

**THE EFFECTIVENESS OF TEACHING READING
COMPREHENSION ON NARRATIVE TEXTS USING SURVEY,
QUESTION, PREDICT, READ, RESPOND, SUMMARIZE
(SQP2RS) STRATEGY**

THESIS

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



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Title : **THE EFFECTIVENESS OF TEACHING READING COMPREHENSION ON NARRATIVE TEXT USING SURVEY, QUESTION, PREDICT, READ, RESPOND, SUMMARIZE (SQP2RS) STRATEGY**

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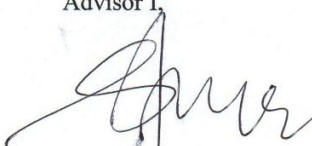
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Advisor II,



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MOTTO

True knowledge exists in knowing that you know nothing

--- Socrates----

DEDICATION

This Thesis is dedicated to:

My beloved parents (Ahmad Khasun and Mahmudah) who inspiring me and ,motivating me to write this thesis until finish.

ABSTRACT

The writer Ahmad Arif
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Title “The Effectiveness of Teaching Reading Comprehension
on Narrative Texts Using Survey, Question, Predict,
Read, Respond, Summarize (SQP2RS) Strategy”

This study aimed to explain the effectiveness of teaching reading comprehension using SQP2RS strategy at the eighth graders of MTs in Ribhul Ulum Demak in the Academic year of 2018/2019. This research was quantitative study with quasi experimental nonequivalent control group design. In an experimental research, researcher compared experimental groups and control groups. The population in this study was students of class VIII B as an experimental class of 21 students and class VIIIA as a control class of 23 students. The data collection technique that researcher used was in the form of tests, observation and documentation. The collecting data was analyzed using statistical analysis. The formula to analyze the data was used t-test. It was used to determine whether there was significant difference between students' score in experimental and control class or not. Hypothesis testing showed that the test results that was obtained by the average score of class VIII B which was 71.75 with a standard deviation (s) 9.63 while the average score of class VIIIA is 61.09 with standard deviation (s) 9.16 . From the analysis of the final data obtained $t_{\text{count}} = 3.71$ and $t_{\text{table}} = t_{(0.05)(41)} = 2,019$ with a significance level of 5%. Because $t_{\text{count}} > t_{\text{table}}$ means the proposed hypothesis is rejected. It means that there are significant differences in learning outcomes of students who use the SQP2RS strategy with students who use conventional strategy. Based on the statement above, it can be concluded that using SQP2RS strategy is effective in teaching reading comprehension on narrative text of class VIII MTs Ribhul Ulum Demak in English subject. Based on the results of this study, it is expected to be an information material, motivation and as input for educators (teachers).

Key Word: Narrative Texts, SQP2RS Strategy, Teaching Reading Comprehension.

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Second, *shalawat* and *salaam* for the Prophet Muhammad SAW who brings us from the darkness to the brightness.

The writer realizes that there are many people who are already helped his in arranging and writing this thesis directly or indirectly. In this chance, the writer would like to express deeper appreciation to:

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13. Last but not least, those who cannot be mentioned one by one have supported, gave motivation and prayed to the writer to finish this thesis.

Finally, the writer realizes that this thesis is 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. amiin

Semarang, 23 July 2019
The writer,

Ahmad Arif
NIM 1503046081

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CHAPTER I

INTRODUCTION

This chapter presents about background of the study, reason for choosing the topic, research question, objective of the study, scope and limitation of the study, and significant of the study.

A. Background of the Research

English learning is supported by four major skills that should be mastered. There are four skills: listening, speaking, reading, and writing. They are often divided into two types. As stated by Morrow in Demirbaş, receptive and productive skills are the combination of four skills: listening, reading, speaking, and writing skills.¹ Receptive skill is a term used for reading and listening, skills where meaning is extracted from the discourse. Productive skill is the term for speaking and writing skills where students actually have to produce language themselves.²

The ability of reading comprehension contents is an important ability possessed by all humans, including students. In the industrial revolution 4.0, students should increase public literacy by educating critical thinking about information received. The statement is accordance with the opinion of Andrew P. Johnson, reading is a constantly developing skill, to integrate

¹ Dermibas, M. N. "Performance Differences between ELT Freshmen's Receptive and Productive Skills", *The Journal of Language and Linguistic Studies*, (Vol. 9, No(1), 2013) 107-127, page, 108.

² Jeremy Harmer, *The Practice of English Language Teaching*. (Cambridge, UK: Longman, 2007), page, 265.

visual and non-visual information, the act of linking one idea to another. Reading is the practice of using text to create meaning. Two the key words here are creating and meaning.³ Reading is an interactive process in which readers construct a meaningful representation of a text using effective reading strategies.⁴

Reading comprehension skill in the 2013 Education Curriculum required students to understand the content or information in various kinds of text such descriptive, procedure, narrative, and recount. Narrative text is one of genres that are often read by students in reading learning. According to Anderson in Harlina, narrative text is a text which related a series of logically and chronologically related events that are caused or experienced by factors. A key of comprehending narrative is a sense of plot, them, characters, events, and how they relate.⁵ Narrative encloses students to character building and their surroundings. There must be a moral value established in each

³ Andrew P Johnson, *Teaching Reading and Writing*. (United States of America: Rowman & Little Field Education, 2008), page, 30.

⁴ Abbas Pourhosein Gilakjani & Narjes Banou Sabouri, "How Can Students Improve Their Reading Comprehension Skill?", *Journal of Studies in Education*. (Vol. 6, No. 2, 2016), page, 229.

⁵ Herlina, "Developing Reading Narrative Text Materials for Eighth Graders of Junior High School Implemented with Character Building", *English Education Journal UNNES*. (Vol. 2, No. 2, 2012) 147- 154, page, 149.

narrative story and local narrative text introduces specific moral points to learn.⁶

The use of strategies in reading comprehension can increase students' motivation to think critically. Ness in Harvey stated that “reading comprehension strategies also encourage students to become more responsible for their own learning, once the student has mastered the strategy”.⁷ Reading strategies are defined as any processes that the readers are conscious of executing with the intention of constructing meaning from written texts. Reading strategies is defined as any processes that the readers are conscious of executing with the intention of constructing meaning from written texts.⁸ The effective reading strategies are considered as significant skills that have received the special focus on students' reading comprehension proficiency.⁹

Based on interviewing between researcher and English teacher of MTs Ribhul Ulum Kedungmutih Demak Mrs. Lailatul

⁶ Herlina, “Developing Reading Narrative Text Materials for Eighth Graders of Junior High School Implemented with Character Building”, *English Education Journal UNNES*, (Vol. 2, No. 2, 2012) 147- 154, page, 148.

⁷ Harvey, Michele, “Reading Comprehension: Strategies for Elementary and Secondary School Students”, *Journal of Special Education*, (Vol. 8, No. 1, 2013), page, 5.

⁸ Noli Maishara Nordin, dkk, “Differences In Reading Strategies: How ESL Learners Really Read”, 6th International Conference on University Learning and Teaching, *Procedia - Social and Behavioral Sciences*, (2013) 468 – 477, page, 469.

⁹ Andrew P Johnson, *Teaching Reading and Writing*, (United States of America: Rowman & Littlefield Education, 2008), page, 30.

Murtasyidah, S.Pd about the problem faced by students in learning English, the students have some problems in reading, Based on result of mid semester test in academic year of 2018/2019 the average of students achievement in reading recount text was low. The result of the average score in VIII A was 53 and VIII B was 51. This was still low from the minimum standard score (KKM), it was 70.

There were some factors related to the students' reading comprehension which was encompassed some problems related to the students, the teacher, and the learning activity. First, some students' ability was still low in English learning, especially in the reading comprehension activity, so that learning objectives could not be achieved. This situation was evidenced by some students finding difficulty in understanding the text. They did not understand some vocabularies to know the meaning of sentences.

Second, the interest or motivation of students to learn English was still lacking, because most of them think English which was difficult to understand and boring. It could be proven by the existence of some students who was also passive and not engaged in the teaching and learning process. Dalu, Setyawati, Arianto, and Azizatur Rohmah Stated that motivation involves "the attitudes and affective states that influence the degree of effort that learners make to learn a second language (L2).¹⁰

¹⁰ Derista L.R. Dalu, dkk, "Availability of Language Input, Conducive Environment in Learning Language and Motivation and Its

Based on the problems above, in order to make reading comprehension easily, the teacher should use the strategy that is easy for the students in teaching reading comprehension. So those, the students can enjoy and be stimulated in learning English as foreign language especially in reading comprehension. One of reading strategy used to improve students' reading comprehension is SQP2RS. Ruddell said that the developer of the SQP2RS strategy is Mary Ellen Vogt. She developed this strategy based on *Survey- Question- Read- Recite- Review (SQ3R)*, as an instructional framework for teachers to teach, and to show students how to do things (reading). Then, students are expected to do it independently. SQP2RS combines aspects of DR - TA, REQUEST, TPRC, and other similar instructional strategies. Here the teacher is in charge of guiding students to think in each step. The SQP2RS strategy is a reading comprehension consisting of six steps, namely Survey, Question, Predict, Read, Respond, and Summarize.¹¹

The implementation of the SQP2RS strategy was carried out at MTs Ribhul Ulum Kedungmutih Demak because it had never been applied this strategy to develop reading comprehension skills for students of MTs Ribhul Ulum. In addition, the use of this

Relation to Language Acquisition”, *Linguistics, Literature and English Teaching Journal*, (Volume 6, Number, 1, Tahun 2017), page. 8. <http://download.garuda.ristekdikti.go.id/article=522810&val>

¹¹ Martha Rapp Ruddell, *Teaching Content Reading and Writing*, (Hoboken, NJ: John Wiley & Sons. Inc, 2005), page, 260.

strategy was intended to create a new learning atmosphere that previously only used lecture methods and assignments. The use of this strategy is also to find out whether this strategy is effective or ineffective in using reading comprehensive in narrative texts. Based on the background of study above, the researcher was interested in conducting the research under the title “The Effectiveness of Teaching Reading Comprehension on Narrative Text by Using Survey, Question, Predict, Read, Respond, Summarize (SQP2RS) Strategy (An Experimental Research at Eighth Graders of MTs Ribhul Ulum Kedungmutih Demak in Academic Year of 2018/2019)”.

B. Reasons for Choosing The Topic

There are some reasons why the researcher has chosen the research:

1. Student’s interest is lack of reading comprehension.
2. Most of students got difficulty to read foreign language texts.
3. Student’s reading comprehension skill is low.
4. The lack of applying varied strategies in reading learning.
5. Narrative text at subjects at the 8th grade of junior high school.
6. Survey, Question, Predict, Read, Respond, and Summarize (SQP2RS) are comprehension learning methods to improve reading comprehension and language arts for students.

7. The SQP2RS strategy has never been tested in reading comprehension of class VIII students of MTs Ribhul Ulum Kedungmutih Demak.
8. The application of the SQP2RS strategy in learning to read comprehension of Narrative texts needs to be proven to be effective in class VIII students of MTs Ribhul Ulum Kedungmutih Demak.

C. Question of the Research

Based on the background of the study above, the question of this research is formulated into: “How is the effectiveness of teaching reading comprehension on narrative text by using SQP2RS strategy at eighth graders of MTs Ribhul Ulum Kedungmutih Demak in academic year of 2018/2019?”

D. Objective of the Research

Based on the above question, the objective of the study is to explain the effectiveness of teaching reading comprehension on narrative text by using SQP2RS Strategy at eighth grader of MTs Ribhul Ulum Kedungmutih Demak in academic year of 2018/2019.

E. Scope and Limitation of the Research

To limit the scope of the study, the researcher only discusses the study as follows:

1. The participants of this study are the students of 8th graders of MTs Ribhul Ulum Kedungmutih Demak in the academic year 2018/2019.

2. This study discusses about the effectiveness of teaching reading comprehension on narrative text by using Survey, Question, Predict, Read, Respond, Summarize (SQP2RS) strategy.

F. Significant of the Research

The significance of the research is addressed to all people who read this research. However, this study especially addressed to:

1. English Teacher

The researcher hopes that help teachers in teaching learning process and providing the active learning, creative, effective, innovative, and fun for students in the class. The researcher hopes it can be an additional strategy in teaching English. So, the students will get better achievement.

2. For next researchers

This research is expected to give more information about teaching reading comprehension on narrative text using SQP2RS strategy. The researcher hopes that this research finding will be useful for other researchers who want to investigate reading comprehension skills in English.

3. For the students

It motivates students to improve their interest in reading since they would find out that English reading material was not complicated, boring, and monotonous.

3. For the school

It can give positive effect to the future in teaching learning process, especially in reading of narrative text.

4. For readers

This research is hoped that it can give more beneficial information and knowledge to the reader, especially in teaching reading comprehension on narrative text using SQP2RS strategy.

5. For the researcher

This study can be used by researcher to have new experience in the teaching learning process and gives an insightful knowledge of English proficiency, especially to teach narrative text.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discussed about literature review, previous research, research hypothesis, and conceptual framework.

A. Literature Review

1. Reading Comprehension of EFL Learners

English Foreign Language (EFL) learners, in particular, need to develop the reading skills that will enable them not only comprehend text in English, but also obtain what they need to deliver a response. These are essential of reading skills:

1.1. Definition of Reading

Reading is a highly strategic process during which readers are constantly constructing meaning using a variety of strategies, such as activating background knowledge, monitoring and clarifying, making predictions, drawing inferences, asking questions and summarizing.¹² Reading is a complicated cognitive process that is likely the most important competency acquired in all of schooling. As students move from the early elementary years through high school and beyond,

¹² Marsha L. Roit, *Effective Teaching Strategies for Improving Reading Comprehension in K-3 Students: SRA Open Court Reading* (USA: Mc Graw Hill Education, 2015), page, 2.

the focus changes from ‘learning to read’ to ‘reading to learn’.¹³

Reading is a perpetual process of predicting, and what one carry to the text is often more prominent than what one finds in it. Thus the students should be taught to use what they know to understand not familiar things, if these are concepts or simple words.¹⁴ According to Grabe as cited by Mahmood Kazemi , Mohsen Hosseini, Mohammad Reza Kohandani, reading is a strategic process in that a number of the skills and processes are needed on the part of the reader to anticipate text information, select key information, organize and mentally summarize information, monitor comprehension, repair comprehension breakdowns, and match comprehension output to reader goals.¹⁵ It means reading is an activity of obtaining information and achieving understanding. Without understanding, readers

¹³ Phillip Herman, Kristen Perkins, Martha Hansen, Louis M. Gomez, Kimberley Gomez, “The Effectiveness of Reading Comprehension Strategies in High School Science Classrooms”, *Internationa Canadian Language Science*, (Vol. 1, 2012), 857-864, page, 854.

¹⁴ Endang Sulistianingsih, “Developing Students’ Participation in A Mixed-Levels Reading Class Via Cooperative Integrated Reading and Composition (CIRC)”, *Vision: Journal for Language and Foreign Language Learning*, (Vol.7, No.1, 2018), 1-10, page, 3.

¹⁵ Mahmood Kazemi, Mohsen Hosseini, Mohammad Reza Kohandani, “Strategic Reading Instruction in EFL Contexts. Theory and Practice in Language Studies”, *Academy Publisher Manufactured in Finland*, (Vol. 3, No. 12, December 2013), page. 2333.

are not able to interpret what read so that the message conveyed by the author does not reach the reader. Reading by understanding will be better than only reading.

Reading as a skill requires primary interest and passion, creativity and imagination. It requires deep vocabulary expertise and prior experience with books. In reading mainly, the learners ought to be capable of becoming aware of the extraordinary metacognitive strategy which is most appropriate for them.¹⁶ Reading is the interaction between the text (the author) and the reader by combining information from the text and the reader's prior knowledge. In educational field, reading holds an important role in helping students to learn more information from another.¹⁷ It means that is an active process of grasp new information which is needed by readers. It is an activity to understand the meaning of written or printed media.

Reading is the practice of using text to create meaning. The two key words here are creating and

¹⁶ Kartika Ayu Septianingrum, Siti Mariam, Siti Tarwiyah, "Portrait of Learner's Autonomy Through Metacognitive Strategy on Reading Comprehension", *Vision: Journal for Language and Foreign Language Learning*, (Vol.7, No.1, 2018), 76-91, page, 68.

¹⁷ Farid Noor Romadlon, "Promoting Students' Reading Proficiency through Reciprocal Technique". *Vision Journal*, (Volume 6, Number 1, 2017), 73-86, page, 76.

meaning. If there is no meaning being created, there is no reading taking place: Reading is a constantly developing skill: Like any skill, we get better at reading by practicing. And conversely, if we do not practice, we will not get better and our skills may deteriorate. From age three to one hundred and three, reading practice is what helps us become better readers. Reading integrates visual and non visual information. During the act of reading, the visual information found on the page combines with the non visual information contained in your head to create meaning. In that way, what's in your head is just as important as what's on the page in the process of creating meaning (reading): Reading is the act of linking one idea to another. Putting ideas together to create a sensible whole is the essential part of reading. It is not necessary to know every word in order to read.¹⁸ Reading activity responds to all the expressions of the writer so that the reader is able to understand the reading material well.

Based on the statements above, reading is an important skill in language learning between language skills and is a process for obtaining and understanding the contents of reading, generalized messages, obtaining

¹⁸ Andrew P. Johnson, *Teaching Reading and Writing: A Guide Book for Tutoring and Remediating Students*, (USA: Rowman & Littlefield Education, 2008), page. 3-5.

information and knowledge from written languages that involve basic understanding with specific goals. Reading can also be interpreted as the capture and understanding of ideas, the activities of the reader coupled with the outpouring of the heart in living the reading that is read.

1.2. Definition of Reading Comprehension

Reading is a multitasking skill to comprehend meaning from printed word.¹⁹ By having comprehension, someone can be claimed that he has done the process of reading, and get information stated in the text. Duffy stated “Comprehension is the essence of reading because the goal of written language is communication of messages. If we do not understand the message, we are not reading”. In other words, comprehension is the important aspect of reading.²⁰ In addition to being required to comprehend stories, novels, and poems in language arts classes, successful students in today’s classrooms must be able to read and understand math problems to find the correct solution.²¹ So that

¹⁹ Caroline T. Linse, *Practical English Language Teaching: Young Learners*, (Singapore: Mc Graw Hill ESL/ELT, 2006), page 69.

²⁰ Duffy, G. G, *Explaining Reading: A Resource of Teaching Concepts, Skills, and Strategies*, (New York: The Guilford Press, 2009), page, 27.

²¹ Scott Kissau, “Reading Comprehension Strategies: An International Comparison of Teacher Preferences”, *Research in Comparative and International Education*, (Vol. 8, No. 4, 2013), 437-454, page. 437.

understanding becomes a product that can be measured in reading activities, not physical behavior when reading.

Reading comprehension is a multi component, highly complex process that involves many interactions between readers and what they bring to the text (previous knowledge, using strategy) as well as variables related to the text itself (interest in text, understanding of text types).²² Reading comprehension can be interpreted as the ability to understand the text as a whole by paying attention to experience, motivation, and perception to achieve deep understanding.

Reading comprehension is the ability to construct meaning from a given written text. Reading comprehension is not a static competency; it varies according to the purposes for reading and the text that is involved. When the prerequisite skills are in place, reading becomes an evolving interaction between the text and the background knowledge of the reader. This is accomplished through use of strategies, both cognitive and metacognitive.²³ Wallace as cited by Kristin Lems argues that teachers need to assist language learners to

²² Janette K. Klingner, Sharon Vaughn, Alison Boardman, *Teaching Reading Comprehension to Students with Learning Difficulties*, (New York: The Guilford Press, 2007), page, 8.

²³ Kristin Lems, Leah D Miller, Tenena M Soro, *Teaching Reading to English Language Learners: Insights from Linguistics*, (New York, The Guilford Press, 2010), page, 170.

critically question the information content and the tacit ideological assumptions that the writer suggests.²⁴ It can help the readers to understand ideas or thoughts contained in the passage both in its entirety and its parts.

Keenan, Betjemann, and Olson expressed that reading comprehension needs the successful expansion and arrangement of a lot of lower-and higher-level processes and skills. Accordingly, there are many sources for possible comprehension break and these sources are different based on the skill levels and age of readers.²⁵ Reading comprehension is the process of making meaning from text. The goal, therefore, is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences.²⁶ Reading comprehension as one of the language skills is carried out with the aim of obtaining generalized knowledge and comprehension of a reading.

²⁴ Batul Shamsi Nejad, Masoud Mahmoodi, Shahrehabaki, "Effects of Metacognitive Strategy Instruction on The Reading Comprehension of English Language Learners Through Cognitive Academic Language Learning Approach (CALLA)", *International Journal of Languages' Education and Teaching* Germany, (Volume 3, Number 2 August 2015), 133-164, page.136.

²⁵ Abbas Pourhosein Gilakjani & Narjes Banou Sabouri, "How Can Students Improve Their Reading Comprehension Skill?", *Journal of Studies in Education*, (Vol. 6, No. 2, 2016), 229- 240, page. 23.

²⁶ G. Woolley, *Reading Comprehension: Assisting Children with Learning Difficulties*, (Dordrecht: Springer Netherland, 2011), page.15.

That means readers can understand more than what they read, not remember more information with the same level of understanding.

Based on the statements above, reading comprehension is reading by understanding meaning and drawing conclusions from information contained in a text. Understanding in reading is important for a reader to draw conclusions. In addition, the reader also performs the thought process by connecting the reading with the readers' schema. After going through a series of processes understanding in reading can be achieved.

1.3. Types of Reading Comprehension

Generally reading divides into two types, there are intensive and extensive reading. Every type has different definition and characteristics. The definition of each type is defined as follows:

a. Extensive Reading

Bambord & Richard as cited by Bünyamin Celik Extensive reading is at issue, one of the first definitions given is reading large quantities of specially designed materials rapidly for general comprehension with special focus on meaning in the target language.²⁷

²⁷ Bünyamin Celik, "Effects of Extensive Reading on Learners: How It Develops Certain Points in Vocabulary and Sentence Structure", *International Journal of English Linguistics; Canadian Center of Science and Education*, (Vol. 8, No. 2; 2018), 73-84, page 74.

Stolleras cited by Made Frida Yulia defines Extensive Reading as “an approach to the teaching and learning of reading in which learners read large quantities of reading materials, in and out of class, that are easily understood, interesting, and enjoyable.”²⁸

According to Nation, during extensive reading, students should be interested in what they are reading and should be reading with their attention on the meaning of the text rather than on learning the language features of the text.²⁹

Learners with more positive attitudes to learning English will seek more input and will acquire the second language more rapidly and effectively than unmotivated readers will. As students read texts based on their needs and linguistic level, extensive reading makes the tension-free environment. Extensive reading hence fulfills both criteria, as it provides both a vast quantity of input, and a low-anxiety situation.³⁰

²⁸ Made Frida Yulia, “Extensive Reading For Indonesian University Students: An Alternative Framework For Implementation”. *LLT Journal: A Journal on Language and Language Teaching*, (Vol. 21, No. 2, October 2018), 207-218, page 208.

²⁹ Fanshao Meng, “Developing Students’ Reading Ability through Extensive Reading English Language Teaching”, *CCSE*, (Volume 2, Nomor 2, 2009), 132-137, page 133.

³⁰ Abdurahman Ahmed Endris, “Effects of Extensive Reading on EFL Learners’ Reading Comprehension and Attitude”, *International*

According to Day and Bamford was cited by Raihani Ferdila, extensive reading is a technique in teaching reading which is defined as a situation where students read a lot of materials in their level in a new language; they read for general, for overall meaning, and for information at one with enjoyment.³¹ Reading extensively allows readers to be exposed to a large array of vocabulary either specific-field or general vocabulary. This enables them to enlarge their word knowledge which is crucial to reading comprehension.³²

Based on the statements above, extensive reading is a reading activity that is done carefully with various sources of reading that are diverse and the time used is fast and short. The purpose of extensive reading is to understand or to get the impression that the content contained in a reading text is effective and as short as possible.

b. Intensive Reading

Intensive reading on the other hand focuses on accuracy rather than fluency by emphasizing detailed

Journal of Research in English Education, (Volume 3 Number 4,2018), 1-11, page 3.

³¹ Raihani Ferdila, "The Use of Extensive Reading In Teaching Reading". *Journal of English and Education*, (Vol. 2, Number (2)2014), 68-80,Page 69.

³² Dzulfikri, Ali Saukah, "Extensive Reading in Action: Voices from the grounds", *Journal of Education and Learning*, (Vol. 11, No. 2, 2017) pp. 111-119, page, 112.

study of vocabulary and grammar. The implementation of guided reading in the language classroom helps students improve achievement. Detailed analysis of the reading materials by intensive reading allows learners to master the language effectively.³³

Intensive Reading is a hair-splitting analysis of vocabulary and sentence structures, which dominates the ELT course throughout the three stages (elementary, secondary, and tertiary) of learning.³⁴ Harmer asserts that intensive reading instruction is often (but not exclusively) chosen and directed by teachers, and is designed to enable students to develop receptive skills.³⁵

Nation as cited by M. Zaini Miftah indicates that intensive reading focuses on comprehension of a particular text and it is useful when reading other texts later on. So, one goal of intensive reading activity may be comprehension of the text.³⁶

³³ Çağrı Tuğrul Mart, “Combining Extensive And Intensive Reading to Reinforce Language Learning”, *Journal of Educational And Instructional Studies in The World*, (Volume: 5 Issue: 4 Article: 2009), 85-90, page 85

³⁴ Mohammad Ali Erfanpour, “The Effect of Intensive and Extensive Reading Strategies on Reading Comprehension: A Case of Iranian High School Students”, *English for Specific Purposes World*, (Issue 41, Vol. 14, 2013), page. 3 <http://www.esp-world.info>

³⁵ Jeremy Harmer, *The Practice of English Language Teaching*, 3rd ed. (London: Longman, 2002), page. 210.

³⁶ M. Zaini Miftah, “Implementation of Intensive-Extensive Reading Strategy to Improve Reading Comprehension”, *Journal on English as a Foreign Language*, (Volume 3, Number 1, March 2013), 21-29, page 23.

It is intended in intensive reading to procure detailed meaning by dealing with different aspects so that the reader takes the opportunity of making use of various reading abilities such as identifying the main idea, extracting the minor ideas, scanning for specific information, paying close attention to specified vocabulary and grammar. Moreover, it could also deal with translation.³⁷

Based on the statements above, intensive reading is a reading activity with full appreciation to understand a text accurately and accurately. Intensive reading ability is the ability to understand details accurately, completely, and critically about facts, concepts, ideas, opinions, experiences, messages, and feelings that exist in written discourse. The purpose of intensive reading is to develop reading skills in detail by pressing on understanding words, sentences, vocabulary development, and also understanding the overall ideas in the reading.

1.4. Techniques of Reading Comprehension Skills

Readers typically make use of background knowledge, vocabulary, grammatical knowledge,

³⁷ Bünyamin Celik, “Effects of Extensive Reading on Learners: How It Develops Certain Points in Vocabulary and Sentence Structure”, *International Journal of English Linguistics; Canadian Center of Science and Education*, (Vol. 8, No. 2, 2018) 73-84, page 74

experience with the text and other strategies to help them understand reading text. There are following techniques of reading comprehension and the corresponding types of activities to develop the corresponding reading comprehension skill:

a. Skimming

Skimming is a strategy that gives readers a sense of the theme, purpose, organization of the text, perspective or point of view of the writer, issues, arguments and theoretical perspectives through using the author's organizational cues, introductions and conclusions, headings and sub-headings, italics and summaries. Skimming can also help the reader make decisions about where to place the greatest focus when there is limited time for reading.³⁸ Skimming can be said as a form of reading at high speed to find the essence of the contents of the text quickly in a short time.

As skimming is related to speed, Abdelrahman and Muwafaq Saleem Bsharah propose that skimming is reading a text or a passage quickly to get a general idea. Learners do not need to read every word when skimming, so teachers set this as a timed task and to

³⁸ Ng Chiew Hong, "Teaching of Skimming at Tertiary Level: Theoretical and Pedagogical Issues International", *Journal of Bilingual & Multilingual Teachers of English*, (Vol. 1, No. 1, 2013), 1-7, page 02.

encourage speed. It can be through looking at the title, introduction, and any diagram and sub-titles.³⁹ Allen as cited by Sindy Díaz & Laguado points out that the skimming technique is a useful tool to help students extract from the text key words that permit them to infer the general sense of a text, which lets them interpret a text faster and advance in the reading process.⁴⁰ According to Arundel as cited by Andi Asmawati, skimming is a strategy of rapidly moving the eyes over the text with the purpose of getting only the main ideas and the general overview of the content.⁴¹ So, the purpose of skimming is to find specific information to get the most important part of a reading without reading the text as a whole.

Richards et al. as cited by Ng Chiew Hong, to see skimming as reading for gist, a type of rapid reading which is used when the reader wants to quickly

³⁹ Abdel Rahman & Bsharah, “The Effect of Speed Reading Strategies on Developing Reading Comprehension among The 2nd Secondary Students in English Language”, *English Language Teaching*, (Vol. 7, No. 6, 2014), 168-174, page, 170.

⁴⁰ Sindy Díaz, S & Laguado, J. Improving Reading Skills through Skimming and Scanning Techniques at a Public School, *Action Research Open Writing Doors Journal*, (Vol. 10, Number 1, 2013), 133-150, page, 138.

⁴¹ Andi Asmawati, “The Effectiveness of Skimming-Scanning Strategy in Improving Student’s Reading Comprehension at The Second Grade of SMK Darussalam Makasar”, *ELTIES :English Language Teaching for EFL Learners*, (Volume I, Number 01, June 2015), page. 70.

identify the main ideas from a passage.⁴² Here is how to skimming: 1) Make sure that you know what information you are looking for. Ask yourself a question. Look for key word; 2) Move your eyes quickly from line and from sentence to sentence; 3). When you think you've found what are looking for, stop. 4). Read slowly the part of the line or sentence that tells you what you want to know; 5). Thinking about the question you were trying to answer; 6). Does the information you find answer the question? If not, quickly read the passage again to look for the information you need; 7). Jot down the answer to the question you have asked.⁴³

b. Scanning

Scanning is a technique of reading which is used by the readers look for specific information within a text such as dates, names, and places, among others.⁴⁴ According to Brown, scanning strategy is the strategy

⁴² Ng Chiew Hong, "Teaching of Skimming at Tertiary Level: Theoretical and Pedagogical Issues International", *Journal of Bilingual & Multilingual Teachers of English*, (Volume 1, No. 1, 2013), 1-7, page 2.

⁴³ Harvey S. Winner & Charles Bazerman, *Reading Skills Handbook*, (Boston: Houghton Mifflin Company, 2000), page, 57-62.

⁴⁴ Qismullah Yusuf, Yunisrina, Burhansyah Yusuf, & Afla Nadya, "Skimming and Scanning Techniques to Assist EFL Students in Understanding English Reading Texts", *Indonesian Research Journal Education (IRJE)*, (Vol. 1, No. 1, 2017), 43- 58, page 47.

for quickly finding specific information in a text while ignoring its broader meaning.⁴⁵

According to Maxwell as cited by Sindy Díaz & Laguado scanning, which is defined as the ability to locate specific facts and details quickly, is regarded as a desirable reading skill and is taught in most developmental reading courses.⁴⁶ While conducting the procedures above, readers should have full concentration while reading, be able to scan for the two or three search terms that describe the information needed and look for italicized, bolded or underlined words which may carry specific information in the text.⁴⁷ So scanning is a fast reading activity to get specific information such as names, dates, places, indices, travel lists without reading the text as a whole. Readers simply make eye movements to quickly see the entire reading, do not absorb meaning but only

⁴⁵ Brown, H. Douglas, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, Second Edition. (New York: Addison Wesley Longman, Inc. Pearson Education Company, 2001), page, 308.

⁴⁶ Sindy Diaz, S & Laguado, J, “Improving Reading Skills through Skimming and Scanning Techniques at A Public School”, *Action Research Open Writing Doors Journal*. (Vol. 10, No. 1, January-June 2013), 133-150 , page, 138

⁴⁷ Qismullah Yusuf, Yunisrina, Burhansyah Yusuf, & Afla Nadya, “Skimming and Scanning Techniques to Assist EFL Students in Understanding English Reading Texts”, *Indonesian Research Journal Education (IRJE)*, (Vol. 1, No. 1, 2017), 43- 58, page 48

recognize the information they are looking for, which seems to be bold information.

Scanning can be defined as reading the text quickly to find specific information. Someone uses scanning as a reading sub-skill when he wants to find out answers to specific questions. Scanning means running your eyes over a text to find something that stands out, like a name or a date.⁴⁸ Mahmoud Sulaiman Hamad Bani Abdelrahman & Muwafaq Saleem Bsharah suggested steps to follow in scanning:

- a) To keep in mind at all times what are you searching for? If you hold the image of the word or idea clearly in mind, it is likely to appear more clearly than the surrounding words.
- b) To anticipate in what form the information is likely to appear, numbers, proper nouns, etc.
- c) To analyze the organization of the content before starting to scan.
 - 1) If material is familiar, the learner may be able to scan the entire text in a single search.

⁴⁸ Reysha Kusuma Tamsi, Fauriz Zuhri, Esti Kurniasih, "The Implementation of Skimming and Scanning Strategies in Teaching Reading NarrativeText to the Tenth Grade Students of SMAN 21 Surabaya", *UNESA E-journal*, (Vol. 01, No. 01, 2013), page. 3.

- 2) If the material is difficult or too long, a preliminary skimming may be necessary to determine which part of the article to scan.
- d) Let your eyes run rapidly over several lines of print at a time.
- e) When you find the sentence that you seeks, read the entire sentence completely.⁴⁹

1.5. Strategies for Teaching Reading Comprehension

According to Brown, there are some strategies of reading comprehension: (1) the teacher needs to identify the purpose of the reading. It is important that she have a clear purpose to help her to narrow the choice of book from a reading list, then once she has chosen a book, to select the best chapter(s) and section(s). Having a clear purpose also helps students to locate the most useful part of the text for their needs and to ignore those parts which will not help them. Efficient reading consists of identifying the purposes in reading something so that we know what we are looking for and can weed out potentially distracting information; and (2) Ensure there are graphics and pictures to help beginners in decoding and comprehension (for beginning level learners).

⁴⁹ Abdel Rahman & Muwafaq Saleem Bsharah, “The Effect of Speed Reading Strategies on Developing Reading Comprehension among The 2nd Secondary Students in English Language”, *English Language Teaching*, (Volume 7, Number 6, 2014), 168-174, page, 170.

Alternatively use efficient silent reading techniques for relatively rapid comprehension (for intermediate to advanced levels).⁵⁰

Another reference from Andrew P Johnson, how to increase reading comprehension during teaching in the classroom, the following are explained by him about teaching reading comprehension: 1) Help children fall in love with books. 2). Create a space every day for sustained, silent reading. 3). Allow children to make choices about their reading material. 4). Connect reading pleasure to reading practice. 5). Keep your reading program simple. 6). Keep instruction simple. 7). Make reading like real life. 8). Include talk and other forms of social interaction.⁵¹

2. Reading Comprehension for Narrative Text

In English, there are many different types of text, narrative text, descriptive text, recount text, report text, etc. In the course of reading comprehension, we will discuss the different types of text, and one of the texts which the writer discusses in this thesis that is a narrative text.

⁵⁰ Brown, H. D, *Teaching by Principles*, (New York: Longman, 2004), page. 229.

⁵¹ Andrew P. Johnson, *Teaching Reading and Writing*, (United States of America: Rowman & Littlefield Education, 2008), page, 11-14.

2.1. Definition of Narrative Text

Narrative is a genre which has social function to amuse, entertain and deal with actual or vicarious experience in different ways: narrative deals with problematic events which lead to a crisis or turning point of some kind, which in turn find a resolution.⁵²

A narrative is a meaningful sequence of events told in words. It is sequential in that the events are ordered, not merely random. Sequence always involves an arrangement in time (and usually other arrangements as well). A straightforward movement from the first event to the last constitutes the simplest chronology. However, chronology is sometimes complicated by presenting the events in another order: for example, a story may open with the final episode and then flash back to all that preceded it.⁵³

Based on that explanation, it is stated that the point of narrative text is its series of events. Narrative text is a text which contains a story ordered chronologically. The purpose of narrative texts is to entertain and to inform the reader or listener. The readers

⁵² Linda Gerrot and Peter Wignel, *Making Sense of Functional Grammar: An Introductory of Workbook*, (Sydney: Gerd Stabler, 1994), page. 204.

⁵³ Kane, T. S, *The oxford essential guide to writing*, (New York: Barkley Books, 2000), page 365.

often feel satisfied with the content of story after reading the text, and they find good lessons for their life. So, narrative text always has moral values in the content of the story.

2.2. 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 in different ways. Narrative deals with problematic events which lead to a crisis or turning point of some kind, which in turn finds resolution.⁵⁴

2.3. The Generic Structure of Narrative Text

According to Anderson and Anderson, there are five steps for constructing a narrative text, like the following:⁵⁵

1. Orientation: in which the narrator tells the audience about who is in the story, when the story is taking place and where the action is happening.
2. Complication: sets off a chain of events that influences what will happen in the story.
3. Sequence of events: where the characters react to the complication (optional).

⁵⁴ Entika Fani Prastikawati, Siti Musarokah, *Writing 3 (Handouts and Assignments)*, (Semarang: IKIP PGRI Semarang, 2010), page 15.

⁵⁵ Mark Anderson, & Kathy Anderson, *Text Types in English 2*, (South Yara: MacMillan Education Australia PTY LTD, 1997), page, 37.

4. Resolution: in which the characters finally sort out the complication.
5. Coda: provides a comment or moral based on what has been learned from the story (optional).

2.4. Grammatical Features of Narrative Text ⁵⁶

1. When sequencing people and events in time and space, narrating typically uses:
 - action verbs; for example,
“One day the man and his son **went collecting** firewood. They **saw** a golden tree. They **went** slowly over to the tree. When they **got** closer to the tree they heard a voice coming from the tree”.
 - temporal connectives; for example,
“We *then* looked at some games and equipment. **After** lunch we walked up to the Sydney Morning Herald and saw how they make papers. **After that** we caught the train back to Marrickville”.
2. Recounts and stories are typically written in the past tense unless quoting direct speech; for example,
“They **were** poor because their pig **ate** them out of house and home and he **didn't share** with the other

⁵⁶ Knapp Peter, *Genre, Text, Grammar: Technologies for Teaching and Assessing Writing*, (Australia: University of New South Wales Press Ltd, 2005), page, 221.

animals. His name **was** Bob. ‘You **should go** on a diet’ **said** Clarabelle”.

3. In action sequences, mainly action verbs (bold) are used, while in reflections/evaluations, mental verbs (italicised) predominate; for example,

“Bells **were ringing**, sirens **screeching** and people **were running** everywhere”.

4. Narratives often use action verbs metaphorically to create effective images; for example,

“It was a terrible argument. Words were **flying** everywhere”.

5. Narratives often use rhythm and repetition to create particular effects; for example,

“**Riding**. The boy went **riding** across the wintery moor, far away from the strife of his unhappy home”.

6. Play with sentence structure is another common feature of narratives. Often sentences comprising one word or a short phrase are used to create poignant effects; for example,

“Rose slowly opened the old wooden door. **Dark**. There was nothing but black”.

7. Commentary on actions or situations, e.g. with adverbs that define the heroes’ actions, with explanatory (because, since), final (so that, in order to), concessive clauses

(although, however), or other phrases/utterances expressing an event's cause or consequence.⁵⁷

8. Commentary on the characters/heroes, e.g. clauses (mostly relative), adjectives, participles, or other phrases/utterances that state perception, judgment, will, feelings and constitute the narrator's comments on the heroes' behavior and state of mind.⁵⁸

3. The Concept of SQP2RS in Teaching Reading Comprehension

Many students assume that understanding the contents of the passages are only reading. This assumption is not appropriate for understanding the contents of the reading but also it requires strategies that are right, fast, and get good results. One of the appropriate strategies for reading comprehension learning activities is SQP2RS.

3.1. Definition of SQP2RS

Ruddell said that the developer of the SQP2RS strategy is Mary Ellen Vogt. She developed this strategy based on SQ3R, as an instructional framework for teachers to show students how to do things. Then students are expected to do it independently. SQP2RS combines aspects

⁵⁷ Peter Knapp, *Genre, Text, Grammar: Technologies for Teaching and Assessing Writing*, (Australia: University of New South Wales Press Ltd, 2005), page, 222.

⁵⁸ Anna Fterniati, "Narrative Skills and Genre Based Literacy Pedagogy Teaching Material: The Case of Greek Upper Elementary School Pupils One Year after the Implementation of the Current Teaching Material", *The International Journal of Literacies*, (Volume 19, Issue 4, 2013), page 56.

of DR - TA, Re Quest, TPRC, and other similar instructional strategies. Here the teacher is in charge of guiding students to think in each step.⁵⁹

According to McLaughlin and Vogt as cited by Kamalia SQP2RS is a reading strategy that can be used when students are expected to comprehend the content of study material. This strategy is able to be used to develop students' reading competency and it is an effective strategy for teaching-learning reading, stimulating the students' prior knowledge, and stimulating the students' creative thinking to develop their reading competency. By being more active and creative in thinking, it can motivate and stimulate the students' desire to develop their reading competency for various genres of texts.⁶⁰

In comprehending the text using the SQP2RS strategy, students not only know how to comprehend but also it enables them to be more active and critics in comprehending a text. Important also is to spend class time engaging students in complex, elaborative activities such as developing ways to organize information that will ultimately result in a variety of effective study practices;

⁵⁹ Ruddell, Martha Rapp, *Teaching Content Reading and Writing*. (Hoboken, NJ: John Wiley & Sons Inc, 2005), page 250.

⁶⁰ Kamalia, "Improving Reading Comprehension Using Survey, Question, Predict, Read, Respond, Summarize (SQP2RS) Strategy", *English Education Journal (EEJ)*, (Vol.7, No.4, October 2016), 549-564, page. 552.

using maps to represent important ideas in the text, with provision for map sharing and reconstructing, provides a foundation for outlining, note taking and underlining skills. This can help students to link concept label with supporting information. In order for students to be able to read and think deeply about the subject matter of the text, the teacher can engage students in a reading lesson, writing notes could be a practical strategy during the procedure of the SQP2RS.⁶¹

3.2. The Procedural Steps of SQP2RS

SQP2RS consists of six major components: Survey, Question, Predict, Read, Respond, and Summarize. SQP2RS (‘Squeepers’) is an instructional framework for teaching content with expository texts that includes the following:⁶²

1. Survey: Students preview and scan the next to be read for about one minute to determine key concepts that will be learned.
2. Question: in groups, students generate questions likely to be answered by reading the text; teacher

⁶¹ Ziad Mohammed, dkk, “The Effect of Using the ‘SQP2RS via WTL’ Strategy through Science Context to 10th Graders’ Reading Comprehension in English in Palestine”, *Journal of Education and Practice*, (Vol.7, No.26, 2016), page 142.

⁶² Jana Echevarria, Marry Ellen Vogt, Deborah J Short, *Making Content Comprehensible for Secondary English Learners The SIOP Model*, (Canada: Pearson, 2010), Page 100.

posts student questions on chart paper and marks with multiple asterisks those that are frequently suggested by the groups.

3. Predict: as a whole class, students come up with three or four key concepts they think they learn while reading; the predictions are based on the previously generated questions, especially those marked with asterisks.
4. Read: While reading (with partners or small groups, or with the teacher in a small group), students search for answers to their generated questions and confirm or disconfirm the predictions; sticky notes or strips are used to mark answers to questions and spots where predictions have been confirmed.
5. Respond: Students answer questions (not necessarily in writing) with partners or groups members and formulate new ones for the next section of text to be read (if the text is lengthy); teacher leads discussion of key concepts, clarifying and misunderstanding.
6. Summarize: orally or in writing, alone or with a partner or group, students summarize the text' key concepts, using key vocabulary where appropriate.

3.3. Advantages and Disadvantages of the SQP2RS Strategy

1) The Advantage of the SQP2RS Strategy

The SQP2RS strategy has several advantages. Through the steps that are this strategy can see the advantages. The following are the advantages of the SQP2RS strategy⁶³:

- a) Students will get to know the writing organization and get a general impression of the reading text by surveying the text first.
- b) The questions that have been prepared about what students are reading will arouse curiosity and help students to read with the aim of finding important answers (relevant).
- c) Being able to do reading activities more quickly because they are guided by the previous steps, namely surveying text, arranging questions about reading and predicting things to be learned.
- d) Notes about the passage that are read by students which can help students to understand reading correctly, and can help remembering of students.
- e) Through the review or repetition stage, students will gain complete mastery over the material reading.⁶⁴

⁶³ Dzikrina Istighfaroh, “Keefektifan Strategi Survey- Question- Predict- Read- Respond- Summarize Dalam Pembelajaran Membaca Pemahaman Teks Eksplanasi Pada Siswa Kelas VII SMP N 1 Salaman Magelang Jawa Tengah”, *Thesis*, (Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta, 2015), page 13.

2) The Disadvantage of the SQP2RS Strategy

The disadvantage of this method is that if students are not careful, they will experience difficulties in following the next material and if students are not active in the learning process, students will not get good results in the learning process.⁶⁵ Another opinion from Dzikrina said that the SQP2RS Strategy requires students to think critically in the second and third steps, namely asking and predicting. If students do not think critically, this strategy is not going well.⁶⁶

B. Previous Research

1. The final project of journal was conducted by Kamila with title “Improving Reading Comprehension Using Survey, Question, Predict, Read, Respond, Summarize (SQP2RS) Strategy”.⁶⁷

This thesis aimed to improve students’ reading comprehension through the Survey, Question, Predict, Read,

⁶⁴ Miftahul Huda, *Cooperative Learning Metode, Teknik, Struktur dan Model Penerapan*, (Yogyakarta: Pustaka Pelajar, 2011), page 244.

⁶⁵ Miftahul Huda, *Cooperative Learning Metode, Teknik, Struktur dan Model Penerapan*, (Yogyakarta: Pustaka Pelajar, 2011), page 245.

⁶⁶ Dzikrina Istighfaroh, “Keefektifan Strategi Survey- Question- Predict- Read- Respond- Summarize Dalam Pembelajaran Membaca Pemahaman Teks Eksplanasi Pada Siswa Kelas VII SMP N 1 Salaman Magelang Jawa Tengah”, *Thesis*, (Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta, 2015), page 13.

⁶⁷ Kamalia, “Improving Reading Comprehension Using Survey, Question, Predict, Read, Respond, Summarize (SQP2RS) Strategy”, *English Education Journal (EEJ)*, (Volume 7, Number (4), October 2016), page.549-564.

Respond, Summarize (SQP2RS) strategy. The researcher describes the process of implementing the SQP2RS strategy, what the ability, and what the responses of these students will be to using the SQP2RS strategy in improving the reading comprehension of tenth grade students from SMAN 1 Sawang.

The strength of implementation of the SQP2RS strategy in this research was the students' achievements that improved in reading comprehension in finding out the main idea, word meanings, detailed information, and references. They had positive responses toward implementation of the SQP2RS strategy. The weakness of students has difficulties in the learning process if they are not careful in reading text.

The similarities both of the thesis are using SQP2RS strategy in teaching reading comprehension on narrative text. The difference both of them are participants. The participants of the writer of research are 8th students of MTs Ribhul Ulum in Academic year 2018/2019.

2. The final project of journal was conducted by Ziad Mohammed Mahmoud Qabaja, Jamal Subhi Ismail Nafi', dkk with title "The Effect of Using the 'SQP2RS via WTL' Strategy through Science Context to 10th Graders' Reading Comprehension in English in Palestine".⁶⁸

⁶⁸ Ziad Mohammed Mahmoud Qabaja, Jamal Subhi Ismail Nafi', Maisa', Issa Khalil Abu-Nimah, "The Effect of Using the "SQP2RS via

The researchers showed that using SQP2RS via WTL strategy proved to have positive effects on the learner's comprehension and participations. It activated student's reading comprehension during reading step, made learners focus, intensified collaboration, learning from each other, constructs meaning and prompted interpersonal interactions.

The strength of this research was that the steps of SQP2RS invited students to be active in reading activities so that they could understand information easily. The weakness of it was to require students' critical thinking.

The similarities both of the thesis were using SQP2RS strategy in teaching reading comprehension and used quasi-experimental design. The differences both of them were participants. The participants of the writer of research are 8th students of MTs Ribhul Ulum Kedungmutih Demak in Academic year 2018/2019.

3. The final project of thesis was conducted by Risma Wijayanti (133411093) with title *“The Effectiveness of Using Survey, Question, Read, Recite, Review (SQ3R) Method to Teach Students' Reading Comprehension on Narrative Texts at*

WTL” Strategy through Science Context to 10th Graders' Reading Comprehension in English in Palestine”, *Journal of Education and Practice* (Vol.7, No.26, 2016)

*Tenth Grade Students of SMA Negeri 13 Semarang in The Academic Year of 2016/2017”.*⁶⁹

This thesis aimed to investigate and to find out the effectiveness of using SQ3R method to teach students' reading comprehension on narrative texts at Tenth Grade Students of SMA Negeri 13 Semarang in The Academic Year 2016/2017. The researcher wants to focus on the measure of teaching reading using SQ3R method to teach students' reading understanding on narrative text. The research showed that using SQ3R method was effective in the teaching reading of narrative texts and was useful to attract students' interest and their activeness.

The strength of this thesis (research) was application of SQ3R method that makes students become more active and trained to be able to inquiries. They could work together in their group to exchange opinion in understanding the material concepts. The weakness of this thesis (research) was students that are difficult to be conditioned when pairs discussion in learning the text of subject matter.

The similarities both of them are teaching reading comprehension on narrative text, collection data and

⁶⁹ Risma Wijayanti, “The Effectiveness of Using Survey, Question, Read, Recite, Review (SQ3R) Method to Teach Students' Reading Comprehension on Narrative Texts at Tenth Grade Students of SMA Negeri 13 Semarang in The Academic Year of 2016/2017”, *Thesis*, (English Education, Islamic Education and Teacher Training Faculty Walisongo State Islamic University Semarang, 2018).

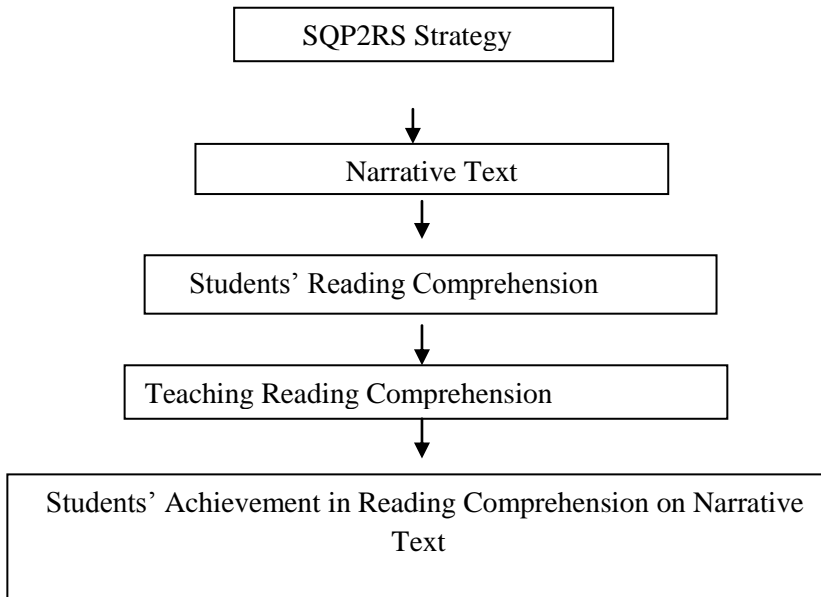
analyzing data technique. The difference both of them are the writer of research used SQP2RS strategy but the research used SQ3R strategy in teaching reading comprehension. Other differences are participants. The participant of the research is 8th students of MTs Ribhul Ulum Demak in Academic year 2018/2019.

Both SQP2RS and SQ3R strategies involved students before and after reading, especially in the surveying and predicting section. The SQP2RS strategy is a reading strategy based on SQ3R so that the SQP2RS strategy was considered relevant to the SQ3R strategy because it used the same approach namely intensive, rational, and step by step in reading comprehension.

C. Hypothesis of Research

Hypothesis is a temporary answer of research problem, until it is proved from the data which collected. So, hypothesis can be defined as a weak truth statement towards problems of research and it is need to be proven after collecting data. The hypothesis in this research is: SQP2RS Strategy is effective to teach reading comprehension of narrative texts to the eighth grade students of MTs Ribhul Ulum Kedungmutih Demak in the academic year of 2018/2019.

D. Conceptual Framework



The SQP2RS strategy is an understanding strategy used before reading to activate students' initial knowledge build curiosity about new topics. The using of this SQP2RS strategy used to prove the effectiveness of these strategies in learning reading comprehension on narrative text.

When viewed from the characteristics of the narrative text, this SQP2RS strategy is very sustainable. Narrative text is required to have initial knowledge about a new topic that is used as the theme of a narrative text. This SQP2RS strategy builds students' curiosity about the new topics which contain in the

question step or compose questions. When composing questions students try to put out some of the things he wants to know. Step of predict of students express how much he knows a new topic. In addition, read, respond, and summarize steps are also needed in learning narrative texts.

CHAPTER III

RESEARCH METHOD

This chapter discusses about sources of data, research design, research setting, population and sample of research, variables and indicators of research, methods of data collection, and methods of data analysis.

A. Research Design

This research used quantitative research design. Quantitative research focuses on objectivity—there is truth out there—and quantifying the phenomenon under investigation, assigning numbers to ideas or constructs of interest.⁷⁰ Another opinion, quantitative research is the collection and analysis of numerical data to describe, to explain, to predict, or to control phenomena of interest. However, a quantitative research approach entails more than just the use of numerical data.⁷¹

Experimental research is the only type of research that can test hypotheses to establish cause–effect relations. In experimental research the researcher manipulates at least one independent variable, controls other relevant variables, and observes the effect

⁷⁰ James B. Schreiber, Kimberly Asner, *Educational Research: Interrelationship of Questions, Sampling, Design, and Analysis*, (United States America, John Wiley & Son Inc, 2011), page. 13

⁷¹ L.R. Gay, Geoffrey E. Mills, Peter Airasian, *Educational Research: Competencies for Analysis and Applications*-10th ed, (United States America, Pearson Education, Inc, 2012), page.7

on one or more dependent variables.⁷² In this research, researcher used quasi-experimental design; non-equivalent control group design. This design is very much like the pretest–posttest control group design discussed previously. In non-equivalent control group design, two (or more) treatment groups are pre-tested, administered a treatment, and post-tested. The difference is that it involves random assignment of intact groups to treatments, not random assignment of individuals.⁷³

The researcher used quasi-experimental design; non-equivalent control group design. It could be seen in the following table:⁷⁴

Table 3.1
Nonequivalent Control Group Design

Pattern:

<i>Experimental</i>	O1	X	O2

<i>Control</i>	O3		O4

⁷² L.R. Gay, Geoffrey E. Mills, Peter Airasian, *Educational Research: Competencies for Analysis and Applications*-10th ed, (United States America, Pearson Education, Inc, 2012), page. 249-250.

⁷³ L.R. Gay, Geoffrey E. Mills, Peter Airasian, *Educational Research: Competencies for Analysis and Applications*-10th ed, (United States America, Pearson Education, Inc, 2012), page. 270

⁷⁴ Louis Cohen, Lawrence Manion, Keith Morrison, *Research Methods in Education*, (United States America, Routledge, 2007), page.

In which:

X = treatment

O₁ = pre-test for experimental group

O₂ = post-test for experimental group

O₃ = pre-test for control group

O₄ = post-test for control group

In this design there were two groups no randomly selected then given a pretest to find out the initial situation is there a difference between the experimental group and the control group. The pretest result was good if the experimental group was significantly different. The effect of treatment was (O₂ - O₁) - (O₄ - O₃).

The subject of the research was classified as experimental group and control group. Both experimental group and control group was given pre-test (O₁ and O₃) to measure the quality of them. Experimental group was given treatment (X) in teaching reading by using SQP2RS strategy, while control group was taught without using SQP2RS strategy. Both of them were taught the same materials based on the curriculum and in the same month. After that, post-test (O₂ and O₄) was given to both experimental group and control group.

B. Research Setting

1. Subject and place of the research

This research was conducted at MTs Ribhul Ulum which is located in Kedungmutih Wedung Demak. The subject of this study was the eighth graders of MTs Ribhul Ulum in the academic year of 2018/2019. The reason why the researcher chooses this school as a place of research because the students are difficult to understand about reading comprehension.

2. Time of the research

This research was conducted during two weeks as of the ratification of the research proposal, starting from Mei 02nd to Mei 16th 2019 on the second semester in the academic year of 2018/2019 counted since the proposal was submitted until the end of research. The schedule of research data collection in control and experimental class can be seen as follows:

Table 3.2

The Schedule of Research

No.	Date	Activities
1	Tuesday, 30/4/2019	Asking permission and giving Letter of Research
2	Wednesday, 1/5/2019	Try out test 1
3	Thursday, 02/5/2019	Pre-test - control class 07.00- 08.20

4	Thursday, 02/5/2019	Pre-test -experimental class 08.20-09.40
5	Thursday, 09/5/2019	Treatment 1- experimental class (2 JP)
6	Thursday, 09/5/2019	Treatment 1 – control class (2 JP)
7	Sunday, 12/5/2019	Treatment 2 - experimental class (2 JP)
8	Monday, 13/05/2019	Treatment 1 – control class (2JP)
9	Thursday, 16/5/2019	post test control class
10	Thursday, 16/5/2019	post test experimental class

3. Population

Population is generally a realistic choice (accessible population) and, not an ideal one (target population). First, populations may be any size and may cover almost any geographical area. Second, the entire group of interest to the researcher is rarely available.⁷⁵ The population of this research was the eighth grade students of MTs Ribhul Ulum Demak in

⁷⁵ L.R. Gay, Geoffrey E. Mills, Peter Airasian, *Educational Research: Competencies for Analysis and Applications*-10th ed, (United States America, Pearson Education, Inc, 2012), page. 130

the academic year of 2018/2019. The total number of the entire students is 44 which consisting into two classes: VIII A (23 students), and VIII B (21 students).

C. Variables and Indicators

Variable is a variation object of the study. Variable is the object of research or something that become the concern of research. A variable can be considered as a construct, operationalized construct or particular property in which the researcher is interested.⁷⁶

1. Independent variable (X) is the variable that is argued to cause or be associated with some outcome.⁷⁷ An independent variable is an input variable, that which causes, in part or in total, a particular outcome; it is a stimulus that influences a response, an antecedent or a factor which may be modified (e.g. under experimental or other conditions) to affect an outcome.⁷⁸ The independent variable in this research was the use of Survey, Question, Predict, Read, Respond, Summarize (SQP2RS) strategy to teach narrative

⁷⁶ Louis Cohen, Lawrence Manion, Keith Morrison, *Research Methods in Education*, (United States America, Routledge, 2007), page. 504

⁷⁷ James B. Schreiber, Kimberly Asner, *Educational Research: Interrelationship of Questions, Sampling, Design, and Analysis*, (United States America, John Wiley & Son Inc, 2011), page. 152

⁷⁸ Louis Cohen, Lawrence Manion, Keith Morrison, *Research Methods in Education*, (United States America, Routledge, 2007), page. 504

text in reading comprehension. The indicators from this variable were:

- 1) Teacher explains about the rules of the SQP2RS strategy in teaching reading comprehension.
 - 2) Teacher writes component of SQP2RS strategy on whiteboard.
 - 3) Teacher asks student to complete the worksheet based on example text.
 - 4) Teacher guides the students to complete the parts of SQP2RS strategy.
 - 5) Students complete the component of SQP2RS strategy in worksheet accordance the instructions.
2. Dependent variable, on the other hand, is the outcome variable, that which is caused, in total or in part, by the input, antecedent variable. It is the effect, consequence of, or response to, an independent variable. This is a fundamental concept in many statistics.⁷⁹ dependent variable is typically measured by a test or a measuring instrument that produces quantitative data.⁸⁰ So dependent variable is a variable which is influenced or explained by other variable. The dependent variable in this research was

⁷⁹ Louis Cohen, Lawrence Manion, Keith Morrison, *Research Methods in Education*, (United States America, Routledge, 2007), page. 504

⁸⁰ Marguerite G. Lodico, Dean T. Spaulding, Katherine H. Voegtler, co, Marguerite G, *Methods in Educational Research : from Theory to Practice*,(United States America, John Wiley & Son Inc, 2010), page 229

the students' achievement in the reading comprehension on narrative text. The writer can measure it using students' score from the test, and the indicators are:

- 1) Identifying the purpose of the text.
- 2) Identifying main idea of a paragraph.
- 3) Identifying the social function of narrative text.
- 4) Identifying the language features of narrative text.
- 5) Identifying the moral value of narrative text.
- 6) Identifying generic structure of narrative text (orientation, complication and resolution).
- 7) Identifying and determining the detail information in narrative text.
- 8) Identifying meaning of words in the text.

D. Technique of Collecting Data

Most educational research will lead to the gathering of data by means of some standardized test or self-constructed research tools. It should provide objective data for interpretation of results achieved in the study. To gain the accurate data, the researcher selected the data that was appropriate for the problem statement. The researcher applied documentation, and test as the technique in collecting the data. In this case, the researcher used the following methods:

1. Test

A test, in simple terms, is a method of measuring a person's ability, know/edge, or performance in a given

domain. A well-constructed test is an instrument that provides an accurate measure of the test-taker's ability within a particular domain. The definition sounds fairly simple, but in fact, constructing a good test is a complex task involving both science and art.⁸¹ In this research, reading test was conducted before and after treatment to measure students' achievement. There were two kind of test, pre-test and post test which used by researcher:

a. Pre-test

A pretest is a test given before the experimental treatment in order to see if the groups are equal.⁸² Pre-test was given for eighth graders of MTs Ribhul Ulum before applied SQP2RS strategy. Both experimental and control group were tested in same way. It was given to find out reading understanding on narrative text.

b. Post-test

A post-test is a test given after the experimental treatment.⁸³ Researcher gave post-test after students

⁸¹ H. Douglas Brown, *Language Assessment: Principles and Classroom Practices*, (United States America, Pearson Education, Inc, 2004), page. 3-4.

⁸² Marguerite G. Lodico, Dean T. Spaulding, Katherine H. Voegtler, co, Marguerite G, *Methods in Educational Research : from Theory to Practice*,(United States America, John Wiley & Son Inc, 2010), page. 228

⁸³ Marguerite G. Lodico, Dean T. Spaulding, Katherine H. Voegtler, co, Marguerite G, *Methods in Educational Research : from Theory to Practice*,(United States America, John Wiley & Son Inc, 2010), page. 228

got a material. Post test is given in order to know students' achievement after received material of using SQP2RS strategy in reading comprehension on narrative text (for experimental group) and without using SQP2RS strategy (for control group).

2. Documentation

The document is an event record that has passed. Documents may be in the form of writing, drawing, or monumental work of a person.⁸⁴ According to Suharsimi, the documentation method was used to look for the data concerning matters or the variable that taken the form of the note, transcript, book, newspaper, magazine, inscription, notes of a meeting, agenda, etc.⁸⁵ The research used documentation to collect data which was related to this research, such as list of students' name, lesson schedule, syllabus, lesson plan, students' worksheet, etc.

3. Observation

Observation is a data collection tool that is done by systematically observing and recording the symptoms under investigation. In this observation, the researcher observes students' activity in classroom during learning process. In this part, the

⁸⁴ Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kualitatif, kuantitatif, dan R&D Cet.23*, (Bandung: Alfabeta, 2016), page.240.

⁸⁵ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: PT. Rineka Cipta, 2006) page.274.

researcher also uses checklist as instrument to take information related to the activity in the class room. The data that is observed by researcher in the research is the English teaching activity, the condition of classroom, and the other data related to this research.

E. Technique of Analyzing Data

The data is analyzed through giving test to the students. It needs some steps in analyzing of the data. Inferential statistical analysis involves the process of sampling, the selection for study of a small group that is assumed to be related to the large group from which it is drawn. The small group is known as the sample; the large group, the population or universe, a statistics is a measure based on a sample. A statistic computed from a sample may be used to estimate a parameter, the corresponding value in the population which it is selected.⁸⁶ The following steps were taken by researcher.

1. Instrument of Try-out Test

Try-out test was conducted before the pre-test was given to students (experimental and control class). It was implemented to find out the validity, reliability, level of

⁸⁶ Yoges Kumang Singh, *Fundamental of Research Metodology and Statistic*, (New Delhi: New Age International (P) Limited, Publishers, 2006), page, 224.

difficulty, and discriminating power of test item. It found out, then choose test item which is qualified to be used as instrument for measuring the students' reading comprehension skill. And the steps are as follow:

a. Validity

Validity is usually established through an in - depth review of the instrument, including an examination of the instrument's items to be certain that they are accurately measuring the content or objectives being tested and by relating scores on the instrument to other measures.⁸⁷ This study, the validity which was used construct and content validity. Construct validity is the extent to which the data collection instrument provides scores that can be used to make inferences about a construct. Constructs cannot be directly observed (that is, they are latent), and as such, the responses to items are used to make inferences about the construct.⁸⁸ While content validity examines the degree to which an instrument measures the intended content area covered by the measure (for example, curriculum, a personality trait,

⁸⁷ Marguerite G. Lodico, Dean T. Spaulding, Katherine H. Voegtle, co, Marguerite G, *Methods in Educational Research : from Theory to Practice*,(United States America, John Wiley & Son Inc, 2010), page. 98

⁸⁸ James B. Schreiber, Kimberly Asner, *Educational Research: Interrelationship of Questions, Sampling, Design, and Analysis*, (United States America, John Wiley & Son Inc, 2011), page. 114

a set of behaviors).⁸⁹ The opinion of the experts who acted in this study was my advisor and the English teacher in MTs Ribhul Ulum Kedungmutih Demak. The validity of an item could be known by item analysis. It was counted using Pearson product - moment correlation formula⁹⁰:

$$r = \frac{\sum Zx.Zy}{NN} \quad \text{with } r = \frac{\sum XY - \frac{(\sum X)(\sum Y)}{N}}{\sqrt{(\sum X^2 - \frac{(\sum X)^2}{N})(\sum Y^2 - \frac{(\sum Y)^2}{N})}}$$

Where

r_{xy} = Pearson product moment coefficient of correlation

N = Number of paired score

$\sum Zx.Zy$ = Sum of z score products

$\sum X$ = Sum of scores in X distribution

$\sum Y$ = Sum of scores in X distribution

$\sum XY$ = Sum of products of paired X and Y scores

$\sum X^2$ = Sum of the squared scores in X distribution

$\sum Y^2$ = Sum of the squared scores in Y distribution

⁸⁹ Marguerite G. Lodico, Dean T. Spaulding, Katherine H. Voegtle, co, Marguerite G, *Methods in Educational Research : from Theory to Practice*,(United States America, John Wiley & Son Inc, 2010), page.98

⁹⁰ Donald Ary, Lucy Cheser Jacobs, Christine K. Sorensen, *Introduction to Research in Education-* Eighth Edition, (Canada, Wadsworth, Cengage Learning, 2010), page. 130

Calculation result of r_{xy} is compared with r_{table} of product moment by 5% degree of significance. If r_{xy} is higher than r_{table} ($r_{xy} > r_{table}$), the item of question is valid.

b. Reliability

The reliability of a measuring instrument is the degree of consistency with which it measures whatever it is measuring. This quality is essential in any kind of measurement.⁹¹ Reliability is something that concerns the precision or precision of a measurement or measurement tool. In other words, the measuring instrument can measure precisely and carefully.⁹² If the validity is getting higher (in the sense that the indicator really reflects the concept), reliability can decrease. This is especially true if the concept is very abstract, not easily observed and subjective. Reliability testing in this study used the Kuder–Richardson formula 20 (K–R 20). This formula was used to find the instrument reliability

⁹¹ Donald Ary, Lucy Cheser Jacobs, Christine K. Sorensen, *Introduction to Research in Education-Eighth Edition*, (Canada, Wadsworth, Cengage Learning, 2010), page. 236

⁹² Sofan Silaen & Widiyono, *Metodologi Penelitian Sosial untuk Penulisan Skripsi dan Tesis*, (Jakarta: Penerbit INMEDIA. 2013), page. 107.

coefficient value (multiple choice) with the following formula:⁹³

$$r = \left[\frac{k}{k-1} \right] \left[\frac{S_2^x - \sum pq}{S_2^x} \right]$$

Where

r = reliability of the whole test

S_x = variance of score on the total test (squared standard deviation)

q = proportion of incorrect responses on the same item

p = proportion of correct responses on single items

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

c. Degree of Test Difficulty

A good question of the test is a question that is not really difficult and not really easy. The formula for degree of test difficulty is:⁹⁴

$$P = \frac{B}{JS}$$

⁹³ Donald Ary, Lucy Cheser Jacobs, Christine K. Sorensen, *Introduction to Research in Education-Eighth Edition*, (Canada, Wadsworth, Cengage Learning, 2010), page. 245

⁹⁴ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: PT. Rineka Cipta, 2006)

Where:

P: index of difficulty

B: the number of students who answer the item correctly

JS: the total number of students

The degree of test difficulty level can be classified as follows:

P : 0,00- 0,30 is difficult

P : 0,30- 0,70 is medium

P : 0,70- 1,00 is easy.

d. Discriminating Power

The discriminating power is a measure of the effectiveness of a whole test. The higher and low values of discriminating power are the more effective the test will be.⁹⁵

$$D = \frac{BA}{JA} - \frac{BB}{JB}$$

Where:

D: discrimination index.

JA: member of student in upper group.

JB: member of student in low group.

BA: member of students in upper group who answer the item correctly.

⁹⁵ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: PT. Rineka Cipta, 2006)

BB: member of students in low group who answer the item correctly.

The criteria are:

$D < 0.2$ is poor.

$0.2 < D \leq 0.4$ is fair.

$0.4 < D \leq 0.7$ is good.

$0.7 < D \leq 1$ is very good.

2. Pre-Test

a. Normality Test

Normality test is used to find out the distribution data normal or not. To find out the distribution data, researcher used normality test with chi-square. Chi square (χ^2) an inferential statistic that compares the frequencies of nominal measures actually observed in a study with frequencies expected under a null hypothesis. Chi Square was used here:⁹⁶

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

⁹⁶ Donald Ary, Lucy Cheser Jacobs, Christine K. Sorensen, *Introduction to Research in Education*-Eighth Edition, (Canada, Wadsworth, Cengage Learning, 2010), page. 188

Notice:

χ^2 =chi- square

f_o =frequency from observation

f_e =expected frequency

b. Homogeneity Test

The homogeneity test is a test of whether or not the variances of two or more distributions are equal. According to Suharsimi Arikunto, the homogeneity testing of several samples is the uniformity of the variance of samples taken from the same population. Homogeneity testing can be done using the Bartleth test. In testing homogeneity of samples, testing is based on the assumption that if the variance possessed by the samples concerned is not much different, then the samples are quite homogeneous.⁹⁷ The formula was:⁹⁸

$$F = \frac{v_b}{v_k}$$

Notice

V_b = Bigger variance

⁹⁷ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek*, cet-13, (Jakarta: Rineka Cipta, 2013), page. 363-364.

⁹⁸ Sudjana, *Metoda Statistika*, (Bandung: PT. Tarsito, 2005), page. 235.

V_k = smaller variance

The hypothesis in homogeneity test:

Ho: homogeneity variance

Ha: non homogeneity variance

If the calculation result of ' f_{count} ' lower than ' f_{table} ' ($f_{count} < f_{table}$) by 5% degree of significant so Ho is accepted, it means the data is homogeneous or both of groups have the same variance.

c. Average of Similarity Test

It was used to examine average whether experimental class and the control class that has been decided having significance different average. To count the average of similarity test, researcher used t-test. T-test for independent samples is a straightforward ratio that divides the observed difference between the means by the difference expected through chance alone. In formula form:⁹⁹

$$s = \sqrt{\frac{(n_1-1)s_1^2 + (n_2-1)s_2^2}{n_1+n_2-2}} \quad \text{With:} \quad t = \frac{X_1 - X_2}{s \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

Notice:

X_1 : average of experimental group.

X_2 : Average of control group.

⁹⁹ Donald Ary, Lucy Cheser Jacobs, Christine K. Sorensen, *Introduction to Research in Education*-Eighth Edition, (Canada, Wadsworth, Cengage Learning, 2010), page. 171

n_1 : Number of experimental group.

n_2 : Number of control group.

s_1^2 : Standard deviation of experimental group.

s_2^2 : Standard deviation of control group.

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

$$H_0 : \mu_a = \mu_b$$

$$H_a : \mu_a \neq \mu_b$$

H_0 = There is no difference in reading comprehension skills that is significant between students who get reading comprehension learning using the SQP2RS strategy with students who receive learning without using the SQP2RS strategy.

H_a = There is a significant difference in reading comprehension between students who get reading comprehension learning using the SQP2RS strategy with students who receive learning without using the SQP2RS strategy.

μ_1 = Use of the SQP2RS strategy in reading comprehension.

μ_2 = there is no SQP2RS strategy in reading comprehension.

3. Post Test

a. Normality Test

The second step of this test is same as the normality test on the initial data (pre-test).

b. Homogeneity Test

The second step of this test is same as the homogeneity test on the initial data (pre-test).

c. Average of Similarity Test

It was used to examine average whether experimental class and the control class that has been decided having significance different average. To count the average of similarity test, researcher will use t-test. T-test for independent samples is a straightforward ratio that divides the observed difference between the means by the difference expected through chance alone. In formula form: ¹⁰⁰

$$t = \frac{X_1 - X_2}{s \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}} \quad \text{With: } s = \sqrt{\frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}}$$

Notice:

X_1 : average of experimental group

X_2 : average of control group

¹⁰⁰ Donald Ary, Lucy Cheser Jacobs, Christine K. Sorensen, *Introduction to Research in Education*-Eighth Edition, (Canada, Wadsworth, Cengage Learning, 2010), page. 171

n_1 : number of experimental group

n_2 : number of control group

s_1^2 : standard deviation of experimental group

s_2^2 : standard deviation of control group

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

$$H_0: \mu_a \leq \mu_b$$

$$H_a: \mu_a > \mu_b$$

μ_a = Use of the SQP2RS strategy in reading comprehension.

μ_b = There is no SQP2RS strategy in reading comprehension.

CHAPTER IV

RESEARCH FINDING AND ANALYSIS

This chapter discusses the research finding and analysis the research of data from experimental and control class. It deals with the descriptions of the research result, the data analysis, hypothesis test, discussion of research finding, and limitation of the research.

A. The Effectiveness of Teaching Reading Comprehension on Narrative Text Using SQP2RS Strategy

1. Description of the research

This study aims to prove the differences in the ability of reading comprehension skills that are significant between students who take part in learning using the SQP2RS strategy and students who take learning using conventional methods. In addition, this study aims to prove the effectiveness of the SQP2RS strategy in reading comprehension of narrative texts in class VIII MTs Ribhul Ulum Kedungmutih Demak in the academic year of 2018/2019.

The researcher conducted an analysis of quantitative data. The data was obtained by giving test to the experimental class and control class after giving a different treatment to both classes. The subjects of this research were divided into two classes. The subjects of this research were experiment class

(VIII B) and control class (VIII A). The research had been conducted on 2nd Mei 2019 to 16th Mei 2019.

The results of this study contain data on pretest and posttest scores on the ability of reading comprehension on narrative texts. Before items of the test were given to the subjects of the research, the researcher gave try out to analyze validity, reliability, difficulty level, and discriminating power of each item. The researcher prepared 35 items as the instruments of try out test. After the data were collected, the researcher analyzed it. The analysis was to get a good instrument for investigation. Then, the researcher did the pre-test to both classes, experimental and control group. Pre-test was given for both of classes before teaching learning process.

After giving pre-test for experimental and control group, the researcher prepared the materials and lesson plan before teaching learning process was conducted. The experimental class taught using SQP2RS strategy, while the control class taught using conventional strategy (discussion). After that, the researcher gave post-test for both of classes. The test was used to gain information of reading comprehension skill for narrative text for experimental and control class after the different treatment had already given.

The result data of pre-test were analyzed by normality and homogeneity test. It was to know the groups were normal and

have same variant. While the result data of post-test were analyzed to prove the truth of hypothesis that has been planned. The following is an explanation of the results of the try out, pre-test and post-test in the experimental group and the control group.

2. The Data Analysis and Hypothesis Test

a. Analysis of Try-out Test Instrument

Try-out test Instrument covered validity, reliability, degree of difficulty, and discriminating power.

(1) Validity of instrument

Validity is a measure that shows the level of instrument validity. Validity refers to the interpretation accuracy on the results of using an evaluation procedure in accordance with the measurement objectives. To find out the validity of instrument, the result of this research was consulted to critical score for r-product moment or r table. If the obtained coefficient of correlation was higher than the critical score for r- product moment ($r_{\text{count}} > r_{\text{table}}$), it meant that a test was valid at 5% alpha level significant. On other hand, if $r_{\text{count}} < r_{\text{table}}$ the item test was invalid. It was obtained that from 35 test items; there were 22 test items which were valid and 13 test items which were invalid. See more calculations in appendix 9.

Table 4.1

Analysis of Item Test Validity

No. Item	Validity		Criteria	No. Item	Validity		Criteria
	r_{count}	r_{table}			r_{count}	r_{table}	
1	0.687	0.456	Valid	19	-0.280	0.456	Invalid
2	0.759		Valid	20	0.573		Valid
3	0.458		Valid	21	0.512		Valid
4	0.545		Valid	22	0.499		Valid
5	0.167		Invalid	23	0.479		Valid
6	0.158		Invalid	24	-0.112		Invalid
7	-0.113		Invalid	25	-0.352		Invalid
8	0.480		Valid	26	0.573		Valid
9	0.563		valid	27	0.644		Valid
10	0.568		valid	28	0.539		Valid
11	0.577		valid	29	0.486		Valid
12	0.493		valid	30	0.112		Invalid
13	0.196		Invalid	31	0.462		Valid
14	-0.061		Invalid	32	0.458		Valid
15	0.523		Valid	33	-0.252		Invalid
16	0.509		Valid	34			Invalid
17	-0.554		Invalid	35			Invalid
18	0.635		Valid				

Based on the results of calculation analysis of the validity of the items obtained data as follows:

Table 4.2

Result of Validity Items

No	Criteria	Number of Question	Total
1	Valid	1, 2, 3, 4, 8, 9, 10, 11, 12, 15, 16, 18, 20, 21, 22, 23, 26, 27, 28, 29, 31, and 32	22
2	Invalid	5, 6, 7, 13, 14, 17, 19, 24, 25, 30, 33, 34, and 35	13

See more calculations in appendix 9.

(2) Reliability

Reliability testing is used to determine the level of consistency of the answer consistency to be tested whenever the instrument is tested. The reliability instrument is to find out whether the test had higher critical score and gave the stability or consequence of the test score or not. To calculate instrument reliability used the Kuder Richardson 20 formula (K-R 20).

The results of r_{11} obtained from the calculation are compared with the value of the product moment table. The value of r_{table} is obtained

with a significance level of 5%. If $r_{11} > r_{table}$, it can be said that the item is reliable.

The result of reliability testing for items with $N = 19$, was the reliability value of the item $r_{11} = 0,727$ while the price of $r_{table} = 0.456$. Because $r_{11} > r_{table}$, then the item reliability coefficient has a high testing criteria (reliable). See more calculations in appendix 9.

(3) Degree of Difficulty level

Difficulty level test is used to determine the level of difficulty of the question whether it is difficult, medium, or easy. The Index of difficulty level can be classified as follows:

criteria are:

$0,00 < P \leq 0,30$ is difficult

$0,30 < P \leq 0,70$ is medium

$0,70 < P \leq 1,00$ is easy

The following is the computation of the difficult level for number 2 and for the other items would use the same formula.

$$B = 13$$

$$JS = 19$$

$$P = \frac{B}{JS} \rightarrow \frac{13}{19}$$

$$P = 0,68$$

The result obtained $P = 0.68$. It is proper to say that the index difficulty of the item number 2 above can be said as the medium category, because the calculation result of the item number 2 is in the interval $0.70 \leq P < 1.00$. Based on calculations about the point about the difficulty level is obtained that the question of the criteria:

Table 4.3
Degree of Difficulty of Each Item

No	Criteria	Number of Question	Total
1	Easy	3, 6, 7, 13, 32, 33, 34, 35	8
2	Medium	1, 2, 4, 5, 8, 10, 11, 12, 14, 15, 16, 17, 18, 19, 20, 22, 23, 24, 25, 26, 28, 29, 30, 31	14
3	Difficulty	9, 21, 27	3

See more calculations in appendix 9.

(4) Discriminating Power

The discriminating power is the ability of distinguishing between high-ability students and low-ability students. The question is said to be good, if the question can be answered correctly by high-ability students. The classification of different power indices is as follows:

$D < 0,00 = \text{Very Poor}$
 $0,00 \leq D \leq 0,20 = \text{Poor}$
 $0,20 < D \leq 0,40 = \text{Satisfactory}$
 $0,40 < D \leq 0,70 = \text{Good}$
 $0,70 < D \leq 1,00 = \text{Excellent}$

Based on the results of the calculation of the different power items in the appendix, the following results are obtained:

Table 4.4
Discriminating Power of Each Items

No	Criteria	Number of Questions	Total
1	Very Poor	7, 14, 17, 19, 24, 25, 28, 33, 35	9
2	Poor	6, 13, 34	3
3	Satisfactory	8, 22, 30, 31	4
4	Good	1, 2, 3, 4, 5, 9, 10, 11, 12, 15, 16, 18, 20, 21, 23, 26, 27, 29, 32	19
5	Excellent	-	-

See more calculations in appendix 9.

b. Analysis Pre-test Score of the Experimental Class and Control Class

Before the treatments were given, the researcher gave students pre -test consists of 20 multiple choice items. This analysis aims to determine the existence of the initial conditions of the population so that it can be concluded that the two sample classes namely the experimental class and the control class start from the same starting point.

The data used in the initial stage of the analysis is the value of the pretest students of class VIII A and VIII B MTs Ribhul Ulum Demak in the academic of year 2018/2019. The pre-test score analysis of control and experimental class, as follow:

Table 4.5
The List of Pre- Test Score of Experimental and Control Class

SCORE PRE TEST CLASS VIII A AND VIIIB					
CONTROL CLASS (VIII A)			EXPERIMENTAL CLASS (VIII B)		
No	Code	Score	No	Code	Score
1	C-1	-	1	E-1	45
2	C-2	35	2	E-2	50
3	C-3	50	3	E-3	40
4	C-4	55	4	E-4	45
5	C-5	65	5	E-5	55
6	C-6	45	6	E-6	55
7	C-7	45	7	E-7	60

8	C-8	55	8	E-8	60
9	C-9	55	9	E-9	65
10	C10	60	10	E-10	30
11	C11	45	11	E-11	55
12	C12	55	12	E-12	50
13	C13	45	13	E-13	30
14	C-14	40	14	E-14	-
15	C-15	50	15	E-15	55
16	C-16	50	16	E-16	60
17	C-17	-	17	E-17	40
18	C-18	30	18	E-18	65
19	C-19	55	19	E-19	55
20	C-20	55	20	E-20	45
21	C-21	55	21	E-21	55
22	C-22	60			
23	C-23	65			
Sum		1070	Sum		1015
N		21	n		20
Average		50.95	Average		50.75
Variance (s^2)		77.6644	Variance (s^2)		98.1875
Standard Deviation (s)		8.81274	Standard Deviation (s)		9.908961

See more calculations in appendix 13.

Based on the table above, the number of students in the experimental class is 20 students with an average value of 50.75. While the number of control class students is 21 students with an average value of 50.95.

(1) The Normality of Pre-Test of The Control Class

The normality test is used to find out whether the learning outcomes of the experimental class and the control class after being treated are normally or not normally distributed.

The result computation of Chi-square (χ^2_{count}) then was compared with table of Chi-square (χ^2_{table}) by using $\alpha = 5\%$ of significance. If $\chi^2_{\text{count}} < \chi^2_{\text{table}}$ meant that the data spread of research result distributed normally.

Based on the results of the pre-test research on the control class, the highest score achieved was 65 and the lowest score was 30. Range of score (R) = 35, many interval classes (k) namely 6 classes, length intervals (p) = 6 and standard deviation values = 9.35. Based on the results of the analysis of the calculation of the distribution value of the pre-test of the control class, the data is obtained as follows:

Table 4.6**Distribution Score of Pre-test of Control Class**

Class	F_i	X_i	X_i^2	$F_i \cdot X_i$	$F_i \cdot X_i^2$
30-35	2	32.5	1056.25	65	2112.5
36-41	1	38.5	1482.25	38.5	1482.25
42-47	4	44.5	1980.25	178	7921
48-53	3	50.5	2550.25	151.5	7650.75
54-59	7	56.5	3192.25	395.5	22345.75
60-65	4	62.5	3906.25	250	15625
SUM	21		14167.5	1078.5	57137.25

$$X = \frac{\sum F_i \cdot X_i}{\sum F_i} \rightarrow \frac{1078.5}{21} \rightarrow 51.357143$$

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

$$= \frac{21 \cdot 57137.25 - (1078.5)^2}{21(21-1)} \rightarrow \frac{1199882.3 - 1163162.3}{420} \rightarrow \frac{36720}{420}$$

$$S^2 = 87.428571$$

$$S = 9.35$$

After calculating the normality test on the control class (pre-test data) for the significance level of 5% and $dk = k-1 = 5$, obtained $\chi^2_{table} = 11.07$. Data is normally distributed if $\chi^2_{count} < \chi^2_{table}$ obtained is 6.26. Because it is smaller than the initial value of the control class students are normally distributed. See more calculations in appendix 12.

Table 4.7**Observation Frequency Score of Pre- Test of Control Class**

Class	Bk	Zi	P (Zi)	Wide	Ei	Oi	$(O_i - E_i)^2$
							Ei
	29.5	-2.34	0.00964				
30 - 35				0.03493	0.73	2	2.187
	35.5	-1.7	0.04457				
36 - 41				0.10229	2.15	1	0.614
	41.5	-1.05	0.14686				
42 - 47				0.19404	4.07	4	0.001
	47.5	0.41	0.3409				
48 - 53				0.2499	5.25	3	0.963
	53.5	0.23	0.091				
54 - 59				0.2455	5.16	7	0.660
	60.5	0.98	0.3365				
60 -65				0.098	2.06	4	1.833
	65.5	1.51	0.4345				
						χ^2_{count}	6.26

(2) The Normality of Pre-Test of The Experimental Class

The result computation of Chi-square (χ^2_{count}) then was compared with table of Chi-square (χ^2_{table}) by using $\alpha = 5\%$ of significance. If $\chi^2_{\text{count}} < \chi^2_{\text{table}}$ meant that the data spread of research result distributed normally.

Based on the results of the pre test on the experimental class, the highest value achieved is 65 and

the lowest value is 30. Range of values (R) = 35, many interval classes (k), namely 6 classes, length intervals (p) = 6 and standard deviation values = 10.17. Based on the results of the analysis of the calculation the distribution value of the pre-test of the experimental class is obtained as follows:

Table 4.8
Distribution Score of pre-test of Experimental Class

Class	F_i	X_i	X_i^2	$F_i \cdot X_i$	$F_i \cdot X_i^2$
30-35	2	32.5	1056.25	65	2112.5
36-41	2	38.5	1482.25	77	2964.5
42-47	3	44.5	1980.25	133.5	5940.75
48-53	2	50.5	2550.25	101	5100.5
54-59	6	56.5	3192.25	339	19153.5
60-65	5	62.5	3906.25	312.5	19531.25
SUM	20		14167.5	1028	54803

$$X = \frac{\sum F_i \cdot X_i}{\sum F_i} \rightarrow \frac{1028}{20} \rightarrow 51.4$$

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

$$= \frac{20 \cdot 54803 - (1028)^2}{21(20-1)} \rightarrow \frac{1096060 - 1056784}{380} \rightarrow \frac{39276}{380}$$

$$S^2 = 103.357895$$

$$S = 10.17$$

After calculating the normality test on the experimental class (pre-test data) for the significance level of 5% and $dk = k-1 = 5$, obtained $\chi^2_{table} = 11.07$.

Data is normally distributed if $\chi^2_{\text{count}} < \chi^2_{\text{table}}$ obtained is 7.31. Because it is smaller than the initial value of the experimental class students are normally distributed. See more calculations in appendix 15.

Table 4.9

Observation Frequency Score of Pre- Test of Experimental Class

Class	Bk	Zi	P(Zi)	Wide	Ei	Oi	$(O_i - E_i)^2$
							Ei
	29.5	-2.15					
30 - 35				0.0594	1.1876	2	0.5557374
	35.5	-1.56	0.05938				
36 - 41				0.1056	2.1128	2	0.0060223
	41.5	-0.97	0.16502				
42 - 47				0.1870	3.739	3	0.1460607
	47.5	-0.38	0.35197				
48 - 53				0.2688	5.3754	2	2.1195307
	53.5	0.21	0.0832				
54 - 59				0.2301	4.602	6	0.4246858
	60.5	0.89	0.3133				
60 - 65				0.1044	2.088	5	4.0611801
	65.5	1.39	0.4177				
						$\chi^2_{\text{count}} =$	7.31

(3) The Homogeneity of Pre-Test of the Control Class and the Experimental Class

The homogeneity test is carried out to obtain the assumption that the two study populations are the same

or homogeneous population. To find out homogeneity, it can be used to test the similarity of two variances. In this research, the homogeneity of the obtained score (F_{count}) with (F_{table}). H_0 is accepted if $(F_{\text{count}}) < (F_{\text{table}})$. The results of the homogeneity test between the control class and the experimental class are presented. The computation of the test of homogeneity as follows:

Table 4.10
Score of Variants (Pre-Test)

Variation Source	Control	Experimental
SUM	1070	1015
N	21	20
Average	50.95	50.75
Variance (S^2)	77.6644	98.1875
Standard Deviation (S)	8.8115	9.9089

By knowing the mean and the variant, the researcher was able to test the similarity of the two variants in the pre-test between experimental and control class. The computation of the test of homogeneity as follows:

Table 4.11
The Result of Homogeneity Test (Pre-Test)

No	Class	F count	F table	Criteria
1	Control	1, 264	2,137	Homogen
2	experimental			

From the calculation results obtained $F_{\text{count}} = 1,264$ and significance level of $\alpha = 5\%$, withdf numerator = 21- 1 = 20 and df denominator = 20- 1 = 19 obtained $F_{\text{table}} = 2,137$, it appears that $F_{\text{count}} < F_{\text{table}}$, this indicates that homogeneous variant data. The complete calculation can be seen in the appendix 16.

(4) The Average Similarity Test

The mean similarity test is used to find out whether the experimental class and the control class have an average that is not different. At this initial stage, the average of the two classes is said to be no different if $t_{\text{count}} < t_{\text{table}}$. With a significant level of $\alpha = 5\%$, $df = 21 + 20 - 2 = 39$. Obtained $t_{\text{table}} = 2.023$ from the calculation obtained $t_{\text{count}} = 0.068$, because $t_{\text{count}} < t_{\text{table}}$ then H_0 is accepted so that it can be concluded there is no difference in average score learning achievement pretest experiment and control class. See more calculations in appendix 17.

Table 4.12
The Average Similarity Test of Pre-Test of the
Experimental Class and the Control Class

Variation Source	Control	Experimental
SUM	1070	1015
N	21	20

Average	50.95	50.75
Variance (S^2)	77.6644	98.1875
Standard Deviation (S)	8.8115	9.9089
t_{count}	0,068	
t_{table}	2,023	

c. Analysis Post Test Score of the Experimental Class and Control Class

This analysis is used to test the proposed hypothesis, namely to find out and test the effectiveness of the SQP2RS method in the experimental class compared to the control class using conventional models. After the two samples were given different treatments, the final test (post-test) was carried out in the form of an objective test (multiple choice). From this final test, the data obtained is used as the basis for calculating the final analysis.

The posttest score of the experimental group and the control group students is presented in the table below.

Table 4.13**The List of Post- Test Score of Experimental and Control Class**

Post- Test Score of Experimental and Control Class					
CONTROL CLASS			EXPERIMENTAL CLASS		
No	Code	Score	No	Code	Score
1	C-1	70	1	E-1	70
2	C-2	55	2	E-2	75
3	C-3	60	3	E-3	80
4	C-4	65	4	E-4	65
5	C-5	70	5	E-5	65
6	C-6	55	6	E-6	60
7	C-7	50	7	E-7	85
8	C-8	60	8	E-8	85
9	C-9	50	9	E-9	70
10	C-10	45	10	E-10	80
11	C-11	55	11	E-11	75
12	C-12	65	12	E-12	50
13	C-13	70	13	E-13	75
14	C-14	40	14	E-15	60
15	C-15	65	15	E-16	60
16	C-16	65	16	E-17	75
17	C-17	60	17	E-18	80
18	C-18	65	18	E-19	65
19	C-19	60	19	E-20	80
20	C-20	60	20	E-21	80
21	C-21	75	21	E-14	
22	C-22	75			

23	C-23	70		
SUM		1405	SUM	
N		23	n	
Average X		61.09	Average X	
Variance		83.99	Variance	
Standard Deviation		9.16	Standard Deviation	
			1435	
			20	
			71.75	
			92.82	
			9.63	

See more calculations in appendix 14.

Based on the table above, the number of students in the experimental class is 20 students with an average value of 71.75. While the number of control class students is 23 students with an average value of 61.09.

(1) The Normality of Post-Test of The Control Class

The normality test is used to find out whether the learning outcomes of the experimental class and the control class after being treated are normally or not normally distributed.

The result computation of Chi-square (χ^2_{count}) then was compared with table of Chi-square (χ^2_{table}) by using $\alpha = 5\%$ of significance. If $\chi^2_{\text{count}} < \chi^2_{\text{table}}$ meant that the data spread of research result distributed normally.

Based on the results of the pre-test research on the control class, the highest score achieved was 75 and the lowest score was 40. Range of score (R) = 35, many interval classes (k) namely 6 classes, length intervals (p) = 6 and standard deviation score = 9.68. Based on the

results of the analysis of the calculation of the distribution value of the pre-test of the control class, the data is obtained as follows:

Table 4.14
Distribution Score of Post Test of Control Class

Class	Fi	Xi	Xi ²	Fi.Xi	Fi.Xi ²
40-45	2	42.5	1806.25	85	3612.5
46-51	2	48.5	2352.25	97	4704.5
52-57	3	54.5	2970.25	163.5	8910.75
58-63	5	60.5	3660.25	302.5	18301.3
64-69	5	66.5	4422.25	332.5	22111.3
70-75	6	72.5	5256.25	435	31537.5
SUM	23		20467.5	1415.5	89177.8

$$X = \frac{\sum Fi . Xi}{\sum Fi} \rightarrow \frac{1415.5}{23} \rightarrow 61.54$$

$$S^2 = \frac{n \sum Fi . Xi^2 - (\sum Fi . Xi)^2}{n(n-1)}$$

$$= \frac{23.89177.8 - (1415.5)^2}{23(23-1)} \rightarrow \frac{2051088 - 2003640}{506} \rightarrow \frac{47448}{506}$$

$$S^2 = 93.77$$

$$S = 9.68$$

After calculating the normality test on the control class (post-test data) for the significance level of 5% and dk = k-1 = 5, obtained $\chi^2_{table} = 11.07$. Data is normally distributed if $\chi^2_{count} < \chi^2_{table}$ obtained is 3.59. Because it is smaller than the

initial value of the control class students are normally distributed. See more calculations in appendix 18.

Table 4.15

Observation Frequency Score of Post- Test of Control Class

Class	Bk	Zi	P(Zi)	Wide	Ei	Oi	$(O_i - E_i)^2$
							Ei
	39.5	-2.28	0.0113				
40-45				0.03716	0.85	2	1.535
	45.5	-1.66	0.04846				
46-51				0.10068	2.32	3	0.202
	51.5	-1.04	0.14914	0			
52-57				0.1881	4.33	3	0.407
	57.5	-0.42	0.33724				
58-63				0.25794	5.93	5	0.147
	63.5	0.2	0.0793				
64-69				0.2146	4.94	5	0.001
	69.5	0.82	0.2939				
70-75				0.1312	3.02	5	1.302
	75.5	1.44	0.4251			23	
						$\chi^2_{\text{count}} =$	3.59

(2)The Normality of Pre-Test of The Experimental Class

The result computation of Chi-square (χ^2_{count}) then was compared with table of Chi-square (χ^2_{table}) by using $\alpha = 5\%$ of significance. If $\chi^2_{\text{count}} < \chi^2_{\text{table}}$ meant that the data spread of research result distributed normally.

Based on the results of the pre test on the experimental class, the highest score achieved is 65 and the lowest score is 50. Range of score (R) = 385, many interval classes (k), namely 6 classes, length intervals (p) = 6 and standard deviation values = 10, 13. Based on the results of the analysis of the calculation the distribution value of the pre-test of the experimental class is obtained as follows:

Table 4.16
Distribution Score of Post-test of Experimental Class

Class	F_i	X_i	X_i^2	$F_i.X_i$	$F_i.X_i^2$
50-55	1	52.5	2756.25	52.5	2756.25
56-61	3	58.5	3422.25	175.5	10266.75
62-67	3	64.5	4160.25	193.5	12480.75
68-73	2	70.5	4970.25	141	9940.5
74-79	4	76.5	5852.25	306	23409
80-85	7	82.5	6806.25	577.5	47643.75
Sum	20		27967.5	1446	106497

$$\bar{X} = \frac{\sum F_i . X_i}{\sum F_i} \rightarrow \frac{1446}{20} \rightarrow 72.3$$

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

$$= \frac{20.106497 - (1446)^2}{21(20-1)} \rightarrow \frac{2129940 - 2029940}{380} \rightarrow \frac{39024}{380}$$

$$S^2 = 102.69$$

$$S = 10.13$$

After calculating the normality test on the experimental class (post-test data) for the significance level of 5% and $df = k-1 = 5$, obtained $\chi^2_{table} = 11.07$. Data is normally distributed if $\chi^2_{count} < \chi^2_{table}$ obtained is 8.64. Because it is smaller than the initial value of the experimental class students are normally distributed. See more calculations in appendix 19.

Table 4.17

Observation Frequency Score of Post- Test of Experimental Class

Class	Bk	Zi	P(Zi)	Wide	Ei	Oi	$(O_i - E_i)^2$
							Ei
	49.5	-2.25	0.01222				
50-55				0.03624	0.72	1	0.104
	55.5	-1.66	0.04846				
56-61				0.09385	1.88	3	0.672
	61.5	-1.07	0.14231				
62-67				0.17687	3.54	3	0.082
	67.5	-0.47	0.31918				
68-73				0.27138	5.43	2	2.165
	73.5	0.12	0.0478				
74-79				0.2133	4.27	4	0.017
	79.5	0.71	0.2611				
80-85				0.1471	2.94	7	5.597
	85.5	1.3	0.4082				
						χ^2_{count}	8.64

(3) The Homogeneity of Post-Test of the Control Class and the Experimental Class

The homogeneity test is carried out to obtain the assumption that the two study populations are the same or homogeneous population. To find out homogeneity, it can be used to test the similarity of two variances. In this research, the homogeneity of the obtained score (F_{count}) with (F_{table}). H_0 is accepted if $(F_{\text{count}}) < (F_{\text{table}})$. The results of the homogeneity test between the control class and the experimental class are presented. The computation of the test of homogeneity as follows:

Table 4.18

Variants (Post-Test)

Variation Source	Control	Experimental
Sum	1320	1485
N	23	20
Average score	61.09	70.75
Variance (S^2)	83.99	92.82
Standard Deviation (S)	9.16	9.63

Knowing the mean and the variant, the researcher was able to test the similarity of the two variants in the pre-test between experimental and control class. The computation of the test of homogeneity as follows:

Table 4.19

The Result of Homogeneity Test (Post-Test)

No	Class	F count	F table	Criteria
1	Control	1,105	2,102	Homogen
2	Experimental			

From the calculation results, it was obtained $F_{\text{count}} = 1,147$ and significance level of $\alpha = 5\%$, with df numerator = $23-1 = 22$ and df denominator = $20-1 = 19$ was obtained $F_{\text{count}} = 2,102$, it appeared that $F_{\text{count}} < F_{\text{table}}$, this indicated that data was homogeneous variant. The completing of calculation could be seen in the appendix 20.

(4) The Average Similarity Test

The mean similarity test is used to find out whether the experimental class and the control class have an average that is not different. At this final stage, the average of the two classes is said to be different if $t_{\text{count}} > t_{\text{table}}$. With a significant level of $\alpha = 5\%$, $dk = 23 + 20 - 2 = 41$. Obtained $t_{\text{table}} = 2.019$ from the calculation obtained $t_{\text{count}} = 3.71$, because $t_{\text{count}} > t$

t_{table} then H_0 is rejected so that it can be concluded there is difference in average values learning achievement pretest experiment and control.

Table 4.20
The Average Similarity Test of Post-Test of the
Experimental Class and the Control Class

Variation Source	Control	Experimental
SUM	1320	1485
N	23	20
Average X	61.09	71.75
Variance (S^2)	83.99	92.82
Standard Deviation (S)	9.16	9.63
t_{count}	3.71	
t_{table}	2,019	

3. Discussion of Research Findings

The results of this research discussed the effectiveness of the SQP2RS strategy in reading comprehension learning. The purpose of this study was to determine the difference and effectiveness of reading comprehension significantly between the experimental group and the control group. Before the pre-test, treatment and post-test were carried out, the researcher had conducted a test which was covered, validity, reliability, degree of difficulty, and discriminating power. The results of

the research on the try out test of the instrument are as follows:

Table 4.21
The Result of Try out Test Instrument

Validity	Total	Reliability	Total	Degree of Difficulty	Total	Discriminating Power	Total
Valid	22	r_{count}	0,727	Easy	8	Very poor	9
Invalid	13	r_{table}	0,456	Medium	24	Poor	3
		Reliability = $r_{count} > r_{table}$		Difficulty	3	Satisfactory	4
						Good	19

After pre-test, treatment and post-test were carried out in the control and experimental classes.

Table 4.22
The Pre-Test and Post-Test Students' Average Scores of Control Class and Experimental Class

No	Class	The Average of Pre Test	The Average of Post Test
1	Control	50.95	60.91
2	Experimental	50.75	71.75

From the table above, it can be seen that the students' achievement was increased. The percentage in score of the pre-

test and the post-test score of the experimental group was higher than the score of the control group.

The results of the initial test analysis provided using an instrument in the form of an objective test was 20 items. Analysis of initial data was conducted through normality test that aimed at showing whether the data is normally distributed or not. This can be seen from the normality test with chi-square, where $\chi^2_{\text{count}} < \chi^2_{\text{table}}$, $\alpha = 5\%$, $df = 5$. On the normality test of pre-test of the experimental class, it can be seen $\chi^2_{\text{count}} (7,31) < \chi^2_{\text{table}} (11,07)$ and the control class $\chi^2_{\text{count}} (6,26) < \chi^2_{\text{table}} (11,07)$. Since homogeneity test shows $F_{\text{count}} (1,264) < F_{\text{table}} (1,841)$, it can be concluded that the two classes is homogeneous.

The results of the t-test analysis of the control class and experimental class (pre-test data) obtained the results of $t_{\text{count}} = 0.068$ and $t_{\text{table}} = 2.023$ with degree freedom (df) of 39, a significance level of 0.05 (5%), because $t_{\text{count}} < t_{\text{table}}$ so H_0 is accepted. Based on these data, it can be concluded that there was no significant difference in the ability to read comprehension between the control group and the experimental group. In other words, the two groups are in an equal starting state before learning.

After the pre-test, both groups were given material of reading comprehension. The experimental group (VIII B) received learning using the SQP2RS strategy, while the

control group (VIII A) received learning without the SQP2RS strategy (discussion method). Both the experimental group and the control group received learning four times.

After the reading comprehension learning activities were completed, researcher conducted the final test of reading ability in understanding the control group and the experimental group. The final test was carried out using an objective test of 20 items.

The results of the t-test analysis of the control class and experimental class (post-test) obtained results of $t_{\text{count}} = 3.71$ and $t_{\text{table}} = 2.019$ with degree freedom (df) of 41, the significance level of 0.05 (5%), because $t_{\text{count}} > t_{\text{table}}$ so H_0 is rejected. Based on these data, it can be concluded that there is a significant difference in the ability to read comprehension between the control group and the experimental group. So, it means that using SQP2RS strategy in teaching reading comprehension on narrative text is effective.

Based on the result of tests that had been done, there is a significant difference in reading comprehension between students who received with students who received learning without using SQP2RS strategy. It could be explained that using SQP2RS strategy is effective to teach reading comprehension reading comprehension using SQP2RS strategy on narrative text at the eighth graders of MTs Ribhul

ulum Kedungmutih Demak in the academic year of 2018/2019.

4. Limitation of the Research

There are several limitations that are quite influential on this research of thesis. These limitations include the subject and time of the study. These limitations can be explained as follows.

1. This research has been carried out only limited reading comprehension skill in class VIII MTs Ribhul Ulum Kedungmutih Demak, with one experimental class and one control class. Thus, the results of this research may be different if it is applied in other schools but it is likely that the results are not far from the results of the research which the researcher did in class VIII MTs Ribhul Ulum Kedungmutih Demak.
2. The research process was carried out by researcher was also limited by time. This research was carried out during thesis making. This short time was one of the factors that could narrow the research space. So that it could affect the results of research that researchers do. Although the time was used quite short but was still able to meet the requirements in scientific research.

3. This research strategy is only applied reading comprehension learning in narrative text, so the SQP2RS strategy is not necessarily effective if applied to other reading comprehension.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents about conclusion and suggestion.

A. Conclusion

Based on the research that the researcher has done research of thesis about the effectiveness of teaching reading comprehension on narrative text using SQP2RS strategy (an experimental research at the eighth graders of MTs Ribhul Ulum Demak in the academic year of 2018/2019), the conclusion is that there was a significant effectiveness (difference) in reading comprehension skill between students who got reading comprehension using the SQP2RS strategy with students who got learning without using SQP2RS. There is a significant difference between experimental and control classes. The average score for the experimental class was 50.75 for the pre-test and 71.75 for the posttest so the experimental group experienced an increase of 21.00 while the average score for the control class was 50.95 for the pre-test and 61.09 for the post-test so that the control group increased by 10.34. The increase in the average score of the initial test and final test in the experimental group was greater than the control group showed that reading comprehension learning using the SQP2RS strategy was more effective than reading comprehension learning without using the SQP2RS strategy.

The SQP2RS strategy was tested effectively used in teaching learning of reading comprehension skill in class VIII MTs Ribhul Ulum Demak. The effectiveness of the SQP2RS strategy can also be seen from the increase in the average score of the initial test and the final test of the control group and the experimental group. The effectiveness is evident from the t-test performed on post-test scores between the control class and the experimental class. From the results of the t-test can be obtained $t_{\text{count}} = 3.819$, and the score of $t_{\text{table}} = 2.019$ with $df = 41$ at the significance level of 5% (0.05). The score of t_{count} is higher than t_{table} which null hypothesis (H_0) is rejected. So there is a significant difference in reading comprehension skill between students who received SQP2RS strategy (experimental class) with students who received without SQP2RS strategy (control class).

B. Suggestion

Based on the results of research conducted on the effectiveness of teaching reading comprehension on narrative text using SQP2RS strategy provides an effective role in improving reading comprehension and improving student achievement. Therefore, the researcher gives suggestions as follows:

1. For Teacher

In the teaching and learning process, the teacher should be able to make students active and creative in learning. In order to be able to carry out a supportive and interesting environment in class to help students understanding of material easier, among others, by applying the Survey, Question, Predict, Read, Respond, and Summarize (SQP2RS) strategy methods. SQP2RS strategy can help students improve their reading comprehension skills and more active at class.

2. For Students

Students are advised to always pay attention to what the teacher has to say carefully. Students must increase learning motivation such as reading a magazine, newspaper, other books so that students' reading skills can increase English ability especially in reading comprehension skills and also students will get optimal learning outcomes.

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Appendix 1

LESSON PLAN

FOR EXPERIMENTAL GROUP

Name of School	: MTs Ribhul Ulum
Subject	: English
Class / Semester	: VIII / II
Main Material	: Narrative Text
Skills	: Reading
Academic Year	: 2018/2019
Time allocation	: 3 JP (@ 40 minutes)

A. Core Competence

KI 1: Being grateful for the opportunity to learn English as the language of instruction for international communication is realized in the spirit of learning.

KI 2: Demonstrate honest, disciplined, confident, and responsible behavior in carrying out transactional communication with teachers and friends.

KI 3: Understand and apply knowledge (factual, conceptual, and procedural) based on their curiosity about science, technology, art, culture related to phenomena and events that appear to the eye.

KI 4: Process, present, and reason in concrete realms (using, parsing, stringing, modifying, and making) and abstract realms (writing, reading, counting, drawing, and composing) according to what is learned in school and other similar sources in the perspective / theory

B. Basic Competence

11. Understanding meaning in simple short essay in form of recount and narrative to interact with surrounding.

11.2 Responding meaning and rhetoric steps in simple short essay accurately, fluent, and that is related with surrounding in form of recount and narrative text.

C. Indicators of Competence Achievement

1. Identifying social functions, the purpose, structure of text, main idea of the paragraph, the title of the story and linguistic elements of several oral and written narrative texts by giving and requesting information related to simple narrative text, in accordance with the context of its use.
2. Identifying and determining detailed information in narrative text correctly.
3. Identifying the moral value of narrative text by giving and requesting information related to simple narrative text, in accordance with the context of its use.
4. Identifying the meaning of words in narrative text.

D. Learning Objectives

After the learning process, students are expected to be able to:

1. Students are able to identify social functions, structure of the text, main idea, the title of the story, and linguistic elements of several oral and written narrative texts by giving and requesting information related to simple narrative text, in accordance with the context of its use.
2. Students are able to identify and determine the detail information in narrative text.. Students are able to identify specific words used in narrative texts.
3. Students are able to identify and determine the moral value of narrative text.
4. Students are able to respond to the meaning and rhetorical steps in narrative text, fluently, and acceptable.

E. Learning materials

1. Narrative Text

Narrative text is a kind of text to retell the story that past tense.

The purpose of the text is to entertain or to amuse the readers or listeners about the story

2. The generic structure of narrative text:

- a. Orientation: It sets the scene and introduce the participants (it answers the question: who, when, what, and where).
- b. Complication: Tells the problems of the story and how the main characters solve them.

- c. Resolution: The crisis is to revolve for better or worse.
- d. Re-orientation: The ending of the story.

F. Learning strategy

Learning strategy: SQP2RS (Survey, Question, Predict, Read, Respond, and Summarize).

G. Media, Tools and Learning Resources

Media:

- Picture /Video
- Powerpoint materi
- Texts / worksheet

Tools:

- LCD
- Speaker
- Laptop
- Black board

Learning Resources:

- Internet:
 - <https://freeenglishcourse.info/contoh-example-of-narrative-text-the-legend-of-sura-and-baya/>
 - <https://freeenglishcourse.info/story-of-narrative-text/>
- Buku paket Bahasa Inggris Kelas VIII Kurikulum 13.

H. Learning Activities

	Activity	Time
Preliminary	<ol style="list-style-type: none">1. The teacher greets students and continues to ask about the situation of the students.2. The teacher checks the presence of students.3. Pray together.4. The teacher conducts apperception to students by asking about what they are doing at home.5. The teacher gives a brainstorm in the form of questions that are in accordance with the material to be delivered.6. The teacher gives motivation to learn to students7. The teacher tells the learning objectives to the students.	8'
Core Activities	Observing <u>Survey</u> <ol style="list-style-type: none">1) The students make a group (6 groups)	65'

	<p>2) The teacher guides students by giving a reading text titled "The Legend of Tangkuban Perahu" and a SQP2RS strategy worksheet.</p> <p>3) Student conducts a survey to obtain initial information about the reading he is facing, namely findout the video / picture and the title of the reading text.</p> <p>Questioning</p> <p><u>Question</u></p> <p>1) Students are guided by the teacher make questions based on the initial input and information obtained from the results of the assessment when conducting the survey.</p> <p>2) Students write two or three questions on the SQP2RS strategy worksheet.</p> <p>Exploring</p> <p><u>Predict</u></p> <p>1) Students predict 3 things in the form of pictures, topics or titles,</p>	
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and subtitles about what they will learn when reading. Predicted things can help students in completing the summarize stage. For example, in a text there are pictures of Indians and pilgrims eating together, students predict that they will learn about gratitude and togetherness. In this stage students are given 5-8 minutes.

Read

- 1) Students read carefully and carefully, paragraph by paragraph.
- 2) Students look for the main ideas of each paragraph.
- 3) If students combine all the main ideas into one unit, then the main ideas are reflected in a series of paragraphs in one discourse.
- 4) If reading carefully is difficult, then this reading step is minimal to answer the

	<p>questions formulated in the question step.</p> <p>5) This section can be carried out efficiently and effectively if students really make use of the list of questions, namely reading in order to find answers to those questions.</p> <p><u>Associating</u></p> <p><u>Respond</u></p> <p>1) Students immediately pay attention to the questions and predictions produced beforehand and match them whether their questions and predictions have been answered.</p> <p>2) The teacher guides students when they do not find answers to their questions or predictions from the text.</p> <p><u>Communicating</u></p> <p><u>Summarize</u></p> <p>1) Students summarize what has been learned. This</p>	
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	<p>summarizing technique is used to examine reading comprehension to examine students' reading comprehension. Give students a few minutes to do it in class.</p> <p>2) Students read the summary in front of the class and other students may argue or ask about the summary results of their friends.</p>	
Closing	<p>1. The teacher reflects on the activities that have been carried out.</p> <p>2. The teacher checks the work of students who have finished checking immediately. Students who have finished working on the project are correctly given initials and are ranked sequentially in rank, for project evaluation.</p> <p>3. Teacher plans follow-up activities in the form of group /</p>	7'

	<p>individual assignments (if needed).</p> <p>4. Teacher submits learning plans at the next meeting.</p> <p>5. Pray together</p>	
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I. Learning Outcomes Assessment

a. Knowledge

Assessment technique: written test

Instrument Test

Assessment	Assessment technique	Kind of assessment	Instrument
Identifying social functions, the purpose, generic structure of text, main idea of the paragraph, the title of the story and linguistic elements of several oral and written narrative texts by giving and requesting information related to simple narrative text, in accordance with the context of	Written test	Multiple choice	Read the texts and choose a, b, c, d, or e according to the text!

<p>its use.</p> <p>Identifying and determining detailed information in narrative text correctly.</p> <p>Identifying the moral value of narrative text by giving and requesting information related to simple narrative text, in accordance with the context of its use.</p> <p>Identifying the meaning of words in narrative text.</p>			
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The correct answer = 1

The incorrect answer = 0

Score = the correct answer (20) x 5 = 100

b. Attitudes Assessment

No	ASPECTS (RENTANG 1-4)					Total
	Religious	Communication	Active	Collaboration	Responsibility	
1						
2						

Criteria

Score	Predicating
17-20	A
13-16	B
9-12	C
1-8	D

1 = Less
2 = Enough
3 = Good
4 = Excellent

C. Skills

No	ASPECTS (RENTANG 1-4)			Total
	Social Function	Generic Structure	Understanding of the text	
1				
2				

Criteria:

Score	Predicating
10-12	A
7-9	B
4-6	C
1-3	D

1 = Less
2 = Enough
3 = Good
4 = Excellent

J. Remedial and Enrichment Activity

a. Remedial

Remedial can be given to students who have not yet reached the KKM and to students who have exceeded the KKM. Remedial consists of two parts: remedial because it has not yet reached KKM and remedial because it has not reached Basic Competence.

The teacher encourages students who have not yet reached KKM (Minimum Completion Criteria). The teacher will give assignments for students who have not yet reached KKM (Minimal Completeness Criteria), for example as follows: Social function of narrative text, linguistic elements in narrative text.

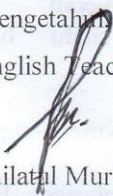
b. Enrichment

Enrichment is given to increase students' insight into the learning material that can be given to students who have completed reaching KKM or achieving Basic Competence.

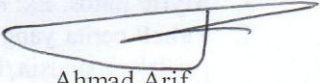
Enrichment can be billed or not billed, according to agreement with students. Planned based on GPA or learning material that requires wider development.

Demak, 02 Mei 2019

Mengetahui
English Teacher



Lailatal Murtasyidah, S.Pd

The Researcher


Ahmad Arif
NIM. 1503046081

Kepala Madrasah,




Nur Huda, S.Ag, M.SI
NIP. 19700819200641002

NARRATIVE TEXT

Narrative text is a kind of text which tell the imaginative story or a series of events. (The purpose of the text is to entertain or to amuse the readers or listeners by the story (Tujuan teks ini adalah menghibur pembaca/pendengar dengan cerita ini).

The Kinds of Narrative Text

1. **Folklore** /cerita rakyat. Exp: bawang putih dan merah
2. **Legend**/ Cerita asal –usul terjadinya suatu hal. Exp:Tangkuban Perahu, Prambanan.
3. **Myth**/ mitos. Ex: Ratu Nyi Roro Kidul
4. **Fable**/ cerita yang tokohnya adalah binatang dan menyerupai perilaku manusia. Ex : Rabbit & Tortoise
5. **Fairy Tale**/ cerita yang didalamnya terdapat tokoh peri. Ex: Cinderella, Pinokio.

Generic Structure (Struktur Umum pada Teks Narrative)

1. **ORIENTATION** = Introduce the participant of the story, the time and the place where the story happened (perkenalan tokoh dalam cerita, tempat dan waktu kejadian).
note: biasanya dibagian ini penulis menceritakan who, where, what and when the the story happened.
2. **COMPLICATION** = a crisis arises story (konflik cerita).
3. **RESOLUTION** = the crisis is resolved (penyelesaian konflik).
4. **RE-ORIENTATION** = the ending of the story (akhir cerita).

Language Features (ciri- ciri kebahasaan Teks Narrative)

1. Use past tense (kata kerja masa lampau).
2. Use adverb of time (kata keterangan waktu) contoh: Once, once upon a time,one day,etc.
3. Use action verb (kata kerja tindakan). Contoh: Killed, walked
4. Spesific Character (tokoh utama disebutkan secara spesifik) contoh Alibaba, Cinderella, etc.

The Legend of Toba Lake

Once upon a time, there was a man who was living in north Sumatra. He lived in a simple hut in a farming field. He did some gardening and fishing for his daily life. **(Paragraph 1)**
ORIENTATION

One day, while the man was do fishing, he caught a big golden fish in his trap. It was the biggest catch which he ever had in his life. Surprisingly, this fish turned into a beautiful princess. He felt in love with her and proposed her to be his wife. She said; “Yes, but you have to promise not to tell anyone about the secret that I was once a fish, otherwise there will be a huge disaster”. The man made the deal and they got married, lived happily and had a daughter. **(Paragraph 2)**
COMPLICATION

Few years later, this daughter would help bringing lunch to her father out in the fields. One day, his daughter was so hungry and she ate his father’s lunch. Unfortunately, he found out and got furious, and shouted; “You damned daughter of a fish”. The daughter ran home and asked her mother. The mother started crying, felt sad that her husband had broke his promise. **(Paragraph 3)**
COMPLICATION

Then she told her daughter to run up the hills because a huge disaster was about to come. When her daughter left, she prayed. Soon there was a big earthquake followed by non-stop pouring rain. The whole area got flooded and became Toba Lake. She turned into a fish again and the man became the island of Samosir. **(Paragraph 4)**
RESOLUTION

[\(https://freeenglishcourse.info/story-of-narrative-text/\)](https://freeenglishcourse.info/story-of-narrative-text/)

WORKSHEET



The Legend of Surabaya City

A long time ago, there were two animals, Sura and Baya. Sura was the name of a shark and Baya was a crocodile. They lived in a sea. (Paragraph 1)

Once, Sura and Baya were looking for some food. Suddenly, Baya saw a goat “Yummy, this is my lunch,” said Baya. “No way! This is my lunch. You are greedy” said Sura. Then they fought for the goat. After several hours, they were very tired. (Paragraph 2)

Feeling tired of fighting, they lived in the different places. Sura lived in the water and Baya lived in the land. The border was the beach, so they would never fight again. (Paragraph 3)

One day, Sura went to the land and looked for some food in the river. He was very hungry and there was not much food in the sea. Baya was very angry when he knew that Sura broke the promise. They fought again. (Paragraph 4)

They both hit each other. Sura bit Baya’s tail. Baya did the same thing to Sura. He bit very hard until Sura finally gave up and went back to the sea. Baya was happy. (Paragraph 5)

<https://freeenglishcourse.info/contoh-example-of-narrative-text-the-legend-of-sura-and-baya/>

ANSWER SHEET

The Title of Story:

1	SURVEY (sebelum membaca, siswa diminta untuk mensurvei melalui gambar/video dari judul story tersebut)	
2	QUESTION (sebelum membaca tulis 1 - 3 pertanyaan yang mungkin bisa dijawab setelah membaca).	
3	PRIDECT (sebelum membaca prediksi 1- 3 hal yang akan dipelajari)	
4	READ	

5	<p>RESPOND (setelah membaca cobalah untuk menjawab pertanyaan yang guru buat)</p>	
6	<p>SUMMARIZE (setelah membaca, tulis minimal 4 kalimat ringkasan) Kalimat ke- 1 ide utama (mengidentifikasi apa yang dibaca) Kalimat ke- 2 – 4: kalimat penjelas.)</p>	

REMIDIAL ACTIVITY

Once upon a time, there was a powerful prince named Bandung Bondowoso. In a war, Bandung Bondowoso killed Prabu Baka. Then, Bandung Bondowoso fell in love with Prabu Baka's daughter named Roro Jonggrang.

Bondowoso wanted to marry this beautiful princess. However, princess hated him because he had killed her father. Roro Jonggrang was thinking of a way to refuse Bondowoso's marriage proposal. Finally, she decided to marry Bandung Bondowoso if he could build a thousand temples before dawn.

Being helped by genies, Bondowoso built many temples very fast. Roro Jonggrang wanted to fail him. She asked all women in her village to hit rice so rooster crowed signing that morning was coming. All genies left their project until 999 temples. They thought morning came afterward.

Finally, Bondowoso knew that Roro Jonggrang tricked him. He got very angry so he cursed Roro Jonggrang into a rock statue "Arca". Roro Jonggrang statue is inside Candi Prambanan to complete the project of a thousand temples.

<https://englishcoo.com/contoh-narrative-text-legend/>

Question!

Please, identify the general structure of text above?

Please, mention five sentences using verb 2?

ENRICHMENT ACTIVITY

In Daha kingdom there lived a powerful Brahmin named Sidi Mantra. Her son's name was Manik Angkeran. Manik Angkeran liked to gamble. One day, Manik Angkeran could not pay the debt. He asked help to father.

Loving his son, Sidi Mantra fasted then prayed to the God. A mysterious voice asked him to meet Naga Besukih at Agung Mount. By ringing a genta, Naga Besukih came and gave gold as well as diamonds from his scales. Soon, Manik Angkeran finished all gold and diamonds. He asked help to his father again. Sidi Mantra came to Naga Besukih. This time, Manik Angkeran secretly followed Sidi Mantra.

A few days later, Manik Angkeran stole father's genta then came to Naga Besukih. Manik Angkeran got gold and diamonds. But he was not satisfied. Manik Angkeran saw a big gem at the end of dragon's tail. When Naga Besukih turned toward a cave, Manik Angkeran immediately cut off dragon's tail then ran away.

Naga Besukih was furious then licked Manik Angkeran's footprints. Then he turned into ashes. Sidi Mantra was aware of this situation; he begged Naga Besukih to revive his son. Naga Besukih agreed if his tail was back. With magic, Sidi Mantra returned dragon's tail back to normal. Then, Naga Besukih revived Manik Angkeran.

Sidi Mantra knew that he could not live with Manik Angkeran anymore. With a magical wand, Sidi Mantra made a line that separated him from son. There came springs growing into a sea. This is the legend of Bali Strait separating Java from Bali.

Question!

Please, identify the general structure of text above?

Appendix 2

LESSON PLAN FOR CONTROL GROUP

Name of School	: MTs Ribhul Ulum
Subject	: English
Class / Semester	: VIII / II
Main Material	: Narrative Text
Skills	: Reading
Academic Year	: 2018/2019
Time allocation	: 3 JP (@ 40 minutes)

A. Core Competence

- KI 1: Being grateful for the opportunity to learn English as the language of instruction for international communication is realized in the spirit of learning.
- KI 2: Demonstrate honest, disciplined, confident, and responsible behavior in carrying out transactional communication with teachers and friends.
- KI 3: Understand and apply knowledge (factual, conceptual, and procedural) based on their curiosity about science, technology, art, culture related to phenomena and events that appear to the eye.

KI 4: Processing, presenting, and reasoning in concrete realms (using, parsing, stringing, modifying, and making) and abstract realms (writing, reading, counting, drawing, and composing) according to what is learned in school and other similar sources in the perspective / theory

B. Basic Competence

11. Understanding meaning in simple short essay in form of recount and narrative to interact with surrounding.

11.2 Responding meaning and rhetoric steps in simple short essay accurately, fluent, and that is related with surrounding in form of recount and narrative text.

C. Indicators of Competence Achievement

1. Identifying social functions, the purpose, structure of text, main idea of the paragraph, the title of the story and linguistic elements of several oral and written narrative texts by giving and requesting information related to simple narrative text, in accordance with the context of its use.
2. Identifying and determining detailed information in narrative text correctly.
3. Identifying the moral value of narrative text by giving and requesting information related to simple narrative text, in accordance with the context of its use.
4. Identifying the meaning of words in narrative text.

D. Learning Objectives

After the learning process, students are expected to be able to:

1. Students are able to identify social functions, structure of the text, main idea, the title of the story, and linguistic elements of several oral and written narrative texts by giving and requesting information related to simple narrative text, in accordance with the context of its use.
2. Students are able to identify and determine the detail information in narrative text
3. Students are able to identify and determine the moral value of narrative text.
4. Students are able to identify specific words used in narrative texts.
5. Students are able to respond to the meaning and rhetorical steps in narrative text, fluently, and acceptable.

E. Learning materials

1. Narrative Text

Narrative text is a kind of text to retell the story that past tense. The purpose of the text is to entertain or to amuse the readers or listeners about the story.

2. The generic structure of narrative text:

1. Orientation: It sets the scene and introduce the participants (it answers the question: who, when, what, and where).

2. **Complication:** Tells the problems of the story and how the main characters solve them.
3. **Resolution:** The crisis is to revolve for better or worse.
4. **Re-orientation:** The ending of the story.

Example:

The Legend of Toba Lake

Once upon a time, there was a man who was living in north Sumatra. He lived in a simple hut in a farming field. He did some gardening and fishing for his daily life. **(Paragraph 1) ORIENTATION**

One day, while the man was do fishing, he caught a big golden fish in his trap. It was the biggest catch which he ever had in his life. Surprisingly, this fish turned into a beautiful princess. He felt in love with her and proposed her to be his wife. She said; “Yes, but you have to promise not to tell anyone about the secret that I was once a fish, otherwise there will be a huge disaster”. The man made the deal and they got married, lived happily and had a daughter. **(Paragraph 2) COMPLICATION**

Few years later, this daughter would help bringing lunch to her father out in the fields. One day, his daughter was so hungry and she ate his father’s lunch. Unfortunately, he found out and got furious, and shouted; “You damned daughter of a fish”. The daughter ran home and asked her mother. The mother started crying, felt sad that her husband had broken his promise. **(Paragraph 3) COMPLICATION**

Then she told her daughter to run up the hills because a huge disaster was about to come. When her daughter left, she prayed. Soon there was a big earthquake followed by non-stop pouring rain. The whole area got flooded and became Toba Lake. She turned into a fish again and the man became the island of Samosir. **(Paragraph 4) RESOLUTION**

F. Learning strategy

Learning Model: Discussion

G. Media, Tools and Learning Resources

Media:

- Picture /Video
- Powerpoint materi
- Text/ worksheet
- Black board

Tools:

- LCD
- Speaker
- Laptop

Learning Resources:

- Internet
<https://freeenglishcourse.info/contoh-example-of-narrative-text-the-legend-of-sura-and-baya/>
- Buku paket Bahasa Inggris Kelas VIII Kurikulum 13

H. Learning Activities

	Activity	Time
Preliminary	<ol style="list-style-type: none">1. The teacher greets students and continues to ask about the situation of the students.2. The teacher checks the presence of students.	8'

	<ol style="list-style-type: none"> 3. Pray together. 4. The teacher conducts apperception to students by asking about what they are doing at home. 5. The teacher gives a brainstorm in the form of questions that are in accordance with the material to be delivered. 6. The teacher gives motivation to learn to students 7. The teacher tells the learning objectives to the students. 	
<p>Core Activities</p>	<p>Exploration</p> <ol style="list-style-type: none"> 1. The students make a group (6 groups) 2. The teacher gives some materials to every group 3. Teacher tells about the material of narrative text and asks the students what is the social function, structure and language features of recount text. <p>Elaboration</p> <ol style="list-style-type: none"> 1. Teacher explains the structure and language grammatical features of 	<p>65'</p>

	<p>the text.</p> <ol style="list-style-type: none"> 2. Teacher asks the students to read the text and find the difficult vocabularies. 3. Teacher helps the students to find the meaning of those words / vocabularies 4. Teacher asks the students to answer the questions from the text. 5. Teacher invites the students to discuss the answers of the questions. 6. Teacher responds to students' answering and provides reinforcement by conveying the correct answers. <p>Confirmation</p> <ol style="list-style-type: none"> 1. Teacher gives feedback for students. 2. Teacher invites the students to ask some questions. 3. Teacher reviews the materials. 	
Closing	<ol style="list-style-type: none"> 1. The teacher reflects on the activities that have been carried out. 	7'

	<p>2. The teacher checks the work of students who have finished checking immediately. Students who have finished working on the project are correctly given initials and are ranked sequentially in rank, for project evaluation.</p> <p>3. Teacher plans follow-up activities in the form of group / individual assignments (if needed).</p> <p>4. Teacher submits learning plans at the next meeting.</p> <p>5. Pray together</p>	
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I. Learning Outcomes Assessment

a. Knowledge

Assessment technique: written test

Instrument Test

Assessment	Assessment technique	Kind of assessment	Instrument
.Identifying social functions, the purpose, structure of text, main idea	Written test	Multiple choice	Read the texts and choose a, b, c, d, or e

<p>of the paragraph, the title of the story and linguistic elements of several oral and written narrative texts by giving and requesting information related to simple narrative text, in accordance with the context of its use.</p> <p>Identifying and determining detailed information in narrative text correctly.</p> <p>Identifying the moral value of narrative text by giving and requesting</p>			<p>according to the text!</p>
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--	-------------------------------

<p>information related to simple narrative text, in accordance with the context of its use.</p> <p>Identifying the meaning of words in narrative text.</p>			
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The correct answer = 1

The incorrect answer = 0

Value = the correct answer (20) x 5 = 100

B. Attitudes Assessment

No	ASPECTS (RENTANG 1-4)					Total
	Religious	Communication	Active	Collaboration	Responsibility	
1						
2						

Criteria

Score	Predicating
17-20	A
13-16	B

1 = Less
2 = Enough

9-12	C
1-8	D

3= Good
4 = Excellent

C. Skills

No	ASPECTS (RENTANG 1-4)			Total
	Social Function	Generic Structure	Understanding of the text	
1				
2				

Criteria:

Score	Predicating
10-12	A
7-9	B
4-6	C
1-3	D

1 = Less
2 = Enough
3= Good
4 = Excellent

J. Remedial and Enrichment Activity

a. Remedial

Remedial can be given to students who have not yet reached the KKM and to students who have exceeded the KKM. Remedial consists of two parts: remedial because it has not yet reached KKM and remedial because it has not reached Basic Competence.

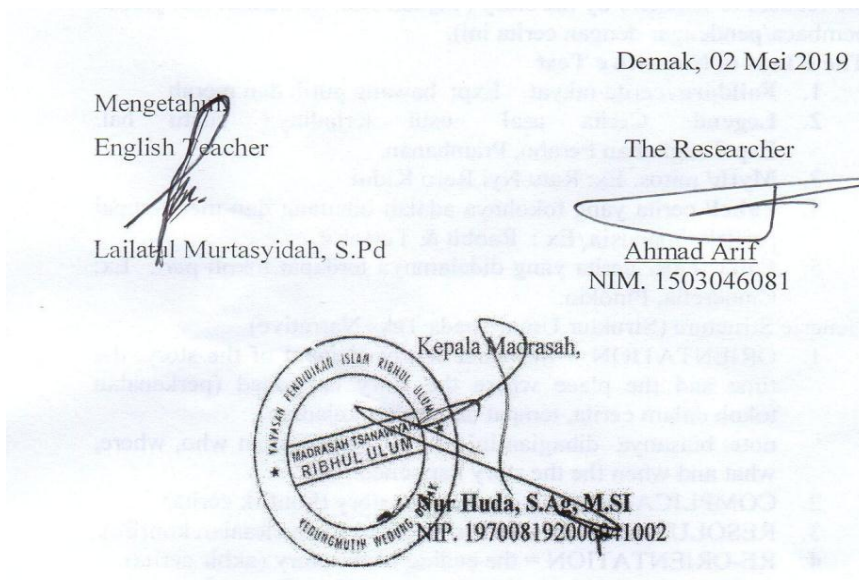
The teacher encourages students who have not yet reached KKM (Minimum Completion Criteria). The teacher will give assignments for students who have not yet reached KKM (Minimal Completeness Criteria), for example as follows: Social function of

narrative text, linguistic elements in narrative text.

b. Enrichment

Enrichment is given to increase students' insight into the learning material that can be given to students who have completed reaching KKM or achieving Basic Competence.

Enrichment can be billed or not billed, according to agreement with students. Planned based on GPA or learning material that requires wider development



WORKSHEET

QUESTION!

1. Who are the characters of the story?
2. Where did the story come from?
3. Why did the mother feel sad and start crying?
4. What did happen when the mother prayed after her husband broke his promise?
5. What can we learn about the story above?

6. What is the purpose of the story above?

7. What is the generic structure of the second paragraph is called?

8. What is the generic structure of the first paragraph is called?

9. What is the kind of story above?

REMIDIAL ACTIVITY

Once upon a time, there was a powerful prince named Bandung Bondowoso. In a war, Bandung Bondowoso killed Prabu Baka. Then, Bandung Bondowoso fell in love with Prabu Baka's daughter named Roro Jonggrang.

Bondowoso wanted to marry this beautiful princess. However, princess hated him because he had killed her father. Roro Jonggrang was thinking of a way to refuse Bondowoso's marriage proposal. Finally, she decided to marry Bandung Bondowoso if he could build a thousand temples before dawn.

Being helped by genies, Bondowoso built many temples very fast. Roro Jonggrang wanted to fail him. She asked all women in her village to hit rice so rooster crowed signing that morning was coming. All genies left their project until 999 temples. They thought morning came afterward.

Finally, Bondowoso knew that Roro Jonggrang tricked him. He got very angry so he cursed Roro Jonggrang into a rock statue "Arca". Roro Jonggrang statue is inside Candi Prambanan to complete the project of a thousand temples.

<https://englishcoo.com/contoh-narrative-text-legend/>

Question!

Please, identify the general structure of text above?

Please, mention five sentences using verb 2?

ENRICHMENT ACTIVITY

In Daha kingdom there lived a powerful Brahmin named Sidi Mantra. Her son's name was Manik Angkeran. Manik Angkeran liked to gamble. One day, Manik Angkeran could not pay the debt. He asked help to father.

Loving his son, Sidi Mantra fasted then prayed to the God. A mysterious voice asked him to meet Naga Besukih at Agung Mount. By ringing a genta, Naga Besukih came and gave gold as well as diamonds from his scales. Soon, Manik Angkeran finished all gold and diamonds. He asked help to his father again. Sidi Mantra came to Naga Besukih. This time, Manik Angkeran secretly followed Sidi Mantra.

A few days later, Manik Angkeran stole father's genta then came to Naga Besukih. Manik Angkeran got gold and diamonds. But he was not satisfied. Manik Angkeran saw a big gem at the end of dragon's tail. When Naga Besukih turned toward a cave, Manik Angkeran immediately cut off dragon's tail then ran away.

Naga Besukih was furious then licked Manik Angkeran's footprints. Then he turned into ashes. Sidi Mantra was aware of this situation; he begged Naga Besukih to revive his son. Naga Besukih agreed if his tail was back. With magic, Sidi Mantra returned dragon's tail back to normal. Then, Naga Besukih revived Manik Angkeran.

Sidi Mantra knew that he could not live with Manik Angkeran anymore. With a magical wand, Sidi Mantra made a line that separated him from son. There came springs growing into a sea. This is the legend of Bali Strait separating Java from Bali.

Question!

Please, identify the general structure of text above?

Appendix 3

STUDENTS' NAME LIST OF TRY-OUT TEST

No	Name	Code
1	Stabitul Adli	T-1
2	Muhammad Azka D	T-2
3	Ahmad Musa	T-3
4	Riska Febriana	T-4
5	Lana Khoirun Nadiah	T-5
6	M.Dihyani Widad	T-6
7	Muh. Haikal Saputra	T-7
8	Aisatul Khasanah	T-8
9	Marsha Azian Natasha	T-9
10	Rofiqul Aufa	T-10
11	Aldi Ahmad Amiruddin	T-11
12	Hamid Ali Syahbandi	T-12
13	Muhammad Said Nahbandi	T-13
14	Bunga Rahmawati	T-14
15	Lailatur Rosidah	T-15
16	Fina Maugibah	T-16
17	Lina Rahmah	T-17
18	Ramadhan Maulana	T-18
19	Meilina	T-19

Appendix 4

STUDENTS' NAME LIST OF CONTROL CLASS

No	Name	Code
1	Ahmad Akmalul Waro	C-1
2	Edi Kurniawan	C-2
3	Eva Safitri	C-3
4	Faisol Anam	C-4
5	Hidayatun Nadiyah	C-5
6	Kholisatul Usro	C-6
7	Lailatus Saidah	C-7
8	Muhammad Rizqi Fadlika	C-8
9	Mukhammad Najikhul Marom	C-9
10	Najla Linda Febrilia	C-10
11	Nayla Amalia	C-11
12	Nihla Ainun Najwa	C-12
13	Nirmalasari	C-13
14	Noval Salman AlFarisi	C-14
15	Nur Afifah	C-15
16	Nuris Salamah	C-16
17	Siti Muhayatun	C-17
18	Siti Nur Kholisah	C-18
19	Ulfiana Safitri	C-19
20	Winda Sari	C-20
21	Zahra Azzukhruful Marisa	C-21
22	Zahrotun Nisa'	C-22
23	Zaskiya Asfariyah Maros	C-23

Appendix 5

STUDENTS' NAME LIST OF EXPERIMENTAL CLASS

No	Name	Code
1	Ahmad Wafiq A'la	E-1
2	Ali Irfan	E-2
3	Chilya Khulafa	E-3
4	Egia Azira Kaila Naskiya	E-4
5	Fani Kayla Agata	E-5
6	Fathiyatur Rizqiyah	E-6
7	Himalia Fitri	E-7
8	Khaisah Fitriyani	E-8
9	Khilya Maulidiyah	E-9
10	Khurul Fikri	E-10
11	Luluk Azizah	E-11
12	Mohammad Ronald Islam	E-12
13	Muhamad Roisun Najib	E-13
14	Muhammad Ari Lovian	E-14
15	Najwa Tri Ayuni	E-15
16	Nur Hidayah	E-16
17	Nurya Aini	E-17
18	Putri Jaya Ratu Pertiwi	E-18
19	Rosa Nur Amalia	E-19
20	Ulfiyati Kristiah	E-20
21	Uzlifatul Janah	E-21

Appendix 6

**KISI- KISI SOAL BAHASA INGGRIS KELAS VIII
TAHUN PELAJARAN 2018/2019**

No	Standard of Competence	Basic Competence	Material	Indicators	Number of Questions
1	Understanding meaning in simple short essay in form of recount and narrative to interact with surrounding.	Responding meaning and rhetoric steps in simple short essay accurately, fluent, and that is related with surrounding in form of recount and narrative text.	Narrative Text	Identifying social functions, the purpose, structures of text, and linguistic elements of several oral and written narrative texts.	5, 7, 14, 23, 31, 32, 35.
				Identifying main idea of the paragraph and the title of the story in	1, 4, 12, 17, 27, 30, 33, 34.

				narrative text.	
				Identifying and determining detailed information in narrative text correctly and correctly.	2, 3, 6, 11, 13, 18, 19, 20, 24, 26.
				Identifying the moral value of narrative text.	9, 10, 15, 16, 22.
				Identifying the meaning of words in narrative text.	8, 21, 25, 29, 36.

Appendix 7

WORKSHEET

TRYOUT TEST

Choose the best answer a,b,c, or d based on the text!

Read the text and answer the question 1 to 6

Text 1

Once upon a time, there lived a tortoise and a rabbit in the jungle. The Rabbit said to the tortoise, “How slow you are! I am sure I can defeat you in a race”. It’s true that I am slow and heavy. I will run a race with you,” replied the tortoise.

The Rabbit felt sure that he would win. He ran very fast till he was near the finishing post. “ I have plenty of time.” So he laid down to take a nap.

The tortoise walked along slowly and steadily and passed the sleeping rabbit. In the end the tortoise won the race.

Taken: “LP Ma’arif NU Kab. Demak, TIM Musyawarah Guru Mata Pelajaran (MGMP) Bahasa Inggris, Bahan Ajar Bahasa Inggris kelas 9 tahun 2018”

1. According to the text, where did they live?
 - A. In the village.
 - B. In the jungle.
 - C. In the lake.
 - D. In the sea.
2. What is the title of the text?
 - A. Rabbit and Tortoise.

- B. Rabbit and Crocodile.
 - C. Crocodile and Tortoise.
 - D. Turtle and Crocodile.
3. What did the rabbit say to the tortoise?
- A. The rabbit felt sure that he would won.
 - B. The rabbit takes a nap near the finishing post.
 - C. The tortoise won the race.
 - D. The Rabbit said that “How slow you are!”
4. The third paragraph is called ...
- A. Orientation.
 - B. Complication.
 - C. Resolution.
 - D. Identification.
5. What is the moral value of the text?
- A. Don't look at someone because of his clothes.
 - B. It is best for prepare for the days of necessity.
 - C. Common people may prove great ones.
 - D. Don't be arrogant and underestimating with other people.
6. How was the end of the story?
- A. The rabbit defeated the tortoise, so the rabbit became the winner.
 - B. The tortoise won the race.
 - C. The tortoise lost the race.
 - D. The rabbit won the race.

Read the text and answer the question 7 to 12

Text 2

A man and his son were going to the market. While they were walking, a country man passed and said, “You fool, what a donkey for but to ride upon?”

So the man put the boy on the donkey. But soon, some passerby said, "See that lazy, young steer. He lets his father walk while he rides."

So the man ordered his boy to get off and got on himself, but the passerby said, "Shame on... that lazy old man, he lets his poor son walk, while he rides."

The man did not know what to do. Last, he took his boy on the donkey. Then the passerby said, "Aren't you ashamed of yourself for overloading the poor donkey?"

The man and the boy get off. They cut down a pole, tied the donkey's feet to it and raised the pole to their shoulders. They arrived to a bridge when the donkey, getting one of its feet loose, kick all out and the caused the boy to drop his end of the pole. In the struggle, the donkey fell over the bridge and then it was drowned.

Taken: Soal UN Bahasa Inggris SMP 2013

7. The first paragraph is called ...
 - A. Orientation.
 - B. Complication.
 - C. Resolution.
 - D. Identification.
8. According to the story, where were they going to?
 - A. The market.
 - B. The donkey.
 - C. The pole.
 - D. The river.
9. "So the man ordered his boy to get off and got on himself..."
(paragraph 3)
The underline word refers to?
 - A. Commanded.

- B. Gave.
 - C. Blamed.
 - D. Prohibited.
10. Why did the boy get off from the donkey?
- A. The passerby needed him.
 - B. His father asked him to do that.
 - C. The donkey was tired carrying him.
 - D. The boy wanted to be with the donkey.
11. What is the main idea of the last paragraph?
- A. The man and his son took a rest near the bridge.
 - B. The man and his donkey arrived at the market.
 - C. The man's behavior made the donkey alive.
 - D. The donkey was carried by its owners.
12. What is the moral value of the text?
- A. You should believe in yourself.
 - B. You cannot please everyone.
 - C. Do what everyone asked you for. You must be careful when riding donkey.

Read the text and answer the question 13 to 22

Text 3

Tangkuban Perahu

Long time ago in West Java lived a woman named Dayang Sumbi. She lived alone in the forest. One day Dayang Sumbi was quilting when suddenly her quilt fell off her house. Then she prayed to Gods, "If a man picks my quilt, he will deny husband. If a woman, she will be my sister". Then, a male dog picks it up. For keeping her words, Dayang Sumbi married the dog and called him Tumang. Dayang Sumbi gave birth to a baby, named him Sangkuriang, but she never told him who his father was.

One day, Sangkuriang was hunting with Tumang in the forest and he found nothing. He blamed Tumang for the failure and killed him. When Dayang Sumbi knew that she hit Sangkuriang's head with a big spoon and asked him to go.

Many years later, the wandering Sangkuriang found a house in the forest, and old beautiful woman was in the house. The woman, Dayang Sumbi recognized the adventurer as Sangkuriang. He forced her to marry him and Dayang Sumbi asked him to make a vast boat in one night. In the night, he called his friends, ghosts and forest fairies to help him. Dayang Sumbi feared the boat could be finished on time, so she asked some women nearby to help her. The women hit the grains with grain puncher to make noisy which disturbed the ghosts and the fairies. They ran away before completing the boat. Sangkuriang was very angry. He kicked away the boat upside down, and turned into a mountain called Tangkuban Perahu. It meant the downside boat, which stood in the north of Bandung.

Taken: "LP Ma'arif NU Kab. Demak, TIM Musyawarah Guru Mata Pelajaran (MGMP) Bahasa Inggris, Bahan Ajar Bahasa Inggris kelas 9 tahun 2018"

13. What is the story about?
 - A. Tangkuban Perahu.
 - B. Dayang Sumbi.
 - C. Sangkuriang and Tumang.
 - D. The ghosts and fairies.
14. Why did Dayang Sumbi ask the women to the punch grain?
 - A. She was afraid the boat would be completed in on night.
 - B. She wanted to help Sangkuriang making a boat.
 - C. She wanted the boat completed soon.
 - D. She was angry with sangkuriang.
15. According to the text, where did the story come from?
 - A. East Java.

- B. West Java.
 - C. Central Java.
 - D. Madura.
16. What is the main idea of the paragraph 2?
 - A. Sangkuriang was hunting.
 - B. Sangkuriang found Tumang in the forest.
 - C. Dayang Sumbi was angry when she knew that sangkuriang killed Tumang.
 - D. Tumang in the forest.
 17. The second paragraph is called ...
 - A. Orientation
 - B. Complication
 - C. Resolution
 - D. Identification
 18. Who was Dayang Sumbi ?
 - A. The mother's sangkuriang
 - B. The grandmother's sangkuriang.
 - C. The brother's Sangkuriang.
 - D. The wife's Sangkuriang.
 19. What is the purpose of the text above?
 - A. To tell us how to write a story.
 - B. To give a description of a beautiful girl.
 - C. To retell about Dayang Sumbi's experience/memory.
 - D. To entertain readers with an actual, or vicarious experience.
 20. In the paragraph 3, "The woman, Dayang Sumbi recognized the adventurer as Sangkuriang". The word "recognized" has similar meaning to :
 - A. Received
 - B. Gave
 - C. Knew
 - D. Found
 21. What is the moral value of the story?

- A. Do the work patiently without asking for someone's help.
 - B. Tell the truth to avoid something unexpected.
 - C. Don't blame someone for our failure.
 - D. Don't trust ghost and fairies.
22. How was the end of the story?
- A. The ghosts and the fairies succeed to make the boat.
 - B. Sangkuriang forced Dayang Sumbi to marry with him.
 - C. Sangkuriang failed to need asking Dayang Sumbi to make a boat.
 - D. Sangkuriang found a house in the forest, and old beautiful woman was in the house.

Read the text and answer the question 23 to 31

Text 4

Once a fisherman named Batara Guru Sahala lived in Batakland. One day, he caught a fish. To his surprise, he found that the fish talk! It begged Sahala to set it free. Sahala did accordingly.

As soon as the fish was free, it changed into a woman. She was so beautiful that the fisherman fell in love with her at once. He asked her to marry him. The woman agreed to marry with Sahara. However, she told him that he must never let out secret that she was once a fish. Sahala promised her that he would not tell anyone about it.

They were happily married, and he had two daughters. Every morning, Sahala went out fishing. His daughters would bring him his lunch. One day, however, instead of bringing the food to their father, the girls ate it. When Sahala learnt what they had done with his meal, he got very angry. He shouted at them, saying, "You behaved exactly like the daughters of a fish."

The girls did not understand what their father meant. They went home and asked their mother about it. When they told her what he had said, she was very annoyed. Although Sahala apologized to her later, she would not forgive him for breaking his promise.

Then, the earth began to tremble, and volcanoes started to erupt. The earth cracked to form a big hole. People said that this hole became Lake Toba.

Taken: Direktorat PSMP KEMENDIKBUD, Pengayaan Ujian Nasional SMP 2015

23. What is the title of this story?
 - A. Batara Guru Sahala
 - B. A Fisherman
 - C. Two Daughters and their mother
 - D. Lake Toba
24. The Second paragraph is called?
 - A. Orientation.
 - B. Complication.
 - C. Resolution.
 - D. Identification.
25. Who are the characters in the story?
 - A. Two Daughters
 - B. Their mother
 - C. Batara Guru Sahala
 - D. A, B, and C All right
26. What did Sahala promise to the woman?
 - A. He would not tell anyone about she was once fish.
 - B. He fell in love with her at once.
 - C. He would tell anyone about she was once fish.
 - D. He would tell anyone about she was so beautiful.
27. Why did the girl's mother get angry with Sahala?

- A. She broke promise.
 - B. He did not get the food.
 - C. She apologized for the daughters.
 - D. The girls did not understand him.
28. What is the purpose of the story above?
- A. To presents information about the life of Batara Guru Sahala.
 - B. To entertain the readers of the story.
 - C. To retell the biography of Batara Guru Sahara.
 - D. To inform the readers about the events of Batara Guru Sahara.
29. “Although Sahala apologized to her later, ..” (paraph 4, last sentence)
- The underline word refers to?
- A. Forbidden.
 - B. Forgave.
 - C. Made.
 - D. Went.
30. What is the main idea of last paragraph?
- A. The earth began to erupt and tremble very hard.
 - B. What happened after Sahala broke the promise.
 - C. The volcanoes started to erupt.
 - D. The volcanoes and the earth made a hole for the people.
31. What is the moral value of the story?
- A. Father has to care all his daughters.
 - B. Children must obey their mother.
 - C. It is not good to break our promise.
 - D. We have to be good with our wife.

Read the text and answer the question 32 to 35

Text 5

Once, a farmer owned a donkey and a lapdog. The donkey worked hard all day, hauling heavy loads. The lapdog stayed with his master all day, and lived in the house with him. He did not work, but was allowed to sit on the master's lap. The donkey grew jealous of the lapdog.

Perhaps if I behave like the dog, like wag my tail and jump on the master, the master will start loving me as much as he does the dog. So the donkey decided to wait for his chance.

One day, when he was left unattended, the donkey broke his halter and ran into the farmhouse kitchen. There the farmer sat at table. The donkey rushed up to him and began wagging his tail vigorously, and knocked off all the china from the table. He then started jumping around and frolicking like a little dog, and finally plonked himself down on the farmer's lap. The shocked farmer yelled for help. The farmhands came running in and dragged the donkey off to his stable, and gave him a beating he did not forget for the rest of his life.

Taken: UN Bahasa

Inggris SMP 2012/kode A86

32. What made the donkey jealous of the dog?
- A. The halter that he has to wear.
 - B. The beating that he has.
 - C. The farmer's care to the dog.
 - D. The chance to stay inside the house.
33. What is the main idea of paragraph 3?
- A. The donkey wanted to be loved by its master.
 - B. The way the farmer treated the donkey.
 - C. The things done by the donkey to be loved.

- D. The dog's habit is liked by the master.
34. The best title for the text is?
- A. The farmer and his dog.
 - B. The donkey and the lapdog.
 - C. The farmer and the donkey.
 - D. The dog and it's master.
35. What can we learn from the text?
- A. It is good to share things with others.
 - B. It is not good to help others.
 - C. **It is not good to be envious to others.**
 - D. D. It is good to keep your promise

Answer Key:

1	B	11	A	21	B	31	C
2	A	12	B	22	C	32	C
3	D	13	A	23	A	33	C
4	C	14	A	24	B	34	B
5	D	15	B	25	D	35	C
6	B	16	C	26	A		
7	A	17	B	27	A		
8	A	18	A	28	B		
9	A	19	D	29	B		
10	B	20	D	30	B		

Appendix 8

SCORE OF TRY OUT TEST

No	Code	Score
1	T-14	77.14
2	T-4	74.29
3	T-2	71.43
4	T-8	71.43
5	T-10	68.57
6	T-11	62.86
7	T-1	60.00
8	T-9	60.00
9	T-5	57.14
10	T-13	51.43
11	T-16	48.57
12	T-3	45.71
13	T-17	45.71
14	T-19	42.86
15	T-6	40.00
16	T-15	40.00
17	T-7	37.14
18	T-12	37.14
19	T-18	37.14

Appendix 9

The computation of the Validity, Reliability, Difficulty Level and Discriminating Power of the Try-out test Instrument

No	Code	No.Item					
		P 1	P 2	P 3	P 4	P 5	P 6
1	C14	1	1	1	1	0	1
2	C4	1	1	1	1	0	1
3	C2	1	1	1	0	1	1
4	C8	1	1	1	1	0	1
5	C10	1	1	1	1	1	1
6	C11	1	1	1	1	1	1
7	C1	1	1	1	1	0	1
8	C9	1	1	1	1	1	0
9	C5	1	1	1	1	1	0
10	C13	1	1	1	1	1	1
11	C16	1	1	1	1	0	1
12	C3	0	1	0	0	1	1
13	C17	1	1	1	1	0	1
14	C19	0	0	0	0	0	0
15	C6	0	0	0	1	0	1
16	C15	0	0	0	0	0	0
17	C7	0	0	1	0	0	1
18	C12	0	0	1	0	1	1
19	C18	1	0	1	0	0	1
Total		13	13	15	12	8	15
Validitas	Nilai R Tabel	0.456	0.456	0.456	0.456	0.456	0.456
	Nilai R Hitung	0.687	0.759	0.458	0.545	0.167	0.158
	Interpretasi	Valid	Valid	Valid	Valid	Invalid	Invalid
	Keterangan						
	Total Soal benar	13	13	15	12	8	15
Reliabilitas	n	19	19	19	19	19	19
	n-1	18	18	18	18	18	18
		1	1	1	1	1	1
	p	0.684	0.684	0.789	0.632	0.421	0.789
	q	0.316	0.316	0.211	0.368	0.579	0.211
	Variasi Total	23.6082					
	p x q	0.216	0.216	0.16	0.233	0.244	0.166

				6			
	Sigma p.q	7.341	If $r_{11} > f_{table}$ = reliable If $r_{11} < f_{table}$ = no reliable				
	KR-20	0.72734					
	Hasil Keputusan	RELIABLE L					
	Keterangan						
Uji Beda	JA	9	9	9	9	9	9
	JB	10	10	10	10	10	10
	BA	9	9	9	8	5	7
	BB	4	4	6	4	3	8
	D	0.6	0.6	0.4	0.5	0.3	0.0
	Interpretasi	Good	Good	Good	Good	Good	Poor
	Keterangan						
Kesukaran	B	13	13	15	12	8	15
	JS	19	19	19	19	19	19
	P	0.68	0.68	0.79	0.63	0.42	0.79
	Interpretasi	Medium	Medium	Easy	Medium	Medium	Easy
	Keterangan						

No. Item									
P 7	P 8	P 9	P 10	P 11	P 12	P 13	P 14	P 15	P 16
1	1	1	0	1	0	1	0	1	1
1	1	0	1	1	1	1	1	1	1
1	1	0	1	1	1	1	0	0	0
1	1	1	1	1	1	1	0	0	1
1	1	1	1	1	1	1	1	1	1
1	0	0	0	1	0	1	0	1	1
1	0	0	1	1	0	1	0	1	1
0	0	1	1	0	1	0	1	1	1
0	1	1	1	1	1	0	0	1	1
1	1	0	1	0	0	1	0	0	1
1	1	0	0	0	0	0	1	1	0
1	1	0	1	1	0	1	0	1	0
1	0	0	0	0	0	1	0	0	0
1	0	0	0	1	0	0	1	0	0
1	0	0	0	0	0	0	0	0	0
1	0	0	0	0	0	1	1	0	1
1	0	0	0	0	0	1	1	0	1
1	1	0	0	0	1	1	0	0	0
1	0	0	0	1	0	1	0	0	0
17	10	5	9	11	7	14	7	9	11
0.456	0.456	0.456	0.456	0.456	0.456	0.456	0.456	0.456	0.456

- 0.11 3	0.480	0.563	0.568	0.577	0.493	0.19 6	-0.061	0.523	0.509
Invalid	Valid	Valid	Valid	Valid	Valid	Invalid	Invalid	Valid	Valid

17	10	5	9	11	7	14	7	9	11
19	19	19	19	19	19	19	19	19	19
18	18	18	18	18	18	18	18	18	18
1	1	1	1	1	1	1	1	1	1
0.89 5	0.526	0.263	0.474	0.579	0.368	0.73 7	0.368	0.474	0.579
0.10 5	0.474	0.737	0.526	0.421	0.632	0.26 3	0.632	0.526	0.421
0.09 4	0.249	0.194	0.249	0.244	0.233	0.19 4	0.233	0.249	0.244
9	9	9	9	9	9	9	9	9	9
10	10	10	10	10	10	10	10	10	10
7	6	5	7	8	6	7	3	7	8
10	4	0	2	3	1	7	4	2	3
-0.2	0.3	0.6	0.6	0.6	0.6	0.1	-0.1	0.6	0.6
Poor	Enough	Good	Good	Good	Good	Poor	Poor	Good	Good
17	10	5	9	11	7	14	7	9	11
19	19	19	19	19	19	19	19	19	19
0.89	0.53	0.26	0.47	0.58	0.37	0.74	0.37	0.47	0.58
Easy	Medium	Difficulty	Medium	Medium	Medium	Easy	Medium	Medium	Medium

No. Item									
P 17	P 18	P 19	P 20	P 21	P 22	P 23	P 24	P 25	P 26
0	1	0	1	1	1	1	1	0	1
0	1	0	1	0	1	1	1	1	0
0	1	1	1	1	1	1	0	0	1
0	1	0	1	0	1	1	0	0	1
0	1	0	1	0	1	1	0	0	1
1	0	0	0	1	1	0	0	0	1
1	0	0	0	1	1	0	0	0	0
0	1	1	1	0	0	1	0	0	1
0	1	0	0	1	0	0	0	0	0
0	0	0	0	0	1	0	0	0	0
0	1	0	0	0	0	0	0	1	1
0	0	0	0	0	1	0	0	0	1
1	0	0	0	0	1	1	0	0	0
1	0	1	1	0	1	1	1	1	0
0	1	1	1	0	1	0	1	1	0
1	0	1	0	0	0	0	1	1	0
1	0	1	0	0	0	0	1	0	0
1	0	0	0	0	0	0	0	0	0
1	0	0	0	0	0	1	0	1	0
8	9	6	8	5	12	9	6	6	8
0.456	0.456	0.456	0.456	0.456	0.456	0.456	0.456	0.456	0.456
-0.554	0.635	-0.280	0.573	0.512	0.499	0.479	-0.112	-0.352	0.573
Invalid	Valid	Invalid	Valid	Valid	Valid	Valid	Invalid	Invalid	Valid

8	9	6	8	5	12	9	6	6	8
19	19	19	19	19	19	19	19	19	19
18	18	18	18	18	18	18	18	18	18
1	1	1	1	1	1	1	1	1	1
0.421	0.474	0.316	0.421	0.263	0.632	0.474	0.316	0.316	0.421
0.579	0.526	0.684	0.579	0.737	0.368	0.526	0.684	0.684	0.579
0.244	0.249	0.216	0.244	0.194	0.233	0.249	0.216	0.216	0.244
9	9	9	9	9	9	9	9	9	9

10	10	10	10	10	10	10	10	10	10
2	7	2	6	5	7	6	2	1	6
6	2	4	2	0	5	3	4	5	2
-0.4	0.6	-0.2	0.5	0.6	0.3	0.4	-0.2	-0.4	0.5
Poor	Good	Poor	Good	Good	Enough	Good	Poor	Poor	Good
8	9	6	8	5	12	9	6	6	8
19	19	19	19	19	19	19	19	19	19
0.42	0.47	0.32	0.42	0.26	0.63	0.47	0.32	0.32	0.42
Medium	Medium	Medium	Medium	Difficult	Medium	Medium	Medium	Medium	Medium
No. Item									
P 27	P 28	P 29	P 30	P 31	P 32	P 33	P 34	P 35	Total
1	1	1	0	1	1	1	1	1	27
1	0	1	0	1	1	1	1	0	26
1	0	1	1	0	1	1	1	1	25
0	0	1	1	1	1	1	1	1	25
0	0	1	0	1	1	0	0	0	24
1	1	1	0	0	1	1	1	1	22
1	1	0	1	0	1	1	1	1	21
0	0	0	1	0	1	1	1	1	21
0	0	1	1	0	1	1	1	1	20
0	1	1	0	0	1	1	1	1	18
0	1	0	0	0	1	1	1	1	17
0	1	0	1	0	0	1	1	1	16
0	1	0	0	1	1	1	1	1	16
0	0	1	1	1	0	1	1	0	15
0	1	1	0	0	0	1	1	1	14
0	1	1	1	0	0	1	1	1	14
0	1	0	0	0	1	1	0	1	13
0	1	0	0	0	1	1	1	1	13
0	1	0	0	0	1	1	0	1	13
5	12	11	8	6	15	18	16	16	360
0.456	0.456	0.456	0.456	0.456	0.456	0.456	0.456	0.456	
0.664	0.539	0.486	0.122	0.462	0.458	0.252	0.209	0.249	
Valid	Valid	Valid	Invalid	Valid	Valid	Invalid	Invalid	Invalid	

5	12	11	8	6	15	18	16	16
19	19	19	19	19	19	19	19	19
18	18	18	18	18	18	18	18	18
1	1	1	1	1	1	1	1	1
0.263	0.632	0.579	0.421	0.316	0.789	0.947	0.842	0.842
0.737	0.368	0.421	0.579	0.684	0.211	0.053	0.158	0.158
0.194	0.233	0.244	0.244	0.216	0.166	0.050	0.133	0.133
9	9	9	9	9	9	9	9	9
10	10	10	10	10	10	10	10	10
5	3	7	5	4	9	8	8	7
0	9	4	3	2	6	10	8	9
0.6	-0.6	0.4	0.3	0.2	0.4	-0.1	0.1	-0.1
Good	Poor	Good	Enough	Enough	Good	Poor	Poor	Poor
5	12	11	8	6	15	18	16	16
19	19	19	19	19	19	19	19	19
0.26	0.63	0.58	0.42	0.32	0.79	0.95	0.84	0.84
Difficult	Medium	Medium	Medium	Medium	Easy	Easy	Easy	Easy

WORKSHEET

PRE-TEST

Choose the best answer a,b,c, or d based on the text!

Read the text and answer the question 1 to 6

Text 1

Tangkuban Perahu

Long time ago in West Java lived a woman named Dayang Sumbi. She lived alone in the forest. One day Dayang Sumbi was quilting when suddenly her quilt fell off her house. Then she prayed to Gods, "If a man picks my quilt, he will deny husband. If a woman, she will be my sister". Then, a male dog picks it up. For keeping her words, Dayang Sumbi married the dog and called him Tumang. Dayang Sumbi gave birth to a baby, named him Sangkuriang, but she never told him who his father was.

One day, Sangkuriang was hunting with Tumang in the forest and he found nothing. He blamed Tumang for the failure and killed him. When Dayang Sumbi knew that she hit Sangkuriang's head with a big spoon and asked him to go.

Many years later, the wandering Sangkuriang found a house in the forest, and old beautiful woman was in the house. The woman, Dayang Sumbi recognized the adventurer as Sangkuriang. He forced her to marry him and Dayang Sumbi asked him to make a vast boat in one night. In the night, he called his friends, ghosts and forest fairies to help him. Dayang Sumbi feared the boat could be finished on time, so she asked some women nearby to help her. The women hit the grains with grain puncher to make noisy which disturbed the ghosts and the fairies. They ran away before completing the boat. Sangkuriang was very angry.

He kicked away the boat upside down, and turned into a mountain called Tangkuban Perahu. It meant the downside boat, which stood in the north of Bandung.

Taken: "LP Ma'arif NU Kab. Demak, TIM Musyawarah Guru Mata Pelajaran (MGMP) Bahasa Inggris, Bahan Ajar Bahasa Inggris kelas 9 tahun 2018"

1. According to the text, where did the story come from?
 - A. East Java.
 - B. West Java.
 - C. Central Java.
 - D. Madura.
2. What is the main idea of the paragraph 2?
 - A. Sangkuriang was hunting.
 - B. Sangkuriang found Tumang in the forest.
 - C. Dayang Sumbi was angry when she knew that sangkuriang killed Tumang.
 - D. Tumang in the forest.
3. Who was Dayang Sumbi ?
 - A. The mother's sangkuriang
 - B. The grandmother's sangkuriang.
 - C. The brother's Sangkuriang.
 - D. The wife's Sangkuriang.
4. In the paragraph 3, "The woman, Dayang Sumbi **recognized** the adventurer as Sangkuriang". The word 'recognized' has similar meaning to :
 - A. Received
 - B. Gave
 - C. Knew
 - D. Found
5. What is the moral value of the story?
 - A. Do the work patiently without asking for someone's help.
 - B. Tell the truth to avoid something unexpected.
 - C. Don't blame someone for our failure.
 - D. Don't trust ghost and fairies.
6. How was the end of the story?
 - A. The ghosts and the fairies succeed to make the boat.
 - B. Sangkuriang forced Dayang Sumbi to marry with him.

- C. Sangkuriang failed to need asking Dayang Sumbi to make a boat.
- D. Sangkuriang found a house in the forest, and old beautiful woman was in the house.

Read the text and answer the question 7 to 10.

Text 2

Once upon a time, there lived a tortoise and a rabbit in the jungle. The Rabbit said to the tortoise, “How slow you are! I am sure I can defeat you in a race”. It’s true that I am slow and heavy. I will run a race with you,” replied the tortoise.

The Rabbit felt sure that he would win. He ran very fast till he was near the finishing post. “ I have plenty of time.” So he laid down to take a nap.

The tortoise walked along slowly and steadily and passed the sleeping rabbit. In the end the tortoise won the race.

Taken: “LP Ma’arif NU Kab. Demak, TIM Musyawarah Guru Mata Pelajaran (MGMP) Bahasa Inggris, Bahan Ajar Bahasa Inggris kelas 9 tahun 2018”

- 7. According to the text, where did they live?
 - A. In the village.
 - B. In the jungle.
 - C. In the lake.
 - D. In the sea.
- 8. What is the title of the text?
 - A. Rabbit and Tortoise.
 - B. Rabbit and Crocodile.
 - C. Crocodile and Tortoise.
 - D. Turtle and Crocodile.
- 9. What did the rabbit say to the tortoise?
 - A. The rabbit felt sure that he would won.
 - B. The rabbit takes a nap near the finishing post.
 - C. The tortoise won the race.

- D. The Rabbit said that “How slow you are!”
10. The third paragraph is called?
- A. Orientation.
 - B. Complication.
 - C. Resolution.
 - D. Identification.

Read the text and answer the question 11 to 14

Text 3

A man and his son were going to the market. While they were walking, a country man passed and said, “You fool, what a donkey for but to ride upon?”

So the man put the boy on the donkey. But soon, some passerby said, “See that lazy, young steer. He lets his father walk while he rides.”

So the man ordered his boy to get off and got on himself, but the passerby said, “Shame on... that lazy old man, he lets his poor son walk, while he rides.”

The man did not know what to do. Last, he took his boy on the donkey. Then the passerby said, “Aren’t you ashamed of yourself for overloading the poor donkey?”

The man and the boy get off. They cut down a pole, tied the donkey’s feet to it and raised the pole to their shoulders. They arrived to a bridge when the donkey, getting one of its feet loose, kick all out and the caused the boy to drop his end of the pole. In the struggle, the donkey fell over the bridge and then it was drowned.

Taken: Soal UN Bahasa Inggris SMP 2013

11. “So the man ordered his boy to get off and got on himself...”
(paragraph 3)
- The underline word refers to?
- A. Commanded.

- B. Gave.
 - C. Blamed.
 - D. Prohibited.
12. Why did the boy get off from the donkey?
- A. The passerby needed him.
 - B. His father asked him to do that.
 - C. The donkey was tired carrying him.
 - D. The boy wanted to be with the donkey.
13. What is the main idea of the last paragraph?
- A. The man and his son took a rest near the bridge.
 - B. The man and his donkey arrived at the market.
 - C. The man's behavior made the donkey alive.
 - D. The donkey was carried by its owners.
14. What is the moral value of the text?
- A. You should believe in yourself.
 - B. You cannot please everyone.
 - C. Do what everyone asked you for.
 - D. You must be careful when riding a donkey.

Read the text and answer the question 15 to 20

Text 4

Once a fisherman named Batara Guru Sahala lived in Batakland. One day, he caught a fish. To his surprise, he found that the fish talk! It begged Sahala to set it free. Sahala did accordingly.

As soon as the fish was free, it changed into a woman. She was so beautiful that the fisherman fell in love with her at once. He asked her to marry him. The woman agreed to marry with Sahara. However, she told him that he must never let out secret that she was once a fish. Sahala promised her that he would not tell anyone about it.

They were happily married, and he had two daughters. Every morning, Sahala went out fishing. His daughters would bring him his lunch. One day, however, instead of bringing the food to their father, the girls ate it. When Sahala learnt what they had done with his meal, he got

very angry. He shouted at them, saying, “You behaved exactly like the daughters of a fish.”

The girls did not understand what their father meant. They went home and asked their mother about it. When they told her what he had said, she was very annoyed. Although Sahala apologized to her later, she would not forgive him for breaking his promise.

Then, the earth began to tremble, and volcanoes started to erupt. The earth cracked to form a big hole. People said that this hole became Lake Toba.

Taken: Direktorat PSMP KEMENDIKBUD, Pengayaan Ujian Nasional SMP 2015

15. What is the title of this story?
 - A. Batara Guru Sahala
 - B. A Fisherman
 - C. Two Daughters and their mother
 - D. Lake Toba

16. What did Sahala promise to the woman?
 - A. He would not tell anyone about she was once fish.
 - B. He fell in love with her at once.
 - C. He would tell anyone about she was once fish.
 - D. He would tell anyone about she was so beautiful.
17. Why did the girl’s mother get angry with Sahala?
 - A. She broke promise.
 - B. He did not get the food.
 - C. She apologized for the daughters.
 - D. The girls did not understand him.
18. What is the purpose of the story above?
 - A. To presents information about the life of Batara Guru Sahala.
 - B. To entertain the readers of the story.
 - C. To retell the biography of Batara Guru Sahara.
 - D. To inform the readers about the events of Batara Guru Sahara.

19. “Although Sahala apologized to her later, ..” (parapraph 4, last sentence)

The underline word refers to?

- A. Forbidden.
- B. Forgave.
- C. Made.
- D. Went.

20. What is the moral value of the story?

- A. Father has to care all his daughters.
- B. Children must obey their mother.
- C. It is not good to break our promise.
- D. We have to be good with our wife.

Answer Key:

1	B	6	C	11	A	16	A
2	C	7	B	12	B	17	A
3	A	8	A	13	A	18	B
4	D	9	D	14	B	19	B
5	B	10	C	15	D	20	C

WORKSHEET

POST-TEST

Choose the best answer a,b,c, or d based on the text.

Read the text and answer the question 1 to 4

Text 1

A man and his son were going to the market. While they were walking, a country man passed and said, “You fool, what a donkey for but to ride upon?”

So the man put the boy on the donkey. But soon, some passerby said, “See that lazy, young steer. He lets his father walk while he rides.”

So the man ordered his boy to get off and got on himself, but the passerby said, “Shame on... that lazy old man, he lets his poor son walk, while he rides.”

The man did not know what to do. Last, he took his boy on the donkey. Then the passerby said, “Aren’t you ashamed of yourself for overloading the poor donkey?”

The man and the boy get off. They cut down a pole, tied the donkey’s feet to it and raised the pole to their shoulders. They arrived to a bridge when the donkey, getting one of its feet loose, kick all out and the caused the boy to drop his end of the pole. In the struggle, the donkey fell over the bridge and then it was drowned.

Taken: Soal UN Bahasa Inggris SMP 2013

1. “So the man ordered his boy to get off and got on himself...”
(paragraph 3)

The underline word refers to?

- A. Commanded.
- B. Gave.
- C. Blamed.
- D. Prohibited.

2. Why did the boy get off from the donkey?
 - A. The passerby needed him.
 - B. His father asked him to do that.
 - C. The donkey was tired carrying him.
 - D. The boy wanted to be with the donkey.
3. What is the main idea of the last paragraph?
 - A. The man and his son took a rest near the bridge.
 - B. The man and his donkey arrived at the market.
 - C. The man's behavior made the donkey alive.
 - D. The donkey was carried by its owners.
4. What is the moral value of the text?
 - A. You should believe in yourself.
 - B. You cannot please everyone.
 - C. Do what everyone asked you for.
 - D. You must be careful when riding a donkey.

Read the text and answer the question 5 to 10

Text 2

Once a fisherman named Batara Guru Sahala lived in Batakland. One day, he caught a fish. To his surprise, he found that the fish talk! It begged Sahala to set it free. Sahala did accordingly.

As soon as the fish was free, it changed into a woman. She was so beautiful that the fisherman fell in love with her at once. He asked her to marry him. The woman agreed to marry with Sahara. However, she told him that he must never let out secret that she was once a fish. Sahala promised her that he would not tell anyone about it.

They were happily married, and he had two daughters. Every morning, Sahala went out fishing. His daughters would bring him his lunch. One day, however, instead of bringing the food to their father, the girls ate it. When Sahala learnt what they had done with his meal, he got very angry. He shouted at them, saying, "You behaved exactly like the daughters of a fish."

The girls did not understand what their father meant. They went home and asked their mother about it. When they told her what he had

said, she was very annoyed. Although Sahala apologized to her later, she would not forgive him for breaking his promise.

Then, the earth began to tremble, and volcanoes started to erupt. The earth cracked to form a big hole. People said that this hole became Lake Toba.

5. What is the title of this story?
 - A. Batara Guru Sahala
 - B. A Fisherman
 - C. Two Daughters and their mother
 - D. Lake Toba

6. What did Sahala promise to the woman?
 - A. He would not tell anyone about she was once fish.
 - B. He fell in love with her at once.
 - C. He would tell anyone about she was once fish.
 - D. He would tell anyone about she was so beautiful.

7. Why did the girl's mother get angry with Sahala?
 - A. She broke promise.
 - B. He did not get the food.
 - C. She apologized for the daughters.
 - D. The girls did not understand him.

8. What is the purpose of the story above?
 - A. To presents information about the life of Batara Guru Sahala.
 - B. To entertain the readers of the story.
 - C. To retell the biography of Batara Guru Sahara.
 - D. To inform the readers about the events of Batara Guru Sahara.

9. "Although Sahala apologized to her later, .." (parapraph 4, last sentence). The underline word refers to?
 - A. Forbidden.
 - B. Forgave.

C. Made.

D. Went.

10. What is the moral value of the story?

A. Father has to care all his daughters.

B. Children must obey their mother.

C. It is not good to break our promise.

D. We have to be good with our wife.

Read the text and answer the question 11 to 14

Text 3

Once upon a time, there lived a tortoise and a rabbit in the jungle. The Rabbit said to the tortoise, "How slow you are! I am sure I can defeat you in a race". It's true that I am slow and heavy. I will run a race with you," replied the tortoise.

The Rabbit felt sure that he would win. He ran very fast till he was near the finishing post. " I have plenty of time." So he laid down to take a nap.

The tortoise walked along slowly and steadily and passed the sleeping rabbit. In the end the tortoise won the race.

Taken: "LP Ma'arif NU Kab. Demak, TIM Musyawarah Guru Mata Pelajaran (MGMP) Bahasa Inggris, Bahan Ajar Bahasa Inggris kelas 9 tahun 2018"

11. According to the text, where did they live?

A. In the village.

B. In the jungle.

C. In the lake.

D. In the sea.

12. What is the title of the text?

A. Rabbit and Tortoise.

B. Rabbit and Crocodile.

C. Crocodile and Tortoise.

D. Turtle and Crocodile.

13. What did the rabbit say to the tortoise?
- A. The rabbit felt sure that he would won.
 - B. The rabbit takes a nap near the finishing post.
 - C. The tortoise won the race.
 - D. The Rabbit said that “How slow you are!”
14. The third paragraph is called ...
- A. Orientation.
 - B. Complication.
 - C. Resolution.
 - D. Identification.

Read the text and answer the question 15 to 20

Text 4

Tangkuban Perahu

Long time ago in West Java lived a woman named Dayang Sumbi. She lived alone in the forest. One day Dayang Sumbi was quilting when suddenly her quilt fell of her house. Then she prayed to Gods, “If a man picks my quilt, he will deny husband. If a woman, she will be my sister”. Then, a male dog picks it up. For keeping her words, Dayang Sumbi married the dog and called him Tumang. Dayang Sumbi gave birth to a baby, named him Sangkuriang, but she never told him who his father was.

One day, Sangkuriang was hunting with Tumang in the forest and he found nothing. He blamed Tumang for the failure and killed him. When Dayang Sumbi knew that she hit Sangkuriang’s head with a big spoon and asked him to go.

Many years later, the wandering Sangkuriang found a house in the forest, and old beautiful woman was in the house. The woman, Dayang Sumbi recognized the adventurer as Sangkuriang. He forced her to marry him and Dayang Sumbi asked him to make a vast boat in one night. In the night, he called his friends, ghosts and forest fairies to help him. Dayang Sumbi feared the boat could be finished on time, so she asked some women nearby to help her. The women hit the grains with grain puncher to make noisy which disturbed the ghosts and the fairies. They ran away before completing the boat. Sangkuriang was very angry.

He kicked away the boat upside down, and turned into a mountain called Tangkuban Perahu. It meant the downside boat, which stood in the north of Bandung.

Taken: "LP Ma'arif NU Kab. Demak, TIM Musyawarah Guru Mata Pelajaran (MGMP) Bahasa Inggris, Bahan Ajar Bahasa Inggris kelas 9 tahun 2018"

15. According to the text, where did the story come from?
- A. East Java.
 - B. West Java.
 - C. Central Java.
 - D. Madura.
16. What is the main idea of the paragraph 2?
- A. Sangkuriang was hunting.
 - B. Sangkuriang found Tumang in the forest.
 - C. Dayang Sumbi was angry when she knew that sangkuriang killed Tumang.
 - D. Tumang in the forest.
17. Who was Dayang Sumbi ?
- A. The mother's sangkuriang
 - B. The grandmother's sangkuriang.
 - C. The brother's Sangkuriang.
 - D. The wife's Sangkuriang.
18. the paragraph 3, "The woman, Dayang Sumbi recognized the adventurer as Sangkuriang". The word "recognized" has similar meaning to :
- A. Received
 - B. Gave
 - C. Knew
 - D. Found
19. What is the moral value of the story?
- A. Do the work patiently without asking for someone's help.
 - B. Tell the truth to avoid something unexpected.
 - C. Don't blame someone for our failure.

- D. Don't trust ghost and fairies.
20. How was the end of the story?
- A. The ghosts and the fairies succeed to make the boat.
 - B. Sangkuriang forced Dayang Sumbi to marry with him.
 - C. Sangkuriang failed to need asking Dayang Sumbi to make a boat.
 - D. Sangkuriang found a house in the forest, and old beautiful woman was in the house.

Answer Key:

1	A	6	A	11	B	16	C
2	B	7	B	12	A	17	A
3	A	8	B	13	D	18	D
4	B	9	B	14	C	19	B
5	D	10	C	15	B	20	C

NORMALITY TEST OF PRE-TEST OF THE CONTROL

CLASS

Formula of Hypothesis:

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

Criteria of Hypothesis:

Ho: $X^2_{\text{Count}} < X^2_{\text{Table}}$ (data berdistribusi normal)

Hi: $X^2_{\text{Count}} > X^2_{\text{Table}}$ atau $X^2_{\text{Count}} \leq X^2_{\text{Table}}$ (data tidak berdistribusi normal)

Hypothesis Testing:

Maximum value : 65

Minimum Value : 30

Range of value (R) : $(65 - 30) = 35$

Interval class (k) : $1 + 3,3 \log 21 = 5, 29 = 6$ kelas

Length class : $35/5 = 5,883 = 6$

The table of score distribution of pre-test in control class

<i>Class</i>	<i>Fi</i>	<i>Xi</i>	Xi^2	<i>Fi . Xi</i>	$Fi.Xi^2$
30-35	2	32.5	1056.25	65	2112.5
36-41	1	38.5	1482.25	38.5	1482.25
42-47	4	44.5	1980.25	178	7921
48-53	3	50.5	2550.25	151.5	7650.75
54-59	7	56.5	3192.25	395.5	22345.75
60-65	4	62.5	3906.25	250	15625
SUM	21		14167.5	1078.5	57137.25

$$X = \frac{\sum Fi . Xi}{\sum Fi} \rightarrow \frac{1078.5}{21} \rightarrow 51.357143$$

$$S^2 = \frac{n \sum Fi . X_1^2 - (\sum Fi . Xi)^2}{n(n-1)}$$

$$= \frac{21 \cdot 57137.25 - (1078.5)^2}{21(21-1)} \rightarrow \frac{1199882.3 - 1163162.3}{420} \rightarrow \frac{36720}{420}$$

$$S^2 = 87.428571$$

$$S = 9.35$$

The list of observation frequency score in control class

Class	Bk	Zi	P (Zi)	Wide	Ei	Oi	$(O_i - E_i)^2$
							Ei
	29.5	-2.34	0.00964				
30 - 35				0.03493	0.73	2	2.187
	35.5	-1.7	0.04457				
36 - 41				0.10229	2.15	1	0.614
	41.5	-1.05	0.14686				
42 - 47				0.19404	4.07	4	0.001
	47.5	0.41	0.3409				
48 - 53				0.2499	5.25	3	0.963
	53.5	0.23	0.091				
54 - 59				0.2455	5.16	7	0.660
	60.5	0.98	0.3365				
60 - 65				0.098	2.06	4	1.833
	65.5	1.51	0.4345				
						χ^2_{count}	6.26

With $\alpha = 5\%$ pada df 6-1 obtained $(\chi^2_{\text{table}}) = 11.07$
because $\chi^2_{\text{count}} < \chi^2_{\text{table}}$, so the distribution list was normal.

Appendix 13

LIST SCORE PRE TEST OF VIII A AND VIII B

SCORE PRE TEST VIII A AND VIII B									
CONTROL CLASS					EXPERIMENTAL CLASS				
No	Code	Score	X-x	(X-x) ²	No	Code	Score	X-x	(X-x) ²
1	C-1	.	.	.	1	E-1	45	-5.75	33.0625
2	C-2	35	-15.952	254.478	2	E-2	50	-0.75	0.5625
3	C-3	50	-0.9524	0.90703	3	E-3	40	10.75	115.5625
4	C-4	55	4.04762	16.3832	4	E-4	45	-5.75	33.0625
5	C-5	65	14.0476	197.336	5	E-5	55	4.25	18.0625
6	C-6	45	-5.9524	35.4308	6	E-6	55	4.25	18.0625
7	C-7	45	-5.9524	35.4308	7	E-7	60	9.25	85.5625
8	C-8	55	4.04762	16.3832	8	E-8	60	9.25	85.5625
9	C-9	55	4.04762	16.3832	9	E-9	65	14.25	203.0625
10	C-10	60	9.04762	81.8594	10	E-10	30	20.75	430.5625
11	C-11	45	-5.9524	35.4308	11	E-11	55	4.25	18.0625
12	C-12	55	4.04762	16.3832	12	E-12	50	-0.75	0.5625
13	C-13	45	-5.9524	35.4308	13	E-13	30	20.75	430.5625
14	C-14	40	-10.952	119.955	14	E-14	.	.	.
15	C-15	50	-0.9524	0.90703	15	E-15	55	4.25	18.0625
16	C-16	50	-0.9524	0.90703	16	E-16	60	9.25	85.5625
17	C-17	.	.	.	17	E-17	40	10.75	115.5625
18	C-18	30	-20.952	439.002	18	E-18	65	14.25	203.0625
19	C-19	55	4.04762	16.3832	19	E-19	55	4.25	18.0625
20	C-20	55	4.04762	16.3832	20	E-20	45	-5.75	33.0625
21	C-21	55	4.04762	16.3832	21	E-21	55	4.25	18.0625

22	C-22	60	9.04762	81.8594				
23	C-23	65	14.0476	197.336				
SUM		1070		1630.95	SUM	1015		1963.75
n		21			n	20		
Average		50.95			Average	50.75		
Variance				77.6644	Variance			98.1875
Standard Deviation				8.8115	Standard Deviation			9.9089

Appendix 14

The List of Post- Test Score of Experimental and Control Class

SCORE POST TEST SISWA KELAS VIII A DAN VIII B									
CONTROL CLASS					EXPERIMENTAL CLASS				
No	Code	Score	X-x	(X-x) ²	No	Code	Score	X-x	(X-x) ²
1	C-1	70	8.913043	79.44234	1	E-1	70	-1.75	3.0625
2	C-2	55	-6.08696	37.05104	2	E-2	75	3.25	10.5625
3	C-3	60	-1.08696	1.181474	3	E-3	80	8.25	68.0625
4	C-4	65	3.913043	15.31191	4	E-4	65	-6.75	45.5625
5	C-5	70	8.913043	79.44234	5	E-5	65	-6.75	45.5625
6	C-6	55	-6.08696	37.05104	6	E-6	60	11.75	138.0625
7	C-7	50	-11.087	122.9206	7	E-7	85	13.25	175.5625
8	C-8	60	-1.08696	1.181474	8	E-8	85	13.25	175.5625
9	C-9	50	-11.087	122.9206	9	E-9	70	-1.75	3.0625
10	C-10	45	-16.087	258.7902	10	E-10	80	8.25	68.0625
11	C-11	55	-6.08696	37.05104	11	E-11	75	3.25	10.5625
12	C-12	65	3.913043	15.31191	12	E-12	50	21.75	473.0625
13	C-13	70	8.913043	79.44234	13	E-13	75	3.25	10.5625
14	C-14	40	-21.087	444.6597	14	E-15	60	11.75	138.0625
15	C-15	65	3.913043	15.31191	15	E-16	60	11.75	138.0625
16	C-16	65	3.913043	15.31191	16	E-17	75	3.25	10.5625
17	C-17	60	-1.08696	1.181474	17	E-18	80	8.25	68.0625
18	C-18	65	3.913043	15.31191	18	E-19	65	-6.75	45.5625
19	C-19	60	-1.08696	1.181474	19	E-20	80	8.25	68.0625
20	C-20	60	-1.08696	1.181474	20	E-21	80	8.25	68.0625

21	C-21	75	13.91304	193.5728	21	E-14			
22	C-22	75	13.91304	193.5728					
23	C-23	70	8.913043	79.44234					
SUM		1405		1768.384	SUM		1435		1763.75
n		23			n		20		
Average		61.09			Average		71.75		
Variance				83.99	Variance				92.828
Standard Deviation				9.16	Standard Deviation				9.63

NORMALITY TEST OF PRE-TEST OF THE EXPERIMENTAL

CLASS

Formula hypothesis:

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

Criteria of hypothesis:

Ho: $X^2_{\text{Count}} < X^2_{\text{Table}}$ (data berdistribusi normal)

Hi: $X^2_{\text{Count}} > X^2_{\text{Table}}$ atau $X^2_{\text{Count}} \leq X^2_{\text{Table}}$ (data tidak berdistribusi normal)

Hypothesis testing:

Maximum value : 65

Minimum value : 30

Range of class (R) : $(65 - 30) = 35$

Interval class (k) : $1 + 3,3 \log 20 = 5, 29 = 6$ kelas

Length class : $35/5 = 5,883 = 6$

The table of score distribution of pre-test in experimental class

Class	Fi	X_i	X_i^2	$Fi \cdot X_i$	$Fi \cdot X_i^2$
30-35	2	32.5	1056.25	65	2112.5
36-41	2	38.5	1482.25	77	2964.5
42-47	3	44.5	1980.25	133.5	5940.75
48-53	2	50.5	2550.25	101	5100.5
54-59	6	56.5	3192.25	339	19153.5
60-65	5	62.5	3906.25	312.5	19531.25
SUM	20		14167.5	1028	54803

$$X = \frac{\sum Fi \cdot Xi}{\sum Fi} \rightarrow \frac{1028}{20} \rightarrow 51.4$$

$$S^2 = \frac{n \sum Fi \cdot Xi^2 - (\sum Fi \cdot Xi)^2}{n(n-1)}$$

$$= \frac{20 \cdot 54803 - (1028)^2}{21(20-1)} \rightarrow \frac{1096060 - 1056784}{380} \rightarrow \frac{39276}{380}$$

$$S^2 = \mathbf{103.357895}$$

$$S = \mathbf{10.17}$$

The list of observation frequency score in experimental class

Class	Bk	Zi	P(Zi)	Luas	Ei	Oi	$(O_i - E_i)^2$
							Ei
	29.5	-2.15					
30 - 35				0.0594	1.1876	2	0.5557374
	35.5	-1.56	0.05938				
36 - 41				0.1056	2.1128	2	0.0060223
	41.5	-0.97	0.16502				
42 - 47				0.1870	3.739	3	0.1460607
	47.5	-0.38	0.35197				
48 - 53				0.2688	5.3754	2	2.1195307
	53.5	0.21	0.0832				
54 - 59				0.2301	4.602	6	0.4246858
	60.5	0.89	0.3133				
60 -65				0.1044	2.088	5	4.0611801
	65.5	1.39	0.4177				
						$\chi^2_{\text{count}} =$	7.31

With $\alpha = 5\%$, df 6-1 obtained $(\chi^2_{\text{table}}) =$ **11.07**
because $\chi^2_{\text{count}} < \chi^2_{\text{table}}$, so the distribution list was normal.

Appendix 16

**HOMOGENEITY TEST OF PRE-TEST OF THE
EXPERIMENTAL AND CONTROL CLASS**

Data: Populasi siswa kelas VIII A (Kontrol Kelas) dan VIII B (Eksperimen Kelas)

Hypothesis:

Ho: $\mu_1^2 = \mu_2^2$ merupakan homogen

Hi: $\mu_1^2 \neq \mu_2^2$ merupakan bukan homogen

Criteria of Hypothesis:

Ho diterima jika F hitung < F table

Ho ditolak jika F hitung \geq F table atau F hitung \leq F table

From the data obtained:

Variation Source	Control	Experimental
SUM	1070	1015
N	21	20
Average	50.95	50.75
Variance (S2)	77.6644	98.1875
Standard Deviation (S)	8.8115	9.9089

Result:

$$F \text{ count} = \frac{\text{biggest variance}}{\text{smallest variance}} \rightarrow \frac{98.1875}{77.6644} \rightarrow 1.264$$

Menentukan F table:

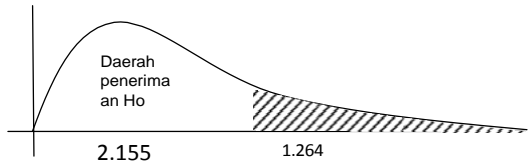
$$dk \text{ pembilang (dk1)} = n-1 = 21-1 = 20$$

$$dk \text{ penyebut (dk2)} = n-1 - 20-1 = 19$$

$$a = 5 \% = 0.05$$

$$F_{\text{tabel}} = \text{FINV}(a, dk1, dk2) = 2.155$$

Analysis:



Berdasarkan penghitungan diatas diperoleh $F_{\text{hitung}} (1,264) < F_{\text{tabel}} (2,155)$. Maka dapat disimpulkan bahwa kedua kelompok tersebut mempunyai varians yang sama atau homogen.

**THE AVERAGE SIMILARITY OF PRE TEST OF THE
EXPERIMENT AND CONTROL CLASS**

The Formula of Hypothesis

Untuk menguji hipotesis:

$$t = \frac{X_1 - X_2}{s \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

Dimana,

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

Criteria of Hypothesis

Ho diterima jika t count < t table

Ho ditolak jika t count > t table

F:om the data obtained

Variation Source	Control	Experimental
SUM	1070	1015
N	21	20
Average	50.95	50.75
Variance (S2)	77.6644	98.1875
Standard Deviation (S)	8.8115	9.9089

Result:

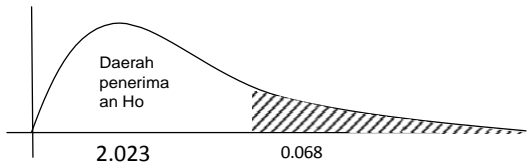
$$s = \sqrt{\frac{(n_1-1)s_1^2 + (n_2-1)s_2^2}{n_1+n_2-2}} \rightarrow s = \sqrt{\frac{(21-1)77.6644 + (20-1)98.1875}{21+20-2}} \rightarrow \mathbf{9.390}$$

So, the computation of pre test

$$t = \frac{X_1 - X_2}{s \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}} \rightarrow t = \frac{50.95 - 50.75}{9.390 \sqrt{\frac{1}{21} + \frac{1}{20}}} \rightarrow t = \frac{0.20}{2.934} \rightarrow \mathbf{0.068}$$

Pada nilai $\alpha = 5\%$ dengan dk $21+20-2 = 39$ di peroleh $t_{(0.05), (39)} = \mathbf{2}$,

023



Karena $t_{count} (0,068) < t_{table} (2,023)$, maka H_0 diterima, maka dapat disimpulkan bahwa tidak ada perbedaan hasil pre-test antara kelompok eksperimen dan kelompok kontrol.

NORMALITY TEST OF POST-TEST OF THE CONTROL

CLASS

The Formula of hypothesis:

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

Criteria of hypothesis:

Ho: $X^2_{\text{Count}} < X^2_{\text{Table}}$ (data berdistribusi normal)

Hi: $X^2_{\text{Count}} > X^2_{\text{Table}}$ atau $X^2_{\text{Count}} \leq X^2_{\text{Table}}$ (data tidak berdistribusi normal)

Hypothesis testing:

Maximum class : 75

Minimum score : 40

Range (R) : $(75 - 40) = 35$

Banyak Kelas (k) : $1 + 3,3 \log 23 = 5, 49 = 6$ kelas

Length of class : $35/6 = 5,883 = 6$

The table of distribution score of post test in control class

Class	F_i	X_i	X_i^2	$F_i \cdot X_i$	$F_i \cdot X_i^2$
40-45	2	42.5	1806.25	85	3612.5
46-51	2	48.5	2352.25	97	4704.5
52-57	3	54.5	2970.25	163.5	8910.75
58-63	5	60.5	3660.25	302.5	18301.3
64-69	5	66.5	4422.25	332.5	22111.3
70-75	6	72.5	5256.25	435	31537.5
SUM	23		20467.5	1415.5	89177.8

$$X = \frac{\sum Fi \cdot Xi}{\sum Fi} \rightarrow \frac{1415.5}{23} \rightarrow 61.54$$

$$S^2 = \frac{n \sum Fi \cdot X_1^2 - (\sum Fi \cdot Xi)^2}{n(n-1)}$$

$$= \frac{23.89177.8 - (1415.5)^2}{23(23-1)} \rightarrow \frac{2051088 - 2003640}{506} \rightarrow \frac{47448}{506}$$

$$S^2 = 93.77$$

$$S = 9.68$$

The list of distribution frequency score of control class

Class	Bk	Zi	P(Zi)	Luas	Ei	Oi	$(O_i - E_i)^2$
							Ei
	39.5	-2.28	0.0113				
40-45				0.03716	0.85	2	1.535
	45.5	-1.66	0.04846				
46-51				0.10068	2.32	3	0.202
	51.5	-1.04	0.14914	0			
52-57				0.1881	4.33	3	0.407
	57.5	-0.42	0.33724				
58-63				0.25794	5.93	5	0.147
	63.5	0.2	0.0793				
64-69				0.2146	4.94	5	0.001
	69.5	0.82	0.2939				
70-75				0.1312	3.02	5	1.302
	75.5	1.44	0.4251			23	
						χ^2_{count}	3.59

with $\alpha = 5\%$ dk 6-1 (χ^2_{tabel}) obtained
because $\chi^2_{\text{count}} < \chi^2_{\text{tabel}}$ so the distribution was normal.

**NORMALITY TEST OF POST-TEST OF THE
EXPERIMENTAL CLASS**

The formula of hypothesis:

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

Criteria of hypothesis:

Ho: $X^2_{\text{Count}} < X^2_{\text{Table}}$ (data berdistribusi normal)

Hi: $X^2_{\text{Count}} > X^2_{\text{Table}}$ atau $X^2_{\text{Count}} \leq X^2_{\text{Table}}$ (data tidak berdistribusi normal)

Hypothesis testing:

Maximum score : 85

Minimum score : 50

Range (R) : $(85 - 50) = 35$

Banyak Kelas (k) : $1 + 3,3 \log 20 = 5, 29 = 6$ kelas

Length of class : $35 / 5 = 5,883 = 6$

The table of distribution score of post test in experimental class

Class	F_i	X_i	X_i^2	$F_i \cdot X_i$	$F_i \cdot X_i^2$
50-55	1	52.5	2756.25	52.5	2756.25
56-61	3	58.5	3422.25	175.5	10266.75
62-67	3	64.5	4160.25	193.5	12480.75
68-73	2	70.5	4970.25	141	9940.5
74-79	4	76.5	5852.25	306	23409
80-85	7	82.5	6806.25	577.5	47643.75
SUM	20		27967.5	1446	106497

$$X = \frac{\sum Fi . Xi}{\sum Fi} \rightarrow \frac{1446}{20} \rightarrow 72.3$$

$$S^2 = \frac{n \sum Fi . Xi^2 - (\sum Fi . Xi)^2}{n(n-1)}$$

$$= \frac{20.106497 - (1446)^2}{21(20-1)} \rightarrow \frac{2129940 - 2029940}{380} \rightarrow \frac{39024}{380}$$

$$S^2 = 102.69$$

$$S = 10.13$$

The list of distribution frequency score of experimental class

Class	Bk	Zi	P(Zi)	Wide	Ei	Oi	$(O_i - E_i)^2$
							Ei
	49.5	-2.25	0.01222				
50-55				0.03624	0.72	1	0.104
	55.5	-1.66	0.04846				
56-61				0.09385	1.88	3	0.672
	61.5	-1.07	0.14231				
62-67				0.17687	3.54	3	0.082
	67.5	-0.47	0.31918				
68-73				0.27138	5.43	2	2.165
	73.5	0.12	0.0478				
74-79				0.2133	4.27	4	0.017
	79.5	0.71	0.2611				
80-85				0.1471	2.94	7	5.597
	85.5	1.3	0.4082				
					X=	20	8.64

**HOMOGENEITY TEST OF POST-TEST OF THE
EXPERIMENTAL AND CONTROL CLASS**

Data: Populasi siswa kelas VIII A (Kontrol Kelas) dan VIII B (Eksperimen Kelas)

Hypothesis:

Ho: $\mu_1^2 = \mu_2^2$ merupakan homogen

Hi: $\mu_1^2 \neq \mu_2^2$ merupakan bukan homogen

Criteria Hypothesis:

Ho diterima jika F hitung < F table

Ho ditolak jika F hitung \geq F table atau F hitung \leq F table

From the data obtained:

Variation Source	Control	Experimental
Sum	1320	1485
n	23	20
Average X	61.09	71.75
Variance (S2)	83.99	92.828
Standard Deviation(S)	89.16	9.63

Result:

$$F \text{ count} = \frac{\text{biggest variance}}{\text{smallest variance}} \rightarrow \frac{92.828}{83.99} \rightarrow \mathbf{1.105}$$

Menentukan F table:

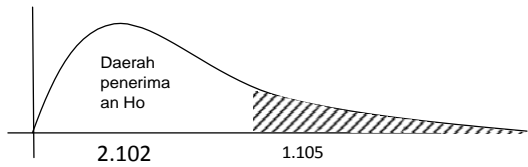
$$dk \text{ pembilang (dk1)} = n-1 = 23-1 = 22$$

$$dk \text{ penyebut (dk2)} = n-1 - 20-1 = 19$$

$$a = 5\% = 0.05$$

$$F \text{ tabel} = \text{FINV}(a,dk1,dk2) = \mathbf{2.102}$$

Analysis :



Berdasarkan penghitungan diatas diperoleh $F_{hitung} (1,105) < F_{tabel} (2,102)$. Maka dapat disimpulkan bahwa kedua kelompok tersebut mempunyai varians yang sama atau homogen.

Appendix 21

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

Hypothesis

Untuk menguji hipotesis:

$$t = \frac{X_1 - X_2}{s \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

Dimana,

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

Criteria Hypothesis

Ho diterima jika t count < t table

Ho ditolak jika t count > t table

From the data obtained:

Variation Source	Control	Experimental
Sum	1320	1485
N	23	20
Average X	61.09	71.75
Variance (S2)	83.99	92.828
Standard Deviation(S)	9.16	9.63

Result:

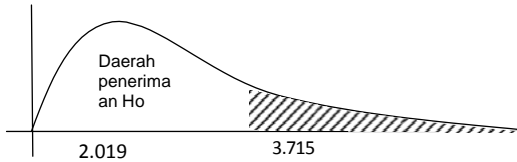
$$s = \sqrt{\frac{(n_1-1)s_1^2 + (n_2-1)s_2^2}{n_1+n_2-2}} \rightarrow s = \sqrt{\frac{(23-1)83.99 + (20-1)92.828}{23+20-2}} \rightarrow 9.271$$

So, the computation of post test

$$t = \frac{X_1 - X_2}{s \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}} \rightarrow t = \frac{71.75 - 61.09}{9.271 \sqrt{\frac{1}{23} + \frac{1}{20}}} \rightarrow t = \frac{10.89}{2.777} \rightarrow 3.715$$

Pada nilai $\alpha = 5\%$ dengan dk $21 = 23 + 20 - 2 = 41$ di peroleh $t_{(0.05), (41)} = 2.019$

Analysis:



Karena $t_{count} (3.715) > t_{table} (2.019)$, maka H_0 diterima, maka dapat disimpulkan bahwa ada perbedaan hasil post- test antara kelompok eksperimen dan kelompok control.

Name	- fathiyatur nisyah - fani kayla agata - khuya maubidia	- khaisa Fitriyani
Class	The legend of Surabaya city	

THE TITLE OF STORY:

1	SURVEY (sebelum membaca, siswa diminta untuk mensurvei melalui gambar/ video dari judul story tersebut)	- Crocodile - fish fighting
2	QUESTION (sebelum membaca tulis 1 - 3 pertanyaan yang mungkin bisa dijawab setelah membaca).	1- How many Characters were there in the story? 2- What was the Crocodile's name? 3- What was the border
3	PRIDECT (sebelum membaca prediksi 1- 3 hal yang akan dipelajari)	- They History of Surabaya - The Crocodile and Fight
4	READ	
5	RESPOND (setelah membaca cobalah untuk menjawab pertanyaan yang guru buat)	1- There were 2 Characters in the story (Sura and Baya) 2- The Crocodile name was Baya. 3- The border was the beach.
6	SUMMARIZE (setelah membaca, tulis minimal 4 kalimat ringkasan) Kalimat ke- 1 ide utama (mengidentifikasi apa yang dibaca) Kalimat ke- 2 - 4: kalimat penjelas.)	- there were two animals, sura and Baya. - sura and Baya were looking for some food. - They both hit each other. - sura bit Baya's tail - He bit very hard until sura finally gave up and went back to the sea. - Baya was happy

Name	RISKA FEBLIANAH
Class	7
Number	23

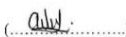
**ANSWER SHEET
TRY OUT TEST**

Choose the correct answer by crossing (X) a,b,c, or d!

1	A	<input checked="" type="checkbox"/>	C	D
2	<input checked="" type="checkbox"/>	B	C	D
3	A	B	C	<input checked="" type="checkbox"/>
4	A	B	<input checked="" type="checkbox"/>	D
5	A	B	C	<input checked="" type="checkbox"/>
6	A	<input checked="" type="checkbox"/>	C	D
7	<input checked="" type="checkbox"/>	B	C	D
8	<input checked="" type="checkbox"/>	B	C	D
9	<input checked="" type="checkbox"/>	B	<input checked="" type="checkbox"/>	D
10	A	<input checked="" type="checkbox"/>	C	D
11	<input checked="" type="checkbox"/>	B	C	D
12	A	<input checked="" type="checkbox"/>	C	D
13	<input checked="" type="checkbox"/>	B	C	D
14	<input checked="" type="checkbox"/>	B	C	D
15	A	<input checked="" type="checkbox"/>	C	D
16	A	B	<input checked="" type="checkbox"/>	D
17	A	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	D
18	<input checked="" type="checkbox"/>	B	C	D

19	A	<input checked="" type="checkbox"/>	C	<input checked="" type="checkbox"/>
20	A	B	C	<input checked="" type="checkbox"/>
21	<input checked="" type="checkbox"/>	B	C	D
22	<input checked="" type="checkbox"/>	B	<input checked="" type="checkbox"/>	D
23	A	<input checked="" type="checkbox"/>	C	<input checked="" type="checkbox"/>
24	A	<input checked="" type="checkbox"/>	C	D
25	A	B	C	<input checked="" type="checkbox"/>
26	<input checked="" type="checkbox"/>	B	C	<input checked="" type="checkbox"/>
27	A	B	C	D
28	A	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	D
29	A	<input checked="" type="checkbox"/>	C	D
30	A	<input checked="" type="checkbox"/>	C	<input checked="" type="checkbox"/>
31	A	B	<input checked="" type="checkbox"/>	D
32	A	B	<input checked="" type="checkbox"/>	D
33	A	B	<input checked="" type="checkbox"/>	D
34	A	<input checked="" type="checkbox"/>	C	D
35	A	B	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

TRUE	26
FALSE	9
SCORE	

Name of School: RiBUhuI ulum
Signature
 (... <u> </u> ...)

Name	Lailatur Rasidah
Class	VII A
Number	11


**ANSWER SHEET
TRY OUT TEST**

Choose the correct answer by crossing (X) a,b,c, or d!

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

19	A	B	C	D
20	A	B	C	D
21	A	B	C	D
22	A	B	C	D
23	A	B	C	D
24	A	B	C	D
25	A	B	C	D
26	A	B	C	D
27	A	B	C	D
28	A	B	C	D
29	A	B	C	D
30	A	B	C	D
31	A	B	C	D
32	A	B	C	D
33	A	B	C	D
34	A	B	C	D
35	A	B	C	D

TRUE	14
FALSE	21
SCORE	

Name of School:	MTs RIBHIL ULUM
Signature	
 (.....)	

Name	KHILYA Maulidiyah
Class	VIII B
Number	09


**ANSWER SHEET
POST-TEST**

Choose the correct answer by crossing (X) a,b,c, or d!

1	X	B	C	D
2	A	B	X	D
3	A	B	X	D
4	A	B	X	D
5	A	B	C	X
6	X	B	C	D
7	X	B	C	D
8	A	X	C	D
9	A	X	C	D
10	A	B	X	D

11	A	X	C	D
12	X	B	C	D
13	X	B	C	D
14	A	B	X	D
15	A	X	C	D
16	X	B	C	D
17	X	B	C	D
18	A	B	C	X
19	A	X	C	D
20	A	B	X	D

TRUE	14
FALSE	6
SCORE	
70	

Name of School:	MTS Ribhut Ulum
Signature	
 (.....)	

Name	M. ROISUM NAJIB
Class	VIII _B
Number	13


**ANSWER SHEET
PRE-TEST**

Choose the correct answer by crossing (X) a,b,c, or d!

1	X	B	C	D
2	A	B	X	D
3	X	B	C	D
4	A	B	C	D
5	A	B	C	D
6	A	X	C	D
7	X	B	C	D
8	A	B	C	D
9	A	B	C	X
10	A	B	X	D

11	X	B	C	D
12	A	B	X	D
13	A	B	X	D
14	A	B	C	D
15	A	B	X	D
16	A	X	C	D
17	A	B	C	D
18	A	B	C	X
19	A	B	X	D
20	A	B	X	D

TRUE	6
FALSE	
SCORE	
30	

Name of School: MTS RISHWI WUM
Signature  (.....)

Name	Zasriya Asfariyah Maros
Class	VIII A
Number	23


**ANSWER SHEET
POST-TEST**

Choose the correct answer by crossing (X) a,b,c, or d!

1	<input checked="" type="checkbox"/>	B	C	D
2	<input checked="" type="checkbox"/>	B	C	D
3	<input checked="" type="checkbox"/>	B	<input checked="" type="checkbox"/>	D
4	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	C	D
5	A	B	C	<input checked="" type="checkbox"/>
6	<input checked="" type="checkbox"/>	B	C	D
7	A	<input checked="" type="checkbox"/>	C	D
8	<input checked="" type="checkbox"/>	B	C	D
9	A	<input checked="" type="checkbox"/>	C	D
10	A	<input checked="" type="checkbox"/>	C	D

11	A	<input checked="" type="checkbox"/>	C	D
12	<input checked="" type="checkbox"/>	B	C	D
13	A	B	C	<input checked="" type="checkbox"/>
14	A	B	C	<input checked="" type="checkbox"/>
15	A	<input checked="" type="checkbox"/>	C	D
16	A	B	<input checked="" type="checkbox"/>	D
17	<input checked="" type="checkbox"/>	B	C	D
18	A	B	C	<input checked="" type="checkbox"/>
19	A	<input checked="" type="checkbox"/>	C	D
20	A	B	<input checked="" type="checkbox"/>	D

TRUE	14
FALSE	6
SCORE	
70	

Name of School: MTS RU
Signature  (.....)

Name	Siti Muhayatun
Class	V III ^a
Number	17


**ANSWER SHEET
POST-TEST**

Choose the correct answer by crossing (X) a,b,c, or d!

1	<input checked="" type="checkbox"/>	B	C	D
2	A	<input checked="" type="checkbox"/>	C	D
3	A	B	<input checked="" type="checkbox"/>	D
4	A	B	<input checked="" type="checkbox"/>	D
5	A	B	C	<input checked="" type="checkbox"/>
6	<input checked="" type="checkbox"/>	B	C	D
7	<input checked="" type="checkbox"/>	B	C	D
8	A	<input checked="" type="checkbox"/>	C	D
9	<input checked="" type="checkbox"/>	B	C	D
10	A	B	<input checked="" type="checkbox"/>	D

11	A	<input checked="" type="checkbox"/>	C	D
12	<input checked="" type="checkbox"/>	B	C	D
13	A	B	C	<input checked="" type="checkbox"/>
14	A	B	<input checked="" type="checkbox"/>	D
15	A	<input checked="" type="checkbox"/>	C	D
16	<input checked="" type="checkbox"/>	B	<input checked="" type="checkbox"/>	D
17	<input checked="" type="checkbox"/>	B	C	D
18	A	B	C	<input checked="" type="checkbox"/>
19	<input checked="" type="checkbox"/>	B	C	D
20	<input checked="" type="checkbox"/>	B	<input checked="" type="checkbox"/>	D

TRUE	12
FALSE	8
SCORE	
60	

Name of School:	MTs Ribhul Ulum
Signature	

Name	Uzlifatil Jannah
Class	VIII B
Number	21

**ANSWER SHEET
POST-TEST**

Choose the correct answer by crossing (X) a,b,c, or d!

1	<input checked="" type="checkbox"/>	B	C	D
2	A	<input checked="" type="checkbox"/>	C	D
3	<input checked="" type="checkbox"/>	B	C	D
4	A	<input checked="" type="checkbox"/>	C	D
5	A	B	C	<input checked="" type="checkbox"/>
6	<input checked="" type="checkbox"/>	B	C	D
7	<input checked="" type="checkbox"/>	B	C	D
8	A	<input checked="" type="checkbox"/>	C	D
9	A	<input checked="" type="checkbox"/>	C	D
10	<input checked="" type="checkbox"/>	B	C	D

11	A	<input checked="" type="checkbox"/>	C	D
12	<input checked="" type="checkbox"/>	B	C	D
13	A	B	C	<input checked="" type="checkbox"/>
14	A	B	C	<input checked="" type="checkbox"/>
15	A	<input checked="" type="checkbox"/>	C	D
16	A	B	<input checked="" type="checkbox"/>	D
17	A	<input checked="" type="checkbox"/>	C	D
18	A	B	C	<input checked="" type="checkbox"/>
19	A	<input checked="" type="checkbox"/>	C	D
20	A	B	<input checked="" type="checkbox"/>	D

TRUE	14
FALSE	6
SCORE	
70	

Name of School: MIS Ribtul Ulum
Signature
 (.....)

Name	Zahra AZZUKHRUF Marisa
Class	VIII A
Number	21

ANSWER SHEET

PRE-TEST

Choose the correct answer by crossing (X) a,b,c, or d!

1	A	X	C	D
2	A	B	X	D
3	X	B	C	D
4	A	B	C	X
5	X	B	C	D
6	A	B	C	X
7	X	B	C	D
8	X	B	C	D
9	X	B	C	D
10	A	B	X	D

11	X	B	C	D
12	A	B	C	X
13	X	B	C	D
14	A	B	C	X
15	A	X	C	D
16	X	B	C	D
17	A	B	C	X
18	X	B	C	D
19	A	X	C	D
20	A	B	X	D

TRUE	11
FALSE	9
SCORE	
55	

Name of School:	MTs Rishad ul Umm
Signature	
(.....)	



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI WALISONGO
FAKULTAS ILMU TARBIYAH DAN KEGURUAN

Jl. Prof. Dr. Hamka (Kampus II) Ngaliyan Telp. 7601295 Fax. 7615387 Semarang 50185

Nomor : B-169/Un.10.3/J4/PP.00.9/01/2019

Semarang, 09 Januari 2019

Hal : Penunjukan Pembimbing Skripsi

Lamp. : -

Kepada Yth.

1. Dr. Hj. Siti Mariam, M.Pd.
2. Dra. Nuna Mustikawati Dewi, M.Pd.
di Semarang

Assalamu'alaikum Wr. Wb.

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

Nama : Ahmad Arif

NIM : 1503046081

Judul : *"The Effectiveness of Teaching Reading Comprehension on Narrative Text Using Survey, Question, Predict, Read, Respond, Summarize (SQP2RS) Strategy (An Experimental Research with The Eighth Graders of MTs Ribhul Ulum Kedungmutih Demak in The Academic Year of 2018/2019"*

Dan menunjuk saudara Dr. Siti Mariam, M. Pd. sebagai pembimbing I dan saudara Dra. Nuna Mustikawati Dewi, M.Pd. sebagai pembimbing II.

Demikian penunjukan pembimbing skripsi ini, atas kerjasamanya kami ucapkan terimakasih.

Wassalamu'alaikum Wr. Wb.



Akhrom, M.Ag.

NIP. 19650329 199403 1 002

Tembusan :

1. Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo (sebagai laporan)
2. Jurusan Pendidikan Bahasa Inggris
3. Mahasiswa yang bersangkutan
4. Arsip



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
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Jalan Prof. Hamka Km.2 Semarang 50185
Telepon 024-7601295, Faksimile 024-7615387
www.walisongo.ac.id

Nomor: B-3369/U.n/10.3/D.1/TL.00/04/2019

Semarang, 30 April 2019

Lamp : -

Hal : Permohonan Izin Riset

a.n. : Ahmad Arif

NIM : 1503046081

Yth.

Kepala MTs Ribhul Ulum Kedungmutih
di Demak

Assalamu'alaikum W.Wb.,

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

Nama : Ahmad Arif
NIM : 1503046081
Alamat : Kel. Kedungmutih 09/01, Kec. Wedung, Kab. Demak
Judul Skripsi : THE EFFECTIVENESS OF TEACHING READING COMPREHENSION ON NARRATIVE TEXT USING SURVEY, QUESTION, PREDICT, READ, RESPOND, SUMMARIZE (SQP2RS) STARTEGY (An Experimental Research with The Eighth Grader of MTs Ribhul Ulum Kedungmutih Demak in The Academic Year of 2018/2019.

Pembimbing :

1. Dr. Hj. Siti Mariam, M. Pd.
2. Dra. Nuna Mustikawati Dewi, M. Pd.

Sehubungan dengan hal tersebut mohon kiranya yang bersangkutan diberikan izin riset dan dukungan data dengan tema/judul skripsi sebagaimana tersebut diatas selama dua minggu, mulai tanggal 2 Mei 2019 sampai dengan 18 Mei 2019.

Demikian atas perhatian dan kerjasama Bapak/Ibu/Sdr. disampaikan terimakasih.

Wassalamu'alikum Wr.Wb.



Dekan,
Dekan Bidang Akademik

Dr. H. Fatah Syukur M.Ag
NIP. 196812121994031003

Tembusan :

Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo Semarang (sebagai laporan)



MINISTRY OF RELIGIOUS AFFAIRS
STATE ISLAMIC UNIVERSITY WALISONGO
LANGUAGE DEVELOPMENT CENTER
Jl. Prof. Dr. Hamka KM. 02 Kampus III Ngaliyan Telp./Fax. (024) 7614453 Semarang 50185
email : ppb@walisongo.ac.id

Certificate

Nomor : B-2326/Un.10.0/P3/PP.00.9/07/2018

This is to certify that

AHMAD ARIF

Date of Birth: November 30, 1995
Student Reg. Number: 1503046081

the TOEFL Preparation Test

Conducted by

Language Development Center
of State Islamic University (IIN) "Walisongo" Semarang

On May 5th, 2018

and achieved the following scores:

Listening Comprehension	: 47
Structure and Written Expression	: 51
Reading Comprehension	: 39
TOTAL SCORE	: 457



Semarang, July 2nd, 2018

Director,

Dr. H. Muhammad Saifullah, M.Ag
NIP. 19700321 199603 1 003

Certificate Number : 120180954

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LANGUAGE DEVELOPMENT CENTER
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email : ppb@walisongo.ac.id

شهادة

B-1955/Un.10.0/P3/PP.00.9/06/2019

يشهد مركز تنمية اللغة جامعة والي سونجو الإسلامية الحكومية بأن

AHMAD ARIF : الطالب

Kab. Demak, 30 November 1995 : تاريخ و محل الميلاد

1503046081 : رقم القيد

قد نجح في اختبار معيار الكفاءة في اللغة العربية (IMKA) بتاريخ ١٨ يونيو ٢٠١٩

بتقدير : مقبول (٣٠٠)

وحريص على الشهادة بناء على طلبه

٥٠٠ - ٤٥٠ : ممتاز

٤٤٩ - ٤٠٠ : جيد جدا

٣٩٩ - ٣٥٠ : جيد

٣٤٩ - ٣٠٠ : مقبول

٢٩٩ : راسب وأدناها

رقم الشهادة: 220190776



سمارانج، ١٩ يونيو ٢٠١٩

مدير

م. الدكتور محمد سيف الله

رقم التوظيف: ١٩٦٠٣١٠٠٣



**YAYASAN RIBHUL ULUM
MADRASAH TSANAWIYAH RIBHUL ULUM**

Terakreditasi : A
NSM 121233210098
Jl. KH. Nur Hadi No. 07 Kedungmutih Kec. Wedung Kab. Demak 59554 HP. 081326543391
Email : mts_ribhululum@yahoo.co.id

SURAT KETERANGAN RISET

Nomor : MTs.k/45/32/PP.01.1/139/2019

Yang bertanda tangan di bawah ini Kepala Madrasah Tsanawiyah Ribhul Ulum Kedungmutih Kecamatan Wedung Kabupaten Demak menerangkan bahwa:

Nama Lengkap : Ahmad Arif
NIM : 1503046081
Program Studi : Pendidikan Bahasa Inggris
Perguruan Tinggi : Universitas Islam Negeri Walisongo Semarang
Judul Penelitian : THE EFFECTIVENESS OF TEACHING READING COMPREHENSION ON NARRATIVE TEXT USING SURVEY, QUESTION, PREDICT, READ, RESPOND, SUMMARIZE (SQP2RS) STRATEGY (An Experimental Research at The Eighth Graders of MTs Ribhul Ulum Kedungmutih Demak in The Academic Year of 2018/2019)

Benar- benar telah melaksanakan riset di Madrasah Tsanawiyah Ribhul Ulum Kedungmutih mulai tanggal 2 Mei 2019 – 16 Mei 2019.

Demikian surat keterangan ini, agar digunakan sebagaimana mestinya

Demak, 28 Mei 2019

Kepala Madrasah,



Nur Huda, S.Ag., M.SI
NIP. 197008192006201002



AKADEMI STATISTIKA (AIS) MUHAMMADIYAH SEMARANG

STATUS : TERAKREDITASI

Keputusan BAN-PT Nomor : 3579/SK/BAN-PT/Akred/PT/X/2017

Jl. Prof DR Hamka (Ngalian km.1) Tambakaji Semarang - Jawa Tengah 50185

Telp. (024) 7608786 Fax (024) 7619177 - website : aismuh.ac.id

PENELITI : Ahmad Arif
NIM : 1503046081
JURUSAN : Pendidikan Bahasa Inggris
JUDUL : THE EFFECTIVENESS OF TEACHING READING COMPREHENSION
ON NARRATIVE TEXT USING SURVEY, QUESTION, PREDICT, READ,
RESPOND, SUMMARIZE (SQP2RS) STRATEGY

HIPOTESIS:

a. Hipotesis Uji Homogenitas Data Tahap Awal

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

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

b. Hipotesis Uji Homogenitas Data Tahap Akhir

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

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

c. Hipotesis Perbedaan Rata-Rata Data Tahap Awal

$$H_0: \mu_1 = \mu_2$$

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

d. Hipotesis Perbedaan Rata-Rata Data Tahap Akhir

$$H_0: \mu_1 = \mu_2$$

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

HASIL DAN ANALISIS DATA

Uji Homogenitas Data Tahap Awal

F-Test Two-Sample for Variances

	<i>Experimental</i>	<i>Control</i>
Mean	50.75	50.95238095
Variance	103.3552632	81.54761905
Observations	20	21
df	19	20
F	1.267422205	
P(F<=f) one-tail	0.301448502	
F Critical one-tail	2.137008959	

Keterangan:

Sig. = 0.301 > 0.05, maka H_0 diterima artinya kedua kelas tersebut memiliki varians yang sama (Homogen).



AKADEMI STATISTIKA (AIS) MUHAMMADIYAH SEMARANG

STATUS : TERAKREDITASI

Keputusan BAN-PT Nomor : 3579/SK/BAN-PT/Akred/PT/X/2017

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Telp. (024) 7608786 Fax (024) 7619177 - website : aismuh.ac.id

Uji Homogenitas Data Tahap Akhir

F-Test Two-Sample for Variances

	<i>Experimental</i>	<i>Control</i>
Mean	71.75	61.08695652
Variance	92.82894737	83.99209486
Observations	20	23
df	19	22
F	1.105210526	
P(F<=f) one-tail	0.407407797	
F Critical one-tail	2.083689339	

Keterangan:

Sig. = 0.407 > 0.05, maka H_0 diterima artinya kedua kelas tersebut **memiliki varians yang sama (Homogen)**

Uji Perbedaan Rata-Rata Data Tahap Awal

t-Test: Two-Sample Assuming Equal Variances

	<i>Control</i>	<i>Experimental</i>
Mean	50.95238095	50.75
Variance	81.54761905	103.3552632
Observations	21	20
Pooled Variance	92.17185592	
Hypothesized Mean Difference	0	
df	39	
t Stat	0.067468831	
P(T<=t) one-tail	0.473276595	
t Critical one-tail	1.684875122	
P(T<=t) two-tail	0.946553189	
t Critical two-tail	2.02269092	

Keterangan:

Sig. = 0. > 0.05, maka H_0 diterima artinya bahwa tidak terdapat perbedaan rata-rata nilai Kelas Eksperimen dan Kelas Kontrol



AKADEMI STATISTIKA (AIS) MUHAMMADIYAH SEMARANG

STATUS : TERAKREDITASI

Keputusan BAN-PT Nomor : 3579/SK/BAN-PT/Akred/PT/X/2017

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Telp. (024) 7608786 Fax (024) 7619177 - website : aismuh.ac.id

Uji Perbedaan Rata-Rata Data Tahap Akhir

t-Test: Two-Sample Assuming Equal Variances

	<i>Control</i>	<i>Experimental</i>
Mean	71.75	61.08695652
Variance	92.82894737	83.99209486
Observations	20	23
Pooled Variance	88.08722163	
Hypothesized Mean Difference	0	
df	41	
t Stat	3.715946153	
P(T<=t) one-tail	0.00030254	
t Critical one-tail	1.682878002	
P(T<=t) two-tail	0.000605079	
t Critical two-tail	2.01954097	

Keterangan:

Sig. = 0.000 < 0.05, maka H_0 ditolak artinya bahwa ada perbedaan antara rata-rata nilai Kelas Eksperimen dan Kelas Kontrol



Semarang, 19 Juli 2019

Laboratorium

Deden Istiawan, S.Si., M.Kom

Try Out Class



Control Class



Experimental Class



CURRICULUM VITAE

A. Personal Identity

1. Name : Ahmad Arif
2. Place and date of birth : Demak, 30 – 11- 1995
3. Original Address : Kedungmutih 09/01
Wedung Demak
4. Dormitory Address : Jl. Pengilon 2 Beringin
Ngaliyan Kota Semarang
5. Mobile Number : 6285875300969
6. Email : ahmadarip95.aa@gmail.com

B. Education

Formal Education

1. SDN Kedungmutih 01 Demak
2. MTs Ribhul Ulum Kedungmutih
3. MA Alhikmah Pati
4. Universitas Islam Negeri Walisongo (2015)

Semarang, 23 July 2019

The Researcher

Ahmad Arif

1503046081