Chi-square. Step by step Chi-square test was as follows:

- 1) Determine the range (R): the largest data reduced the smallest.
- 2) Determine the many class interval (K) with formula: $K = 1 + (3,3) \log n$
- 3) Determine the length of the class, using the formula:

$$P = \frac{\text{range } R}{\text{number of class}}$$

- 4) Make a frequency distribution table
- 5) Determines the class boundaries (bc) of each class interval
- 6) Calculating the average $X_i (\bar{X})$, with the formula:

$$\bar{X} = \frac{\sum f_i x_i}{\sum f_i}$$

- 7) Calculate variants, with the formula:

$$S = \sqrt{\frac{\sum f_i (x_i - \bar{x})^2}{n - 1}}$$

- 8) Calculate the value of Z, with the formula:

$$Z = \frac{x - \bar{x}}{s}$$

- 9) Define the wide area of each interval
- 10) Calculate the frequency expository (Ei), with formula:

$E_i = n \times \text{wide area}$ with the n number of sample

- 11) Make a list of the frequency of observation (O_i), with the frequency expository as follows:

Class	Bc	Z	P	L	Ei	$\frac{O_i - E_i}{E_i}$
-------	----	---	---	---	----	-------------------------

- 12) Calculate the chi-square (χ^2), with the formula:

$$\chi^2 = \sum_{i=1}^k \frac{(O_i - E_i)^2}{E_i}$$

- 13) Calculate the degree of validity (dk). In the calculation of this data was arranged in list of frequency distribution consisting of k pieces so that the interval to determine the criteria test used formula $dk = k - 3$, where k was the number of class intervals and $\alpha = 5\%$

- 14) Determining the value of χ^2 table

- 15) Determining the distribution normality with test criteria:

If $\chi^2_{count} < \chi^2_{table}$ so the data was not normal distribution and other way if the $\chi^2_{count} < \chi^2_{table}$ so the data was normal distribution.¹⁸

b. Homogeneity Test

It was used to know whether experimental group and control group, that were decided, came

¹⁸Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, ...pg.360-363.

from population that had relatively same variant or not. The formula was:¹⁹

$$F = \frac{V_b}{V_k}$$

Where:

Vb : bigger variant

Vk : smaller variant

c. Hypothesis Test

It is used to examine average whether experimental group and control group have been decided having different average.²⁰

T-test is used to analyze the data of this research. It was used to compare and measure or the mean of the two groups.

Proposed hypothetical test in average similarity with the right test is as follows:

$$H_o : \mu_1 = \mu_2$$

$$H_a : \mu_1 \neq \mu_2$$

μ_1 : average data of experiment group

μ_2 : average data of control group

¹⁹Sugiyono, *Metode Penelitian Pendidikan (Pendekatan Kuantitatif, Kualitatif, dan R&D)*,.....pg.270.

²⁰Sugiyono, *Metode Penelitian Pendidikan (Pendekatan Kuantitatif, Kualitatif, dan R&D)*,.....pg. 273.

The t-test formula is used.

$$t = \frac{\bar{x}_1 - \bar{x}_2}{s \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

With :

$$s = \sqrt{\frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2}}$$

Where:

$\bar{X}_1$: average of experimental group

$\bar{X}_2$: average of control group

n_1 : number of experiment group

n_2 : number of control group

S_1^2 : standart deviation of experimental group

S_2^2 : standart deviation of control group

Testing criteria that apply H_0 is accepted

$-t_{table} \leq t_{count} \leq t_{table}$ With determinate $df = (n_1 + n_2 - 2)$ and the significant $\alpha = 5\% (1-\alpha)$

3. Analysis Phase End

a. Normality Test

Steps normality second step was the same as the normality test on the initial data.

b. Homogeneity Test

Steps Homogeneity second step was the same as the homogeneity test on the initial data.

c. Hypothesis Test

Proposed hypothesis test in average similarity with the right test is as follows:

$$H_0 : \mu_1 = \mu_2$$

$$H_a : \mu_1 \neq \mu_2$$

μ_1 : Average data of experimental group

μ_2 : Average data of control group

The formula that is used in the t-test as follows:²¹

$$t = \frac{\bar{x}_1 - \bar{x}_2}{s \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

With:

$$s = \sqrt{\frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2}}$$

Where:

$\bar{x}_1$: Average of experimental group

$\bar{x}_2$: Average of control group

n_1 : The Number of experimental group

n_2 : The number of control group

²¹Sudjana, *Metode Statistika*, p. 239

s : Standard deviation

s^2 : Variance

Criteria test is H_0 is accepted if with $-t_{table}$
 $\leq t_{count} \leq t_{table}$ determinate $df = (n_1 + n_2 - 2)$ and the
 significant $\alpha = 5\%$ ($1 - \alpha$).

G. Research Procedures

The data was collected by the researcher by doing some steps. The steps of collecting the data includes preliminary visit, contact the headmaster, ask the data about the students as participant, gave pre-test, gave the treatments, gave the post test, conduct the observation and interview. The procedures of collecting the data could be seen in the following table.

Table 3.3

The sequences of administration of the data collection

No.	Task	What to prepare	Date
1.	Preliminary visited the administration officer)	-	Monday, 22 th February 2016
2.	Contacted the headmaster	Research permission letter	Tuesday, 23 th February 2016
3.	Contacted the English teacher to ask data about students participants	-	Tuesday, 23 rd February 2016

No.	Task	What to prepare	Date
4.	Gave try-out instrument	Worksheet	Saturday, 27 th February 2016
5.	Gave pre-test	Pre-test worksheet	Saturday, 5 th March 2016
6.	Gave treatment	Lesson plan, handbook, worksheet	Monday, 7 th March 2016
7.	Gave post test	Post-test Worksheet	Saturday, 12 th - 14 th March 2016

1. Preliminary Visit

The researcher visited the school to get information about the students and teacher as participants. To gain the information, the researcher asked the administration officer whether the school possibly be the setting of research or not by describing the researcher's intention and asked for information about setting and participants.

2. Contacted the Headmaster

Having got the information about setting and participant, the researcher do the second visit to meet the headmaster of the school by giving the permission letter.

3. Contacted the English Teacher

After receiving research permission from the headmaster of the school, the researcher meet the English teacher and asked for data of students and negotiate what

the class should become the participants that were the control and experimental group.

4. Gave Try out test

In this session, the researcher gave try out test. It was to analyze validity, reliability, difficulty level and also the discrimination power of each item. The try out was given to XI A of the students of test MTs. Darul Ulum Ngaliyan Semarang. The writer prepared 25 items as the instrument of the test.

5. Gave Pre test

In this session, the researcher gave the Pre test of Reading Comprehension test. Both experimental and control group were given this kind of test. This test was to ensure that both two groups were the same in reading comprehension proficiency. In addition, the results of the test were used to determine the students' groups.

6. Gave the Treatment

In this session, the experimental group was given the treatment and teaches by researcher as the experimental by meant of Crossword Puzzle Game while the control group was taught by the same teacher and the material but was different in teaching media that was by means of non-Crossword Puzzle Game as media.

7. Gave Post test

Having administered the treatment, the post test was given to both groups to test their understanding on Reading Comprehension test.

CHAPTER IV

RESEARCH FINDING AND ANALYSIS

A. Descriptions of Research Findings

To find out the difference between the students who were taught by using Crossword Puzzle Game and the students who were not taught by Crossword Puzzle Game on Reading Comprehension, especially in MTs Darul Ulum the researcher did an analysis of quantitative data. The data was obtained by giving test to the experimental class and control class after giving a different learning both classes.

The subjects of this research were divided into two classes. They are experimental class (VIII A), and control class (VIII B). Before items were given to the students, the writer gave a try out test to analyze validity, reliability, difficulty level and also the discrimination power of each item. The researcher prepared 25 items as the instrument of the test. Test was given before and after the students followed the learning process that was provided by the researcher.

Before the activities were conducted, the researcher determined the materials and lesson plan of learning. The experimental class used Crossword Puzzle Game in learning, while the control class without used Crossword Puzzle Game.

After the data were collected, the researcher analyzed it. The first analysis data is from beginning of experimental class

and control class that is taken the pre-test value. It is the normality test and homogeneity test. It is used to know that two groups are normal and have same variant. Another analysis data is from ending of experimental class and control class that is taken the post-test value. It is used to prove the truth of hypothesis that has been planned.

B. Data Analysis and Hypothesis Test

1. Analysis of Try-out Test Instrument

This discussion covered validity, reliability, difficulty level and also discriminating power.

a. Validity of instrument

The validity was an important quality of any test. It was a condition in which a test can measure what was supposed to be measured.

According to Arikunto, a test was valid if it measured There were 25 items as the instrument of try-out test. It was obtained 15 items which were valid and 10 test items which were invalid. They were to be said invalid because the computation result of their r_{xy} value was lower than r_{table} value.

It was done to know the normality and homogeneity of the initial data in the experimental class and control class.

Table 4.1
Validity of Each Item

Criteria	t_{table}	Number of questions	Total
Valid	0.3610	1, 2, 3, 7, 9, 12, 13, 14, 15, 17, 19, 20, 23, 24, 25	15
Invalid		4, 5, 6, 8, 10, 11, 16, 18, 21, 22	10

The following was item of validity computation for item number 1 and for the other items would use the same formula.

$$\begin{array}{ll}
 N = 30 & \sum X^2 = 22 \\
 \sum XY = 1248 & \sum X = 22 \\
 \sum Y = 1624 & \sum Y^2 = 90746
 \end{array}$$

$$\begin{aligned}
 r_{xy} &= \frac{N \sum XY - \sum(X) \sum(Y)}{\sqrt{\{N \sum X^2 - (\sum X)^2\} \{N \sum Y^2 - (\sum Y)^2\}}} \\
 &= \frac{(30 \times 1248) - (22 \times 1624)}{\sqrt{\{(30 \times 22) - (22)^2\} \{(30 \times 90746) - (1624)^2\}}} \\
 &= 0.4427
 \end{aligned}$$

From the computation above, the result computing validity of the item number 1 was 0.4427 after that, the researcher consulted the result to the table of r product moment with the

number of subject (N) = 30 and significant level 5% it is 0,3610. Because the result of the computation was higher than r_{table} , the index of validity of the item number was considered to be valid. The list of the validity of each item could be seen in appendix.

b. Reliability of instrument

Reliability is consistency measurement. A reliable test score would be consistent across different characteristics of the testing situation. A good test should have high validity and reliability.¹ Besides the index of validity, the researcher calculated the reliability of the test using formula:

$$r_{11} = \left(\frac{k}{k-1} \right) \left(\frac{s^2s - \sum pq}{s^2} \right)$$

Before computing reliability, the researcher had to compute Varian (S^2) with the formula below:

The computation of the total varians (S_t^2) was 4.43421. After finding the total varians (S_t^2) the researcher computed the reliability of the test as follows:

¹Sugiyono, *Metode Penelitian Pendidikan (Pendekatan Kuantitatif, Kualitatif, dan R&D)*, (Bandung: Alfabeta, 2012), pg.185-186.

$$S_t^2 = 4.43421$$

$$N = 30$$

$$\sum pq = 0.23347$$

$$r_{11} = \left(\frac{n}{n-1} \right) \left(\frac{S_t^2 - \sum pq}{S_t^2} \right)$$

$$r_{11} = \left(\frac{30}{30-1} \right) \left(\frac{4.43421 - 0.23347}{4.43421} \right)$$

$$r_{11} = 0.94208$$

From the computation above, it was found out that r_{11} (the total of reliability test) was 0.94208, if $r_{11} \geq 0.3610$, so the test was reliable and if $r_{11} \leq 0.3610$, so the test was not reliable. Based on the computation, we had found that r_{11} (the total of reliability test) was 0.94208, it meant $r_{11} \geq 0.3610$, so the test was reliable.

c. Difficulty level

This following was computation of the level difficulty for item number 1 and the other items would use the same formula.

The criteria:

Interval P	Criteria
Less than 0,25	Difficult
0,25 - 0,75	Medium
More than 0,75	Easy

$$B = 22$$

$$JS = 30$$

$$\begin{aligned}
 P &= \frac{B}{JS} \\
 &= \frac{22}{30} \\
 &= 0,73
 \end{aligned}$$

It was proper to say that the index difficulty of the item number 1 above could be said as the medium category, because the calculation result of the item number 1 was in the interval $0,25 \leq P < 0,75$.

After computing 25 items of the try out test, there were 2 item was considered to be easy, 20 items were medium, and 3 items were difficult. The whole computation result of difficulty level could be seen in appendix.

Table 4.2
Degree of Difficulty of each Item

Criteria	Number of questions	Total
Easy	4,8	2
Medium	1,2,3,6,7,9,10,11,12,13,14,15,16,17,18,19,20,23,24,25	20
Difficult	5,21,22	3

d. Discriminating power

The discriminating power was a measure of the effectiveness of a whole test. The higher and low values of discriminating power were the more effective the test would be. To do this analysis, the

number of try out subjects was divided into 2 groups, upper and lower groups.

the criteria:

Interval DP	Criteria
Less than 0,20	Poor
0,21-0,40	Satisfactory
0,41-0,70	Good
0,71-1	Exelent
Negative signs	Thrown item

Table 4.3
The Table of Discriminating power of Item
Number 1

Upper group			Lower group		
No	Code	Score	No	Code	Score
1	U-1	1	16	U-4	0
2	U-2	1	17	U-7	0
3	U-3	1	18	U-8	0
4	U-5	1	19	U-9	1
5	U-6	1	20	U-10	1
6	U-11	1	21	U-12	1
7	U-14	1	22	U-13	1
8	U-15	1	23	U-19	1
9	U-16	1	24	U-21	1
10	U-17	1	25	U-22	1
11	U-18	1	26	U-23	0
12	U-20	1	27	U-24	0
13	U-28	1	28	U-25	0
14	U-29	1	29	U-26	0
15	U-30	1	30	U-27	0
Sum		15	Sum		7

The following was the computation of the discriminating power for the item number 1 and for other items would use the same formula.

$$BA = 15 \qquad BB = 7$$

$$JA = 15 \qquad JB = 15$$

$$\begin{aligned} D &= \frac{BA}{JA} - \frac{BB}{JB} \\ &= \frac{15}{15} - \frac{7}{15} \\ &= 0,53 \end{aligned}$$

According to the criteria, the item number 1 above was good, because the calculation result of the item number 1 was less than 0,20. After computing 25 items of try out test, there were 14 items were considered to be bad, 3 items were enough, and 8 items were failed. The result of the discriminating power of each item could be seen appendix.

Table 4.4
Discriminating power of Each Item

Criteria	Number of questions	Total
Thrown item	4, 5, 8, 10	4
Poor	,2,3,6,7,9,11,12,13,14,15,16,17	18
Satisfactory	,19,20,22,24,25	
Good	18,21,23	3
	1	1

Based on the analysis on validity, reliability, difficulty level and discriminating power, finally 15

items were accepted. They were number 1, 2, 3, 7, 9, 12, 13, 14, 15, 17, 19, 20, 23, 24,25.

2. Analysis of Pre-Test

a. Normality Test of Pre-Test

It was used to know the normality of the data that was going to be analyzed whether both groups have normal distribution or not. To find out the distribution data was done normality test with Chi-square..

Ho: the data of normal distribution

Ha: the data of un normal distribution

With criteria *Ho* accepted if $x_{count}^2 < x_{table}^2$

Table 4.5
The normality result pre-test in experimental class and control classes

Class	Test	x_{count}^2	x_{table}^2	Criteria
Experimental	Pre-Test	0.38	7.81	Normal
Control	Pre-Test	3.89		Normal

Based on the analysis above it can be seen that x_{count}^2 both of class were lower than x_{table}^2 ($x_{count}^2 < x_{table}^2$), so *Ho* is accepted. It can be concluded that the distribution data of experimental and control class are normal.

b. Homogeneity Test of Pre Test

It was used to know whether experimental group and control group, that were decided, came from population that had relatively same variant or not.

$$H_0 : \sigma_1^2 = \sigma_2^2$$

$$H_a : \sigma_1^2 \neq \sigma_2^2$$

Table 4.6
The homogeneity result of pre-test in experimental and control classes

Class	Variance (s^2)	N	F_{count}	F_{table}	Criteria
Experimental	136.1713	30	1.086	1.620	Homogenous
Control	125.390	30			

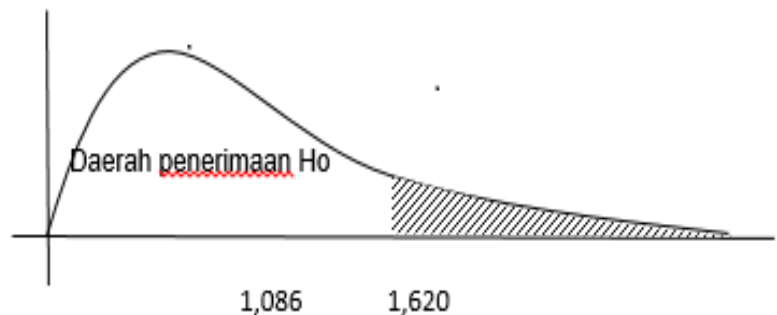
According to the formula above, it is obtained

that:

$$F = \frac{\text{Biggest Variance}}{\text{Smallest Variance}}$$

$$F = \frac{136.1713}{125.3897}$$

$$F_{(0.05)(30:30)} = 1,620$$



Karena F berada pada daerah penerimaan H_0 , maka dapat disimpulkan bahwa kedua kelas homogen.

Based on the computation above it is obtained that F_{count} is lower than F_{table} so H_0 accepted. It can be conclude that data of pre-test from experimental and control class have the same variance.

- c. Testing the similarity of Average of the Initial Data between Experimental and Control Classes.

To test the difference of average the writer used t-test.

$$H_0: \mu_1 = \mu_2$$

$$H_a: \mu_1 \neq \mu_2$$

Where:

μ_1 : average data of experimental group

μ_2 : average data of control group

Table 4.7
The average similarity test of pre-test in experimental and control classes

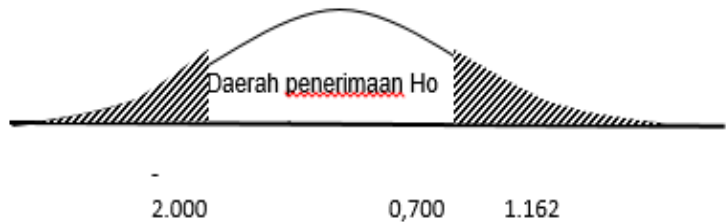
Source of Variance	Experimental	Control	Criteria
Sum	1931	1869	Ho accepted (same)
N	30	30	
Average	64.367	62.300	
Variance (S^2)	136.171	125.390	
Standard Deviation (S)	11.669	11.198	

According to the formula above, it is obtained that:

$$t = \frac{\bar{x}_1 - \bar{x}_2}{s \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

$$t_{count} = \frac{64,367 - 62.300}{11.44 \sqrt{\frac{1}{30} + \frac{1}{30}}} = 0.700$$

Pada $\alpha = 5\%$ dengan $dk = 30 + 30 - 2 = 58$ diperoleh $t_{(0.25)(58)} = 1.1619873$



Karena t berada pada daerah penerimaan H_0 , maka dapat disimpulkan bahwa kedua kelas homogen.

With $\alpha = 5\%$ and $df = 30 + 30 - 2 = 58$, obtained $t_{table} = 1.162$. From the result of calculation t -test, $t_{count} = 0.700$. Because t_{count} was lower than t_{table} ($1.162 > 0.700$) So H_0 is accepted. It means that both of classes was homogeneous.

3. Post test

a. Normality Test

Ho: the data of normal distribution

Ha: the data of abnormal distribution

with criteria:

Ho accepted if $\chi^2_{count} < \chi^2_{table}$

Ho rejected if $\chi^2_{count} > \chi^2_{table}$

With $\alpha = 5\%$ and $df = k-1$

Table 4.8
The normality result of post-test in experimental and control classes

Class	χ^2_{count}	χ^2_{table}	Criteria
Experimental	2.89	7.81	Normal
Control	3.85		Normal

Based on analysis above, it can be seen that χ^2_{count} of both classes is lower than χ^2_{table} ($\chi^2_{count} < \chi^2_{table}$) so Ho accepted. The conclusion is the distribution data of experimental and control classes are normal.

b. Homogeneity test

The homogeneity test is used to know whether the group sample that is taken from population is homogeneous or not.

Table 4.9
The homogeneity result of post-test in experimental
and control classes

Class	Variance (s^2)	N	F_{count}	F_{table}	Criteria
Experimental	130.000	30	1.083	1.620	Homogenous
Control	140.833	30			

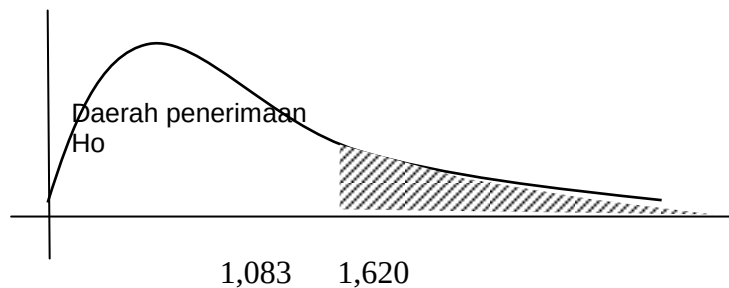
According to the formula above, it is obtained that:

$$F = \frac{\text{Biggest Variance}}{\text{Smallest Variance}}$$

$$F = \frac{140.8333}{130.0000}$$

$$= 1.083$$

$$F_{(0.05)(30:30)} = 1,620$$



karena F berada pada daerah penerimaan H_0 , maka dapat disimpulkan bahwa kedua kelas homogen.

Based on computation above it is obtained that F_{count} is lower than F_{table} so H_0 accepted. It can be concluded that data of post-test from experimental class and control class have the same variance or homogeneous.

c. Hypothesis test

Hypothesis test is used to know whether there is a difference on post-test of experimental class and control class. The data which is used to test the hypothesis is score post-test both of class. To test the difference of average used t-test.

$H_0: \mu_1 = \mu_2$: (it means there is no significant difference between the influence of reading comprehension who were taught by using Crossword Puzzle Game and who were taught by using non-Crossword Puzzle Game).

$H_a: \mu_1 \neq \mu_2$: (it means there is significant difference between the influence reading comprehension of students who were taught by using Crossword Puzzle Game and who taught by using non- Crossword Puzzle Game).

Table 4.10

The result of computation T-test

Class	N	Average ($\bar{X}$)	Variance (S^2)	Standard of deviation (S)	t_{count}	t_{table}	Criteria	
Experimental	30	71.0000	130.0000	11.4020	1.609	1.162	Ha	accepted
Control	30	66.1670	140.8330	11.8670				

Pada $\alpha = 5\%$ dengan $dk = 30+30-2 = 58$ diperoleh $t_{(0.25)(58)} = 1.162$



Based on the computation above, it is obtained that the average of post-test of the experimental class and control class who are taught by using Crossword Puzzle Game is 71.0000 and standard deviation (s) is 11.4020. While the average of post-test of the control class who are taught by using non- Crossword Puzzle Game is 66.1670 and standard deviation (s) 11.8670. With $df = 30+30-2 = 58$ by $\alpha = 5\%$, so obtained t_{table} and t_{count} , $t_{count} > t_{table}$. It means that H_0 is rejected and H_a is accepted.

C. Discussion of the Research Findings

1. The comparison of average score between pre-test of experimental class and pre-test of control class was not significance/homogeneous.

The average score of experimental class was 64.367 and the average score of control class was 62.300. Based on the calculation above of normality and the homogeneity test from experimental class and control class is normal distribution and homogenous.

2. The progress between pre-test and post-test of experimental class and control class.

The difference improvement of experimental class and control class was on the treatment. The students of experimental class was taught by using Crossword Puzzle Game, while the students of control class was taught by using non- Crossword Puzzle Game. The progress of learning process in experimental class was increased and improved, it can be seen on students' activity in treatment process by using Crossword Puzzle Game.

It means that after using Crossword Puzzle Game students can understand about reading comprehension on narrative text as well. So, it is possible that they will get higher score than before.

It was affected to the students' average score of post-test was 71.000 while the average score of pre-test in reading comprehension was 64.367 for experimental class. Meanwhile, the average score of pre-test was 62.300 for control class. the students' average score of post-test was 66.167, because the teacher taught using without Crossword Puzzle Game.

D. Limitation of the Research

There were compulsion and restriction faced during the research process The researcher realizes that this research had not been done optimally.. Some limitations are:

1. The implementation of the research process was less smooth; this was more due to lack of experience and knowledge of the writer.
2. Relative of the implementation process of this research have short of time, makes this research could not be do maximal. But it was enough to fulfill all requirements for a research.
3. The research is limited at MTs Darul Ulum Semarang. In the academic year of 2015/2016. When the same researches conducted in other schools, it is still possible that difference result will be gained.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The conclusion of this research is drawn in accordance with the result of the data analysis in the previous chapter. There are some significant difference in students' achievement score between experimental and control class. In the result of post-test of experimental class was 71.000 which were higher than the control class 66.167. It means that there was an the influence of the students' achievement in reading comprehension on narrative text. The achievement of the experimental class was higher than the control class.

The result of the calculation using the t-test showed that $t_{count} = 1.609$ and t_{table} for $\alpha: 5\%$ was 1.162. It means that t_{count} was higher than t_{table} ($1.609 > 1.162$). It can be conclude that there is difference result of the learning using Crossword Puzzle game and learning without using Crossword Puzzle game. Consequently, based on the testing, the hypothesis is accepted.

In addition, crossword puzzle game is one of the media that can be used by teacher in learning reading. It could be seen when teaching and learning process, the students were enjoy and enthusiasm in learning activity. The game enables students not only to read but also to take pleasure in learning.

B. Suggestion

After finishing this research, the researcher would like to give some useful suggestions to the teacher and the next researcher. The suggestions are as follow:

1. For the Teacher

The use of crossword puzzle game in teaching reading comprehension in narrative text is an interesting way because it can make students easier to learn about the material. Therefore, teachers have to be able to create and develop methods or media in teaching in order to get students attention during the lesson. Moreover, teachers should be creative to use strategy to make their students enjoyable and fun in learning English.

2. For The Next Researcher

Researcher hopes that this research could be a reference for future researcher that will analyze teaching reading comprehension by using crossword puzzle game.

Finally, the researcher realizes that this paper is far from being perfect. Therefore, constructive critics and advice are really expected for the perfection of the thesis. Hopefully, this thesis will be useful for us. Amin.

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Appendix 1

LIST OF THE STUDENTS OF TRY OUT CLASS

NO	NAME	CODE
1	Andika Purnama	E-1
2	Ahmad Miftahfudin	E-2
3	AmaliaHadiratul M	E-3
4	Andi Budiawan	E-4
5	Azyjn Gymnastar	E-5
6	Bayu Aji Pratama	E-6
7	Dian Margowati	E-7
8	Eva Widiana	E-8
9	Fina Zakiyah	E-9
10	Firdaus El Bustani	E-10
11	Ginza Andrian MRA	E-11
12	Ida Nur Fadhillah	E-12
13	Kusniawati	E-13
14	M. Evendi Yarkasih	E-14
15	M. Hanif Muhlis	E-15
16	M. Jaelani	E-16
17	Malicha Laela P	E-17
18	Mindi Dwi Artika	E-18
19	Munita India Lestari	E-19
20	Renny Riwayati	E-20
21	Rinta indah Fatmawati	E-21
22	Riyo Naris Variandi Ninggar	E-22
23	Roicatul Miski	E-23
24	Sigit Anjar P	E-24
25	Syailendra palma P	E-25
26	Tangguh Mahesa	E-26
27	Wibi Ardianah	E-27
28	Yudi Irawan	E-28
29	Zuni Riski A	E-29
30	Zusnia Salsabila	E-30

Appendix 2

LIST OF THE STUDENTS OF EXPERIMENTAL CLASS

NO	NAME	CODE
1	Ali Hamdan	E-1
2	Abdul Faridin	E-2
3	Afif Dwi Lianto	E-3
4	Afria Citra Prastiwi	E-4
5	Anggi Novita Sari	E-5
6	Aufa Lonosky	E-6
7	Ayu Widia Ningrum	E-7
8	Elsa Aulia Pramesti	E-8
9	Enggar Ferdiyana	E-9
10	Farid Ali Abdul Manan	E-10
11	Fazya Hidayathul Syifa	E-11
12	Ilham Mahbub	E-12
13	Isan Setiyawan	E-13
14	Krisna Dwi Mulyana	E-14
15	Lia Widya	E-15
16	Lina Asikha	E-16
17	Luqman Nur Alif	E-17
18	Muhammad Hasan As'ari	E-18
19	Muhammad Munawir	E-19
20	Muhammad Okistaz Dafa H	E-20
21	Regga Surya Giri	E-21
22	Rendi Riskiyawan	E-22
23	Rifqi Attalah Naufal	E-23
24	Rita Wahyuni	E-24
25	Rizky Arihuda Ramadhani	E-25
26	Sarwendah Kusuma W	E-26
27	Septian Dwi Nugroho	E-27
28	Surotun Muhtasarrudin	E-28
29	Ulil Saputri	E-29
30	Vigo Cahya Admaja	E-30

Appendix 3

LIST OF THE STUDENTS OF CONTROL CLASS

NO	NAME	CODE
1	Andre Gusti Dwi S	C-1
2	Amalia	C-2
3	Anggie Deny A	C-3
4	Anom Bagus R	C-4
5	Arum Septia Rishanda	C-5
6	Eka Asriati	C-6
7	Farizal Asalam	C-7
8	Imdriyanto	C-8
9	Krisna Aldi Saputra	C-9
10	Kuriyanto	C-10
11	Laelatul Badriyah	C-11
12	Lutfi Abdullah	C-12
13	Lutfi Azirohtul Aini	C-13
14	M. Yusuf Aji P	C-14
15	Maora Ahmad Qusyairi	C-15
16	Midia Mei Wulansari	C-16
17	Miftachul Choerudin	C-17
18	Muhammad Fathur Afrian	C-18
19	Muhammad Junarto	C-19
20	Muhamma Kholilul R	C-20
21	Muhammad Zulham	C-21
22	Ragil Kurnia Aziz	C-22
23	Rahma Ayu Windartika	C-23
24	Reynald henry P	C-24
25	Ria Lestari	C-25
26	Septian Dwiki Saputra	C-26
27	Siti Nur H	C-27
28	Siti Rohmah	C-28
29	Yosi Satriya	C-29
30	Yusril Azzuri Indrasta	C-30

Appendix 4

SCORE PRE TEST BETWEEN EXPERIMENTAL					
CONTROL			EXPERIMENT		
NO	CODE	SCORE	NO	CODE	SCORE
1	C-1	46	1	E-1	80
2	C-2	70	2	E-2	75
3	C-3	65	3	E-3	65
4	C-4	55	4	E-4	46
5	C-5	45	5	E-5	60
6	C-6	55	6	E-6	45
7	C-7	60	7	E-7	65
8	C-8	53	8	E-8	55
9	C-9	75	9	E-9	65
10	C-10	60	10	E-10	75
11	C-11	55	11	E-11	70
12	C-12	45	12	E-12	55
13	C-13	70	13	E-13	65
14	C-14	50	14	E-14	70
15	C-15	50	15	E-15	60
16	C-16	70	16	E-16	55
17	C-17	70	17	E-17	65
18	C-18	80	18	E-18	90
19	C-19	65	19	E-19	50
20	C-20	70	20	E-20	65
21	C-21	45	21	E-21	80
22	C-22	75	22	E-22	55
23	C-23	70	23	E-23	70
24	C-24	80	24	E-24	55
25	C-25	75	25	E-25	65
26	C-26	80	26	E-26	70
27	C-27	60	27	E-27	85
28	C-28	55	28	E-28	70
29	C-29	65	29	E-29	40
30	C-30	55	30	E-30	65
jumlah		1869			1931
n		30			30
X rata2		62,3			64,36667
Varians(s2)		125,390			136,1713
Standar devisiasi (S)		11,19775			11,66924

Appendix 5

		SCORE POST TEST			
	CONTROL		EXPERIMENTAL		
NO	CODE	SCORE	N0	CODE	SCORE
1	C-1	45	1	E-1	70
2	C-2	65	2	E-2	60
3	C-3	80	3	E-3	80
4	C-4	50	4	E-4	75
5	C-5	70	5	E-5	80
6	C-6	50	6	E-6	70
7	C-7	80	7	E-7	75
8	C-8	50	8	E-8	85
9	C-9	55	9	E-9	70
10	C-10	85	10	E-10	50
11	C-11	55	11	E-11	85
12	C-12	75	12	E-12	70
13	C-13	70	13	E-13	80
14	C-14	60	14	E-14	75
15	C-15	60	15	E-15	65
16	C-16	65	16	E-16	60
17	C-17	60	17	E-17	50
18	C-18	70	18	E-18	80
19	C-19	55	19	E-19	90
20	C-20	65	20	E-20	65
21	C-21	70	21	E-21	70
22	C-22	75	22	E-22	60
23	C-23	50	23	E-23	90
24	C-24	80	24	E-24	55
25	C-25	70	25	E-25	65
26	C-26	85	26	E-26	75
27	C-27	60	27	E-27	85
28	C-28	65	28	E-28	55
29	C-29	85	29	E-29	80
30	C-30	80	30	E-30	60
jumlah		1985			2130
n		30			30
X rata2		66,16667			71
Varians(s2)		140,833			130
Standar devisiasi (S)		11,86732			11,40175

Appendix 6

Uji Normalitas Nilai Pre-Test Kelas kontrol

Hipotesis

H₀: Data berdistribusi normal

H₁: Data tidak berdistribusi normal

Pengujian Hipotesis

$$\chi^2 = \sum_{i=1}^k \frac{(O_i - E_i)^2}{E_i}$$

Kriteria yang digunakan

diterima jika $H_0 = \chi^2_{hitung} < \chi^2_{tabel}$

Pengujian Hipotesis

Nilai maksimal = 90
 Nilai minimal = 40
 Rentang nilai (R) = 90 - 40 = 50
 Banyaknya kelas (k) = $1 + 3,3 \log 30 = 5,875 = 6$ kelas
 Panjang kelas (P) = $50/6 = 8,51 = 9$

Tabel distribusi nilai pre-test kelas eksperimen

Kelas	f _i	X _i	X _i ²	f _i .X _i	f _i .X _i ²
40 – 49	3	44,5	1980,25	133,5	5940,75
50 – 59	6	54,5	2970,25	327	17821,5
60 – 69	10	64,5	4160,25	645	41602,5
70 – 79	7	74,5	5550,25	521,5	38851,8
80 – 89	3	84,5	7140,25	253,5	21420,8
90 – 99	1	94,5	8930,25	94,5	8930,25
Jumlah	30			1975	134568

$$\bar{X} = \frac{\sum f_i X_i}{\sum f_i} = \frac{1975}{30} = 65,83$$

$$S^2 = \frac{n \sum f_i X_i^2 - (\sum f_i X_i)^2}{n(n-1)}$$

$$= \frac{30 \cdot 134568 - (1975)^2}{30(30-1)}$$

$$S^2 = 156,78$$

$$S = 12,52$$

Daftar nilai frekuensi observasi kelas eksperimen

Kelas	Bk	Z_i	$P(Z_i)$	Luas Daerah	E_i	O_i	$\frac{(O_i - E_i)^2}{E_i}$
	39,5	-2,10	-0,4823				
40 –	49			0,0783	2,5	3	0,0974
	49,5	-1,30	-0,4040				
50 –	59			0,2105	6,7	6	0,0801
	59,5	-0,51	-0,1935				
60 –	69			0,3087	9,9	10	0,0015
	69,5	0,29	0,1152				
70 –	79			0,2473	7,9	7	0,1054
	79,5	1,09	0,3625				
80 –	89			0,1082	3,5	3	0,0614
	89,5	1,89	0,4706				
90 –	99			0,0258	0,8	1	0,0371
	99,5	2,69	0,4964				
						$\chi^2 =$	0,38

Untuk $\alpha = 5\%$, dengan $dk = 6 - 3 = 3$ diperoleh $\chi^2_{\text{tabel}} =$

7,81

Karena $\chi^2_{\text{hitung}} < \chi^2_{\text{tabel}}$, maka data tersebut berdistribusi normal

Appendix 7

Uji Normalitas Nilai Pre-Test Kelas eksperimen

Hipotesis

H₀: Data berdistribusi normal

H₁: Data tidak berdistribusi normal

Pengujian Hipotesis

$$\chi^2 = \sum_{i=1}^k \frac{(O_i - E_i)^2}{E_i}$$

Kriteria yang digunakan

diterima jika $H_0 = \chi^2_{hitung} < \chi^2_{tabel}$

Pengujian Hipotesis

Nilai maksimal	=	80		
Nilai minimal	=	45		
Rentang nilai (R)	=	80 - 45	=	35
Banyaknya kelas (k)	=	1 + 3,3 log 30	=	5,875 = 6 kelas
Panjang kelas (P)	=	35/6 =	5,96	= 6

Tabel distribusi nilai pre-test kelas kontrol

Kelas	f _i	X _i	X _i ²	f _i ·X _i	f _i ·X _i ²
45 – 51	6	48	2304	288	13824
52 – 58	6	55	3025	330	18150
59 – 65	6	62	3844	372	23064
66 – 72	6	69	4761	414	28566
73 – 79	3	76	5776	228	17328
80 – 86	3	83	6889	249	20667
Jumlah	30			1881	121599

$$\bar{X} = \frac{\sum f_i X_i}{\sum f_i} = \frac{1881}{30} = 62,70$$

$$S^2 = \frac{n \sum f_i X_i^2 - (\sum f_i X_i)^2}{n(n-1)}$$

$$= \frac{30 \cdot 121599 - (1881)^2}{30(30-1)}$$

$$S^2 = 126,22$$

$$S = 11,23$$

Daftar nilai frekuensi observasi kelas kontrol

Kelas	Bk	Z_i	$P(Z_i)$	Luas Daerah	E_i	O_i	$\frac{(O_i - E_i)^2}{E_i}$
	44,5	-1,62	-0,4474				
45 – 51	51			0,1068	3,4	6	1,9523
	51,5	-1,00	-0,3406				
52 – 58	58			0,1949	6,2	6	0,0089
	58,5	-0,37	-0,1457				
59 – 65	65			0,2441	7,8	6	0,4206
	65,5	0,25	0,0984				
66 – 72	72			0,2101	6,7	6	0,0776
	72,5	0,87	0,3085				
73 – 79	79			0,1241	4,0	3	0,2377
	79,5	1,50	0,4326				
80 – 86	86			0,0503	1,6	3	1,1979
	86,5	2,12	0,4829				
					χ^2	=	3,89

Untuk $\alpha = 5\%$, dengan $dk = 6 - 3 = 3$ diperoleh $\chi^2_{\text{tabel}} =$

7,81

Karena $\chi^2_{\text{hitung}} < \chi^2_{\text{tabel}}$, maka data tersebut berdistribusi normal

Appendix 8

Uji Normalitas Nilai Post-Test Kelas eksperimen

Hipotesis

H₀: Data berdistribusi normal

H₁: Data tidak berdistribusi normal

Pengujian Hipotesis

$$\chi^2 = \sum_{i=1}^k \frac{(O_i - E_i)^2}{E_i}$$

Kriteria yang digunakan

diterima jika $H_0 = \chi^2_{hitung} < \chi^2_{tabel}$

Pengujian Hipotesis

Nilai maksimal	=	90	
Nilai minimal	=	50	
Rentang nilai (R)	=	90 - 50	= 40
Banyaknya kelas (k)	=	1 + 3,3 log 30	= 5,875 = 6 kelas
Panjang kelas (P)	=	40/6 = 6,81	= 7

Tabel distribusi nilai pre-test kelas eksperimen

Kelas	f _i	X _i	X _i ²	f _i ·X _i	f _i ·X _i ²
50 – 57	4	53,5	2862,25	214	11449
58 – 65	7	61,5	3782,25	430,5	26475,8
66 – 73	5	69,5	4830,25	347,5	24151,3
74 – 81	9	77,5	6006,25	697,5	54056,3
82 – 89	3	85,5	7310,25	256,5	21930,8
90 – 97	2	93,5	8742,25	187	17484,5
Jumlah	30			2133	155548

$$\bar{X} = \frac{\sum f_i X_i}{\sum f_i} = \frac{2133}{30} = 71,10$$

$$S^2 = \frac{n \sum f_i X_i^2 - (\sum f_i X_i)^2}{n(n-1)}$$

$$= \frac{30 \cdot 155548 - (2133)^2}{30(30-1)}$$

$$S^2 = 134,18$$

$$S = 11,58$$

Daftar nilai frekuensi observasi kelas eksperimen

Kelas	Bk	Z_i	$P(Z_i)$	Luas Daerah	E_i	O_i	$\frac{(O_i - E_i)^2}{E_i}$
	49,5	-1,86	-0,4689				
50 – 57	57			0,0891	2,9	4	0,4638
	57,5	-1,17	-0,3798				
58 – 65	65			0,1942	6,2	7	0,0992
	65,5	-0,48	-0,1856				
66 – 73	73			0,2677	8,6	5	1,4843
	73,5	0,21	0,0821				
74 – 81	81			0,2333	7,5	9	0,3155
	81,5	0,90	0,3154				
82 – 89	89			0,1285	4,1	3	0,3014
	89,5	1,59	0,4439				
90 – 97	97			0,0448	1,4	2	0,2250
	97,5	2,28	0,4887				
					χ^2	=	2,89

Untuk $\alpha = 5\%$, dengan $dk = 6 - 3 = 3$ diperoleh $\chi^2_{\text{tabel}} =$

7,81

Karena $\chi^2_{\text{hitung}} < \chi^2_{\text{tabel}}$, maka data tersebut berdistribusi normal

Appendix 9

Uji Normalitas Nilai Post-Test Kelas kontrol

Hipotesis

H₀: Data berdistribusi normal

H₁: Data tidak berdistribusi normal

Pengujian Hipotesis

$$\chi^2 = \sum_{i=1}^k \frac{(O_i - E_i)^2}{E_i}$$

Kriteria yang digunakan

diterima jika $H_0 = \chi^2_{hitung} < \chi^2_{tabel}$

Pengujian Hipotesis

Nilai maksimal	=	85		
Nilai minimal	=	45		
Rentang nilai (R)	=	85-45	=	40
Banyaknya kelas (k)	=	1 + 3,3 log 30	=	5,875 = 6 kelas
Panjang kelas (P)	=	40/6	=	6,81 = 7

Tabel distribusi nilai pre-test kelas eksperimen

Kelas	f _i	X _i	X _i ²	f _i ·X _i	f _i ·X _i ²
45 – 52	4	48,5	2352,25	194	9409
53 – 60	8	56,5	3192,25	452	25538
61 – 68	4	64,5	4160,25	258	16641
69 – 76	7	72,5	5256,25	507,5	36793,8
77 – 84	4	80,5	6480,25	322	25921
85 – 92	3	88,5	7832,25	265,5	23496,8
Jumlah	30			1999	137800

$$\bar{X} = \frac{\sum f_i X_i}{\sum f_i} = \frac{1999}{30} = 66,63$$

$$S^2 = \frac{n \sum f_i X_i^2 - (\sum f_i X_i)^2}{n(n-1)}$$

$$= \frac{30 \cdot 137800 - (1999)^2}{30(30-1)}$$

$$S^2 = 158,60$$

$$S = 12,59$$

Daftar nilai frekuensi observasi kelas eksperimen

Kelas	Bk	Z_i	$P(Z_i)$	Luas Daerah	E_i	O_i	$\frac{(O_i - E_i)^2}{E_i}$
	44,5	-1,76	-0,4606				
45 –	52			0,0915	2,9	4	0,3936
	52,5	-1,12	-0,3691				
53 –	60			0,1822	5,8	8	0,8060
	60,5	-0,49	-0,1869				
61 –	68			0,2458	7,9	4	1,8996
	68,5	0,15	0,0589				
69 –	76			0,2244	7,2	7	0,0046
	76,5	0,78	0,2833				
77 –	84			0,1387	4,4	4	0,0432
	84,5	1,42	0,4220				
85 –	92			0,0580	1,9	3	0,7050
	92,5	2,05	0,4800				
						$\chi^2 =$	3,85

Untuk $\alpha = 5\%$, dengan $dk = 6 - 3 = 3$ diperoleh $\chi^2_{\text{tabel}} =$

7,81

Karena $\chi^2_{\text{hitung}} < \chi^2_{\text{tabel}}$, maka data tersebut berdistribusi normal

Appendix 10

UJI KESAMAAN DUA VARIANS (HOMOGENITAS) DATA pre -TEST ANTARA KELAS eksperimen DENGAN kontrol

Hipotesis

$$H_0 : \sigma_1^2 = \sigma_2^2$$

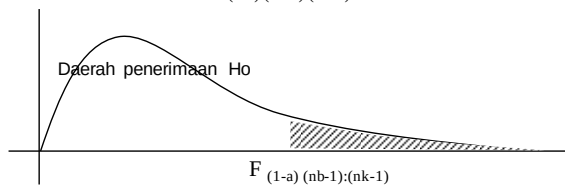
$$H_1 : \sigma_1^2 \neq \sigma_2^2$$

Uji Hipotesis

Untuk menguji hipotesis digunakan rumus:

$$F = \frac{\text{Varians terbesar}}{\text{Varians terkecil}}$$

H_0 diterima apabila $F \leq F_{(1-\alpha) (nb-1):(nk-1)}$



Dari data diperoleh:

Sumber variasi	eksperimen	kontrol
Jumlah	1931	1869
n	30	30
x	64,367	62,300
Varians (s^2)	136,171	125,390
Standart deviasi (s)	11,669	11,198

Berdasarkan rumus di atas diperoleh:

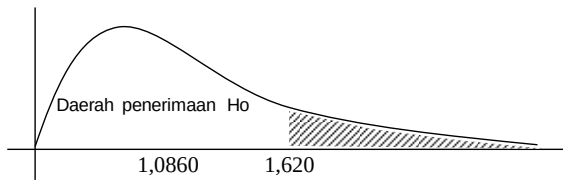
$$F = \frac{136,1713}{125,3897} = 1,086$$

Pada $\alpha = 5\%$ dengan:

$$\text{dk pembilang} = nb - 1 = 30 - 1 = 29$$

$$\text{dk penyebut} = nk - 1 = 30 - 1 = 29$$

$$F_{(0.05)(30:30)} = 1,620$$



Karena F berada pada daerah penerimaan H_0 , maka dapat disimpulkan bahwa kedua kelompok mempunyai varians yang sama atau homogen

Appendix 11

UJI KESAMAAN DUA VARIANS (HOMOGENITAS) DATA POST-TEST ANTARA KELAS EKSPERIMEN DAN KONTROL

Hipotesis

$$H_o : s_1^2 = s_2^2$$

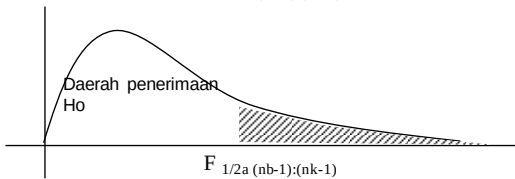
$$H_a : s_1^2 \neq s_2^2$$

Uji Hipotesis

Untuk menguji hipotesis digunakan rumus:

$$F = \frac{\text{Varians terbesar}}{\text{Varians terkecil}}$$

H_o diterima apabila $F \leq F_{1/2\alpha (nb-1):(nk-1)}$



Dari data diperoleh:

Sumber variasi	Eksperimen	Kontrol
Jumlah	2130	1985
n	30	30
x	71,000	66,167
Varians (s^2)	130,000	140,833
Standart deviasi (s)	11,402	11,867

Berdasarkan rumus di atas diperoleh:

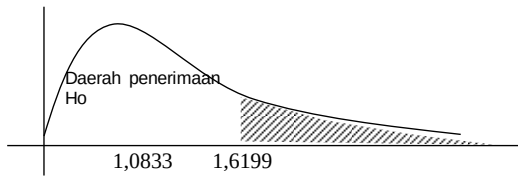
$$F = \frac{140,8333}{130,0000} = 1,083$$

Pada $\alpha = 5\%$ dengan:

$$\text{dk pembilang} = nb - 1 = 30 - 1 = 29$$

$$\text{dk penyebut} = nk - 1 = 30 - 1 = 29$$

$$F_{(0,05)(31;31)} = 1,620$$



Karena F berada pada daerah penerimaan H_0 , maka dapat disimpulkan bahwa kedua kelompok mempunyai varians yang sama atau homogen

Appendix 12

THE AVERAGE SIMILARITY TEST OF PRE-TEST OF THE EXPERIMENTAL CLASS AND CONTROL CLASS

Hipotesis

$$\begin{aligned} H_0 &: \mu_1 = \mu_2 \\ H_1 &: \mu_1 \neq \mu_2 \end{aligned}$$

Uji Hipotesis

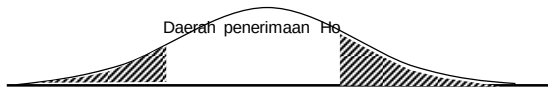
Untuk menguji hipotesis digunakan rumus:

$$t = \frac{\bar{x}_1 - \bar{x}_2}{s \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

Dimana,

$$s = \sqrt{\frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}}$$

H_0 diterima apabila $-t_{(1-1/2\alpha)} \leq t \leq t_{(1-1/2\alpha)(n_1+n_2-2)}$



Dari data diperoleh:

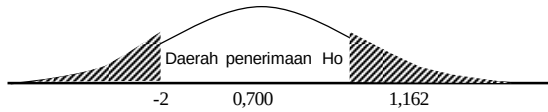
Sumber variasi	KELAS EKSPERIMEN	KELAS KONTROL
Jumlah	1931	1869
n	30	30
$\bar{x}$	64,367	62,300
Varians (s^2)	136,171	125,390
Standart deviasi (s)	11,669	11,198

Berdasarkan rumus di atas diperoleh:

$$s = \sqrt{\frac{[(30 - 1) \cdot 136,17 + (30 - 1) \cdot 125,39]}{30 + 30 - 2}} = 11,44$$

$$t = \frac{64,37 - 62,30}{11,44 \sqrt{\frac{1}{30} + \frac{1}{30}}} = 0,700$$

Pada $\alpha = 5\%$ dengan $dk = 30 + 30 - 2 = 58$ diperoleh $t_{(0,25)(58)} = 1,1619873$



Karena t berada pada daerah penerimaan H_0 , maka dapat disimpulkan bahwa kedua kelas homogen.

Appendix 13

THE AVERAGE SIMILARITY TEST OF POST-TEST OF THE EXPERIMENTAL CLASS AND CONTROL CLASS

Hipotesis

$$H_0 : \mu_1 = \mu_2$$

$$H_1 : \mu_1 \neq \mu_2$$

Uji Hipotesis

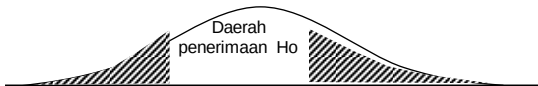
Untuk menguji hipotesis digunakan rumus:

$$t = \frac{\bar{x}_1 - \bar{x}_2}{s \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

Dimana,

$$s = \sqrt{\frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}}$$

H_0 diterima apabila $-t_{(1-1/2\alpha)} \leq t \leq t_{(1-1/2\alpha)(n_1+n_2-2)}$



Dari data diperoleh:

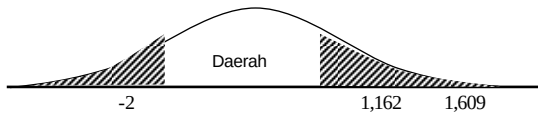
Sumber variasi	KELAS EKSPERIMEN	KELAS KONTROL
Jumlah	2130	1985
n	30	30
$\frac{\sum x}{n}$	71,0000	66,1670
Varians (s^2)	130,0000	140,8330
Standart deviasi (s)	11,4020	11,8670

Berdasarkan rumus di atas diperoleh:

$$s = \sqrt{\frac{\left[\frac{30 - 1}{30} \right] 130,00 + \left[\frac{30 - 1}{30} \right] 140,83}{2}} = 11,64$$

$$t = \frac{71,00 - 66,17}{11,64 \sqrt{\frac{1}{30} + \frac{1}{30}}} = 1,609$$

Pada $\alpha = 5\%$ dengan $dk = 30 + 30 - 2 = 58$ diperoleh $t_{(0,25)(58)} = 1,1619873$



Karena t berada pada daerah penerimaan H_a , maka dapat disimpulkan bahwa ada perbedaan rata-rata dari kedua kelompok.

Appendix 14

RENCANA PELAKSANAAN PEMBELAJARAN MATA PELAJARAN BAHASA INGGRIS

Satuan Pendidikan	: SMP/MTs Darul Ulum
Mata Pelajaran	: Bahasa Inggris
Kelas / semester	: VIII A/ 2 / Experimental Class
Skill	: Membaca
Jenis teks	: Narrative Text
Waktu	: 2 X 40 Menit

A. Standar Kompetensi

Membaca

11. Memahami makna dalam esei pendek sederhana berbentuk *recount*, dan *narrative* untuk berinteraksi dengan lingkungan sekitar.

B. Kompetensi Dasar

11.1 Membaca nyaring bermakna teks fungsional dan essai pendek sederhana berbentuk *recount* dan *narrative* dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar

C. Indikator

11.1.1 Membaca nyaring dan bermakna teks berbentuk *narrative*

11.1.2 Mengidentifikasi berbagai makna teks *narrative*

11.1.3 Mengidentifikasi rujukan kata dalam teks *narrative* yang dibaca

D. Tujuan Pembelajaran

Diberikan teks Narrative siswa dapat :

1. Brain storming tentang berbagai hal terkait teks *narrative*
2. Mendengarkan teks *narrative* yang dibacakan oleh guru/teman dengan cermat
3. Membaca nyaring teks fungsioanl pendek tentang teks *narrative* dengan percaya diri
4. Menjawab pertanyaan tentang isi teks *narrative*
5. Menyebutkan tujuan komunikatif teks *narrative*
6. Menjawab pertanyaan tentang ciri kebahasaan teks *narrative*

E. Materi Pembelajaran

1) The definition about Narrative

Narrative text is the genre structure underlying stories.

The purpose of Narrative text is to amuse, to entertain, and to deal with actual or various experience in different ways.

2) General structure of narrative text

A narrative text usually has three main parts, consist of:

- a. Orientation = it tells about the setting in time and place, and characters, or sets the scene and introduces the participants.
- b. Complication = this part tells about problem to be solved by characters.
- c. Resolution = it describes the solution to the complication and gives an ending of story.

3) Language Features of Narrative Text

- a. Focus on specific and usually individually participants
- b. Use of material (action) processes
- c. Use of relation and mental processes
- d. Use of temporal conjunctions and temporal circumstances
- e. Use of past tense
- f. Short, telegraphic information about story summarized in one-sentence headline

4) Example of Narrative

TEXT 1

The Smart Monkey and The Dull Crocodile

ORIENTATION: One day there was a monkey. He wanted to cross a river. There he saw a crocodile so he asked the crocodile to take him across the other side of the river. The crocodile agree and told the monkey to jump on its back. Then the crocodile swam down the river with the monkey on his top.

COMPLICATION: Unluckily, the crocodile was very hungry, he stopped in the middle of the river and said to the monkey, "My father is very sick. He has to eat the heart of the monkey. So he will be healthy again. "At the time, the

monkey was in dangerous situation and he had to think hard. Then he had a good idea. He told the crocodile to swim back to the river bank. "What's for?" asked the crocodile. "Because I don't bring my heart," said the monkey. "I left it under a tree, near some coconuts in the river bank."

RESOLUTION: The crocodile agreed and turned around. He swam back to the bank of the river. As soon as they reached the river bank, the monkey jumped off the crocodile's back. Then he climbed up to the top of a tree. "Where is your heart?" asked the crocodile. "You are foolish," said the monkey to the crocodile. "Now I am free and I have my heart."

TEXT 2

The Legend of Sura and Baya

A long time ago, there were two creatures, Sura and Baya. Sura was the name of a shark and Baya was a crocodile. They lived in an ocean.

When Sura and Baya were searching for some nourishment. Abruptly, Baya saw a goat.

"Yummy, this is my lunch," said Baya. "No chance! This is my lunch. You are covetous" said Sura. At that point they battled for the goat. Following a few hours, they were extremely drained.

Feeling tired of battling; they lived in the better places. Sura lived in the water and Baya lived in the area. The outskirts was the shoreline, so they would never battle again.

One day, Sura went to the area and searched for some nourishment in the stream. He was exceptionally ravenous and there was very little nourishment in the ocean. Baya was extremely furious when he realized that Sura broke the guarantee.

They battled once more. They both hit one another. Sura bit Baya's tail. Baya did likewise to Sura. He bit hard until Sura at last surrendered and A went back to the ocean. Baya was cheerful.

F. Model Pembelajaran
Cooperative Learning

G. Kegiatan Pembelajaran

NO	Langkah – langkah pembelajaran	Waktu	Teknik
1.	Pendahuluan Kegiatan pendahuluan: 1. Greeting 2. Calling the roll 3. Menyiapkan fisik dan psikis siswa 4. Tanya jawab seputar kegiatan siswa yang akan dilakukan 5. Menghubungkan benda, tempat atau orang dengan benda yang akan dilakukan 6. Menyampaikan tujuan pembelajaran dan cakupan materi	(5 menit)	Lisan
2	Kegiatan inti (Pre – Reading) EKSPLORASI Teacher Directed 1. Guru membagi siswa kedalam 5 group 2. Guru memberi paper yang berisi narrative teks kepada masing-masing group 3. Guru meminta masing-masing kelompok untuk membaca teks tersebut Guru memberi leading question: 1. Please make a group? 2. I will give you a paper? 3. Please read it! (T1)	(10 menit)	Tulis

- White board
- Spidol

J. Penilaian

1. Rubrik Penilaian

Rubrik Penilaian Siswa untuk Pengembangan Karakter

Nama siswa	Kecerdasan				Kepedulian				Kerjasama			
	BT	MT	MB	MK	BT	MT	MB	MK	BT	MT	MB	MK
	...	...	...	...	...	...	...	...	...	...	...	...
	...	...	...	...	...	...	...	...	...	...	...	...

Keterangan :

Kecerdasan :

(Dilihat dari kecermatan, kecepatan, dan ketepatan dalam menjawab pertanyaan)

BT = Belum Terlihat

MT = Mulai Terlihat

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MK = Membudaya Konsisten

Kepedulian :

(Dilihat dari atensi selama mengikuti pelajaran dan membantu teman)

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Semarang, 12 Maret 2016

Mengetahui,
Guru Mapel

Peneliti

Abdul Hadi, S.Pd, M.Si

Zuni Listiowati (123411110)

RENCANA PELAKSANAAN PEMBELAJARAN

MATA PELAJARAN BAHASA INGGRIS

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Kelas / semester : VIII B/ 2/ Control Class
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2. Mendengarkan teks *narrative* yang dibacakan oleh guru/teman dengan cermat
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to the river bank. “What’s for?” asked the crocodile. “Because I don’t bring my heart,” said the monkey. “I left it under a tree, near some coconuts in the river bank.”

RESOLUTION: The crocodile agreed and turned around. He swam back to the bank of the river. As soon as they reached the river bank, the monkey jumped off the crocodile’s back. Then he climbed up to the top of a tree. “Where is your heart?” asked the crocodile. “You are foolish,” said the monkey to the crocodile. “Now I am free and I have my heart.”

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Feeling tired of battling; they lived in the better places. Sura lived in the water and Baya lived in the area. The outskirts was the shoreline, so they would never battle again.

One day, Sura went to the area and searched for some nourishment in the stream. He was exceptionally ravenous and there was very little nourishment in the ocean. Baya was extremely furious when he realized that Sura broke the guarantee.

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F. Model Pembelajaran

Teacher Center Learning

G. Kegiatan Pembelajaran

[illegible]

Keterangan :

Kecerdasan :

(Dilihat dari kecermatan, kecepatan, dan ketepatan dalam menjawab pertanyaan)

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Kepedulian :

(Dilihat dari atensi selama mengikuti pelajaran dan membantu teman)

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BT = Belum Terlihat

MB = Mulai Berkembang

MK = Membudaya Konsisten

Semarang, 12 Maret 2016

Mengetahui,
Guru Mapel

Peneliti

Abdul Hadi, S.Pd, M.Si

Zuni Listiowati (123411110)

Appendix 15

Text 1

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When Sura and Baya were searching for some nourishment. Abruptly, Baya saw a goat.

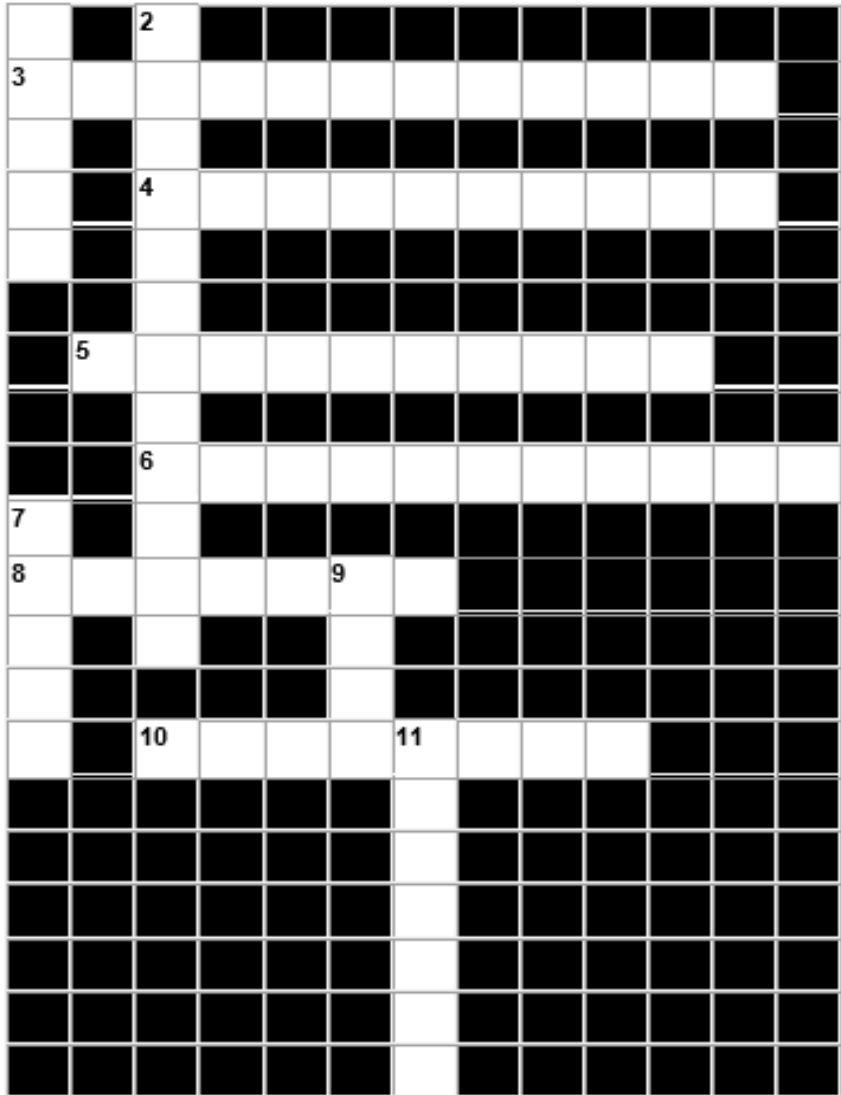
“Yummy, this is my lunch,” said Baya. “No chance! This is my lunch. You are covetous” said Sura. At that point they battled for the goat. Following a few hours, they were extremely drained. Feeling tired of battling, they lived in the better places. Sura lived in the water and Baya lived in the area. The outskirts was the shoreline, so they would never battle again.

One day, Sura went to the area and searched for some nourishment in the stream. He was exceptionally ravenous and there was very little nourishment in the ocean. Baya was extremely furious when he realized that Sura broke the guarantee.

They battled once more. They both hit one another. Sura bit Baya’s tail. Baya did likewise to Sura. He bit hard until Sura at last surrendered and A went back to the ocean. Baya was cheerful.

Please answer based on the text above!¹¹

Crossword puzzle



Across:

3. Mention one of temporal circumstances from the text?
4. What the tenses that uses of the text?
5. Who is Baya?
6. What the purpose of the text?
8. Where did the text take a place?
10. What is the title of the text?

Down:

1. Where is sura live?
2. The second paragraph called?
7. What is the kind of narrative text that use of the text above?
9. Where is baya live?
11. What the meaning of "cheerful"?

Answer key:**Across:**

- 3 A long time ago
- 4 Past tenses
- 5 A crocodile
- 6 to entertain
- 8 an ocean
- 10 surabaya

Down :

- 1 water
- 2 complication
- 7 fable
- 9 area
- 11 bahagia

Appendix 16

TRY OUT TEST

=====

NAMA:

KELAS:

Jawablah pertanyaan berikut dengan memberikan tanda silang (X) pada lembar jawaban yang telah disediakan!

Please read the passage and answer the question below !!!

Text 1 for question 1-5

Once upon a time there was a girl name Cindrella. She lived with her bad step-mother and two step-sisters. She had to do all the household chores. One day the king invited all the ladies in the kingdom to go to a ball (pesta dansa) in the palace. He wanted to find the Crown Prince a wife. The step sisters went to the ball that night with their mother. Cindrella was left alone. She cried because she actually wanted to go to the ball, too. Just then a fairy godmother came. With her magic wand, she gave Cindrella a coach (kereta), two horses and footmen. She also gave Cindrella a lovely dress to wear the ball and a pair of glass slippers. She told Cindrella to come home before midnight. At the ball, Cindrella danced all night with the Prince. The Prince fell in love with her. At midnight, Cindrella ran home. Unfortunately, one of her slippers slipped off at the door. She did not have time to put it back on. The Prince was sad as he could not find Cindrella again that night. The next day, the Prince and his men brought along the glass slipper. They went all over the Kingdom to search for the owner. After searching for along time, finally, they came to Cindrella's house. The slipper fit her. The prince was very happy to find Cindrella again. They got married and lived ever after.

1. What is the purpose of the text above?
 - a. To tell us how to write a story
 - b. To inform what happened in the past
 - c. To retell about Cindrella's experience/memory
 - d. To entertain readers with an actual, or vicarious experience

2. What was there at the palace one day?
 - a. A birthday party
 - b. A ball
 - c. Glass slippers
 - d. Crown part
 3. Why did the king hold the event at his palace?
 - a. To celebrate his birthday
 - b. To entertain his people
 - c. To celebrate his wedding
 - d. To find his crown prince a wife
 4. How was the end of the story?
 - a. The prince married Cindrella
 - b. The king gave the kingdom to Cindrella
 - c. Cindrella was killed by her step mother
 - d. Cindrella was betrayed by the king
 5. “She also gave Cindrella a lovely dress....” (Paragraph 4). The underlined word has the same meaning with
- a. Boring
 - b. Polite
 - c. Honest
 - d. Pretty

Text 2 for questions 6 to 9

A fox fell into a well and couldn't get out. By and by a thirsty goat came along. Seeing the fox in the well it asked if the water was good. "Good," said the fox, "It's the best water I've tasted in all my life. Come down and try it yourself."

The goat was thirsty so he got into the well. When he had drunk enough, he looked around but there was no way to get out. Then the fox said, "I have a good idea. You stand on your hind legs and put your forelegs against the side of the well.

Then I'll climb on your back, from there. I'll step on your horns, and I can get out. And when I'm out, I'll help you out of the well."The goat did as he was asked and the fox got on his back and climbed out of the well. Then he coolly walked away.

The goat called out loudly after him and reminded him of his promise to help him out. The fox merely turn to him and said, "if

you only had thought carefully about getting out, you wouldn't have jumped into the well."The goat felt very sad. He called out loudly. An old man walking nearby heard him and put a plank into the well. The goat out and thanked the old man.

6. The text tells the story of
 - a. a fox
 - b. a fox and a goat
 - c. a goat
 - d. the goat and an old man
7. What do we learn from the text?
 - a. The fox's idea of how to get out of the well
 - b. How the fox helped the goat
 - c. How both the goat and the fox got out of the well
 - d. Why the fox got into the well
8. "The goat did as he was asked " (Paragraph 3)
What does the above sentence mean?
 - a. The goat drank enough and looked around.
 - b. The goat came down to the well and drank.
 - c. The goat waited someone who might help him.
 - d. The goat stood on his hind legs and put his forelegs against the side of the well.
9. "Come down and try it yourself." (Paragraph 1). The underlined word refers to
 - a. Well
 - b. Fox
 - c. Life
 - d. Water a goat

Text 3 for questions 10 to 13

Once upon a time, there was a king who ruled in Teberu Lombok, who had a beautiful daughter called Puteri Mandalika. Because of her beauty, princes and kings from other kingdom around Teberu wished that she would be their wife. Six of them came to Teberu and ask for her hand of marriage. They were Prince Bumbang, Prince Aryo Johor, Prince Singa Trasak, Prince Daria Loka, Prince Gunung Piring and Prince Bungsu. Each prince wanted to win the hearth of Puteri Mandalika.

Her father, the king of Teberu, was very confused and did not know what to do. If he chose one prince instead of another then it would create jealousy and there could be war against his kingdom. All the princes were handsome and powerful and so the king allowed his daughter to make her own choice. But Puteri Mandalika was confused too and she also knew the dangerous risk that her kingdom and people would get, if she chose either one of the princes.

After several days of serious thinking, Puteri Mandalika met her parents and asked her permission to announce her decision in front of all the princes and the people of Teberu the next day in the beach. Early next morning, everybody gathered on the beach. There was a gentle breeze with small waves breaking softly across the shore. Everybody was looking at Puteri Mandalika, waiting for her announcement.

Meanwhile, the six princes prayed in their heart that he would be the chosen one. Then in a loud and clear voice, Puteri Mandalika Said, "Oh my beloved mother and father, all the princes and especially the people of Teberu Kingdom. Today I would like to announce that I will not give myself to any one of the princes, but rather to all people of Teberu and my own kingdom." Then Puteri Mandalika threw herself into the sea from the top of a hill and disappeared. Everybody desperately search for her but she could not be found and people believed she was transformed into flowing sea worms called "nyale". .

10. The second paragraph is called
 - a. Orientation
 - b. Complication
 - c. Resolution
 - d. Identification
11. Why was it hard for the princess to choose one of the princes?
 - a. She loved all the princes.
 - b. All the princes were handsome.
 - c. All the princes were powerful.
 - d. She was afraid of the dangerous risk.

12. "Six of them came to Teberu and ask for her hand of marriage."
(Paragraph 1) The underlined phrase can be replaced by
- Intend
 - badmit
 - promise
 - propose
13. From the text we may conclude that
- Putri Mandalika sacrificed herself to the sea for the sake of her people.
 - Putri Mandalika was a selfish princess
 - One of the princes won the heart of Putri Mandalika.
 - The war happened against the kingdom due to the princess' decision.

Text 4 for questions 14 to 17

The Lion and The Mouse

Once when a lion was asleep, a little mouse began running up and down upon him; this soon awoke the lion, which placed his huge paw upon him, and open his big jaws to swallow him. "Pardon, O king," cried the little mouse, "Forgive me this time, I shall never forget it; perhaps I may be able to do you a good turn some of these days.

"The lion was so tickled at the idea of the mouse being able to help him. Then, he lifted up his paw and let him go.

Sometime after, the lion was caught in a trap. Some hunters, who wanted to carry him alive to the King, tied him to a tree while they went in search of a wagon to carry him in.

Just then, the little mouse happened to pass by and see the sad plight in which the lion was. The little mouse went up to him and soon gnawed away the ropes that bounded the king of the beasts.

Soon after the little mouse had finished gnawing away the ropes, he asked the lion to run away.

- 14.. What is the purpose of the text?
- To entertain the readers
 - To persuade the readers that something should or should not be the case
 - To inform the readers about the events of the day which

- are considered newsworthy
- d. To explain something
15. What is the moral value of the text?
- Don't look at someone because of his clothes
 - It is best to prepare for the days of necessity
 - Common people may prove great ones
 - United we stand, divided we fall
16. Paragraph three mainly tells us that
- The little mouse asked for forgiveness
 - The hunters carried the lion alive to the King
 - The lion was tied to a tree by the hunters
 - The little mouse could prove that he could help the lion
17. What did the little mouse do to prove his words?
- He would never forget the lion
 - He tried hard to help the lion free
 - He ran up and down upon the lion
 - He asked for apology to the king of the beast

Text 5 for question 18-21

An elephant is the largest and strongest animals. It is a strange looking animal with its thick legs, huge sides and backs, large hanging ears, a small tail, little eyes, long white tusks and above all it has a long nose, the trunk.

The trunk is elephant's peculiar feature, and it has various uses. The elephant draws up water by its trunk and can squirt it all over its body like a shower bath. It can also lift leaves and puts them into its mouth. In fact the trunk serves the elephant as a long arm and hand. An elephant looks very clumsy and heavy and yet it can move very quickly. The elephant is a very intelligent animal. Its intelligence combined with its great strength make it a very useful servant to man and it can be trained to serve in many ways such as carry heavy loads, hunt for tigers and even fight.

18. The third paragraph is mainly about the fact that
- | | |
|-------------------------|--------------------------|
| a. elephants are strong | c. elephants are servant |
| b. elephants can | d. elephants are |

23. Snow White lived with her aunt and uncle because...
- a. She did not have house
 - b. She worked in her aunt and uncle's house
 - c. Her mother was dead
 - d. Her parents were dead
24. Why did her uncle and aunt want to leave Snow white in the castle?
- a. Because they loved her so much
 - b. Because they hated Snow white
 - c. Because they wanted to go to America
 - d. Because they bought a new house
25. How many dwarfs that lived with Snow white?
- a. Four dwarfs
 - b. Five dwarfs
 - c. Six dwarfs
 - d. Seven dwarfs

Appendix 17

PRE TEST

NAMA:

KELAS:

Jawablah pertanyaan berikut dengan memberikan tanda silang (X) pada lembar jawaban yang telah disediakan!

Please read the passage and answer the question below!!!

Text 1 for question 1-6

Once upon a time there was a girl name Cindrella. She lived with her bad step-mother and two step-sisters. She had to do all the household chores. One day the king invited all the ladies in the kingdom to go to a ball (pesta dansa) in the palace. He wanted to find the Crown Prince a wife. The step sisters went to the ball that night with their mother. Cindrella was left alone. She cried because she actually wanted to go to the ball, too. Just then a fairy godmother came. With her magic wand, she gave Cindrella a coach (kereta), two horses and footmen. She also gave Cindrella a lovely dress to wear the ball and a pair of glass slippers. She told Cindrella to come home before midnight. At the ball, Cindrella danced all night with the Prince. The Prince fell in love with her. At midnight, Cindrella ran home. Unfortunately, one of her slippers slipped off at the door. She did not have time to put it back on. The Prince was sad as he could not find Cindrella again that night. The next day, the Prince and his men brought along the glass slipper. They went all over the Kingdom to search for the owner. After searching for along time, finally, they came to Cindrella's house. The slipper fit her. The prince was very happy to find Cindrella again. They got married and lived ever after.

1. What is the purpose of the text above?
 - a. To tell us how to write a story
 - b. To inform what happened in the past
 - c. To retell about Cindrella's experience/memory
 - d. To entertain readers with an actual, or vicarious experience
2. What was there at the palace one day?
 - a. A birthday party
 - b. Glass slippers
 - c. A ball
 - d. Crown part
3. Why did the king hold the event at his palace?
 - a. To celebrate his birthday
 - b. To entertain his people
 - c. To celebrate his wedding
 - d. To find his crown prince a wife
4. How was the end of the story?
 - a. The prince married Cindrella.
 - b. The king gave the kingdom to Cindrella.

- c. Cinderella was killed by her step mother .
 - d. Cinderella, was betrayed by the king.
5. "She also gave Cinderella a lovely dress...." (Paragraph 4). The underlined word has the same meaning with
- a. Boring
 - b. Polite
 - c. Honest
 - d. Pretty
6. What is the meaning of Prince?
- a. Putri
 - b. Raja
 - c. Pangeran
 - d. Ratu

Text 2 for questions 7 to 10

A fox fell into a well and couldn't get out. By and by a thirsty goat came along. Seeing the fox in the well it asked if the water was good. "Good," said the fox, "It's the best water I've tasted in all my life. Come down and try it yourself."

The goat was thirsty so he got into the well. When he had drunk enough, he looked around but there was no way to get out. Then the fox said, "I have a good idea. You stand on your hind legs and put your forelegs against the side of the well. Then I'll climb on your back, from there. I'll step on your horns, and I can get out. And when I'm out, I'll help you out of the well."

The goat did as he was asked and the fox got on his back and climbed out of the well. Then he coolly walked away. The goat called out loudly after him and reminded him of his promise to help him out. The fox merely turn to him and said, "if you only had thought carefully about getting out, you wouldn't have jumped into the well."

The goat felt very sad. He called out loudly. An old man walking nearby heard him and put a plank into the well. The goat out and thanked the old man.

7. The text tells the story of
- a. a fox
 - b. a fox and a goat
 - c. a goat
 - d. the goat and an old man
8. What do we learn from the text?
- a. The fox's idea of how to get out of the well
 - b. How the fox helped the goat
 - c. How both the goat and the fox got out of the well
 - d. Why the fox got into the well
9. What is the tense that use of the text above?
- a. Simple Past Tense
 - b. Simple Present Tense
 - c. Past Perfect Tense
 - d. Simple Continuous Tense

10. What is the meaning of a fox?

- a. Seekor serigala
- b. Seekor anjing
- c. Seekor kancil
- d. Seekor kambing

Text 3 for question 11-15

Snow White

Once upon a time, there lived a little girl named Snow White. She lived with her Aunt and Uncle because her parents were dead.

One day she heard her Uncle and Aunt talking about leaving Snow White in the castle because they both wanted to go to America and they didn't have enough money to take Snow White.

Snow White did not want her Uncle and Aunt to do this so she decided it would be best if she ran away. The next morning she ran away from home when her Aunt and Uncle were having breakfast. She ran away into the woods. She was very tired and hungry. Then she saw this little cottage. She knocked but no one answered so she went inside and fell asleep.

Meanwhile, the seven dwarfs were coming home from work. They went inside. There they found Snow White sleeping. Then Snow White woke up. She saw the dwarfs. The dwarfs said, "What's your name?" "I am Snow White," she said. The dwarfs said, "If you wish, you may live here with us." Snow White said, "Oh, I could? Thank you." Then Snow White told the dwarfs the whole story and Snow White and the seven dwarfs lived happily ever after.

11. The first Paragraph is called.....

- | | |
|--------------|------------|
| Orientation | Conflict |
| Complication | Resolution |

12. What does the story tell us about?

- a. It tells about Snow white and her parents
- b. It tells about Snow white and the seven dwarfs
- c. It tells about a reach little girl
- d. It tells about the fighting of a little girl to see her parents

13. Snow White lived with her aunt and uncle because...

- | | |
|---|--------------------------|
| a. She did not have house | c. Her mother was dead |
| b. She worked in her aunt and uncle's house | d. Her parents were dead |

14. Why did her uncle and aunt want to leave Snow white in the castle?

- | | |
|---|------------------------------------|
| a. Because they loved her so much | c. Because they hated Snow white |
| b. Because they wanted to go to America | d. Because they bought a new house |

15. How many dwarfs that lived with Snow white?

- | | |
|----------------|-----------------|
| a. Four dwarfs | c. Six dwarfs |
| b. Five dwarfs | d. Seven dwarfs |

Appendix 18

POST TEST

=====

NAMA:

KELAS:

Jawablah pertanyaan berikut dengan memberikan tanda silang (X) pada lembar jawaban yang telah disediakan!

Please read the passage and answer the question below number 1-6!!!

A long time ago, there were two creatures, Sura and Baya. Sura was the name of a shark and Baya was a crocodile. They lived in an ocean. When Sura and Baya were searching for some nourishment. Abruptly, Baya saw a goat.

“Yummy, this is my lunch,” said Baya. “No chance! This is my lunch. You are covetous” said Sura. At that point they battled for the goat. Following a few hours, they were extremely drained. Feeling tired of battling; they lived in the better places. Sura lived in the water and Baya lived in the area. The outskirts was the shoreline, so they would never battle again.

One day, Sura went to the area and searched for some nourishment in the stream. He was exceptionally ravenous and there was very little nourishment in the ocean. Baya was extremely furious when he realized that Sura broke the guarantee.

They battled once more. They both hit one another. Sura bit Baya’s tail. Baya did likewise to Sura. He bit hard until Sura at last surrendered and A went back to the ocean. Baya was cheerful.

1. What is the title of text above?
 - a. Sura and Baya
 - b. The legend of Surabaya
 - c. Surabaya of the legend
 - d. Sura and Baya the Legend
2. Who is Sura ?
 - a. A shark
 - b. A dog
 - c. a crocodile
 - d. a goat
3. What do we learn from the text above?
 - a. How both sura and baya hit one another
 - b. Baya didn’t like with sura

- c. Don't be fight each other
- d. Sura felt happy with baya
- 4. What is the meaning of covetous?
 - a. Sombong
 - b. Jujur
 - c. Rendah hati
 - d. iri hati
- 5. “He bit hard until sura at last surrendered” . He refers to.....
 - a. Baya
 - b. Surabaya
 - c. Sura
 - d. They
- 6. The last paragraph called.....
 - a. Orientation
 - b. Resolution
 - c. Complication
 - d. Re orientation

Please read the passage and answer the question below number 7-15!!!

TANGKUBAN PERAHU

Long time ago in West Java, there lived a woman named Dayang Sumbi. She have son named sangkuriang

One day, Sangkuriang was hunting in the forest and then he killed Tumang. When Dayang Sumbi knew that she hit Sangkuriang's head with a big spoon and expelled him. Many years later, Sangkuriang wandered and found an old house in the forest. Sangkuriang came closer to the house and there was an old beautiful woman. The woman, Dayang Sumbi. Unintentionally, Sangkuriang forced Dayang Sumbi to marry him.

Dayang Sumbi agreed to marry him but Sangkuriang had to build a vast boat, just in one night. At night, Sangkuriang called his friends, ghosts and fairies to help him. Feared with the boat to complete, Dayang Sumbi asked other women in her village to help her, By letting up the eastern horizon with flashes of light. Then the women punched the grains with grain pancher to make noise which disturbed the ghosts and fairies. The morning came before Sangkuriang completed the boat. Unfortunately the fairies and the ghosts also left Sangkuriang alone. Finally Sangkuriang got very angry and kicked away the boat to the downside, which finally turned into a mountain, called Tangkuban Parahu.

7. Who is Dayang Sumbi?
 - a. Sangkuriang Mother's
 - b. Sangkuriang Auntie's
 - c. Sangkuriang girl friend's
 - d. Sangkuriang wife's
8. What did happen when Sangkuriang meet a beautiful girl?
 - a. Sangkuriang killed her
 - b. Nothing happen
 - c. Sangkuriang was falling in love
 - d. Sangkuriang didn't care
9. Why did sangkuriang separate from his mother?
 - a. Because he had killed his mother
 - b. Because he had killed his mother dog's
 - c. Because he had killed his father
 - d. Because he had killed his uncle
10. What is the meaning of beautiful woman?

a. Gadis jelek	c. cantik
b. Wanita cantik	d. wanita
11. The first paragraph called.....

a. Resolution	c. orientation
b. Re orientation	d. complication
12. Who is tumang?

a. Sangkuriang Uncles'	c. sangkuriang friends'
b. Sangkuriang fathers '	d. sangkuriang mothers'
13. There was an old beautiful woman, the underline words closest meaning with.....

a. Gadis	c. Wanita
b. Istri	d. Janda
14. Where did the story take a place?

a. Central java	c. West java
b. East java	d. Sumatra
15. What did Dayang Sumbi do to stop Sangkuriang in building a lake?
 - a. By burning houses
 - b. By wakening people
 - c. By praying all night long
 - d. By letting up the eastern horizon with flashes of light

Appendix 19

ANSWER KEY

TRY OUT TEST

- | | | |
|-------|-------|------|
| 1. A | 11. D | 21.C |
| 2. B | 12.C | 22.B |
| 3. D | 13.A | 23.D |
| 4. A | 14.A | 24.C |
| 5. D | 15.A | 25.D |
| 6. B | 16.C | |
| 7. A | 17.B | |
| 8. D | 18.A | |
| 9. D | 19.C | |
| 10. B | 20.C | |

PRE-TEST

1. D
2. C
3. D
4. A
5. D
6. C
7. B
8. A
9. A
10. A
11. A
12. B
13. D
14. B
15. D

POST-TEST

1. B
2. A
3. C
4. D
5. A
6. B
7. A
8. C
9. B
10. B
- 11.C
12. B
13. C
14. C
- 15.D

Appendix 20

TRY OUT TEST

NAMA:

fina Zakiyah

KELAS:

IX A

Jawablah pertanyaan berikut dengan memberikan tanda silang (X) pada lembar jawaban yang telah disediakan!

Please read the passage and answer the question below !!!

Text 1 for question 1-5

Once upon a time there was a girl name Cindrella. She lived with her bad step-mother and two step-sisters. She had to do all the household chores. One day the king invited all the ladies in the kingdom to go to a ball (pesta dansa) in the palace. He wanted to find the Crown Prince a wife. The step sisters went to the ball that night with their mother. Cindrella was left alone. She cried because she actually wanted to go to the ball, too. Just then a fairy godmother came. With her magic wand, she gave Cindrella a coach (kereta), two horses and footmen. She also gave Cindrella a lovely dress to wear the ball and a pair of glass slippers. She told Cindrella to come home before midnight. At the ball, Cindrella danced all night with the Prince. The Prince fell in love with her. At midnight, Cindrella ran home. Unfortunately, one of her slippers slipped off at the door. She did not have time to put it back on. The Prince was sad as he could not find Cindrella again that night. The next day, the Prince and his men brought along the glass slipper. They went all over the Kingdom to search for the owner. After searching for a long time, finally, they came to Cindrella's house. The slipper fit her. The prince was very happy to find Cindrella again. They got married and lived ever after.

1. What is the purpose of the text above?
 - a. To tell us how to write a story
 - b. To inform what happened in the past
 - c. To retell about Cindrella's experience/memory
 - d. To entertain readers with an actual, or vicarious experience
2. What was there at the palace one day?
 - a. A birthday party
 - b. A ball
 - c. Glass slippers
 - d. Crown part
3. Why did the king hold the event at his palace?
 - a. To celebrate his birthday
 - b. To entertain his people
 - c. To celebrate his wedding
 - d. To find his crown prince a wife
4. How was the end of the story?
 - a. The prince married Cindrella.
 - b. The king gave the kingdom to Cindrella.

- c. Cinderella was killed by her step mother . d. Cinderella was betrayed by the king.
5. "She also gave Cinderella a lovely dress...." (Paragraph 4). The underlined word has the same meaning with
- ~~a. Boring~~ b. Polite
c. Honest d. Pretty

Text 2 for questions 6 to 9

A fox fell into a well and couldn't get out. By and by a thirsty goat came along. Seeing the fox in the well it asked if the water was good. "Good," said the fox, "It's the best water I've tasted in all my life. Come down and try it yourself." The goat was thirsty so he got into the well. When he had drunk enough, he looked around but there was no way to get out. Then the fox said, "I have a good idea. You stand on your hind legs and put your forelegs against the side of the well. Then I'll climb on your back, from there. I'll step on your horns, and I can get out. And when I'm out, I'll help you out of the well." The goat did as he was asked and the fox got on his back and climbed out of the well. Then he coolly walked away. The goat called out loudly after him and reminded him of his promise to help him out. The fox merely turn to him and said, "if you only had thought carefully about getting out, you wouldn't have jumped into the well." The goat felt very sad. He called out loudly. An old man walking nearby heard him and put a plank into the well. The goat out and thanked the old man.

6. The text tells the story of
- a. a fox ~~b. a fox and a goat~~
c. a goat d. the goat and an old man

7. What do we learn from the text?

- a. The fox's idea of how to get out of the well
~~b. How the fox helped the goat~~
c. How both the goat and the fox got out of the well
d. Why the fox got into the well

8. "The goat did as he was asked" (Paragraph 3)

What does the above sentence mean?

- a. The goat drank enough and looked around.
~~b. The goat came down to the well and drank.~~
c. The goat waited someone who might help him.
d. The goat stood on his hind legs and put his forelegs against the side of the well.

9. "Come down and try it yourself." (Paragraph 1). The underlined word refers to

- ~~a. Well~~
~~b. Fox~~
c. Life
d. Water a goat

Text 3 for questions 10 to 13

Once upon a time, there was a king who ruled in Teberu Lombok, who had a beautiful daughter called Puteri Mandalika. Because of her beauty, princes and kings from other kingdom around Teberu wished that she would be their wife. Six of them came to Teberu and ask for her hand of marriage. They were Prince Bumbang, Prince Aryo Johor, Prince Singa Trasak, Prince Daria Loka, Prince Gunung Piring and Prince Bungsu. Each prince wanted to win the hearth of Puteri Mandalika.

Her father, the king of Teberu, was very confused and did not know what to do. If he chose one prince instead of another then it would create jealousy and there could be war against his kingdom. All the princes were handsome and powerful and so the king allowed his daughter to make her own choice. But Puteri Mandalika was confused too and she also knew the dangerous risk that her kingdom and people would get, if she chose either one of the princes.

After several days of serious thinking, Puteri Mandalika met her parents and asked her permission to announce her decision in front of all the princes and the people of Teberu the next day in the beach. Early next morning, everybody gathered on the beach. There was a gentle breeze with small waves breaking softly across the shore. Everybody was looking at Puteri Mandalika, waiting for her announcement.

Meanwhile, the six princes prayed in their heart that he would be the chosen one. Then in a loud and clear voice, Puteri Mandalika Said, "Oh my beloved mother and father, all the princes and especially the people of Teberu Kingdom. Today I would like to announce that I will not give myself to any one of the princes, but rather to all people of Teberu and my own kingdom." Then Puteri Mandalika threw herself into the sea from the top of a hill and disappeared. Everybody desperately search for her but she could not be found and people believed she was transformed into flowing sea worms called "nyale".

10. The second paragraph is called

- a. Orientation
- ☒ b. Complication
- c. Resolution
- d. Identification

11. Why was it hard for the princess to choose one of the princes?

- a. She loved all the princes.
- ☒ b. All the princes were handsome.
- c. All the princes were powerful.
- d. She was afraid of the dangerous risk.

12. "Six of them came to Teberu and ask for her hand of marriage." (Paragraph 1)

The underlined phrase can be replaced by

- a. Intend
- b. badmit
- ☒ c. promise
- d. propose

13. From the text we may conclude that

- ☒ a. Putri Mandalika sacrificed herself to the sea for the sake of her people.
- b. Putri Mandalika was a selfish princess
- c. One of the princes won the heart of Putri Mandalika.
- d. The war happened against the kingdom due to the princess' decision.

Text 4 for questions 14 to 17

The Lion and The Mouse

Once when a lion was asleep, a little mouse began running up and down upon him; this soon awoke the lion, which placed his huge paw upon him, and open his big jaws to swallow him. "Pardon, O king," cried the little mouse, "Forgive me this time, I shall never forget it; perhaps I may be able to do you a good turn some of these days." The lion was so tickled at the idea of the mouse being able to help him. Then, he lifted up his paw and let him go. Sometime after, the lion was caught in a trap. Some hunters, who wanted to carry him alive to the King, tied him to a tree while they went in search of a wagon to carry him in. Just then, the little mouse happened to pass by and see the sad plight in which the lion was. The little mouse went up to him and soon gnawed away the ropes that bounded the king of the beasts. Soon after the little mouse had finished gnawing away the ropes, he asked the lion to run away.

14. What is the purpose of the text?
- a. To entertain the readers
 - ☒ b. To persuade the readers that something should or should not be the case
 - c. To inform the readers about the events of the day which are considered newsworthy
 - d. To explain something
15. What is the moral value of the text?
- a. Don't look at someone because of his clothes
 - ☒ b. It is best to prepare for the days of necessity
 - c. Common people may prove great ones
 - d. United we stand, divided we fall
16. Paragraph three mainly tells us that
- a. The little mouse asked for forgiveness
 - b. The hunters carried the lion alive to the King
 - ☒ c. The lion was tied to a tree by the hunters
 - d. The little mouse could prove that he could help the lion
17. What did the little mouse do to prove his words?
- a. He would never forget the lion
 - b. He tried hard to help the lion free
 - c. He ran up and down upon the lion
 - ☒ d. He asked for apology to the king of the beast

Text 5 for question 18-21

An elephant is the largest and strongest animals. It is a strange looking animal with its thick legs, huge sides and backs, large hanging ears, a small tail, little eyes, long white tusks and above all it has a long nose, the trunk. The trunk is elephant's peculiar feature, and it has various uses. The elephant draws up water by its trunk and can squirt it all over its body like a shower bath. It can also lift leaves and puts them into its mouth. In fact the trunk serves the elephant as a long arm and hand. An elephant looks very clumsy and heavy and yet it can move very quickly. The elephant is a very intelligent animal. Its intelligence combined with its great strength make it a

very useful servant to man and it can be trained to serve in many ways such as carry heavy loads, hunt for tigers and even fight.

18. The third paragraph is mainly about the fact that
- a. elephants are strong
 - b. elephants can lift logs
 - c. elephants are servant
 - d. elephants are very useful
19. Which of the following is NOT part of the elephant described in the first paragraph?
- a. It looks strange
 - b. It is heavy
 - c. It is wild
 - d. It has trunk
20. It is stated in the text that the elephant uses the trunk to do the following, EXCEPT
- a. to eat
 - b. to push
 - c. to drink
 - d. to carry things
21. "The trunk is elephant's peculiar feature, ..." (Paragraph 2)
- The underlined word is close in meaning to
- a. Strange
 - b. Large
 - c. tough
 - d. smooth

Text 6 for question 22-25

Snow White

Once upon a time, there lived a little girl named Snow White. She lived with her Aunt and Uncle because her parents were dead. One day she heard her Uncle and Aunt talking about leaving Snow White in the castle because they both wanted to go to America and they didn't have enough money to take Snow White. Snow White did not want her Uncle and Aunt to do this so she decided it would be best if she ran away. The next morning she ran away from home when her Aunt and Uncle were having breakfast. She ran away into the woods. She was very tired and hungry. Then she saw this little cottage. She knocked but no one answered so she went inside and fell asleep. Meanwhile, the seven dwarfs were coming home from work. They went inside. There they found Snow White sleeping. Then Snow White woke up. She saw the dwarfs. The dwarfs said, "What's your name?" "I am Snow White," she said. The dwarfs said, "If you wish, you may live here with us." Snow White said, "Oh, I could? Thank you." Then Snow White told the dwarfs the whole story and Snow White and the seven dwarfs lived happily ever after.

22. What does the story tell us about?
- a. It tells about Snow white and her parents
 - b. It tells about Snow white and the seven dwarfs
 - c. It tells about a reach little girl
 - d. It tells about the fighting of a little girl to see her parents

23. Snow White lived with her aunt and uncle because...

- a. She did not have house
- b. She worked in her aunt and uncle's house
- ☒ c. Her mother was dead
- d. Her parents were dead

24. Why did her uncle and aunt want to leave Snow white in the castle?

- ☒ a. Because they loved her so much
- b. Because they hated Snow white
- c. Because they wanted to go to America
- d. Because they bought a new house

25. How many dwarfs that lived with Snow white?

- a. Four dwarfs
- b. Five dwarfs
- c. Six dwarfs
- ☒ d. Seven dwarfs

Appendix 21

PRE TEST

45

NAMA: Aafa Lonosky

KELAS: VIII A

Jawablah pertanyaan berikut dengan memberikan tanda silang (X) pada lembar jawaban yang telah disediakan!

Please read the passage and answer the question below!!!

Text 1 for question 1-6

Once upon a time there was a girl name Cindrella. She lived with her bad step-mother and two step-sisters. She had to do all the household chores. One day the king invited all the ladies in the kingdom to go to a ball (pesta dansa) in the palace. He wanted to find the Crown Prince a wife. The step sisters went to the ball that night with their mother. Cindrella was left alone. She cried because she actually wanted to go to the ball, too. Just then a fairy godmother came. With her magic wand, she gave Cindrella a coach (kereta), two horses and footmen. She also gave Cindrella a lovely dress to wear the ball and a pair of glass slippers. She told Cindrella to come home before midnight. At the ball, Cindrella danced all night with the Prince. The Prince fell in love with her. At midnight, Cindrella ran home. Unfortunately, one of her slippers slipped off at the door. She did not have time to put it back on. The Prince was sad as he could not find Cindrella again that night. The next day, the Prince and his men brought along the glass slipper. They went all over the Kingdom to search for the owner. After searching for along time, finally, they came to Cindrella's house. The slipper fit her. The prince was very happy to find Cindrella again. They got married and lived ever after.

1. What is the purpose of the text above?
 - a. To tell us how to write a story
 - b. To inform what happened in the past
 - c. To retell about Cindrella's experience/memory
 - ☒ d. To entertain readers with an actual, or vicarious experience
2. What was there at the palace one day?
 - a. A birthday party
 - ☒ b. Glass slippers
 - c. A ball
 - d. Crown part
3. Why did the king hold the event at his palace?
 - a. To celebrate his birthday
 - ☒ b. To entertain his people
 - c. To celebrate his wedding
 - d. To find his crown prince a wife
4. How was the end of the story?
 - ☒ a. The prince married Cindrella.
 - b. The king gave the kingdom to Cindrella.

- c. Cinderella was killed by her step mother . d. Cinderella was betrayed by the king.
5. "She also gave Cinderella a lovely dress...." (Paragraph 4). The underlined word has the same meaning with
- a. Boring b. Polite
c. Honest d. Pretty

6. What is the meaning of Prince?

- a. Putri b. Raja
c. Pangeran d. Ratu

Text 2 for questions 7 to 10

A fox fell into a well and couldn't get out. By and by a thirsty goat came along. Seeing the fox in the well it asked if the water was good. "Good," said the fox, "It's the best water I've tasted in all my life. Come down and try it yourself."

The goat was thirsty so he got into the well. When he had drunk enough, he looked around but there was no way to get out. Then the fox said, "I have a good idea. You stand on your hind legs and put your forelegs against the side of the well. Then I'll climb on your back, from there. I'll step on your horns, and I can get out. And when I'm out, I'll help you out of the well."

The goat did as he was asked and the fox got on his back and climbed out of the well. Then he coolly walked away. The goat called out loudly after him and reminded him of his promise to help him out. The fox merely turn to him and said, "if you only had thought carefully about getting out, you wouldn't have jumped into the well."

The goat felt very sad. He called out loudly. An old man walking nearby heard him and put a plank into the well. The goat out and thanked the old man.

7. The text tells the story of

- a. a fox ☒ a fox and a goat
c. a goat d. the goat and an old man

8. What do we learn from the text?

- a. The fox's idea of how to get out of the well
b. How the fox helped the goat
c. How both the goat and the fox got out of the well
d. Why the fox got into the well

9. What is the tense that use of the text above?

- a. Simple Past Tense
b. Simple Present Tense
c. Past Perfect Tense
d. Simple Continuous Tense

PRE TEST

NAMA: Farisul A.

KELAS: 8 B

45

Jawablah pertanyaan berikut dengan memberikan tanda silang (X) pada lembar jawaban yang telah disediakan!

Please read the passage and answer the question below!!!

Text 1 for question 1-6

Once upon a time there was a girl name Cindrella. She lived with her bad step-mother and two step-sisters. She had to do all the household chores. One day the king invited all the ladies in the kingdom to go to a ball (pesta dansa) in the palace. He wanted to find the Crown Prince a wife. The step sisters went to the ball that night with their mother. Cindrella was left alone. She cried because she actually wanted to go to the ball, too. Just then a fairy godmother came. With her magic wand, she gave Cindrella a coach (kereta), two horses and footmen. She also gave Cindrella a lovely dress to wear the ball and a pair of glass slippers. She told Cindrella to come home before midnight. At the ball, Cindrella danced all night with the Prince. The Prince fell in love with her. At midnight, Cindrella ran home. Unfortunately, one of her slippers slipped off at the door. She did not have time to put it back on. The Prince was sad as he could not find Cindrella again that night. The next day, the Prince and his men brought along the glass slipper. They went all over the Kingdom to search for the owner. After searching for along time, finally, they came to Cindrella's house. The slipper fit her. The prince was very happy to find Cindrella again. They got married and lived ever after.

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- ☒ a. To tell us how to write a story
- ☐ b. To inform what happened in the past
- ☐ c. To retell about Cindrella's experience/memory
- ☐ d. To entertain readers with an actual, or vicarious experience

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- ☒ b. Glass slippers
- ☒ c. A ball
- d. Crown part

3. Why did the king hold the event at his palace?

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- c. To celebrate his wedding
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4. How was the end of the story?

- a. The prince married Cindrella.
- ☒ b. The king gave the kingdom to Cindrella.

- c. Cinderella was killed by her step mother . d. Cinderella was betrayed by the king.

5. "She also gave Cinderella a lovely dress...." (Paragraph 4). The underlined word has the same meaning with

- ~~a.~~ Boring b. Polite
c. Honest d. Pretty

6. What is the meaning of Prince?

- ~~a.~~ Putri b. Raja
c. Pangeran d. Ratu

Text 2 for questions 7 to 10

A fox fell into a well and couldn't get out. By and by a thirsty goat came along. Seeing the fox in the well it asked if the water was good. "Good," said the fox, "It's the best water I've tasted in all my life. Come down and try it yourself."

The goat was thirsty so he got into the well. When he had drunk enough, he looked around but there was no way to get out. Then the fox said, "I have a good idea. You stand on your hind legs and put your forelegs against the side of the well. Then I'll climb on your back, from there. I'll step on your horns, and I can get out. And when I'm out, I'll help you out of the well."

The goat did as he was asked and the fox got on his back and climbed out of the well. Then he coolly walked away. The goat called out loudly after him and reminded him of his promise to help him out. The fox merely turn to him and said, "if you only had thought carefully about getting out, you wouldn't have jumped into the well."

The goat felt very sad. He called out loudly. An old man walking nearby heard him and put a plank into the well. The goat out and thanked the old man.

7. The text tells the story of

- a. a fox b. a fox and a goat
c. a goat ~~d.~~ the goat and an old man

8. What do we learn from the text?

- a. The fox's idea of how to get out of the well
b. How the fox helped the goat
c. How both the goat and the fox got out of the well
~~d.~~ Why the fox got into the well

9. What is the tense that use of the text above?

- ~~a.~~ Simple Past Tense
b. Simple Present Tense
c. Past Perfect Tense
d. Simple Continuous Tense

10. What is the meaning of a fox?

- a. Seekor serigala
- ☒ b. Seekor anjing
- c. Seekor kancil
- d. Seekor kambing

Text 3 for question 11-15

Snow White

Once upon a time, there lived a little girl named Snow White. She lived with her Aunt and Uncle because her parents were dead.

One day she heard her Uncle and Aunt talking about leaving Snow White in the castle because they both wanted to go to America and they didn't have enough money to take Snow White.

Snow White did not want her Uncle and Aunt to do this so she decided it would be best if she ran away. The next morning she ran away from home when her Aunt and Uncle were having breakfast. She ran away into the woods. She was very tired and hungry. Then she saw this little cottage. She knocked but no one answered so she went inside and fell asleep.

Meanwhile, the seven dwarfs were coming home from work. They went inside. There they found Snow White sleeping. Then Snow White woke up. She saw the dwarfs. The dwarfs said, "What's your name?" "I am Snow White," she said. The dwarfs said, "If you wish, you may live here with us." Snow White said, "Oh, I could? Thank you." Then Snow White told the dwarfs the whole story and Snow White and the seven dwarfs lived happily ever after.

11. The first Paragraph is called.....

- ☒ a. Orientation
- ☒ b. Complication
- c. Conflict
- ☒ d. Resolution

12. What does the story tell us about?

- ☒ a. It tells about Snow white and her parents
- b. It tells about Snow white and the seven dwarfs
- c. It tells about a reach little girl
- d. It tells about the fighting of a little girl to see her parents

13. Snow White lived with her aunt and uncle because...

- ☒ a. She did not have house
- b. She worked in her aunt and uncle's house
- c. Her mother was dead
- d. Her parents were dead

14. Why did her uncle and aunt want to leave Snow white in the castle?

- ☒ a. Because they loved her so much
- b. Because they wanted to go to America
- c. Because they hated Snow white
- d. Because they bought a new house

15. How many dwarfs that lived with Snow white?

- ☒ a. Four dwarfs
- b. Five dwarfs
- c. Six dwarfs
- d. Seven dwarfs

Appendix 22

POST TEST

NAMA: Lutfi abduallah

KELAS: VIII B

50

Jawablah pertanyaan berikut dengan memberikan tanda silang (X) pada lembar jawaban yang telah disediakan!

Please read the passage and answer the question below number 1- 6!!!

A long time ago, there were two creatures, Sura and Baya. Sura was the name of a shark and Baya was a crocodile. They lived in an ocean. When Sura and Baya were searching for some nourishment. Abruptly, Baya saw a goat.

"Yummy, this is my lunch," said Baya. "No chance! This is my lunch. You are covetous" said Sura. At that point they battled for the goat. Following a few hours, they were extremely drained. Feeling tired of battling, they lived in the better places. Sura lived in the water and Baya lived in the area. The outskirts was the shoreline, so they would never battle again.

One day, Sura went to the area and searched for some nourishment in the stream. He was exceptionally ravenous and there was very little nourishment in the ocean. Baya was extremely furious when he realized that Sura broke the guarantee.

They battled once more. They both hit one another. Sura bit Baya's tail. Baya did likewise to Sura. He bit hard until Sura at last surrendered and A went back to the ocean. Baya was cheerful.

1. What is the title of text above?
 - a. Sura and Baya
 - ☒ b. The legend of Surabaya
 - c. Surabaya of the legend
 - d. Sura and Baya the Legend
2. Who is Sura ?
 - ☒ a. A shark
 - b. A dog
 - c. a crocodile
 - d. a goat
3. What do we learn from the text above?
 - a. How both sura and baya hit one another
 - ☒ b. Baya didn't like with sura
 - c. Don't be fight each other
 - d. Sura felt happy with baya
4. What is the meaning of covetous?
 - a. Sombong
 - b. Jujur
 - c. Rendah hati
 - ☒ d. Iri hati
5. "He bit hard until sura at last surrendered". He refers to.....
 - ☒ a. Baya
 - b. Surabaya
 - c. Sura
 - d. They

6. The last paragraph called.....
- a. Orientation
 - ~~b. Resolution~~
 - c. Complication
 - ~~d. Re orientation~~

Please read the passage and answer the question below number 7-15!!!

TANGKUBAN PERAHU

Long time ago in West Java, there lived a woman named Dayang Sumbi. She have son named sangkuriang

One day, Sangkuriang was hunting in the forest and then he killed Tumang. When Dayang Sumbi knew that she hit Sangkuriang's head with a big spoon and expelled him. Many years later, Sangkuriang wandered and found an old house in the forest. Sangkuriang came closer to the house and there was an old beautiful woman. The woman, Dayang Sumbi. Unintentionally, Sangkuriang forced Dayang Sumbi to marry him.

Dayang Sumbi agreed to marry him but Sangkuriang had to build a vast boat, just in one night. At night, Sangkuriang called his friends, ghosts and fairies to help him. Feared with the boat to complete, Dayang Sumbi asked other women in her village to help her, By letting up the eastern horizon with flashes of light. Then the women punched the grains with grain pancher to make noise which disturbed the ghosts and fairies. The morning came before Sangkuriang completed the boat. Unfortunately the fairies and the ghosts also left Sangkuriang alone. Finally Sangkuriang got very angry and kicked away the boat to the downside, which finally turned into a mountain, called Tangkuban Parahu.

7. Who is Dayang Sumbi?
- ~~a. Sangkuriang Mother's~~
 - b. Sangkuriang Auntie's
 - c. Sangkuriang girl friend's
 - d. Sangkuriang wife's
8. What did happen when Sangkuriang meet a beautiful girl?
- a. Sangkuriang killed her
 - ~~b. Nothing happen~~
 - c. Sangkuriang was falling in love
 - d. Sangkuriang didn't care
9. Why did sangkuriang separate from his mother?
- ~~a. Because he had killed his mother father~~
 - b. Because he had killed his mother dog's
 - ~~c. Because he had killed his~~
 - d. Because he had killed his uncle
10. What is the meaning of beautiful woman?
- a. Gadis jelek
 - b. ~~Wanita cantik~~
 - c. cantik
 - d. wanita
11. The first paragraph called.....
- a. Resolution
 - b. Re orientation
 - ~~c. orientation~~
 - d. complication
12. Who is tumang?
- ~~a. Sangkuriang Uncles~~
 - b. Sangkuriang fathers
 - c. sangkuriang friends
 - d. sangkuriang mothers

13. There was an old beautiful woman, the underline words closest meaning with.....

- a. Gadis ~~a~~ Wanita
- b. Istri d. Janda

14. Where did the story take a place?

- a. Central java ~~c~~ West java
- b. East java d. Sumatra

15. What did Dayang Sumbi do to stop Sangkuriang in building a lake?

- ~~a~~ By burning houses
- b) By wakening people
- c. By praying all night long
- d. By letting up the eastern horizon with flashes of light

POST TEST

NAMA: Kusna dwi m
 KELAS: VIII A

75

Jawablah pertanyaan berikut dengan memberikan tanda silang (X) pada lembar jawaban yang telah disediakan!

Please read the passage and answer the question below number 1- 6!!!

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 - b. Baya didn't like with sura
 - ☒ c. Don't be fight each other
 - d. Sura felt happy with baya
4. What is the meaning of covetous?

a. Sombong	c. Rendah hati
b. Jujur	☒ d. iri hati
5. "He bit hard until sura at last surrendered". He refers to.....

☒ a. Baya	c. Sura
b. Surabaya	d. They

6. The last paragraph called.....
- a. Orientation
 - ~~b. Resolution~~
 - c. Complication
 - d. Re orientation

Please read the passage and answer the question below number 7-15!!!

TANGKUBAN PERAHU

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Dayang Sumbi agreed to marry him but Sangkuriang had to build a vast boat, just in one night. At night, Sangkuriang called his friends, ghosts and fairies to help him. Feared with the boat to complete, Dayang Sumbi asked other women in her village to help her. By letting up the eastern horizon with flashes of light. Then the women punched the grains with grain pancher to make noise which disturbed the ghosts and fairies. The morning came before Sangkuriang completed the boat. Unfortunately the fairies and the ghosts also left Sangkuriang alone. Finally Sangkuriang got very angry and kicked away the boat to the downside, which finally turned into a mountain, called Tangkuban Parahu.

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- ~~a. Sangkuriang Mother's~~
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- c. Sangkuriang girl friend's
- d. Sangkuriang wife's

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- a. Sangkuriang killed her
- ~~b. Nothing happen~~
- c. Sangkuriang was falling in love
- d. Sangkuriang didn't care

9. Why did sangkuriang separate from his mother?

- a. Because he had killed his mother's father
- ~~b. Because he had killed his mother dog's~~
- c. Because he had killed his
- d. Because he had killed his uncle

10. What is the meaning of beautiful woman?

- a. Gadis jelek
- b. Wanita cantik
- c. cantik
- ~~d. wanita~~

11. The first paragraph called.....

- a. Resolution
- b. Re orientation
- ~~c. orientation~~
- d. complication

12. Who is tumang?

- a. Sangkuriang Uncles'
- b. Sangkuriang fathers'
- c. sangkuriang friends'
- ~~d. sangkuriang mothers'~~

13. There was an old beautiful woman, the underline words closest meaning with.....

- a. Gadis ~~b. Wanita~~
- b. Istri d. Janda

14. Where did the story take a place?

- a. Central java ~~b. West java~~
- b. East java d. Sumatra

15. What did Dayang Sumbi do to stop Sangkuriang in building a lake?

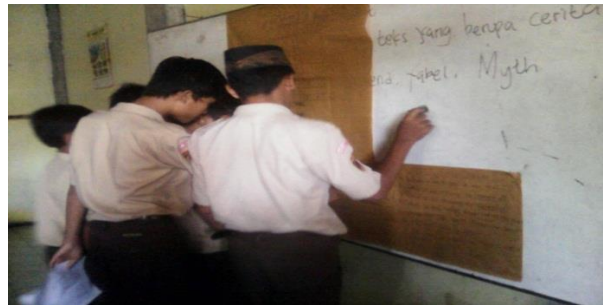
- a. By burning houses
- b. By wakening people
- c. By praying all night long
- ~~d. By letting up the eastern horizon with flashes of light~~

Appendix 23

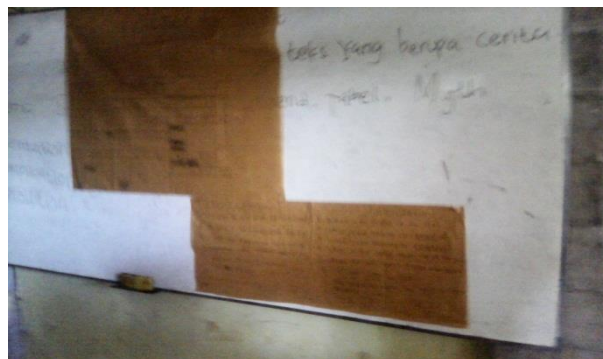
DOCUMENTATION



When students want to answer the question



When students read the question



The media of Crossword Puzzle Game



When students work in group



When the students doing post test



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Nomor : In.06.03/J.4/PP.00.9/4575/2015
Lamp : -
Hal : Penunjukkan Pembimbing Skripsi

Semarang, 22 Oktober 2015

Yth:

1. Dra. Hj. Ma'rifatul Fadhillah, M.Ed.

Assalamualaikum Wr. Wb.

Berdasarkan hasil pembahasan usulan judul penelitian jurusan Pendidikan Bahasa Inggris (PBI), maka Fakultas Ilmu Tarbiyah dan Keguruan menyetujui skripsi mahasiswa:

Nama : Zuni Listiowati
NIM : 123411110
Judul : *"The Use of Crossword Puzzle Game to Improve Students' Reading Comprehension on Narrative Text (An Experimental Study at the Eight Grade of MTs Darul Ulum Semarang in the Academic Year of 2015/2016)"*

Dan menunjuk saudara Dra.Hj. Ma'rifatul Fadhillah, M.Ed.sebagai pembimbing I.

Demikian penunjukan pembimbing skripsi ini, atas kerjasamanya kami ucapkan terima kasih.

Wassalamualaikum Wr. Wb.

A.n. Dekan,

Sekretaris Pendidikan Bahasa Inggris



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Kepada Yth. :

Kepala MTs Darul Ulum Ngaliyan
di Semarang

Assalamua'alikum Wr.Wb.

Diberitahukan dengan hormat dalam rangka penulisan skripsi, bersama ini kami hadapkan mahasiswa :

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Pembimbing : Dra.Ma'rifatul Fadlilah, M. Ed

Bahwa mahasiswa tersebut membutuhkan data-data dengan tema/judul skripsi yang sedang disusunnya, dan oleh karena itu kami mohon mahasiswa tersebut diberi ijin riset selama 3 minggu, pada tanggal 27 Pebruari 2016 sampai dengan tanggal 12 Maret 2016.

Demikian atas perhatian dan kerjasamanya disampaikan terima kasih.

Wassalamu'alaikum Wr.Wb.


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Yang bertanda tangan dibawah ini kepala MTs Darul Ulum menerangkan bahwa :

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Telah melaksanakan penelitian skripsi di MTs Darul Ulum dengan judul "*The use of crossword puzzle game to improve student reading comprehension on narrative text (an experimental study at the eight grade of MTs Darul Ulum Semarang 2015-2016)*" pada tanggal 5 maret – 14 maret 2016.

Demikian Surat keterangan dibuat untuk dapat dipergunakan sebagaimana mestinya.

Semarang, 9 Juni 2016

An. Kepala Madrasah

Wakil Kepala Bidang Kurikulum



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