

**THE EFFECTIVENESS OF DART METHOD  
TO TEACH READING COMPREHENSION  
IN NARRATIVE TEXT**

**THESIS**

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



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## ABSTRACT

The purpose of this research is to explain the effectiveness of using DART Method to teach reading comprehension in narrative text at the tenth grade of MAN 2 Semarang in academic year 2018/2019. The background of the study is the students of Tenth grade of MAN 2 Semarang have the problem to understand their English learning especially in reading. They still lack of vocabulary. Their comprehension can be recognized through their way of reading. The research method was an experimental research, which conducted in two classes; the experimental class and control class as sample. The experimental class was taught by using DART Method, while the control class was taught without DART Method. The researcher gave try-out test to try-out class. The test had been tried out to find out the validity, reliability, difficulty level, and discriminating power before it was used to gather the data. The formula that was used to analyze the data was t-test. After collecting the data, it was found that the pre-test average score in experimental class was 43.67 and control class was 46.5. Meanwhile, the post-test average score of in experimental class was 72 and control class was 63.67. It was obtained that  $t_{test}$  was 4.168 and the  $t_{table}$  was 2.001 for alpha ( $\alpha$ ) 5%. The  $t_{test}$  was higher than  $t_{table}$  ( $4.168 > 2.001$ ) It means that  $H_a$  was accepted and  $H_o$  was rejected. Since  $t_{test}$  score was higher than  $t_{table}$ , DART Method as teaching strategy was effective in teaching reading narrative text at MAN 2 Semarang in the academic year of 2018/2019. Based on the result, the researcher suggests that DART Method may be used as alternative strategy in teaching reading especially in teaching reading text type, in order that the students can comprehend text more easily and more interested in reading activity.

**Keyword : DART Method, Narrative, Teaching Reading.**

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Semarang, July 18 2019

The Writer,

A handwritten signature in black ink, appearing to read 'Ana Ainul Mufidah', with a stylized flourish at the end.

**Ana Ainul Mufidah**

## MOTTO

*“When things go wrong, don’t go with them.”*

- Elvis Presley -

*“There is no power and no strength except with Allah.”*

*“You’re golden sunflower inside.”*

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# CHAPTER I

## INTRODUCTION

This chapter, the researcher presents background of the study, research question, objective of the study, and significances of the study.

### A. Background of the Research

English is considered as an important subject and the first foreign language that must be learned. English is regarded as high variety used as the sole medium of instruction of all disciplines taught in various school and higher learning institution.<sup>1</sup> However, the age of information growth is likely demand on people's reading ability in English language. It plays an important role in the process of globalization as international language. This is why the Indonesian government chooses English as the first foreign language to be taught in school. It is relatively difficult for most students, so it should be taught to the students more intensively. There are four skills in learning English that must be mastered by students, those are listening, speaking, reading and writing.<sup>2</sup> Based on the basic competence as stipulated in the curriculum, each of those skills cannot be separated each other.

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<sup>1</sup> Muhammad Nafy Annury, "Promoting Multilingualism in the Classroom: A Case Study of ELT Program", *Vision Journal* (Vol. 6 No. 1, 2017), 2.

<sup>2</sup> Jeremy Harmer, *The Practice of English Language Teaching*, (New York: Longman 1991), 16.

One of the skills that someone should be mastered is reading. Allah said in the Qur'an about the command to read:

أَفْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ (١) خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ (٢) أَفْرَأْ وَرَبُّكَ الْأَكْرَمُ (٣)  
الَّذِي عَلَّمَ بِالْقَلَمِ (٤) عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ (٥)

“Proclaim! (or Read!) in the name of the Lord and Cherisher, Who created. Created man, out of a (mere) clot of congealed blood. Proclaim! And the Lord is the Most Beautiful. He Who taught (the use of) the pen. Taught men that which he knew not”<sup>3</sup>.

According to that verses, it is clear that Allah SWT asks the human to build their knowledge and understanding of the world and religion in order to mastery world through reading.

In senior high school, reading is one of the skills that must be mastered in learning English. The student often thought to be easier to obtain information from written text by reading. Reading is an activity to find out information from newspaper textbook, internet and other sources, to gain their knowledge to enrich their vocabulary or just pleasure. It does not need to comprehend the content of the message but also need to understand the language used in the text. In the past, according to the traditional view, reading begins with the child's mastering the names of the letters, mastering the letter-sound relationships, then, learning some easy

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<sup>3</sup> A. Yusuf Ali, *The Holy Qur'an Text, Translation and Commentary*, (America: Amana Corp, 1983), 1761-1762.

words in isolation, and, finally, reading simple stories with highly controlled vocabularies.<sup>4</sup>

Reading skill is needed for Indonesian students to understand many books written in English, either to obtain information and message for scientific purpose or just for relaxation. Success in reading is very important for students, both for academic and vocational achievement. Reading skill plays an important role in English learning process, especially when students have to deal with National examination.<sup>5</sup> Therefore, students need teaching-learning processes to learn how to understand text in order to make them skillful readers. It helps them comprehend texts easily so that they can understand what the texts say.

Based on the curriculum of 2013, Senior High School students must deal with many kinds of functional texts include reports, advertisements, notices, announcements, narrative text and formal letters. Narrative text is a text that consists of several sequences to set up one or more problem in the text as on story. A story that is created in a constructive format (written, spoken, poetry, etc.) that describes a sequence of fictional of non-fictional

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<sup>4</sup> Harp and Brewer, *Reading and Writing: Teaching for the Connections*, (Massachusetts: Harcourt Brace College Publisher, 1996), 17.

<sup>5</sup> Herlina, "Developing Reading Narrative Text Materials for Eight Graders of Junior High School Implemented with Character Building", *English Educational Journal*, (Vol. 2 No. 2, 2012), 148.

events.<sup>6</sup> It depicts events, episodes of real or imaginary life and emotions. Narrative is defined as the act, process or skill of telling story. Moreover, narrative text is an imaginative story to entertained and engage the reader in imaginative experience. Narrative deals with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution. Narratives have several processes that exist in the story to draw the character's experience.<sup>7</sup> The purpose of narrative text is to entertain, to tell a story or to provide literally experience that happened in the past.

Some students are difficult to read material in foreign language. They get difficulties to comprehend the story from narrative text. They get hard to know the schematic structure of story. Most students only read the texts without thinking, paying attention, and exploring more detail information from the text. As a result, they cannot capture what the author really wants to convey. Their English knowledge is very poor so that they become passive and hopeless in the classroom.<sup>8</sup> They ignore the importance of being able to understand the text fully and finally

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<sup>6</sup> Rodearta Purba, "Improving the Achievement on Writing Narrative Text through Discussion Starter Story Technique", *ALS: Advance in Language and Literature Studies*, (Vol. 9 No. 1, 2018), 29.

<sup>7</sup> Dini Utami Mulyaningsih, "An Analysis of Students' Ability in Writing Narrative Text", *Journal of English and Education*, (Vol. 1 No. 2, 2013), 18.

<sup>8</sup> Endang Sulistianingsih, "Developing Students' Participation in a Mixed-Levels Reading Class via Cooperative Integrated Reading and Composition (CIRC)", *Vision Journal*, (Vol. 7 No. 1, 2018), 2.

they fail. In recent years, the questions in the national examination for English are mostly about reading comprehension. Therefore, students should be able to read and comprehend texts and must be encourage to improve their ability in English reading comprehension.

Based on the writer's unstructured research with the students, the writer found some problems in reading activities for students, such as they had limited number of vocabularies, their laziness to improve their reading skill, their lack of knowledge of words, their lack of pronunciation, their lack of reading application of reading strategies and their lack of reading motivation. As a result, they were unable to answer all the comprehension questions correctly. Those problems make them not interest in the subject.

In addition, it was difficult for the students to comprehend English text such as a narrative text. They didn't understand the schematic structure of the story about orientation, complication and resolution. Moreover, this problem that make them to get hard to concentrate plot. Next, the students get bored when they read long paragraph, so students tended to ask other students or use dictionary to get the unfamiliar vocabulary.

The success of a teaching and learning process is instilled by several factors either directly or indirectly. At least there are four dominant factors that are involved in it, namely teacher, teaching materials, methods of teaching, and learners. It means that there are many things that can be done by the teachers of English

in order to improve the students' language ability. One of the ways to make the teaching reading effective is making the students actively so they will enjoy learning and they can improve their reading skill. The ability of the teachers is guiding the students in learning very essential. When the teachers are ready and proficient in implementing their roles, the quality of students will be reached. However, sometimes the technique used by the teacher makes the students inactive, bored and they do not participate in teaching and learning process in the classroom. So, the researcher is interested in conducting a research concerning the techniques of teaching reading comprehension of narrative text by using *Direct Activities Related to the Text* (DART) method.

DART method is regarded as a series of instruction in teaching reading comprehension which consists of two main activities: reconstruction activities and analysis activities, in order to help students to comprehend the text easily.<sup>9</sup> Reconstruction activities involve prediction, completion, and sequencing. Meanwhile the analysis activities involve highlighting, segmenting and labelling, questioning, and diagram constructing. It is to create the classroom comfortable in reading process without students under pressure to get ideas from they read.

Based on the explanation above, the researcher hopes that DART Method is helpful in teaching reading comprehension of narrative text and at the same time it will be improve the students'

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<sup>9</sup> Brindley, *Teaching English*, (New York: Routledge, 1994), 99.

ability. Therefore, the researcher is interested in carrying out a research entitled "The Effectiveness of DART Method to Teach Reading Comprehension in Narrative Text".

**B. Research Question**

How high is the effectiveness of using DART Method to teach reading comprehension in narrative?

**C. Objective of the Study**

To explain the effectiveness of using DART Method to teach reading comprehension in narrative text.

**D. Significant of the Study**

**1. Theoretical**

The researcher wishes that this result of the study will give additional information to the readers. They will know to use DART Method to teaching reading narrative text.

**2. Pedagogical**

The researcher hopes that this research can give a new reference in teaching reading comprehension to be more effective by non-English Department students.

### 3. Practical

#### a. The English Teachers

The researcher expects that this result of the study might be an alternative strategy to comprehend for students' reading comprehension and be implementation in the classroom.

#### b. The English Students

The researcher expects that this result of the study can be useful to increase their interesting and knowledge in learning English especially in reading comprehension.

#### c. The Writer

The researcher can get many useful experiences in the future as an English teacher. In addition, the result can be used to improve the researcher's knowledge and skill in teaching narrative text.

#### d. The other researcher

By doing this research, the researcher expects that this result can be reference for educational field especially to use this method in learning process and teaching.



## **CHAPTER II**

### **LITERATURE REVIEW**

This chapter, the researcher presents theoretical review, previous research, and hypothesis.

#### **A. Theoretical Review**

##### **1. Review of Reading**

###### **a. The Definition of Reading**

Reading is very important activity in human life. In this modern era, moreover, when every aspects of human's life develops faster and faster, it becomes more essential since the development is recorded and issued through media including printed media. Reading is one important skill because by reading someone will enlarge and increase his/her knowledge. In both studying process and everyday life, reading is supposed to be very important. Communication using other language is not simple as talking in native language, because it means shifting frames and norms. In the context of the studying, about 85% of students' activities in studying English deal with reading.<sup>10</sup>

Reading is an interactive process in which readers construct a meaningful representation of a text using

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<sup>10</sup> Lulut Widyaningrum, *Mapping Readability of the Text and Reading Abilities of the Users*, (Semarang: LP2M, 2014), 11.

effective reading strategies.<sup>11</sup> Reading is a receptive skill. Receptive skills are the ways in which people extract meaning from the discourse they see or hear.<sup>12</sup> People receive the information from their eyes then understand the meaning by their brain. Reading activity is not merely read the text correctly, but also knowing the meaning or the message of the text. According to Grellet, reading is an active and constant process of predicting, checking, and asking oneself question.<sup>13</sup>

From those definitions, it is clear that reading is an act of looking at and understanding point. It is because reading entails the use of vision to understand several words in a sentence and make them meaningful. In comprehending the content of the text, reader not only uses eyes but also their mind concentration to catch the writer's idea. In a very short and proper definition, reading is interaction between a reader and the text.

#### b. Reading Purposes

Many or any people can read a text but hardly can understand what the writing was all about. This is because

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<sup>11</sup> Abbas Pourhosein Gilakjani, "How can Students Improve Their Reading Comprehension Skill?", *Macrothink Institute: Journal of Studies in Education*, (Vol. 6 No. 2, 2016), 229.

<sup>12</sup> Jeremy Harmer, *The Practice of English Language Teaching*, (Harlow: Pearson Education Ltd., 2001), 199.

<sup>13</sup> F Grellet, *Developing Reading Skills: A Practical Guide to Reading Comprehension Exercise*, (Cambridge: CUP, 1996), 8.

the reading was not providing any information to the reader. This happened when the reader merely read the text without understanding the content. Before actually beginning to read, it is important to know the purpose of reading, that is, why the reading is being done. Knowing the purpose greatly enhances the effectiveness of the reading.

According to Rivers and Temperley as quoted Nunan suggest that second language learners will want to read for the following purposes: to obtain information for some purpose or we are curious about some topics, to obtain instruction on how to perform some tasks for work or daily life, to act in a play or in a game, to keep in touch with friends by correspondence or to understand business letter, to know when or where something will take place or what is available, to know what is happening or has happened, and for enjoyment or excitement.<sup>14</sup>

Based on the purpose above, the researcher can conclude that reading is play an important role in gain information that people can apply or use in a practical situation. And also, people get a general feel for the material to determine whether it is relevant, useful, up-to-date, and to get a sense of how the topic is treated by the author. The reader is presumably thinking about what she or he is

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<sup>14</sup> David Nunan, *Designing Tasks for the Communicative Classroom*, (United Kingdom: Cambridge University Press, 1989), 34.

reading, how useful, useless, entertaining, boring text is. For students, another purpose of reading is to master fully the material in a book, journal article or manual so that they can evaluate its arguments, perspective, and evidence.

Reading in foreign language is strongly linked with thinking in that language. Understanding the words and the grammar is not enough while reading. The learner needs to make logical connections between the ideas and information in reading. It means using the information the learner already knows to reach a conclusion.<sup>15</sup>

c. Type of Reading

1) Extensive Reading

Extensive reading is carried out to achieve a general understanding of a usually somewhat longer text (book, long article, or essays, etc).<sup>16</sup> Extensive reading is also to obtain a general understanding of a subject and include reading longer text for pleasure; use extensive reading to improve general knowledge.<sup>17</sup>

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<sup>15</sup> Ebru Kaya, "The Role of Reading Skills on Reading Comprehension Ability of Turkish EFL Students", *Universitepark Bulten*, (Vol. 4 No. 1, 2015), 8.

<sup>16</sup> H Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy*, (US: Longman, 1994), 313.

<sup>17</sup> Jeremy Harmer, *The Practice of English Language Teaching*, (Harlow: Pearson Education Ltd., 2001), 283.

## 2) Intensive Reading

Intensive reading calls students' attention to grammatical form, discourse markers, and other surface structure details for the purpose of understanding literal meaning, implication, rhetorical relationships, etc.<sup>18</sup>

### d. Reading Comprehension

Reading is one the skills that students should be mastered, especially in learning English. Reading is not only an active and communication process but also interactive process that goes on between the reader and the text, resulting in comprehension. Reading comprehension is reading activities that can built an understanding in order to know the meaning of the text being read. According to Woolley, reading comprehension is the process is making meaning from the text. <sup>19</sup> Reading is also defined as the process of understanding meaning from a piece of text. Reading cannot be separated from comprehension because the result of the reading activity is to comprehend what has been read.<sup>20</sup>The goal is to gain an overall understanding of what is describe in the text.

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<sup>18</sup> H Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy*, (US: Longman, 1994), 312.

<sup>19</sup> Woolley," Reading Comprehension: Assisting Children with Learning Difficulty", *Springer Science Business Media*, (Vol. 23 No. 15, 2011), 15.

<sup>20</sup> Farid Noor Romadlon, "Promoting Students' Reading Proficiency Through Reciprocal Technique", *Vision Journal*, (Vol. 6 No. 1, 2017), 3.

A good reader will get comprehension on reading. But before that, we have to know some types of comprehension, they are:<sup>21</sup>

- 1) Literal Comprehension is a reading in order to understand, remember, or recall the information explicitly contained in the passage.
- 2) Inferential Comprehension is a reading in order to find information which is not explicitly stated in the passage, using the reader's experience and intuition, and by inferring.
- 3) Critical or Evaluate Comprehension is a reading in order to compare information in a passage with the reader's own knowledge and value.
- 4) Appreciative Comprehension is a reading in order to gain an emotional or other kind of valued response from passage.

In reading process, the reader should comprehend what they read to get the information from the text. Comprehension is a process that involves thinking, teaching, past experiences, and knowledge.<sup>22</sup> Reading comprehension requires the reader to actually know what they are reading. Reading comprehension is the ability to take information from written

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<sup>21</sup> Jack Richards, John Platt and Weidi Weber, *Longman Dictionary of applied Linguistic*, (UK: Longman Group, 1990), 238.

<sup>22</sup> Harvey, *Reading Comprehension Strategies for Elementary and Secondary School Students*, (Virginia: Lynchburg College, 2012), 2.

text and do something with it in a way that demonstrates knowledge or understanding of that information.<sup>23</sup>

In teaching reading comprehension, it is not only the students who must have ability in comprehending the text but also the teachers must have an appropriate strategy to assist their students in learning process. Most of students really enjoy being entertained and amused. A good teacher can create a good classroom atmosphere and interesting teaching process. Therefore, a good teacher must have a suitable strategy in teaching reading comprehension.

## 2. Teaching Reading

Teaching is one of the most complicated human activities.<sup>24</sup> The skill involved in teaching usually do not come naturally. Skilful teachers have a good understanding of the characteristic and background of learners. Therefore, as English teacher, it is pivotal to understand the psychology and cognition of learners because of their heterogeneous characteristics and backgrounds.

Teaching reading can be main as facilitate students' performance in comprehending text and provide students with many opportunities for practice are encourage in a number of

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<sup>23</sup> Brassel and Rasinski, *Comprehension That Works: Taking Students Beyond Ordinary Understanding to Deep Comprehension*, (Huntington Beach, CA: Shell Education, 2008), 17-18.

<sup>24</sup> Murray, *Knowledge Base for The Beginner Teacher*, (New York: Pergamon Press, 1989), 5.

comprehensions enhancing the best known of which are reciprocal teaching, cooperative learning and reading recovery.<sup>25</sup>

There are several aspects of efforts that teachers can do to assist students to improve their reading skills that they can be done via: the curriculum used in teaching reading, their preparations for teaching, proper methods of teaching, proper instructions, authentic materials, the perception of the teachers toward the reading attitudes of their students, barriers in teaching reading and teaching strategies for poor readers.

During teaching reading process, the teachers must pay attention to the principles of teaching reading. It can be standard limit for the teachers. They are below:

- a. Reading is not passive skill.
- b. Students need to be engaged with what they are reading.
- c. Students should to be encouraged to respond to the content of a reading text, not just to the language.
- d. Prediction is major factor in reading.
- e. Match the task to the topic.
- f. Good teacher should exploit reading text to the full.<sup>26</sup>

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<sup>25</sup> Jack C. Richards, *Approaches and Methods in Language Teaching*, (United State of America: Cambridge University Press, 2001), 207.

<sup>26</sup> Jeremy Harmer, *How to Teach English*, (England: Pearson Education, 1998), 70.



The recent curriculum that the Indonesian Minister of Education has issued is the Character Curriculum of 2013. The main objectives have not been changed significantly. Only the ways to achieve and assess the learning process have been modified. English as one of the subjects in the curriculum requires that teachers integrate the four language skills (listening, speaking, reading and writing) in their teaching. Proper preparations by their teachers may assist students in the learning process. Reading material should relate to the life experiences of the readers. Therefore, preparations by teachers to integrate the reading materials to students' life experiences are an important part of the teaching process for reading.

Moreover, teachers need to choose reading material that will suit the learners' knowledge backgrounds, experiences and needs because to learn to read is to learn to relate our previous experiences to the written signs.

### 3. Review of Text

#### a. The definition of Text

Text is a system of communication is organized as cohesive units. As far as speech and writing concerned, a

text stand alone as an act of communication.<sup>27</sup> A text is a social exchange of meanings.<sup>28</sup>

### Types of Text

There are two main categories of text. Those are Literally and Factual.

1) Literally Text is text that appeal to our emotions and imagination. It can make us laugh or cry. There are three main text types of Literally Text, they are:<sup>29</sup>

a) Narrative.

Narrative is a text that constructs a view of the world to amuse or entertained the reader or listener.

b) Poetic.

Poetic is a text that expresses the feelings or experience of the poet so as to describe, praise or critics.

c) Dramatic.

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<sup>27</sup> Peter Knapp and Megan Watkins, *Genre, Text, Grammar: Technologies for Teaching and Assessing Writing*, (Australia: University of New South Wales, 2005), 29.

<sup>28</sup> M. A. K. Halliday and Ruqaiya Hasan, *Language, Context and Text: Aspects of Language in Social-Semantic Perspective*, (Hongkong: Oxford University Press, 1984), 11.

<sup>29</sup> Mark and Kathy Anderson, *Text Types in English*, (South Yarra: Macmillan Education, 2003), 2.

Dramatic is a text that portray human experience through enactment, sometimes in order to make social comment.

2) Factual Text is text that presents information or ideas and aimed to show, tell or persuade the reader or listener. There are some main text types of factual types, they are:<sup>30</sup>

a) Response.

Response is a text that responds to anarchistic work by providing a description of the work and a judgement.

b) Discussion.

Discussion is a text that presents differing opinions on a subject to the reader or listener.

c) Explanation.

Explanation is a text that explains how or why something occurs.

d) Exposition.

Exposition is a text that argues or persuade by presenting one side of an issue.

e) Report.

Report is a text that describes or to present information about a subject.

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<sup>30</sup> Mark and Kathy Anderson, *Text Types in English*, (South Yarra: Macmillan Education, 2003), 5.

f) Recount.

Recount is a text that retells a series of events, usually in order they occurred.

g) Procedure.

Procedure is a text that instructs someone on how something can be done.

4. Review of Narrative Text

a. The Definition of Narrative Text

A narrative is a kind type composed both in written and spoken form, which describe a sequence of real or unreal events. Narrative is one of the commonest text types that students are expected to use early on their school life. Gamble and Yaters stated that narrative text relates a sequence of events.<sup>31</sup> Narrative is defined as the act, process or skill of telling story. Moreover, narrative text is an imaginative story to entertained and engage the reader in imaginative experience. Narrative deals with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution.

Narrative is a text which contents about a story like a story of citizen (folktale), the story of animals (fable),

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<sup>31</sup> Gamble and Yaters, *Exploring Children's Literature*, (New Delhi, India: SAGE Publication Inc., 2002), 20.

legend, etc.<sup>32</sup> Generally, narratives text could be categorised into the fictional narrative or imaginary, the non-fictional narrative, or combination of both. It tells about something that happened in the past.<sup>33</sup> The past tenses can be simple past, past continuous tense, and past perfect tense. These three tenses of the past will dominate talking in a narrative text. Narrative contains story by presenting the sequence of events and actors which are characterized as heroes or cowards. It can be concluded that narrative text can be regarded as a kind of text that purposes to tell a story which contains a series of events or actions chronologically to communicate the message, which is used to interpret its meaning in the story.

b. Social Function of Narrative Text

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

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Fakeye, "Instruction in Text-Structures as A Determinant of Senior Secondary School Students' Achievement in English Narrative Text in Ido Local Government Area, Oyo State", *IJAH*, (Vol. 5 No. 17, 2016), 273.

<sup>33</sup> Margaret Bonner, *Step Into Writing*, (London: Longman, 1994), 48.

### c. Types of Narrative Text

There are many types of Narrative Text, they are:

- 1) Romance. It typically tells of two lovers who overcome difficulties to end up together.
- 2) Science Fiction. It uses a setting involving science and technology.
- 3) Humor. It aims to make the audience laugh as part of retelling the story.
- 4) Diary. It is text that presented like diary entries, sometimes called Novels.
- 5) Adventure. It typically tells of exciting dangerous journey of experience.<sup>34</sup>

### d. Generic Structure of Narrative Text

Narrative text consists of generic structure that can be provided as follow:

#### 1) Orientation.

In this part, the narrator introduces the participants of the story and informs the settings. It explains when the story happened and where the events is taken place. It usually at the beginning of the story.

#### 2) Complication.

In this part, the narrator tells the rising crises of the events. It is the climax of the narrative. In the

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<sup>34</sup> Mark and Kathy Anderson, *Text Types in English*, (South Yarra: Macmillan Education, 2003), 28.

middle of the story, it shows the complication. Complication makes the story more interesting because the main character is prevented to reach his or her wanted. The narrator also brings up the issues occurred in the story. Complications are the description of real life and tell the readers that every issues or problems can be solved.<sup>35</sup>

### 3) Resolution.

After spelling issues in the climax, the narrator then tells the readers about the resolution of the issues. Resolution is the crisis which is resolved, for better or worse. A satisfying narration will give the readers the resolution of the problems. Generally, the resolution is placed at the end of narration, but sometimes the narrator puts other issues after she or he presents the resolution of the problem. It is used to make the story does not come to the end. In short, resolution is the ending of the story. It will be ended in happy ending or sad ending

### 4) Re-orientation.

It is an optional of generic structure of narrative. It sometimes there and sometimes it isn't there in

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<sup>35</sup> Mark and Kathy Anderson, *Text Types in English*, (South Yarra: Macmillan Education, 2003), 31.

narrative text. It is usually in the ending of the story or closure of events.<sup>36</sup>

e. Language Features of Narrative Text

There are five language features of narrative text, they are:

- 1) Using nouns and pronouns to identify people, animal or thing involved. For example: king, princess, he, she, etc.
- 2) Specific participant is special characteristics object. For example: Cinderella, Aladdin, etc.
- 3) Using adjectives are useful to shape noun phrase. For example: beautiful white skinned lady, etc.
- 4) Using time connective and conjunctions to sequence the events. For example: then, when, suddenly, etc.
- 5) Using adverbs and adverbial phrases to indicate place and time. For example: here, there, at home, etc.

5. Teaching Reading Narrative Text through DART Method

a. The definition of Learning strategy

Learning strategies are ways that will be used by teachers to choose learning activities that will be used during the learning process. Selection is done by considering the circumstances, learning resources, needs

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<sup>36</sup> Peter Knapp and Megan Watkins, *Genre, Text, Grammar: Technologies for Teaching and Assessing Writing*, (Australia: University of New South Wales, 2005), 223.



and characteristics of learners faced in order to achieve specific learning goals.<sup>37</sup>

b. DART Method

One of the strategies that most known for helping students understand and remembered the material they read is DART Method. Directed Analysis Related to Text (DART) is a strategy developed by Gardner and Lunzer. The aim is to improve students' reading comprehension and to make them critical readers. It can be done by individual students or in groups. The steps in DART Method reading strategy are as a follow:

1) Reconstruction Stage Activity

a) Predicting

There are some missing phrases or sentences so that the students have to try to predict the plot. The teacher might ask the group to read only the first paragraph or whole of incomplete text. Then, they try to predict what will come next in the text by their own words.

b) Completing

Complete the blank parts of the text by their own words. They can use their prediction before to

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<sup>37</sup> Hamzah B. Uno, *Model Pembelajaran Menciptakan Proses Belajar Mengajar yang Kreatif dan Efektif*, (Jakarta: Bumi Aksara, 2007), 3.

help them in completing the missing phrases or sentences in the text.

c) Sequencing

The teacher will jumble the text into paragraphs. Then the students in group try to rearrange them into a meaningful text. The groups have to connect one event to another, and give their reasons in rearrange the jumbled paragraph.<sup>38</sup>

2) Analysis Stage Activity

a) Questioning

Each of group has to produce at least one question about information that is not understood from the previous stage (5W1H). After that, the teacher guides the group to discuss about the right answer of the questions. Every group has opportunities to try to answer the questions. The answer might be in the reading, in the clues, or in the group's opinion.<sup>39</sup>

b) Highlighting

Each of group is asked to find out the information related to the narrative text. The

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<sup>38</sup> Hamzah B. Uno, *Model Pembelajaran Menciptakan Proses Belajar Mengajar yang Kreatif dan Efektif*, (Jakarta: Bumi Aksara, 2007), 4.

<sup>39</sup> Hamzah B. Uno, *Model Pembelajaran Menciptakan Proses Belajar Mengajar yang Kreatif dan Efektif*, (Jakarta: Bumi Aksara, 2007), 5.

information collected such as the definition of narrative text, function, structure, and language features of the text. They can use text book, internet, and other sources in the classroom to help them in understanding the topic. After collecting the information, the teacher guides them to do discussion group about the important information of the text. Then, they try to highlight or underline some points such as the structure of the text and the language features of the text. After that, the teacher and students discuss it back together.

c) Segmenting and Labelling

Each of group is given the new topic story. The teacher provides the text which consists of only one paragraph. Then, the groups are asked to separate the text into some paragraphs with acceptable reason so they can make a good and meaningful paragraph. After that, they are asked to label each paragraph appropriately, such as orientation, complication, and resolution.<sup>40</sup>

d) Diagram Constructing

The teacher provides a flowchart to each of the group and asks them to fill the chart. The chart

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<sup>40</sup> Hamzah B. Uno, *Model Pembelajaran Menciptakan Proses Belajar Mengajar yang Kreatif dan Efektif*, (Jakarta: Bumi Aksara, 2007), 5.

consists of the title of the story, the characters, character traits, problem or complication, and its resolution. The students have to work in group to find the idea of each paragraph so that they can fill the chart easily. They can paraphrase the paragraphs and write it down by their own words. After filling in the chart, one member of the group presents their chart in front of the class, and then the teacher and other groups evaluate it. The other group also analyses the content and language features used in the story. They might also give their opinion, suggestion, and critics about the story presented in the chart.

The advantages of using DART are:

1. When students interact with texts, their reading comprehension improves.
2. Students become more aware of how texts are constructed.
3. This makes them more critical of texts.
4. Interacting with texts also improves students' cognitive development.
5. It helps them prepare for the types of tasks they will encounter in other subjects.

## B. Previous Research

1. A journal has been conducted by George Botsas (Greek Ministry of Education) in 2017, with the title “*Differences in Strategy Use in Reading Comprehension of Narrative and Science Text among Students with and without Learning Disabilities*”.<sup>41</sup>

The aimed of his research was to investigate differences in cognitive and metacognitive strategy use in the reading comprehension of narrative and expository texts among students with learning disabilities (SLD) and without learning disabilities (SWOLD). A total of 122 fifth and sixth graders took part in the study. Half of them (n = 61) were SLD facing severe reading comprehension problems, while the rest were good readers.

Two think-aloud procedures were used to assess strategy use of a narrative and an expository text. Various inconsistencies were inserted in order to force students to use strategies and presented on a PC screen. Reading comprehension of both types of texts was evaluated by measuring blocks of meaning recalled by the students after completing the think-aloud procedure. Findings are discussed in light of reading comprehension disabilities, metacognition,

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<sup>41</sup> George Botsas, “Differences in Strategy Use in Reading Comprehension of Narrative and Science Text among Students with and without Learning Disabilities”, *LDW: A Contemporary Journal*, (Vol. 15 No. 1, 2017), 121.

and the domain-specific nature of cognitive and metacognitive abilities.

His research has the similarity and the difference with this research. His research has the same purpose with this research, which is the use of a strategy to improve the reading comprehension in narrative text. But his research has different method and participants with this research. His research asked disabilities and normal students as his sample, whereas this research asks normal students as the sample.

The good thing of this research is the use of appropriate strategies to improve the students' reading comprehension, especially to disabilities students. But the bad thing of this strategy is that there is an asymmetry result between normal and disabilities students. The disabilities students got the lower score than the normal students.

2. A thesis has been conducted by Anizul Fatuni'mah, (2015), with the title "*Teaching Reading Narrative Text Through PQ4R (Preview, Question, Read, Reflect, Recite, and Review) Strategy*".<sup>42</sup>

The aimed of her research was to prove whether using PQ4R Strategy to improve students' reading comprehension

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<sup>42</sup> Anizul Fatuni'mah, 113411017 FITK, "Teaching Reading Narrative Text Through PQ4R (Preview, Question, Read, Reflect, Recite, and Review) Strategy (An Experimental Research at the Ninth Grade of SMP Ma'arif NU 02 Jatinegara in the Academic Year of 2015/2016)", *Thesis*, (Semarang: UIN Walisongo, 2015), 6.

skill of narrative text. The research method was an experimental research, which conducted in two classes; the experimental group (IX A) and control group (IX B) as sample. The IX A was taught by using PQ4R Strategy, while the IX B was taught with conventional method. The researcher gave try-out test to try-out class. The test had been tried out to find out the validity, reliability, difficulty level, and discriminating power before it was used to gather the data. The formula that was used to analyse the data was t-test. It was used to determine whether there was significant difference between students' score in experimental and control class or not.

The t-test was higher than t-table ( $2,768 > 2.02$ ) It means that  $H_a$  was accepted and  $H_o$  was rejected. Since t-test score was higher than t-table, PQ4R Strategy as teaching strategy was effective in teaching reading narrative text at SMP Ma'arif NU 02 Jatinegara in the Academic year of 2015/2016.

Her research has the similarity and the difference with this research. Her research has the same purpose with this research, it is a useful strategy to improve students' reading comprehension in narrative text. But it has different method and participants with this research. Her research asked junior high school students to be the participants, whereas this research ask senior high school to be the participants. The good thing of this research is the use of an interesting strategy to teach reading comprehension in narrative text, it showed a successful result

that the students became active and seriously in learning process.

3. A journal has been conducted by Dian Rakhmawati in 2015, with the title "*Learning Cell Technique toward Reading Comprehension of Narrative Text*"<sup>43</sup>

The aims of her study were to identify the differences of reading comprehension in control and experimental group of senior high school students and to find out the effectiveness of Learning Cell as the technique in teaching reading comprehension of narrative text. The quantitative method was conducted in this study and the researcher used Non-equivalent Control Group Design which the observation is done twice, before and after treatment. The subject of her research was two groups, which consist of 34 students in each group. Then reading comprehension test was used as research instrument. The result of the t-test computation showed that  $t_{\text{observed}}$  was higher than  $t_{\text{table}}$  ( $6.184 > 2.036$ ), with the degree of freedom 32 and the level of significance 0.05 and the probability (Asymp.Sig.2 tailed) was lower than the level of significance ( $0.000 < 0.05$ ). It can be concluded that the null hypothesis of no difference was rejected. In other words, teaching reading comprehension by using learning cell technique is effective

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<sup>43</sup> Dian Rakhmawati, "*Learning Cell Technique toward Reading Comprehension of Narrative Text*", *SMART Journal*, (Vol. 01 No. 02, 2015), 42.



than teaching reading comprehension by using conventional way.

Her research has the similarity and the difference with this research. Her research has the same purpose with this research, it was a useful strategy to improve the students' reading comprehension in narrative text. But her research has the different method or strategy with this research. Her research used Learning Cell strategy that was to cooperative form of learning in pairs, in while alternate asking and answering questions on commonly read materials.

The good thing of this research is the use of an alternative strategy to teach reading comprehension in narrative text. The bad thing of the research is the researcher did not explain how to use that strategy.

4. A journal has been conducted by Stephani Diah Pamelasari in 2015, with the title "*The Effectiveness of DART to Improve Reading Comprehension for Science Students*".<sup>44</sup>

The aim of her study was to find out whether DARTs strategy is effective to help students to improve their reading comprehension skill. This research was experimental research where DARTs was compared to direct instruction (DI) strategy to find out the most effective method to improve students'

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<sup>44</sup> Stephani Diah Pamelasari, 10601524, "The Effectiveness of DART to Improve Reading Comprehension for Science Students", *Thesis*, Faculty of Art and Language, (Semarang: Semarang State University, 2015), 620.

reading comprehension skill. The instrument used to collect the data was reading comprehension test and questionnaire to find out students' response of DARTs. The test result showed that for DI group pre-test mean was 67,2 and post-test was 70,2 while for DARTs group pre-test mean was 69 and post-test was 78,6. It turned out that DARTs proved to be more effective to improve students' reading comprehension skill than DI.

Her research has the same strategy or method with this research to improve reading comprehension, DART. But her research focused on general material, meanwhile in this research only focused on narrative text. The participants of her research were only for the first semester of Mathematic students of UNNES, meanwhile the participants of this research was the tenth grade of MAN 2 Semarang.

### C. Hypothesis

A hypothesis is a temporary answer to the formulation of research problems, in which the formulation of research problem had been expressed in the form of question sentence.<sup>45</sup> Hypothesis is the provisional answer to the problem of the research that theoretically considered possibly or highest the level of his truth. It is provisional truth determined by researcher that should be tasted and proved. In other word, it needs to be explored more. If

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<sup>45</sup> Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan RnD*, (Bandung: Alfabeta, 2012), 64.

a statement is not needed to be researched is not named as hypothesis.

The hypothesis in this research is “DART Method is an effective method to increase or improve the students’ reading comprehension skill in narrative text”. It means that using DART Method had a positive influence on the improvement of students’ achievement in reading comprehension skill.



## **CHAPTER III**

### **RESEARCH METHOD**

In this chapter, the researcher presents research design, subject and setting of the research, variable of research, technique of collecting data, and technique of data analysis.

#### **A. Research Design**

This research is experimental research. An experimental research is the most conclusive and scientific methods because the researcher actually will establish different treatments and then studies their effect. The experiment involves making a change in the value of one variable which called the independent variable and observing the effect that change on another variable which called the dependent variable. Independent variable is the label given to the variable that the experimenter expects to influence the others. And dependent variable is the variable upon which the independent variable is acting.

This research is a true experimental research, which is research about cause the effect of the design, there are experimental class and control class. In this research there were two groups that had been chosen randomly by the researcher. The first class got a treatment by teaching reading using DART Method called experimental class and the other class got a conventional method called control class. Both of class had same topic to be learned that was reading narrative text.

The design of the experiment could be described as follows:<sup>46</sup>

$\frac{E\ 01\ X\ 02}{C\ 03\ Y\ 04}$
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Where:

E = experimental group

C = control group

01 = pre-test for experimental group

02 = post-test for experimental group

03 = pre-test for control group

04 = post-test for control group

X = treatment by using DART Method

Y = treatment without using DART Method

## B. Subject and Setting of the Research

### 1. Place and Time of Research

This research was conducted in MAN 2 Semarang academic year 2018/2019, which located in Bangetayu, Semarang, Central Java. The school had three grades; class 10 was named for first grade, class 11 for second grade and class 12 for third grade. This research was conducted on the second semester in the academic year of 2018/2019 for about 3-4 meetings.

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<sup>46</sup> Suharsimi Arikunto, *Prosedur penelitian Suatu Pendekatan Praktik*, (Jakarta: PT Rineka Cipta, 2010), 125.

## 2. Population

Population can be defined as totality of the presumable whole grade, result for counting and measuring, quantitative and qualitative about the certain features from the whole group which is wanted to find out its feature. The population of this research was all the tenth grade of MAN 2 Semarang in academic year 2018/2019 which consists of eleven classes. Each class consists of thirty students.

## 3. Sampling

The researcher only took two classes as the sample. The students have common characteristics of population as follows:

- a. The students were study at the same school, MAN 2 Semarang in academic year 2018/2019.
- b. The students were at the same grade, the tenth grade students.
- c. The students were taught by the same teacher.

The sample picked out from the population, and divided into two classes. The first class was the experimental class which had been taught by using DART Method and other class as control class had been taught without DART Method.

### C. Variable of Research

A variable is any factor, condition, situation, treatment and all actions that can be used to influence the experimental.<sup>47</sup> Two variables in teaching reading are:

#### a. Independent Variable (X)

Independent variable is the variable that is the cause or effect the onset or change in the dependent variable.<sup>48</sup> The independent variable of this research was the use of DART Method in teaching students' reading comprehension on narrative text.

#### b. Dependent Variable (Y)

The dependent variable is a variable that is affected or that becomes of the existence of the independent variable. The dependent variable of this research was the improve of students' reading comprehension on narrative text.

### D. Technique of Collecting Data

The technique of collecting data in this research was used quantitative data. This quantitative data obtained from students' score in pre-test and post-test. The pre-test and post-test had been given to the experimental and controlled class.

#### 1. Observation

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<sup>47</sup> Wina Sanjaya, *Penelitian Pendidikan: Jenis, Metode dan Prosedur*, (Jakarta: Kencana, 2013), 95.

<sup>48</sup> Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktik* -revision edition, (Jakarta: PT. Rineka Cipta, 2010), 162.



Observation is the activity by the researcher to get data. There are two kinds of observation, they are: Non-systematic Observation which is done without using instrument and Systematic Observation which is do using instrument as the guide of the research. In this part, the researcher will use checklist as instrument to take information related to the activity in the classroom.

## 2. Documentation

The documentation method is to look for the data concerning matters or the variable that look the form of the note, transcript, book, newspaper, magazine, inscription, agenda, etc. this method is used to collect the data from the result of students' test. The researcher will get the data of the students' name list from teacher English guidance.

## 3. Test

A test is a method of measuring a person's ability, knowledge, or performance in a given domain.<sup>49</sup> Test will use to measure students' reading comprehension skill.

### a. Pre-test

The pre-test is a test before the learning process to measure students' understanding in learning narrative reading at first, so it had been held in the first meeting. Pre-

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<sup>49</sup> Douglas Brown, *Language Assessment Principles and Classroom Practices*, (San Francisco: Longman, 2004), 3.

test was given to the experimental and control class in the same way.

b. Post-test

The purpose of post-test was to know the progression between the experimental and control class, after researcher gave treatments to the students. The way the researcher gave the test was similar with the pre-test.

The score of students' achievements calculated by using this following formula:

$$\text{Score} = \frac{\text{The number of right answer}}{\text{Total item}} \times 100\%$$

To find out whether test item is qualified as good as instrument in the researcher or not before used to measure students' reading comprehension skill, previously must be held. Try out test was implemented to find out the validity, reliability, level of difficulty and discriminating power of test item.

1) Validity of the Test

In research, validity was very important to measure what they want to measure it using instrument. The validity of an item can be known by doing item analysis. It was counted using product moment correlation:<sup>50</sup>

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<sup>50</sup> Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktik* -revision edition, (Jakarta: PT. Rineka Cipta, 2010), 211.

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

$r_{xy}$  = the coefficients of correlation between X and Y

N = the total of subject of experiment

$\sum X$  = the sum of score X item

$\sum Y$  = the sum of score Y item

## 2) Reliability Test

Reliability refers to the stability or the consistency of the test, if the instruments is used many times to measure the same objects, it will get the same result. To measure the reliability of reading test, the researcher used Alpha Formula:

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

$r_{11}$  = instrument reliability

k = the number of items in the test

$V_t$  = total variance

P = the proportion of students who give the right answer

q = the proportion of students who give the wrong answer

### 3) Degree of Test Difficulty

A good question is a question which includes cognitive aspect and not too easy or too difficult. Too easy question is not stimulated learners to enhance efforts to solve it, otherwise a question that is too hard will cause students to become desperate and do not have the spirit to try again because out of reach. It can be used the following formula:<sup>51</sup>

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

P = the difficulty's index

B = the number of students who has right answer

JS = the number of students

The criteria are:

$P = 0,00 \leq p \leq 0,30$  = Difficult

$P = 0,30 \leq p \leq 0,70$  = Sufficient

$P = 0,70 \leq p \leq 1,00$  = Easy

### 4) Discriminating Power

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.

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<sup>51</sup> Suharsimi Arikunto, *Dasar-Dasar Evaluasi Pendidikan*, 208.

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

D = discriminating index

JA = member of students in upper group

JB = member of students in lower group

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

BB = member of students in lower group who answer the item correctly

The criteria are:

$D < 0,2$  is poor

$0,2 < D \leq 0,40$  is fair

$0,4 < D \leq 0,70$  is good

$0,7 < D \leq 1$  is very good

## E. Technique of Data Analysis

### 1. Pre-test

Before the researcher determines the statistical analysis technique used, researcher examined the normality, homogeneity and of the data. To get the normality and homogeneity test the researcher used pre-test score. Pre-test was given before the treatments. The researcher determines the statically analysis technique whether both classes have normal distribution. If the data have normal and homogeny

distribution, the treatment and teaching can be conducted to both classes.

a. Normality Test

Normality test was used to know the distribution data normal or not. To find out the distribution was sued normality test with Chi Square.<sup>52</sup>

$$X^2 = \sum_{i=1}^{nk} \left( \frac{O_i - E_i}{E_i} \right)$$

X = Chi-kuadrat

O = frequency that was obtained from data

E = frequency that was hoped

K = the sum of interval class

b. Homogeneity Test

Homogeneity test is used to know whether the data are homogenous or not.<sup>53</sup> The formula is:

$$F = \frac{Vb}{Vk}$$

Vb = bigger variance

Vk = smaller variance

If the calculation result of  $f_{count}$  is lower than  $f_{table}$  ( $f_{count} < f_{table}$ ) by 5% degree of significant so  $H_0$  is accepted, it means the data is homogeneous or both of groups have the same variance.

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<sup>52</sup> Sudjana, *Metode Statistika*, (Bandung: Tarsito, 2002), 273.

<sup>53</sup> Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktik* -revision edition, (Jakarta: PT. Rineka Cipta, 2010), 211.-

c. Test of Average

It is used to examine average whether experimental class and the control class that has been decided having significance different average.

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{1}{n_1} + \frac{1}{n_2}}} \text{ with } S = \sqrt{\frac{(n_1 - 1)S_1^2 + (n_2)S_2^2}{n_1 + n_2 - 2}}$$

$\bar{x}_1$  = average of experimental group

$\bar{x}_2$  = average of control group

$n_1$  = number of experimental group

$s_1^2$  = standard deviation of experimental group

$s_2^2$  = standard deviation of control group





## CHAPTER IV

### RESEARCH FINDING AND ANALYSIS

In this chapter, the researcher presents description of research, data analysis and test of hypothesis, discussion of the research finding, and limitation of the research.

#### A. Description of Research

Findings of this research described that there were different results between experimental class which taught by using DART Method and control class which was taught without using DART Method on reading narrative text. The research was conducted in MAN 2 Semarang at the tenth grade in the academic year of 2018/2019.

In this research, the researcher used *non-probability sampling* with total sampling or population sampling. *Non-probability sampling* is sampling technique which is not give the same opportunity for each element of population.<sup>54</sup> The students of two classes, class A5 and A1 which consist of approximately 30 students, as the sample from the population. Class A1 was a control class and class A5 was an experiment class.

Before items were given to the students, the researcher gave try-out test for try-out class on 20<sup>th</sup> April 2019 to analyse validity, reliability, difficulty level, and the discrimination power of each

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<sup>54</sup> Sugiyono, *Metode Penelitian Pendidikan Kualitatif, Kuantitatif dan R & D*, 84-85.

item. The researcher prepared 35 items as the instrument of the test. Test was given to know the validity, reliability, degree of test difficulty and discriminating power of test item of try-out test in control class that was provided by the researcher.

In this research finding of try-out test, the researcher used *product-moment* formula to analysed validity. The researcher applied the *spearman brown* formula which was combined with *product moment* formula to analysed reliability of instrument. The degree of test difficulty used difficulty level formula by considered five levels of difficulty. The last analysis of try-out test was discriminating power by divided into two groups; lower group and upper group which consist of 20 students in upper groups and 19 students in lower group.

The researcher gave pre-test on 27th April 2019 in control and experimental group. The questions consisted of 20 items were stated valid according to try-out analysis. After giving pre-test, the writer determined the materials and lesson plans of learning activities. Pre-test was conducted to both groups to know that two groups were normal and homogeny.

After knowing the control group and experimental group had same variant. Before giving the treatment and conventional method, the researcher prepared lesson plan and material to learning activity. The researcher conducted conventional method in control class on 4<sup>th</sup> May 2019. The control group was not taught by using DART Method, but the teacher explained the material

using conventional method without giving variation or special treatment in learning process. The treatment for experimental group on 4<sup>th</sup> May 2019 by using DART Method, which is appropriate to teach narrative text focused on reading skill.

After gave treatments in experimental group and conventional teaching in control group, the researcher gave post-test on 11 May 2019 to both experimental group and control group. From the post-test, it could be known that there were significant results between control group and experimental group by hypothesis test which showed the value of  $t_{test}$  is higher than  $t_{table}$ .

## B. Data Analysis and Test of Hypothesis

### 1. Data Analysis

#### a. Data Analysis of Try-Out Finding

##### 1) Validity of Instrument

Item validity was used to know the index validity of the test. To know the validity of instrument, the writer used the Pearson product moment formula to analyse each item. It was obtained that from 25 test items, there were 20 test items which were valid and 5 test items which were invalid. It was invalid with the reason the computation result of their  $r_{xy}$  value (the correlation of score each item) was lower than their  $r_{table}$  value.

**Table 4.1**  
**The Validity of Each Item**

Criteria	$r_{table}$	Number of questions	Total
Valid	0.3081	1, 2, 3, 4, 5, 6, 7, 8, 9, 11, 13, 14, 15, 16, 17, 18, 19, 20, 24, 25.	20
Invalid	0.3081	10, 12, 21, 22, 23.	5

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

$$N = 39$$

$$\sum XY = 557$$

$$\sum X = 28$$

$$\sum Y = 733$$

$$\sum X^2 = 28$$

$$\sum Y^2 = 14395$$

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

$$r_{xy} = \frac{39 (557) - (28)(733)}{\sqrt{\{39 (28)\} \{39 (14395) - 14395\}}}$$

$$r_{xy} = 0.43$$

From the computation above, the result of computing validity of the item number 1 was 0.43. After that, the researcher consulted the result to the table of *r* Product Moment with the number of subject (N)=39 and significance level 5% it was 0.3081. Since the result of the computation was higher than *r* in table, the index of validity of the item number 1 was considered to be valid.

## 2) Reliability Test

A good test must be valid and reliable. To get the coefficient of correlation, the researcher applied the *Alpha Formula* with the formula below:

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

$$r_{11} = \left( \frac{25}{25-1} \right) \left( \frac{17,55 - 4,40}{17,55} \right)$$

$$r_{11} = 0.781$$

From the computation above, it was found out that (the total of reliability test) was 0.781 whereas the number of subjects was 39. It could be concluded that the instrument used in this research was reliable.

## 3) Degree of Test Difficulty

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

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

$$P = \frac{29}{39}$$

$$P = 0,74$$

It is proper to say that the index difficulty of the item number 1 above can be said as the easy category, because the calculation result of the item number 1 is in the interval  $0.70 \leq p \leq 1.00$ .

**Table 4.2**

**The Degree of Difficulty Each Item**

Criteria	Number of questions	Total
Easy	1, 3, 4, 5, 6, 7, 8, 9, 10, 12, 13, 14, 15, 16, 17, 18, 19, 24, 25.	19
Medium	2, 11, 20, 21, 22, 23, 24.	6
Difficult	-	0

4) The Discriminating Power

The following is the computation of discriminating power of item number 1. To do this analysis, the number of try-out subjects was divided into two classes, upper and lower classes. They were upper and lower class.

**Table 4.3**

**The Discriminating Power of Number 1**

No.	Code	Score	No.	Code	Score
1	<b>T8</b>	1	1	<b>T11</b>	1
2	<b>T9</b>	1	2	<b>T18</b>	1
3	<b>T1</b>	1	3	<b>T20</b>	1

4	<b>T4</b>	1	4	<b>T32</b>	0
5	<b>T5</b>	1	5	<b>T36</b>	1
6	<b>T6</b>	1	6	<b>T22</b>	0
7	<b>T15</b>	1	7	<b>T25</b>	1
8	<b>T17</b>	1	8	<b>T26</b>	1
9	<b>T2</b>	1	9	<b>T33</b>	1
10	<b>T3</b>	1	10	<b>T35</b>	0
11	<b>T10</b>	0	11	<b>T28</b>	0
12	<b>T12</b>	1	12	<b>T30</b>	0
13	<b>T14</b>	1	13	<b>T37</b>	1
14	<b>T16</b>	1	14	<b>T21</b>	1
15	<b>T7</b>	1	15	<b>T29</b>	1
16	<b>T13</b>	1	16	<b>T39</b>	0
17	<b>T17</b>	1	17	<b>T34</b>	0
18	<b>T23</b>	0	18	<b>T38</b>	0
19	<b>T9</b>	1	19	<b>T31</b>	0
20	<b>T24</b>	1	20		
Sum		18	Sum		11

This was the analysis of discriminating power for

item number 1:

$$BA = 8$$

$$JA = 12$$

$$BB = 4$$

$$JB = 12$$

$$D = \frac{BA}{JA} - \frac{BB}{JB} = \frac{8}{12} - \frac{4}{12} = 0,3$$

According to the criteria, the item number 1 above was medium category, because the calculation result of the item number 1 was in the Interval  $0.4 < D \leq 0.70$  is good. After computing 25 items of try –out test and after being consulted to the discriminating power category, there were 7 items which considered being good, 13 items were satisfied and 5 items were poor.

**Table 4.4**  
**The Discriminating Power of Each Item**

<b>Criteria</b>	<b>Number of questions</b>	<b>Total</b>
Poor	10, 12, 21, 22, 23.	5
Satisfied	, 5, 6, 7, 9, 13, 14, 16, 17, 19, 20, 24.	13
Good	2, 3, 8, 11, 15, 18, 25.	7

Based on the analysis of validity, reliability, difficulty level, and discriminating power, finally 25 items of test, there were 20 items were accepted to be used in pre-test and post-test. They were number 1, 2, 3, 4,5, 6, 7, 8, 9, 11, 13, 14, 15, 16, 17, 18, 19, 20, 24, and 25.



## 2. Data Analysis of Pre-Test

**Table 4.5**

**Pre-test Score of the Experimental and Control Class**

<b>Eksperimental (XA5)</b>			<b>Control (XA1)</b>		
<b>No.</b>	<b>Code</b>	<b>Score</b>	<b>No.</b>	<b>Code</b>	<b>Score</b>
1	E1	40	1	C1	45
2	E2	45	2	C2	50
3	E3	40	3	C3	40
4	E4	60	4	C4	60
5	E5	25	5	C5	40
6	E6	35	6	C6	65
7	E7	40	7	C7	40
8	E8	30	8	C8	40
9	E9	45	9	C9	50
10	E10	50	10	C10	65
11	E11	50	11	C11	40
12	E12	40	12	C12	35
13	E13	60	13	C13	45
14	E14	40	14	C14	50
15	E15	55	15	C15	55
16	E16	45	16	C16	40
17	E17	70	17	C17	35
18	E18	30	18	C18	40

19	E19	40	19	C19	55
20	E20	55	20	C20	55
21	E21	30	21	C21	50
22	E22	35	22	C22	40
23	E23	50	23	C23	30
24	E24	30	24	C24	55
25	E25	40	25	C25	40
26	E26	55	26	C26	45
27	E27	40	27	C27	45
28	E28	40	28	C28	50
29	E29	55	29	C29	40
30	E30	40	30	C30	55
<b>SUM</b>		<b>1310</b>			<b>1395</b>
N		30			30
<b>AVERAGE</b>		<b>43.66</b>			<b>46.5</b>

a. Normality Test

The normality test was used to know whether the data obtained was normally distributed or not. Test data of this research used the formula of Chi square.

Ha: The distribution list was normal.

Ho: The distribution list was not normal

With the criteria:

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

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

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

**Table 4.6**  
**The Normality Result of Pre-Test in Experimental Class and Control Class**

Class	$X^2_{count}$	$X^2_{table}$	Criteria
Experimental	8.49	11.07	Normal
Control	7.39	11.07	Normal

Based on the analysis above, it can be seen that  $X^2_{count}$  both of class lower than  $X^2_{table}$  ( $X^2_{count} < X^2_{table}$ ), so  $H_0$  accepted. And the conclusion is the distribution data of experimental and control classes were normal.

b. Homogeneity Test

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

$$H_0: \sigma^2_1 = \sigma^2_2$$

$$H_a: \sigma^2_1 \neq \sigma^2_2$$

**Table 4.7**  
**The Homogeneity Result of Pre-Test in Experimental and Control Class**

Class	Variance ( $S^2$ )	N	$F_{count}$	$F_{table}$	Criteria
Experimental	111.95	30	1.44	1.86	Homogen
Control	77.84	30	1.44	1.86	Homogen

According to the formula above, it is obtained that:

$$F = \frac{vb}{vk}$$

$$F = \frac{111.95}{77.84}$$

$$F = 1.44$$

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

- c. Testing of similarity average of initial data between experimental and control class

To test the difference of average, used t-test

$$H_0: \mu_1 = \mu_2$$

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

Where

$\mu_1$  : average data of experimental group

$\mu_2$  : average data of control group

**Table 4.8**

**The Average of Similarity Test of Reading Skill Pre-Test in Experimental and Control Class**

Variance Source	Experimental	Control	Criteria
Sum	1080	1350	
N	30	30	

Average (X)	43.67	46.5	Ho accepted
Variance (S <sup>2</sup> )	111.95	77.84	
Standard of Deviation (S)	10.58	8.82	

According to the formula above, it is obtained that:

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

$$t = \frac{46.5 - 43.6}{9,74 \sqrt{\frac{1}{30} + \frac{1}{30}}}$$

$$t = 1.126$$

With  $\alpha$  and  $df = 30+30-2 = 58$ , obtained  $t_{table} = 2.0$ . From the result of calculation t-test,  $t_{count} = 1.1126$ . Because  $t_{count}$  was lower than  $t_{table}$ , so  $H_0$  is accepted.

### 3. Data Analysis of Post-Test

#### a. Normality Test

$H_a$ : The distribution list was normal.

$H_0$ : The distribution list was not normal

With the criteria:

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

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

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

**Table 4.9**

**The Result of Normality Test of Post-test of the Experimental and Control Class**

Class	$X^2_{count}$	$X^2_{table}$	Criteria
Experimental	4.30	11.07	Normal
Control	1.20	11.07	Normal

Based on analysis above, it can be seen that  $X^2_{count}$  both of class lower than  $X^2_{table}$  ( $X^2_{count} < X^2_{table}$ ), so  $H_0$  accepted. And the conclusion is the distribution data of experimental and control classes are normal.

b. Homogeneity Test

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

$$H_0: \sigma^2_1 = \sigma^2_2$$

$$H_a: \sigma^2_1 \neq \sigma^2_2$$

**Table 4.10**

**The Homogeneity Result of Pre-Test in Experimental and Control Class**

Class	Variance ( $S^2$ )	N	$F_{count}$	$F_{table}$	Criteria
Experimental	56.21	30	1.13	1.86	Homogen
Control	63.67	30	1.13	1.86	Homogen

According to the formula above, it is obtained that:

$$F = \frac{Vb}{Vk}$$

$$F = \frac{56.21}{63.67}$$

$$F = 1.13$$

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

c. Hypothesis test

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

$H_0: \mu_1 = \mu_2$ : it means there is no significant difference between the reading skill *improvement* of students who were taught by using DART Method and who were taught without using DART Method

$H_a: \mu_1 \neq \mu_2$ : it means there is significant difference between the reading skill *improvement* of students who were taught by using DART Method and who were taught without using DART Method

Based on computation *above* it is obtained that  $F_{count}$  is lower than  $F_{table}$ . So,  $H_0$  accepted. It can be concluded

that data of pre-test from experimental and control class have the same variance or homogeneous.

**Table 4.11**  
**The Result of Computation T-Test**

Class	N	(X)	(S <sup>2</sup> )	(S)	t <sub>count</sub>	t <sub>table</sub>	Criteria
Experimental	39	72	56.20	7.49	4.17	2.001	Ha accepted
Control	39	64	63.68	7.97	4.17	2.001	Ha accepted

Based on the *computation* above, it is obtained that the average of post-test of the experimental class who are taught by using DART Method is 72 and standard deviation (s) is 7.49. While the average of post-test of the control class who are taught without using DART Method is 64 and standard deviation (s) is 7.97.  $df = 30+30-2 = 58$  by  $\alpha = 5\%$ , so obtained  $t_{table} = 2.001$ . From the result of calculation t-test  $t_{count} = 4.168$ . If compared between  $t_{table}$  and  $t_{count}$ ,  $t_{count} > t_{table}$ . it means that  $H_0$  is rejected and  $H_a$  is accepted. There is significant difference between the reading skill improvement of students who were taught by using DART Method and who were taught without using DART Method.



### C. Discussion of the Research Finding

After getting the result of the research, the researcher discussed the data. Based on the teaching learning processed, it could be seen that DART Method was able to answer the statement of the problem.

1. The comparison of average score between pre-test of experimental class and pre-test of control class was not significance/homogeneous. The homogeneity of pre-test is very important for the researcher if he/she want to continue his/her research. The average score of experimental class was 43.66 and the average score of control class was 46.5
2. The progress between pre-test and post-test of experimental class and control class. The difference effect of experimental class and control class was on the treatment. The students of experimental class was taught by using DART Method, while the students of control class was taught without using DART Method. The progress of learning process in experimental class was sharp, it can be seen on students' activity in treatment process by using PQ4R Strategy:
  - a. The students are interested in joining the learning process. By using DART Method, the teacher could create an interesting teaching learning process in the classroom because the students could be happy and they would not get bored. It also makes students enthusiastic in reading text.

- b. The students were motivated to learn together. It means that teaching using DART Method had advantages in learning process, especially in reading narrative text. The strategy of using DART Method could help the students solve their problem in reading; besides, it also encouraged the students to be more active and motivated.
- c. The students were started to learn independently. It means that DART Method can build students' independent learning, they were more enthusiast to learn about reading especially in narrative text.
- d. The students can understand more about Narrative Text. It means that after using DART Method, the students understand how to find the main idea in the passage well.

It was affected to the students average score of post-test was 72 while the average score of pre-test was 43.66. The progress of learning process in control class was steady, because the teacher taught using non-PQ4R Strategy, it can be seen on the students' average score of post-test was 63 while the average score of pre-test was 46.5

#### D. Limitation of the Research

The researcher realizes that this research had not been done optimally. There were constraints and obstacles faced during the research process. Some limitations of this research were:

1. The research was limited at MAN 2 Semarang in the academic year of 2018/ 2019. When the same researches conducted in other schools, it is still possible that different result will be gained.
2. Relative of the implementation process of this research have short of time, makes this research could not be do maximal. But it was enough to fulfil all requirements for a research.
3. Relative lack of experience and knowledge of the researcher, makes implementation process of this research was less smooth. But the researcher tried as maximal as possible to do this research.

Considering all those limitations, there is a need to do more research about teaching narrative text using the same or different medium. In the hope there will be more optimal result.



## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

In this chapter, the researcher presents conclusion, suggestion, and closing.

#### A. Conclusion

The conclusion of this research is drawn in accordance with the result of the data analysis in the previous chapter. After getting the result of study, the researcher concludes that DART Method was effective in teaching reading narrative text. By using DART Method, the teacher could create an interesting teaching learning process in the classroom because the students could be happy and they would not get bored. There are some significant differences between experimental and control class. The average score for the experimental class was 43.66 for the pre-test and 72 for the post-test. While the average scores for the control class was 46.5 for the pre-test and 63.67 for the post-test. It means that there was an improvement of the students' achievement in narrative text. Each class had different achievement. The achievement of the experimental class was higher than the control class.

In the result of post-test of experimental class were higher than the control class. It means that teaching narrative text by using DART Method was better than teaching narrative text without using DART Method. The result of the calculation using the t-test showed that  $t_{value} = 4.05$  and  $t_{table}$  for  $\alpha: 5\%$  was 2.02. It means that

$t_{value}$  was higher than  $t_{table}$  {4.05>2.02}. It can be concluded that there is a significant difference in the students' score in narrative text with the tenth grades students of MAN 2 Semarang in academic year of 2018/ 2019 between students who have been taught by using DART Method and those who have been taught without using DART Method.

In addition, teaching narrative text by using DART Method can help the students improve their reading skills. It could be seen when teaching and learning process, the students were enthusiasm in learning it.

## B. Suggestions

In teaching and learning English at Senior High School, the teacher must create enjoyable, fun and interesting atmosphere, because the enjoyment is the basic modal that has to be noticed in order to get students' attention in learning. So, the students are interested in learning. The teacher can create an entertainment or enjoyment situation by giving DART in delivering materials. By using DART, students do not only pay attention to the material, but also they can identify some grammatical structures in interesting and different way. If the students have high interest, it would not be difficult for the teacher to deliver the lesson. In addition, the students also will be easily to open their minds on understanding the material. The researcher hopes that the school institution can support teachers to create enjoyable, fun and

interesting atmosphere in learning English especially in teaching narrative text. So, this research can improve students' English skill especially in reading.

C. Closing

The true praise only belongs to Allah, who gives power and health until this thesis can be finished. The writer is sure that this research is far from the perfectness. Therefore, constructive criticism and advices are really expected. Finally, the writer hopes that it can be useful for her and for the readers in general.

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## Appendix 1

### LIST OF STUDENTS OF TRY OUT CLASS

No.	Name	Code
1	Ahmad Farhani Albar	T-1
2	Ahmad Faza Maulana	T-2
3	Amalia Mustafidatul	T-3
4	Amrina Rosada	T-4
5	Arni Dwi Yuni Astuti	T-5
6	Dila Firmanita	T-6
7	Fatimah Tri Anika	T-7
8	Fida Surayya Syarfiani	T-8
9	Gatot Arifin	T-9
10	Haliza Fitria Sya'ban	T-10
11	Haniu Hamham	T-11
12	Hayu Hanindita	T-12
13	Helga Nur Pridyawati	T-13
14	Hendrik	T-14
15	Henny Widya Astuti	T-15
16	Ibril Rifqi Sadam	T-16
17	Imam Wahyudi	T-17
18	Indra Kurnia Adhy	T-18
19	Innata Tarfiati	T-19
20	Lintang Anggita Sari	T-20

21	Maulana Akbar	T-21
22	Maulidatul Khasanah	T-22
23	Miftahud Diniyah	T-23
24	Muhammad Ilham Aminuddin	T-24
25	Muhammad Irfan Hamid	T-25
26	Muhammad Malkhudzi	T-26
27	M. Robbyansyah	T-27
28	M. Siflana H.	T-28
29	Muhammad Yaini	T-29
30	Mutiara Maharani	T-30
31	Nesha Septiano	T-31
32	Oktavian Wahyu	T-32
33	Ramadhina Ingrid	T-33
34	Seno Nur Fahrezi	T-34
35	Singgih Abadi	T-35
36	Shofia Rima N.	T-36
37	Syifa Putri Salsabillah	T-37
38	Triya Mauliya	T-38
39	Zulia Ramadhani	T-39

**Appendix 2****LIST OF STUDENTS OF XA5  
(EXPERIMENTAL CLASS)**

<b>No.</b>	<b>Name</b>	<b>Code</b>
1	Adinda Nabilla Akur Aini	E-01
2	Aditya Andra Kumala Dewa	E-02
3	Afi Rahadatul Aisyi	E-03
4	Athalla Ibnu Sina	E-04
5	Aulia Amartasya	E-05
6	Catur Fitri Ayu Ningsih	E-06
7	Chariti Berlian	E-07
8	Farida Maftukha	E-08
9	Fida Surayya Syarfiani	E-09
10	Haliza Fitria Sya'ban	E-10
11	Indra Kurnia Adhy	E-11
12	Jihaan Nabiilah	E-12
13	Kusuma Hidayah	E-13
14	Latifah Khairun Nisa	E-14
15	Maela Rizqina Aulia	E-15
16	Mahfirotul Fitria	E-16
17	Miftahul Huda	E-17
18	Muhammad Albinio	E-18
19	Muhammad Choirul Anam	E-19
20	Muhammad Nur Alif	E-20
21	Muhammad Reza Taufiqi	E-21
22	Nisya Afisyah Permata Sari	E-22
23	Ragil Wahyu Irawan	E-23
24	Regilang Miszunia	E-24
25	Seno Nur Fahrezi	E-25

26	Swanindiya Laras Kinanthi	E-26
27	Lilis Cantika Dewi	E-27
28	Yakub Rahmat Dika	E-28
29	Zildan Kamal	E-29
30	Ziyan Nawa Fila	E-30

### Appendix 3

#### LIST OF STUDENTS OF XA1 (CONTROL CLASS)

No.	Name	Code
1	Ahliza Azahra Rahmadina	C-01
2	Amelia Nur Vellayani	C-02
3	Anis Fitriyani	C-03
4	Arhat Ibad	C-04
5	Asrul Dyani Setyati	C-05
6	Dea Oktaviana	C-06
7	Dicky Ananda Wahyu Putra	C-07
8	Dina Lusyana	C-08
9	Dzakir Rosyad	C-09
10	Faricha Ladhzina Khoirunisa	C-10
11	Hasna Inas Sausan	C-11
12	Hendri Toni	C-12
13	Husen Khoirul	C-13
14	Ilva Firdatul	C-14
15	Kevin Pramudhika	C-15
16	Lina Naela Sofia	C-16
17	Maryatul Qibtizah	C-17
18	Maulida Wuri	C-18
19	Muhammad Caesar Abista	C-19
20	Muhammad Fauzi Akbar	C-20
21	Muhammad Irza Mahendra	C-21
22	Muhammad Ilham Putra	C-22
23	Muhammad Malkhudzi	C-23
24	Muhammad Robbyansyah	C-24
25	Muhammad Siflana	C-25



26	Novita Septia Rahmadany	C-26
27	Provita Andini	C-27
28	Salsa Aulia	C-28
29	Septi Sukma Anggraeni	C-29
30	Sukma Arum	C-30

## Appendix 4

### THE SCHEDULE OF THE RESEARCH

NO.	DATE	ACTIVITIES
1.	20 April 2019	Try out test
2.	27 April 2019	Pre-test in control and experimental class
3.	4 May 2019	<ul style="list-style-type: none"><li>- Treatment by using DART in experimental class</li><li>- Teaching without DART in control class</li></ul>
4.	11 May 2019	Post-test in control and experimental class

**Appendix 5**  
**The Computation Of The Validity, Reliability, Difficulty Level**  
**And Discriminating Power**  
**Of The Try Out Test**

No.	Kode	Question Number								
		1	2	3	4	5	6	7	8	9
1	T1	1	1	1	1	1	1	1	1	1
2	T2	1	1	1	1	1	1	1	1	1
3	T3	1	0	1	1	1	1	1	1	1
4	T4	1	1	1	1	1	1	1	1	1
5	T5	1	1	1	1	1	1	1	1	1
6	T6	1	1	1	1	1	1	1	1	1
7	T7	1	1	1	1	1	1	1	1	1
8	T8	1	1	1	1	1	1	1	1	1
9	T9	1	1	1	1	1	1	1	1	1
10	T10	0	1	1	1	1	1	1	0	0
11	T11	0	0	1	1	1	1	1	1	1
12	T12	1	1	1	1	1	1	1	1	1
13	T13	1	1	0	1	1	1	1	1	1
14	T14	1	1	1	0	1	1	1	1	1
15	T15	1	1	1	1	1	1	1	1	1
16	T16	1	1	1	1	1	1	1	1	1
17	T17	1	1	1	1	1	1	1	1	1
18	T18	1	1	1	0	1	1	1	1	1
19	T19	1	0	1	1	1	1	1	1	1
20	T20	0	1	1	0	1	0	0	1	1
21	T21	1	0	1	0	1	0	0	0	1
22	T22	1	1	0	1	1	1	1	1	1
23	T23	0	1	1	1	1	1	1	0	1
24	T24	1	0	0	1	1	1	1	1	1
25	T25	1	0	1	0	0	1	1	1	1
26	T26	0	1	1	1	1	0	0	0	1
27	T27	1	0	1	1	1	1	1	1	1
28	T28	1	1	0	0	1	1	1	0	1
29	T29	0	0	1	1	1	0	0	1	0
30	T30	1	0	0	0	0	1	0	0	1
31	T31	0	0	1	0	0	1	0	1	0
32	T32	1	1	0	0	1	1	1	1	1
33	T33	0	0	1	1	1	1	1	1	0
34	T34	0	0	0	1	1	1	0	0	0
35	T35	1	1	0	1	0	0	1	1	1
36	T36	0	0	1	0	1	1	1	0	1
37	T37	1	1	1	1	1	1	0	1	1
38	T38	0	0	0	0	0	1	1	0	0
39	T39	1	0	0	1	1	0	1	0	1
<b>Total</b>		28	24	29	28	34	33	31	29	33

VALIDITY	$\sum X$	28	24	29	28	34	33	31	29	33
	$\sum XY$	556	486	574	558	665	640	619	574	649
	$r_{xy}$	0,43783	0,47247	0,43982	0,46658	0,51938	0,36956	0,59512	0,43982	0,5309
	$r_{tabel}$	0,3081	0,3081	0,3081	0,3081	0,3081	0,3081	0,3081	0,3081	0,3081
	CRITERIA	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid

$\Sigma$  Valid 20

DISCRIMINATING	BA	17	17	19	17	20	19	19	19	19
	BB	11	7	10	11	14	14	12	10	14
	JA	20	20	20	20	20	20	20	20	20
	JB	19	19	19	19	19	19	19	19	19
	DP	0,27105	0,48158	0,42368	0,27105	0,26316	0,21316	0,31842	0,42368	0,21316
	CRITERIA	Enough	Good	Good	Enough	Enough	Enough	Enough	Good	Enough

$\Sigma$  Too Bad 0

$\Sigma$  Bad 0

$\Sigma$  Enough 0

$\Sigma$  Good 0

DEGREE OF DIFFICULTY	B	28	24	29	28	34	33	31	29	33
	JS	39	39	39	39	39	39	39	39	39
	P	0,71795	0,61538	0,74359	0,71795	0,87179	0,84615	0,79487	0,74359	0,84615
	Criteria	Easy	Medium	Easy	Easy	Easy	Easy	Easy	Easy	Easy
	$\Sigma$ Easy	0								
	$\Sigma$ Medium	0								
	$\Sigma$ Difficult	0								

RELIABILITY	p	0,71795	0,61538	0,74359	0,71795	0,87179	0,84615	0,79487	0,74359	0,84615
	q	0,28205	0,38462	0,25641	0,28205	0,12821	0,15385	0,20513	0,25641	0,15385
	pq	0,2025	0,23669	0,19066	0,2025	0,11177	0,13018	0,16305	0,19066	0,13018
	$\Sigma pq$	4,40763								
	$S^2$	15,716								
	n	39								
	r11	0,73848								

10	11	12	13	14	15	16	17	18
1	1	1	1	1	1	1	1	1
0	1	1	1	1	1	1	1	1
1	1	1	1	1	1	1	1	1
1	1	1	1	1	1	1	1	1
1	1	1	1	1	1	1	1	1
0	1	1	1	1	1	1	1	1
1	0	1	1	1	1	1	1	1
1	1	1	1	1	1	1	1	1
0	1	1	1	1	1	1	0	1
1	1	1	1	1	1	1	1	1
0	1	1	1	1	1	1	1	0
0	1	1	1	1	1	0	1	1
1	0	1	1	1	1	1	1	1
1	1	1	1	1	1	1	1	1
0	0	1	1	1	1	1	1	1
0	1	1	1	1	1	1	1	1
0	1	1	1	1	1	1	1	1
1	1	1	0	0	1	1	0	1
1	1	1	1	1	1	1	1	1
0	1	1	1	0	1	1	1	1
1	0	1	1	1	1	1	1	0
1	1	1	1	0	0	0	1	1
1	0	1	1	1	1	1	1	1
1	1	1	1	1	0	1	1	0
1	0	1	0	1	1	1	0	1
1	1	1	1	0	0	0	1	1
1	1	1	1	1	1	1	1	1
1	1	1	1	1	1	1	1	1
1	0	1	1	1	1	1	1	1
1	0	1	0	1	0	1	0	1
0	1	1	1	1	1	1	1	0
1	0	1	1	1	1	1	1	1
1	0	1	0	0	0	0	1	0
1	1	1	1	0	1	1	0	0
1	0	0	0	1	1	1	1	1
1	1	1	0	1	0	0	0	0
1	1	1	1	0	1	1	1	1
1	0	1	1	1	0	1	1	0
0	0	1	0	1	1	1	0	1
1	0	1	1	0	0	0	1	0
1	0	1	0	1	1	1	0	0
1	0	1	0	1	1	1	0	0
28	25	38	31	31	31	33	31	29

28	25	38	31	31	31	33	31	29
514	504	716	618	609	614	645	604	585
-0,1658	0,4688	0,11332	0,57911	0,43495	0,51503	0,4592	0,35486	0,60276
0,3081	0,3081	0,3081	0,3081	0,3081	0,3081	0,3081	0,3081	0,3081
Invalid	Valid	Invalid	Valid	Valid	Valid	Valid	Valid	Valid

11	17	20	19	18	20	19	18	19
17	8	18	12	13	11	14	13	10
20	20	20	20	20	20	20	20	20
19	19	19	19	19	19	19	19	19
-0,3447	0,42895	0,05263	0,31842	0,21579	0,42105	0,21316	0,21579	0,42368
Too Bad	Good	Bad	Enough	Enough	Good	Enough	Enough	Good

28	25	38	31	31	31	33	31	29
39	39	39	39	39	39	39	39	39
0,71795	0,64103	0,97436	0,79487	0,79487	0,79487	0,84615	0,79487	0,74359
Easy	Medium	Easy	Easy	Easy	Easy	Easy	Easy	Easy

0,71795	0,64103	0,97436	0,79487	0,79487	0,79487	0,84615	0,79487	0,74359
0,28205	0,35897	0,02564	0,20513	0,20513	0,20513	0,15385	0,20513	0,25641

19	20	21	22	23	24	25
1	1	1	0	0	1	1
1	1	1	0	1	1	0
1	0	1	1	0	1	1
1	1	1	0	0	1	1
1	1	1	0	0	1	1
1	1	1	0	1	1	1
1	0	1	0	0	1	1
1	1	0	1	1	1	1
1	0	0	0	1	1	1
1	1	1	1	1	1	1
0	1	0	1	1	1	1
1	1	0	1	1	1	1
1	1	1	1	0	0	1
1	1	1	0	0	1	1
1	1	1	1	1	1	1
1		0	0	1	1	1
1	1	1	0	0	0	1
1	0	1	0	0	1	1
1	1	1	1	1	1	1
1	1	0	1	1	1	1
1	1	0	0	0	1	0
0	0	1	1	0	1	0
1	1	1	1	1	0	1
1	0	1	1	1	1	1
1	1	1	1	0	1	0
1	1	1	1	0	1	1
1	1	1	0	1	1	1
1	1	1	1	0	0	0
0	1	0	1	1	0	0
0	0	1	1	0	1	1
0	0	1	1	0	0	0
1	1	0	1	0	1	1
1	0	0	0	1	1	1
1	1	1	1	0	0	1
0	0	0	1	0	1	0
1	1	1	1	1	1	1
1	0	1	0	0	0	0
1	0	0	1	1	1	1
1	1	0	0	0	1	0
33	26	26	23	18	31	29

33	26	26	23	18	31	29
643	#VALUE!	506	414	361	605	581
0,42334	0,36134	0,24697	-0,2326	0,3004	0,37087	0,54351
0,3081	0,3081	0,3081	0,3081	0,3081	0,3081	0,3081
Valid	Valid	Invalid	Invalid	Invalid	Valid	Valid

19	15	14	9	11	18	19
14	11	12	14	7	13	10
20	20	20	20	20	20	20
19	19	19	19	19	19	19
0,21316	0,17105	0,06842	-0,2868	0,18158	0,21579	0,42368
Enough	Bad	Bad	Too Bad	Bad	Enough	Good

33	26	26	23	18	31	29
39	39	39	39	39	39	39
0,84615	0,66667	0,66667	0,58974	0,46154	0,79487	0,74359
Easy	Medium	Medium	Medium	Medium	Easy	Easy

0,84615	0,66667	0,66667	0,58974	0,46154	0,79487	0,74359
0,15385	0,33333	0,33333	0,41026	0,53846	0,20513	0,25641
0,13018	0,22222	0,22222	0,24195	0,24852	0,16305	0,19066

Used	Unused	Unused	Unused	Unused	Used	Used
19	20				24	25



## The Computation of Item Validity Test

Formula					
	$r_{pbi} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$				
Where:					
$M_p$	=	Average of total score who answer correctly			
$M_t$	=	Average of total score			
$SD_t$	=	Standart deviation of total score			
$p$	=	students answer correctly			
$q$	=	students answer uncorrectly			
<b>Criteria</b>					
If $r_{count} > r_{table}$ , it is valid.					

NO	Code	Question no. 1 (X)	Total Score (Y)	$Y^2$	XY
1	T1	1	23	529	23
2	T2	1	22	484	22
3	T3	1	22	484	22
4	T4	1	23	529	23
5	T5	1	23	529	23
6	T6	1	23	529	23
7	T7	1	21	441	21
8	T8	1	24	576	24
9	T9	1	20	400	20
10	T10	0	22	484	0
11	T11	0	19	361	0
12	T12	1	22	484	22
13	T13	1	21	441	21
14	T14	1	22	484	22
15	T15	1	23	529	23
16	T16	1	22	484	22
17	T17	1	21	441	21

18	T18	1	18	324	18
19	T19	1	24	576	24
20	T20	0	18	324	0
21	T21	1	14	196	14
22	T22	1	17	289	17
23	T23	0	21	441	0
24	T24	1	20	400	20
25	T25	1	17	289	17
26	T26	0	17	289	0
27	T27	1	23	529	23
28	T28	1	15	225	15
29	T29	0	14	196	0
30	T30	1	15	225	15
31	T31	0	8	64	0
32	T32	1	18	324	18
33	T33	0	16	256	0
34	T34	0	12	144	0
35	T35	1	16	256	16
36	T36	0	18	324	0
37	T37	1	15	225	15
38	T38	0	11	121	0
39	T39	1	13	169	13
Sum		28	733	14395	557

$M_p$	=	$\frac{\text{no answer correctly no 1}}{\text{who answer correctly no 1}}$			
	=	$\frac{557}{28}$			
	=	19,89			
$M_t$	=	$\frac{\text{Sum of total score}}{\text{total students}}$			
	=	$\frac{733}{39}$			
	=	18,79			
$p$	=	$\frac{\text{score total who answer correctly no 1}}{\text{total students}}$			
	=	$\frac{28}{39}$			
	=	0,72			
$q$	=	$1 - p$	=	0,28	
$SD_t$	=	$\sqrt{14395 - \left(\frac{733}{39}\right)^2}$	=	12,6184	
$r_{pbi}$	=	$\frac{19,89 - 18,79}{12,62} \sqrt{\frac{0,72}{0,28}}$			
	=	0,43			
N=40 it means $r_{table} = 0,3081$					
because $r_{count} > r_{table}$ , it is valid.					

## The Computation of Reliability Test

Formula:	$r_{11} = \frac{n}{n-1} \left( \frac{S_t^2 - \sum pq}{S_t^2} \right)$		
Where:			
$r_{11}$	:	reliability	
$n$	:	total questions	
$p$	:	students answer correctly	
$q$	:	students answer uncorrectly	
$S_t^2$	:	varians	$\frac{\sum x^2 - \frac{(\sum x)^2}{N}}{N}$
$\sum x^2$	:	total deviasi of mean kuadrat	
$N$	:	total students	
<b><u>Kriteria</u></b>			
Interval		Criteria	
$r_{11} \leq 0,2$		Too Low	
$0,2 < r_{11} \leq 0,4$		Low	
$0,4 < r_{11} \leq 0,6$		Medium	
$0,6 < r_{11} \leq 0,8$		High	
$0,8 < r_{11} \leq 1,0$		Too High	
$n$	=	39	
$\sum pq$	=	4,40	
$S_t^2$	=	$\frac{\sum x^2 - \frac{(\sum x)^2}{N}}{N}$	
	=	$\frac{537289 - \left( \frac{733}{39} \right)^2}{39}$	
	=	17,55	
$r_{11}$	=	$\left( \frac{25}{25 - 1} \right) \left( \frac{17,55 - 4,40}{17,55} \right)$	
	=	0,781	
interval correlation coeffisience 0,6-0,8 = high/reliable.			

## The Computation of the Discriminating Power Test

Formula		$D = \frac{BA}{JA} - \frac{BB}{JB}$			
Where:					
D	:	Discriminating Index			
B <sub>A</sub>	:	number of students in upper group who answer correctly			
B <sub>B</sub>	:	number of students in lower group who answer correctly			
J <sub>A</sub>	:	total students in Upper Group			
J <sub>B</sub>	:	Total students in Lower Group			
<b>Criteria</b>					
Interval DP		Criteria			
0,00	-	Bad			
0,20	-	Enough			
0,40	-	Good			
0,70	-	Too Good			
Upper Group			Lower Group		
No	Code	Score	No	Code	Score
1	T - 8	1	1	T - 11	1
2	T - 19	1	2	T - 18	1
3	T - 01	1	3	T - 20	1
4	T - 04	1	4	T - 32	0
5	T - 05	1	5	T - 36	1
6	T - 06	1	6	T - 22	0
7	T - 15	1	7	T - 25	1
8	T - 27	1	8	T - 26	1
9	T - 02	1	9	T - 33	1
10	T - 03	1	10	T - 35	0
11	T - 10	0	11	T - 28	0
12	T - 12	1	12	T - 30	0
13	T - 14	1	13	T - 37	1
14	T - 16	1	14	T - 21	1
15	T - 07	1	15	T - 29	1
16	T - 13	1	16	T - 39	0
17	UJ - 17	1	17	T - 34	0
18	T - 23	0	18	T - 38	0
19	T - 09	1	19	T - 31	1
20	T - 24	1	total		11
Total		18			
DP	:	18	-	11	
		20		20	
	:	0,90	-	0,55	
	:	0,35			
it means, number one is ENOUGH					

## The Computation of Leve Difficulty Test

Formula	$P = \frac{B}{JS}$						
where:							
$P$	:	level difficulty					
$B$	:	number of student who answer correctly					
$JS$	:	total number of student					
<b>Criteria</b>							
Interval IK		Criteria					
P < 0,3		Difficult					
0,3 - 0,7		Medium					
P > 0,7		Easy					
Upper Group				Lower Group			
No	Code	Score		No	Code	Score	
8	T - 08	1		11	T - 11	0	
19	T - 19	1		18	T - 18	1	
1	T - 01	1		20	T - 20	1	
4	T - 04	1		32	T - 32	1	
5	T - 05	1		36	T - 36	0	
6	T - 06	1		22	T - 22	1	
15	T - 15	1		25	T - 25	1	
27	T - 27	1		26	T - 26	0	
2	T - 02	1		33	T - 33	0	
3	T - 03	1		35	T - 35	1	
10	T - 10	0		28	T - 28	1	
12	T - 12	1		30	T - 30	1	
14	T - 14	1		37	T - 37	1	
16	T - 16	1		21	T - 21	1	
7	T - 07	1		29	T - 29	0	
13	T - 13	1		39	T - 39	1	
17	T - 17	1		34	T - 34	0	
23	T - 23	0		38	T - 38	0	
9	T - 09	1		31	T - 31	0	
24	T - 24	1		Sum		11	
Sum		18					
$B$	29						
$JS$	39						
$P$	29	=	0,74359				
	39						
It means, question number 1 is easy.							

## Appendix 6

### Score Pre-test Between Experimental and Control Class

<b>Eksperiment (XA5)</b>			<b>Control (X2)</b>		
<b>No.</b>	<b>Cod</b>	<b>Score</b>	<b>No.</b>	<b>Code</b>	<b>Score</b>
1	E1	40	1	C1	45
2	E2	45	2	C2	50
3	E3	40	3	C3	40
4	E4	60	4	C4	60
5	E5	25	5	C5	40
6	E6	35	6	C6	65
7	E7	40	7	C7	40
8	E8	30	8	C8	40
9	E9	45	9	C9	50
10	E10	50	10	C10	65
11	E11	50	11	C11	40
12	E12	40	12	C12	35
13	E13	60	13	C13	45
14	E14	40	14	C14	50
15	E15	55	15	C15	55
16	E16	45	16	C16	40
17	E17	70	17	C17	35
18	E18	30	18	C18	40

19	E19	40	19	C19	55
20	E20	55	20	C20	55
21	E21	30	21	C21	50
22	E22	35	22	C22	40
23	E23	50	23	C23	30
24	E24	30	24	C24	55
25	E25	40	25	C25	40
26	E26	55	26	C26	45
27	E27	40	27	C27	45
28	E28	40	28	C28	50
29	E29	55	29	C29	40
30	E30	40	30	C30	55
SUM		1310			1395
N		30			30
AVERAGE		43,66667			46,5



## Appendix 7

### Score Post-test Between Experimental and Control Class

<b>Experiment (XA5)</b>			<b>Control (XA1)</b>		
<b>No.</b>	<b>Code</b>	<b>Score</b>	<b>No.</b>	<b>Code</b>	<b>Score</b>
1	E1	70	1	C1	70
2	E2	80	2	C2	60
3	E3	75	3	C3	50
4	E4	90	4	C4	75
5	E5	70	5	C5	60
6	E6	75	6	C6	80
7	E7	60	7	C7	70
8	E8	70	8	C8	65
9	E9	65	9	C9	55
10	E10	70	10	C10	70
11	E11	65	11	C11	50
12	E12	70	12	C12	65
13	E13	75	13	C13	55
14	E14	70	14	C14	60
15	E15	80	15	C15	55
16	E16	65	16	C16	65
17	E17	90	17	C17	60
18	E18	60	18	C18	55
19	E19	65	19	C19	65
20	E20	70	20	C20	70
21	E21	65	21	C21	65
22	E22	70	22	C22	60
23	E23	75	23	C23	55
24	E24	65	24	C24	80
25	E25	75	25	C25	65

26	E26	75	26	C26	60
27	E27	70	27	C27	60
28	E28	70	28	C28	75
29	E29	75	29	C29	65
30	E30	85	30	C30	70
SUM		2160			1910
N		30			30
AVERAGE		72			63,66667

## Appendix 8

### The Result of Normality Test of Pre-test in Control

<b>Hypothesis</b>			
$H_0$	:	the data distributes normally	
$H_1$	:	the data does not distributes normally	
<b>Hypothesis test</b>			
		$\chi^2 = \sum_{i=1}^k \frac{(O_i - E_i)^2}{E_i}$	
<b>Hypothesis test</b>			
maximum score	:	65	<b>Criteria</b> $H_0 : \chi^2_{hitung} < \chi^2_{tabel}$
minimum score	:	30	
Range (R)	:	65-30+1 = 36	
class interval (k)	:	$1+3,3 \log 30 = 5,875$	$\approx 6$ kelas
length of the class (P)	:	$\frac{36}{6} = 6,000$	$\approx 6$
		6	
No.	X	$X - \bar{X}$	$(X - \bar{X})^2$
1	45	-1,50	2,25
2	50	3,50	12,25
3	40	-6,50	42,25
4	60	13,50	182,25
5	40	-6,50	42,25
6	65	18,50	342,25
7	40	-6,50	42,25
8	40	-6,50	42,25
9	50	3,50	12,25
10	65	18,50	342,25
11	40	-6,50	42,25
12	35	-11,50	132,25
13	45	-1,50	2,25
14	50	3,50	12,25
15	55	8,50	72,25
16	40	-6,50	42,25
17	35	-11,50	132,25
18	40	-6,50	42,25
19	55	8,50	72,25
20	55	8,50	72,25
21	50	3,50	12,25
22	40	-6,50	42,25
23	30	-16,50	272,25
24	55	8,50	72,25
25	40	-6,50	42,25
26	45	-1,50	2,25
27	45	-1,50	2,25
28	50	3,50	12,25
29	40	-6,50	42,25
30	55	8,50	72,25
<b>Sum</b>	<b>1395</b>		<b>2257,5</b>



## Appendix 9

### The Result of Normality Test of Pre-test in Experimental Class

<b>hypothesis</b>			
$H_0$	:	Data berdistribusi normal	
$H_1$	:	Data tidak berdistribusi normal	
<b>Hypothesis test</b>			
		$\chi^2 = \sum_{i=1}^k \frac{(O_i - E_i)^2}{E_i}$	
<b>criteria</b>			
accepted if	$H_0$	:	$\chi^2_{hitung} < \chi^2_{tabel}$
maximum score	:	70	
minimum score	:	25	
Range (R)	:	70-25+1	= 46
class interval(k)	:	$1+3,3 \log 30$	= 5,875 $\approx$ 6 kelas
length of the class (P)	:	46	= 7,667 $\approx$ 8
		6	
<b>No.</b>	<b>X</b>	<b><math>X - \bar{X}</math></b>	<b><math>(X - \bar{X})^2</math></b>
1	40	-3,67	13,44
2	45	1,33	1,78
3	40	-3,67	13,44
4	60	16,33	266,78
5	25	-18,67	348,44
6	35	-8,67	75,11
7	40	-3,67	13,44
8	30	-13,67	186,78
9	45	1,33	1,78
10	50	6,33	40,11
11	50	6,33	40,11
12	40	-3,67	13,44
13	60	16,33	266,78
14	40	-3,67	13,44
15	55	11,33	128,44
16	45	1,33	1,78
17	70	26,33	693,44
18	30	-13,67	186,78
19	40	-3,67	13,44
20	55	11,33	128,44
21	30	-13,67	186,78
22	35	-8,67	75,11
23	50	6,33	40,11
24	30	-13,67	186,78
25	40	-3,67	13,44
26	55	11,33	128,44
27	40	-3,67	13,44
28	40	-3,67	13,44
29	55	11,33	128,44
30	40	-3,67	13,44
<b>sum</b>	<b>1310</b>		<b>3246,67</b>

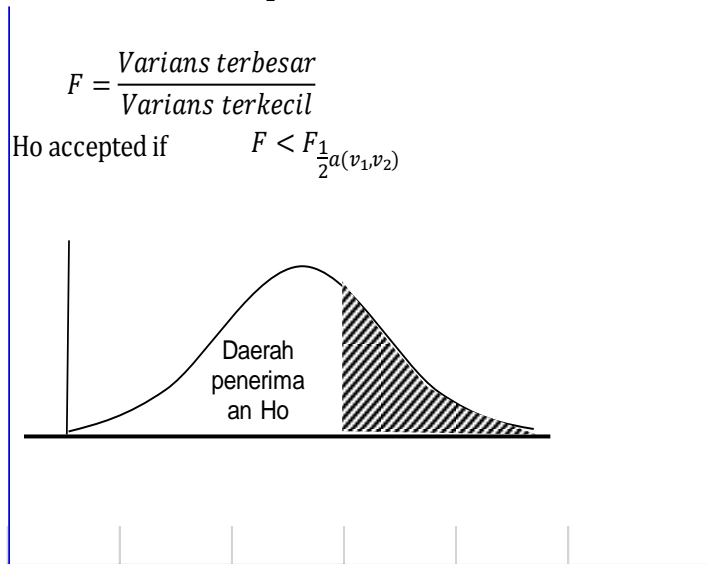
mean	$(\bar{X})$	$\frac{\sum X}{N} = \frac{1310}{30} = 43,67$						
	$S = \sqrt{\frac{\sum(X - \bar{X})^2}{n - 1}}$	$= \sqrt{\frac{3246,67}{30 - 1}}$						
	$S^2 = 111,9540$							
	$S = 10,58$							

Class			Bk	$Z_i$	$P(Z_i)$	L	$O_i$	$E_i$	$\frac{(O_i - E_i)^2}{E_i}$
			24,5	- 1,8	0,4650				
25	-	32				0,1106	5	3,3178	0,8529
			32,5	- 1,1	0,3544				
33	-	40				0,2367	12	7,1020	3,3780
			40,5	- 0,3	0,1176				
41	-	48				0,2937	3	8,8119	3,8333
			48,5	0,5	-0,1761				
49	-	56				0,2113	7	6,3396	0,6688
			56,5	1,2	-0,3874				
57	-	64				0,0881	2	2,6433	0,1565
			64,5	2,0	-0,4755				
65	-	72				0,0213	1	0,638	0,2055
			72,5	2,7	-0,4968				
sum							30		8,4950

with  $\alpha = 5\%$  and  $dk = 6 - 1 = 5$ , obtained  $\chi^2_{tabel} = 11,0705$   
because  $\chi^2 \text{ count} < \chi^2 \text{ table}$ , so the data distribute normally

## Appendix 10

### The Result of Homogeneity Test Between Control and Experimental Class



No.	Class				
	XA5	XA1			
1	40	45			
2	45	50			
3	40	40			
4	60	60			
5	25	40			
6	35	65			
7	40	40			
8	30	40			
9	45	50			
10	50	65			
11	50	40			
12	40	35			
13	60	45			
14	40	50			
15	55	55			
16	45	40			
17	70	35			
18	30	40			
19	40	55			
20	55	55			
21	30	50			
22	35	40			





## T-Test

### Hypothesis

$$H_0 = \mu_1 \leq \mu_2$$

$$H_1 = \mu_1 > \mu_2$$

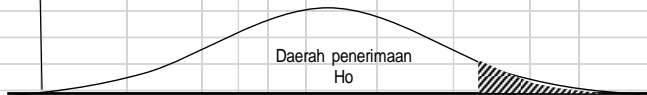
### Hypothesis test

with the formula:

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

$$\text{and } S^2 = \frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2}$$

Ho accepted if  $-t_{(1-\alpha)(n_1+n_2-2)} < t < t_{(1-\alpha)(n_1+n_2-2)}$



source	XA5	XA1	
sum	1080	1350	
n	30	30	
$\bar{x}$	36	45	
$S^2$	111,9540	77,84482759	
S	10,58083	8,822971585	

$$S = \frac{(30-1) 111,954 + (30-1) 77,845}{30 + 30 - 2}$$

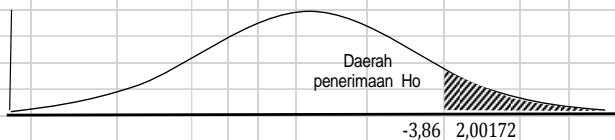
$$S^2 = 94,89943$$

$$S = 9,74$$

$$t = \frac{36 - 45}{9,74 \sqrt{\frac{1}{30} + \frac{1}{30}}} = -3,86$$

with  $\alpha = 5\%$  and  $df = 30 + 30 - 2 = 58$  obtained

$$t_{1-(0,05)(58)} = 2,00172$$



Karena t berada pada daerah penerimaan Ho, maka dapat disimpulkan bahwa ada persamaan

## Appendix 12

### The Result of Normality Test of Post-Test

#### in Control Class

<b>Hypothesis</b>			
$H_0$ : Data distribute normally			
$H_1$ : Data does not distribute normally			
<b>Hypothesis test</b>			
$\chi^2 = \sum_{i=1}^k \frac{(O_i - E_i)^2}{E_i}$			
<b>Criteria</b>			
accepted if $H_0 : \chi^2_{hitung} < \chi^2_{tabel}$			
maximum score	:	80	
minimum score	:	50	
Range (R)	:	80-50+1	= 31
class interval (k)	:	$1+3,3 \log 30$	= 5,875 $\approx$ 6 class
length of the class (P)	:	31	= 5,167 $\approx$ 5
		6	
<b>No.</b>	<b>X</b>	<b>X - <math>\bar{X}</math></b>	<b>(X - <math>\bar{X}</math>)<sup>2</sup></b>
1	70	6,33	40,11
2	60	-3,67	13,44
3	50	-13,67	186,78
4	75	11,33	128,44
5	60	-3,67	13,44
6	80	16,33	266,78
7	70	6,33	40,11
8	65	1,33	1,78
9	55	-8,67	75,11
10	70	6,33	40,11
11	50	-13,67	186,78
12	65	1,33	1,78
13	55	-7	49
14	60	-3,67	13,44
15	55	-8,67	75,11
16	65	1,33	1,78
17	60	-3,67	13,44
18	55	-8,67	75,11
19	65	1,33	1,78
20	70	6,33	40,11
21	65	1,33	1,78
22	60	-3,67	13,44
23	55	-8,67	75,11
24	80	16,33	266,78
25	65	1,33	1,78
26	60	-3,67	13,44
27	60	-3,67	13,44
28	75	11,33	128,44
29	65	1,33	1,78
30	70	6,33	40,11
<b>Jumlah</b>	<b>1910</b>		<b>1820,556</b>
mean	( $\bar{X}$ )	$\frac{\sum X}{N} =$	$\frac{1910}{30} = 63,67$
S =	$\sqrt{\frac{\sum (X - \bar{X})^2}{n - 1}}$	=	$\sqrt{\frac{1820,56}{30 - 1}}$
S <sup>2</sup> =	63,6782		
S =	7,98		

class			$D_k$	$Z_i$	$P(Z_i)$	$L$	$O_i$	$E_i$	$\frac{(O_i - E_i)^2}{E_i}$
			49,5	- 1,8	0,4621				
50	-	54				0,0874	2	2,6223	0,1477
			54,5	- 1,1	0,3747				
55	-	59				0,1754	5	5,2635	0,0132
			59,5	- 0,5	0,1992				
60	-	64				0,2408	7	7,2241	0,0069
			64,5	0,1	-0,0416				
65	-	69				0,2260	7	6,7808	0,0071
			69,5	0,7	-0,2676				
70	-	74				0,1235	5	3,7039	0,4535
			73,5	1,2	-0,3911				
75	-	80				0,0915	4	2,744	0,5747
			80,5	2,1	-0,4825				
<b>sum</b>							<b>30</b>		<b>1,2032</b>

with  $\alpha = 5\%$  and  $dk = 6 - 1 = 5$ , obtained  $x^2_{tabel} = 11,0705$   
because  $X^2 \text{ count} < X^2 \text{ table}$ , so the data distribute normally

## Appendix 13

### The Result of the Normality Test of Post-Test in Experimental Class

<b>Hypothesis</b>			
$H_0$	:	Data distribute normally	
$H_1$	:	Data does not distribute normally	
<b>Hypothesis Test</b>			
		$\chi^2 = \sum_{i=1}^k \frac{(O_i - E_i)^2}{E_i}$	
<b>Criteria</b>			
accept if	$H_0$	:	$\chi^2_{hitung} < \chi^2_{tabel}$
maximum score	:	90	
minimum score	:	60	
Range (R)	:	90-60+1	= 31
class interval (k)	:	$1+3,3 \log 30$	= 5,875 $\approx$ 6 class
length of the class (P)	:	$\frac{31}{6}$	= 5,167 $\approx$ 5
<b>No.</b>	<b>X</b>	<b>X -</b>	<b>(X - <math>\bar{X}</math>)<sup>2</sup></b>
1	70	-2,00	4,00
2	80	8,00	64,00
3	75	3,00	9,00
4	90	18,00	324,00
5	70	-2,00	4,00
6	75	3,00	9,00
7	60	-12,00	144,00
8	70	-2,00	4,00
9	65	-7,00	49,00
10	70	-2,00	4,00
11	65	-7,00	49,00
12	70	-2,00	4,00
13	75	3,00	9,00
14	70	-2,00	4,00
15	80	8,00	64,00
16	65	-7,00	49,00
17	90	18,00	324,00
18	60	-12,00	144,00
19	65	-7,00	49,00
20	70	-2,00	4,00
21	65	-7,00	49,00
22	70	-2,00	4,00
23	75	3,00	9,00
24	65	-7,00	49,00
25	75	3,00	9,00
26	75	3,00	9,00
27	70	-2,00	4,00
28	70	-2,00	4,00
29	75	3,00	9,00
30	85	13,00	169,00
<b>Jumlah</b>	<b>2160</b>		<b>1630,00</b>
mean	( $\bar{X}$ )	$\frac{\sum X}{N}$	$= \frac{2160}{30} = 72,00$
S =	$\sqrt{\frac{\sum (X - \bar{X})^2}{n - 1}}$		$= \sqrt{\frac{11630}{30 - 1}}$
S <sup>2</sup> =	56,2069		
S =	7,50		

class			Bk	$Z_i$	$P(Z_i)$	L	$O_i$	$E_i$	$\frac{(O_i - E_i)^2}{E_i}$
			59,5	- 1,7	0,4523				
60	-	64				0,1108	2	3,3251	0,5281
			64,5	- 1,0	0,3414				
65	-	69				0,2108	6	6,3249	0,0167
			69,5	- 0,3	0,1306				
70	-	74				0,2612	10	7,8364	0,5974
			74,5	0,3	-0,1306				
75	-	79				0,2108	7	6,3249	0,0721
			79,5	1,0	-0,3414				
80	-	84				0,1108	2	3,3251	0,5281
			84,5	1,7	-0,4523				
85	-	90				0,0409	3	1,228	2,5581
			90,5	2,5	-0,4932				
<b>sum</b>							<b>30</b>		<b>4,3003</b>

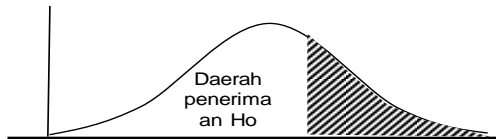
with  $\alpha = 5\%$  and  $dk = 6 - 1 = 5$ , obtained  $\chi^2_{tabel} = 11,0705$   
because  $\chi^2_{count} < \chi^2_{table}$ , so the data distribute normally

## Appendix 14

### The Result of Homogeneity Test Between Control and Experimental Class

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

Ho accepted if  $F < F_{\frac{1}{2}\alpha}(v_1, v_2)$



No.	Class	
	XA5	XA1
1	70	70
2	80	60
3	75	50
4	90	75
5	70	60
6	75	80
7	60	70
8	70	65
9	65	55
10	70	70
11	65	50
12	70	65
13	75	55
14	70	60
15	80	55
16	65	65
17	90	60
18	60	55
19	65	65
20	70	70
21	65	65
22	70	60

23	75	55
24	65	80
25	75	65
26	75	60
27	70	60
28	70	75
29	75	65
30	85	70
$\Sigma$	2160	1910
N	30	30
$\bar{X}$	72,00	63,67
$S^2$	56,21	77,84
S	7,50	8,82

$$F_{count} = \frac{56,21}{77,84}$$

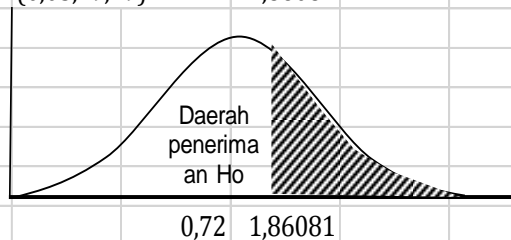
$$F_{count} = 0,72$$

with  $\alpha = 5\%$  and :

dk pembilang =  $n-1 = 30-1 = 29$

dk penyebut =  $n-1 = 30-1 = 29$

$$F_{tabel} (0,05,29,29) = 1,86081$$



because  $F_{count} < F_{tabel}$  it can be concluded those are **(Homogen)**



## Appendix 15

### T-Test

#### Hypothesis

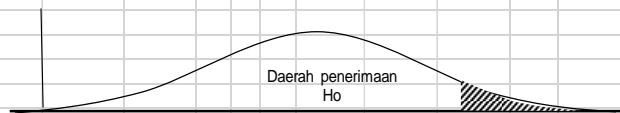
$$H_0 = \mu_1 \leq \mu_2$$

$$H_1 = \mu_1 > \mu_2$$

#### Hypothesis Test

$$t = \frac{\bar{x}_1 - \bar{x}_2}{s \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}} \quad \text{and} \quad S^2 = \frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2}$$

$$H_0 \text{ accepted if } -t_{(1-\alpha)(n_1+n_2-2)} < t < t_{(1-\alpha)(n_1+n_2-2)}$$



Source	XA5	XA1	
sum	2160	1910	
n	30	30	
$\bar{x}$	72	63,66666667	
$S^2$	56,2069	63,67816092	
$S$	7,497126	7,979859706	

$$S = \frac{(30-1) 56,2069 + (30-1) 63,678}{30 + 30 - 2}$$

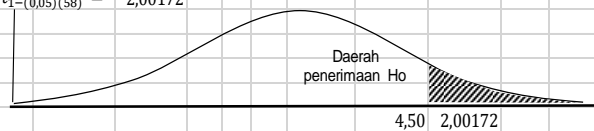
$$S^2 = 59,94253$$

$$S = 7,74$$

$$t = \frac{72 - 64}{7,74 \sqrt{\frac{1}{30} + \frac{1}{30}}} = 4,50$$

with  $\alpha = 5\%$  and  $df = 30 + 30 - 2 = 58$  obtained

$$t_{1-(0,05)(58)} = 2,00172$$



Karena  $t$  berada pada daerah penerimaan  $H_0$ , maka dapat disimpulkan bahwa ada persamaan antara kedua kelas

## Appendix 17

### Lesson Plan For Control Class

Subject	: English
Theme	: Narrative Text (Reading)
Grade	: X
Semester	: 2
Time	: 90 Minutes

#### A. Standard of Competence

3.8 Distinguish social functions, text structure, and linguistic elements of several oral and written narrative texts by giving and asking for information regarding simple folklore, in accordance with the context of its use.

#### B. Indicators

Students are able to identify the meaning of narrative text.

#### C. Learning Aims

By the end of the lesson students will have been able to identify the purpose, generic structure and language features of narrative text.

#### D. Material

##### 1. Definition

Narrative text is a kind of texts which tells about events, which can make the reader feels that it is real.

##### 2. Purpose

To amuse, to entertain and to deal with actual or vicarious experience in different ways.

3. Type of narrative text
  - Romance
  - Science
  - Humor
  - Diary-Novels
  - Adventure
4. The generic structure of narrative text
  - Orientation : It introduces the participants of the story and informs the settings.
  - Complication : It tells the rising crises of the events.
  - Resolution : The crisis which is resolved.
  - Re-orientation : Ending of the story or closure of events.
5. The language features
  - The use of nouns and pronouns.
  - The use of specific participants.
  - The use of adjective.
  - The use of verbs and adverbs.
  - The use of past tense.
6. The example of narrative text

### **The Ugly Duckling and New Friend**

One upon time, a mother duck sat on her eggs. She felt tired of sitting on them. She just wished the eggs

would break out. Several days later, she got her wish. The eggs cracked and some cute little ducklings appeared. “Peep, peep” the little ducklings cried. “Quack, quack” their mother greeted in return. However, the largest egg had not cracked. The mother duck sat on it for several days. Finally, it cracked and a huge ugly duckling waddled out. The mother duck looked at him in surprise. He was so big and very grey. He didn’t look like the others at all. He was like a turkey.

When the mother duck brought the children to the pond for their first swimming lesson. The huge grey duckling splashed and paddled about just as nicely as the other ducklings did. “That is not a turkey chick. He is my very own son and quite handsome” the mother said proudly. However, the other animals didn’t agree. They hissed and made fun of him day by day. Even his own sisters and brothers were very unkind. “You are very ugly” they quacked. The little poor duckling was very unhappy. “I wish I looked like them” he thought to himself. One day, the ugly duckling run away and hid in the bushes. The sad duckling lived alone through the cold and snow winter.

Finally, the spring flowers began to bloom. While he was swimming in the pond, he saw three large white swans swimming toward him. “Oh, dear. these beautiful birds will laugh and peck me too” he said to himself. But the swans did not attack him. Instead, they swam around him and stroked him with their bills. As the ugly duckling bent his neck to speak to them, he saw his reflection in the water. He could not believe his eyes. “I am not an ugly duckling but a beautiful swam” he exclaimed.

He was very happy. From that day on, he swam and played with his new friends and was happier than he had never been.

### **Learning Activity**

#### **Pre-Activity**

Apperception (10 minutes)

- Greeting (Assalamualaikum Wr Wb)
- Teacher checks the students’ attendance
- Teacher guides the students to pray/ recite basmallah
- Teacher tells the students the learning aim

#### **Main Activity (70 minutes)**

##### **a. Observing**

- Students observe the picture
- Students identify generic structure of the text.

**b. Questioning**

- with the help of teacher, students ask the generic structure used in narrative text.

**c. Experimenting**

- Students arrange some jumble words into paragraphs.

**d. Associating**

- Students divided into groups and analyse the generic structures and language features
- Students labels each paragraph appropriately, such as orientation, complication, and resolution.

**e. Communicating**

- Students present their result discussion in front of the class.
- Other groups give comment and respond.

**Post Activity (10 minutes)**

- The teacher gives feedback and conclusion.
- The teacher closes the class by recite hamdalah.

**7. Teaching Method**

Method : Discussion

**8. Media**

- Worksheets
- English Book : Bahasa Inggris Kelas X Edisi Revisi 2016 oleh Kementerian Pendidikan dan Kebudayaan Republik Indonesia.

**9. Assesment**

- Attitude

No	Aspect	Score	Rubric
1.	Active participate in learning activities.	3	Always doing task without being reminded of others.
		2	Sometimes the task must be requested in advance.
		1	Never work on given task.
2.	Showing responsibility	3	Always
		2	Sometime
		1	Not yet

- Skill
  - Every correct answer scored 1
  - Maximum score  $20 \times 5 = 100$
  - The Students' score the correct answer  $\times 100$

### **Enrichment**

Material: Sangkuriang Story

Activity:

- a. Greeting:
  - Greeting students
  - Check students' attendance
  - Guides the students to pray
  - Tells the students the learning aim
- b. Main activity
  - Students identify generic structures
  - Students ask the generic structures and tense used in narrative text.
  - Students change the verb form in the brackets into past tense
  - Students complete unfinished story using their own words.
  - Students share their result in front of the class.
- c. Closing:
  - The teacher gives feedback and conclusion.
  - Teacher close the class.

## **Remedial**

Material: Surabaya Story

Activity:

- a. Greeting:
  - Greeting students
  - Check students' attendance
  - Guides the students to pray
- b. Main activity
  - Students identify generic structures



- Students ask the generic structures and tense used in narrative text.
  - Students change the verb form in the brackets into past tense
  - Students complete unfinished story using their own words.
  - Students share their result in front of the class.
- c. Closing:
- The teacher gives feedback and conclusion.
  - Teacher close the class.

## Appendix 18

### Lesson Plan For Experimental Class

Subject	: English
Theme	: Narrative Text (Reading)
Grade	: X
Semester	: 2
Time	: 90 Minutes

#### A. Standard of Competence

3.9 Distinguish social functions, text structure, and linguistic elements of several oral and written narrative texts by giving and asking for information regarding simple folklore, in accordance with the context of its use.

#### B. Indicators

Students are able to identify the meaning of narrative text.

#### C. Learning Aims

By the end of the lesson students will have been able to identify the purpose, generic structure and language features of narrative text.

#### D. Material

##### 1. Definition

- Narrative text is a kind of texts which tells about events, which can m

##### 2. The purpose

To amuse, to entertain and to deal with actual or vicarious experience in different ways.

3. The generic structure of narrative text

- Orientation : It introduces the participants of the story and informs the settings.
- Complication : It tells the rising crises of the events.
- Resolution : The crisis which is resolved.
- Re-orientation : Ending of the story or closure of events.

4. The language features

- use of nouns and pronouns.
- The use of specific participants.
- The use of adjective.
- The use of verbs and adverbs.
- The use of past tense.

5. Type of narrative text

- Romance
- Science
- Humor
- Diary-Novels
- Adventure

6. The example of narrative text

**The Smart Monkey and The Dull Crocodile**

ORIENTATION

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

COMPLICATION

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

At the time, the monkey was in dangerous situation and he had to think hard. Then he had a good idea. He told the crocodile to swim back to the river bank. “What’s

for?” asked the crocodile. “Because I don’t bring my heart,” said the monkey. “I left it under a tree, near some coconuts in the river bank.”

RESOLUTION

The crocodile agreed and turned around. He swam back to the bank of the river. As soon as they reached the river bank, the monkey jumped off the crocodile’s back. Then he climbed up to the top of a tree.

“Where is your heart?” asked the crocodile. “You are foolish,” said the monkey to the crocodile. “Now I am free and I have my heart.”

**Learning Activity**

## **Pre-Activity**

Apperception (10 minutes)

- Greeting (Assalamualaikum Wr Wb)
- Teacher checks the students' attendance
- Teacher guides the students to pray/ recite basmallah
- Teacher tells the students the learning aim

## **Main Activity (70 minutes)**

### **a. Observing**

- Students observe the picture and guess the picture
- Students identify generic structure of the text.

### **b. Questioning**

- with the help of teacher, students ask the generic structure used in narrative text.

### **c. Experimenting**

- Students predict some missing phrases.
- Students complete the blank parts of the texts.
- Students arrange some jumble words into paragraphs.

### **d. Associating**

- Students divided into groups and analyse the generic structures and language features
- Students of each group separate the text (new topic story) into some paragraphs in meaningful paragraph.
- Students labels each paragraph appropriately, such as orientation, complication, and resolution.
- Students fill the chart provided by the teacher's flowchart.

**e. Communicating**

- Students present their chart in front of the class.
- Other groups give comment and respond.

**Post Activity (10 minutes)**

- The teacher gives feedback and conclusion.
- The teacher closes the class by recite hamdalah.

**7. Teaching Method**

Method : Discussion

Model : DART

**8. Media**

- Worksheets
- English Book : Bahasa Inggris Kelas X Edisi Revisi 2016 oleh  
Kementerian Pendidikan dan Kebudayaan Republik Indonesia.

**9. Assesment**

- Attitude

No	Aspect	Score	Rubric
1.	Active participate in learning activities.	3	Always doing task without being reminded of others.
		2	Sometimes the task must be requested in advance.

		1	Never work on given task.
2.	Showing responsibility	3	Always
		2	Sometime
		1	Not yet

- Skill
  - Every correct answer scored 1
  - Maximum score  $20 \times 5 = 100$
  - The Students' score the correct answer  $\times 100$

### **Enrichment**

Material: Danau Toba Story

Activity:

- a. Greeting:
  - Greeting students
  - Check students' attendance
  - Guides the students to pray
  - Tells the students the learning aim
- b. Main activity
  - Students identify generic structures
  - Students ask the generic structures and tense used in narrative text.

- Students identify the characters and setting.
  - Students change the verb form in the brackets into past tense
  - Students make a moral value of the story by their own words
  - Students share their result in front of the class.
- c. Closing:
- The teacher gives feedback and conclusion.
  - Teacher close the class.

### **Remedial**

Material: Malin Kundang Story

Activity:

- a. Greeting:
- Greeting students
  - Check students' attendance
  - Guides the students to pray
  - Tells the students the learning aim
- b. Main activity
- Students identify generic structures
  - Students ask the generic structures and tense used in narrative text.
  - Students identify the characters and setting.
  - Students change the verb form in the brackets into past tense
  - Students make a moral value of the story by their own words
  - Students share their result in front of the class.
- c. Closing:
- The teacher gives feedback and conclusion.



- Teacher close the class.

## Appendix 19

### Instrument for Pre-Test

Name	:
Class	:
No.	:

**Read the following text to answer questions number 1 to 4.**

#### **The Wolf and The Goat**

A wolf saw a goat grazing at the edge of a high cliff. The wolf smacked his lips at the thought of a fine goat dinner. "My dear friend," said the wolf in his sweetest voice, "aren't you afraid you will fall down from that cliff? Come down here and graze on this fine grass beside me on safe, level ground." "No, thank you," said the goat.

"Well then," said the wolf, "aren't you cold up there in the wind? You would be warmer grazing down here beside me in this sheltered area." "No, thank you," said the goat. "But the grass tastes better down here!" said the exasperated wolf, "Why dine alone?" "My dear wolf," the goat finally said, "are you quite sure that it is My dinner you are worrying about and not your own?"

Adapted from:

<http://storyarts.org/library/aesop/stories/wolf.html>

1. What did the wolf ask when he saw the goat grazing at the edge of a high cliff?
  - a. To be his friend
  - b. To graze on the level ground
  - c. To climb up higher
  - d. To be his dinner
2. "Aren't you cold up there in the wind?" The word 'there' refers to ....
  - a. High cliff

- b. Shelter area
  - c. Grass
  - d. Ground
3. What can we learn from the story above?
- a. Don't look down to other creatures
  - b. Don't easily believe in well behaved creatures
  - c. Don't judge others by their appearance
  - d. Don't easily beat other creatures
4. From the story we know ....
- a. The goat was very hungry
  - b. wolf was a helpful animal
  - c. The wolf was eager to eat the goat
  - d. The wolf was going to fight with the wolf

**Read the following text to answer questions number 5 to 7.**

One day a man stopped at a flower shop to order some flowers. He wanted to send it to his mother who lived far in another town through a delivery company. Meanwhile he was looking at sad young girl who was sitting in front of the flower shop. He asked her what was wrong and she replied, "I wanted to buy a red rose for my mother but my money is not enough". The man smiled and said, "Come on in with me I'll buy you a rose." He bought the little girl a rose and he ordered for his own mother flowers too.

After buying a rose flower for the girl the man offered the girl a ride to her home. She said "yes please! You can take me to my mother. She directed him to a cemetery. The girl placed the rose on her mother's fresh grave. Knowing the girl's mother had died the man realized that he must show his love to his mother while she was still alive. Then the man returned to the flower shop. He cancelled the flower delivery order picked up the rose flower and drove to reach his mother's house.

Adapted from:

<http://www.moralstories.org/rose-for-mother/>

5. We can learn that we have to ....
  - a. Show our loves to our mother
  - b. Buy flowers for our mothers
  - c. Keep our mother alive
  - d. Obey to our mother
6. What did the man do after buying the girl a red rose?
  - a. He gave her a ride to her home
  - b. took the girl to her mother's cemetery
  - c. He went to his own home
  - d. He placed the rose on his mother's grave
7. The main idea of the first paragraph is ...
  - a. A sad girl was thinking of her mother
  - b. A man helped a girl by buying her a flower
  - c. A girl needed a man to deliver her a flower
  - d. A man bought a flower for a girl

**Read the following text to answer questions number 8 to 10.**

A Milkmaid had been in the meadow to milk her cows. Now she was returning home with a pail of milk on her hand. She thought, "I will make cream and butter out of this milk. Then after selling them, I will buy eggs. And when they hatch, I shall have a good poultry farm".

She further thought, "I shall sell some of my chickens and buy a fine dress. Seeing it on my body at the party, all the boys will admire me. But I will turn them away". She went on day dreaming; she forgot about the pail on her head. She moved her head suddenly and the pail of milk came tumbling down. It was broken and all the milk split.

"Dear, O dear!" she cried, "I have lost mine all".

Adapted from:

<http://www.newtimes.co.rw/section/read/106153>

8. What did the milk-maid carry on her hand?
  - a. Some cream
  - b. Some butter
  - c. A pail of milk

- d. A pail of eggs
- 9. What does the text tell us about?
  - a. Spilt milk
  - b. A pail of milk
  - c. A hardworking girl
  - d. A day dreaming milk-maid
- 10. What can we learn from the story above?
  - a. Don't cry over the split milk
  - b. Don't cry before you are hurt
  - c. Don't dream when you sleep
  - d. Don't count your chickens before they are hatched

**Read the following text to answer questions number 11 to 14.**

An ant nimbly running in search of food came across a chrysalis that was close its time to change. The chrysalis moved and this attracted the attention of the ant who for the first time realized that it was a living thing. "Poor, pitiable animal!", cried the ant disdainfully "what a sad fate is yours! While I can run with my pleasure, you lie imprisoned here in your shell". The chrysalis heard all this, but did not try to make any reply.

After a few days, when the ant passed that way again, nothing but the shell remained. Wondering what had happened to its content, he felt himself suddenly shaded and fanned by the gorgeous wings of a beautiful butterfly. "Behold in me," said the butterfly, "your much pitied, friend!". So, the butterfly rose in the air and lost in the summer breeze.

Adapted from:

<http://gaathastory.com/ant-chrysalis/>

- 11. What happened to the chrysalis after few days?
  - a. The chrysalis had gone from the shell
  - b. The chrysalis had become a butterfly
  - c. The ant felt sad about chrysalis death
  - d. The ant felt happy for the butterfly

12. What is the main idea of the first paragraph?
  - a. Chrysalis is an animal
  - b. The chrysalis lied imprisoned
  - c. The ant was feeling sorry for the chrysalis
  - d. The ant goes around to have fun
13. The text generally tells us about ....
  - a. The adventure of an ant
  - b. The ant and the chrysalis
  - c. The changing of the chrysalis
  - d. The regret of the ant
14. From the text we can learn that ....
  - a. We have to be arrogant to others
  - b. Freedom is everything in life
  - c. We have to take revenge
  - d. The appearance may be deceptive

**Read the following text to answer questions number 15 to 18.**

Two frogs had lived in a village all their lives. They thought they would like to go and see the big city that was about ten miles away. They talked about it for a long time and at last they set off to the city.

It was a hot day, and they soon began to feel tired. They had only gone a little way when one said to the other, "we must be nearly there, can you see the city?" "No," said the other frog, "but if I climb on your back, I might be able to see it." So, he climbed up on the back of the other frog to see the city.

Now when the frog put up his head, his eyes could only see what was behind. And not what was in the front. So, he saw the village they had just left. "Can you see the city?" asked the frog who was below. "Yes," answered the frog who had climbed up. "I can see it. It looks just like our village."

Then the frogs thought that it was not worthwhile going any further. They went back and told the frogs in the village that they had seen the city, and it was just like theirs.

Adapted from:

[http://www.kidsgen.com/short\\_stories/two\\_frog.html](http://www.kidsgen.com/short_stories/two_frog.html)

15. What did they feel on their way to find a big city?
  - a. Happy
  - b. Glad
  - c. Sad
  - d. Tired
16. Why did one of the frogs climb on the other's back?
  - a. It felt tired
  - b. It was a hot day
  - c. It could not see the city
  - d. It thought it was worthwhile
17. "...at last they set off to see the city." (Paragraph 1) The underlined word means ....
  - a. Left
  - b. Gave up
  - c. Decided
  - d. Stopped
18. What is the moral value of the text?
  - a. Never do something useless with your friends
  - b. Never trust within a single opinion without other evidences
  - c. We have to accept whatever information we receive
  - d. We can always ask someone's opinions for anything

**Read the following text to answer questions number 19 to 20.**

In ancient times, the king placed a boulder on a roadway. Then he hid and watched to see if anyone would remove the huge rock. Some of the king's wealthiest merchants and courtiers came by and simply walked around it.

Many loudly blamed the king for not keeping the roads clear, but none did anything to get the big stone out of the ways. Then a peasant came along, carrying a load of vegetables. On approaching the boulder, the peasant laid down his burden and tried to move the stone to the side

of the road. After lots of pushing and straining, he finally succeeded. As the peasant picked up his load of vegetables, he noticed a purse lying on the road where the boulder had been.

The purse contained a lot of gold coins and a note from the king indicating that the gold was for the person who removed the boulder from the roadway. The peasant learned what many others never understand.

Adapted from:

<http://guildingrchoes.com/life-lesson-the-king-and-the-boulder/>

19. Why did many people blame the king?
  - a. He did not make good roads for them
  - b. He loved to hide behind the rock
  - c. He showed no care on their roads
  - d. He did not keep the road clear
20. What does the last paragraph tell us?
  - a. The roads that people built with the king
  - b. The person who liked keeping the roads well
  - c. The purpose of putting the boulder and purse
  - d. The way the peasant removed the boulder on the road**

## Appendix 20

### Instrument of Post-Test

Name :

Class :

No. :

**Read the following text to answer questions number 1 to 4.**

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?” The man put the boy on the donkey. But soon, some passers-by 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 passer-by 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 passer-by said, “Aren’t you ashamed of yourself for overloading the poor donkey?”

The man and the boy got 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 caused the boy to drop his end of the pole. In the struggle, the donkey fell over the bridge and then it was drowned.

Adapted from:

<http://khizunata.blogspot.com/2015/01/soal-soal-bahasa-inggris.html?m=1>

1. Why did the boy get off from the donkey?
  - a. The passer-by 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
2. 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 behaviour made the donkey alive
  - d. The donkey was carried by its owners
3. 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
4. "... tied the donkey's feet to it ...." (last paragraph). The underlined word refers to ....
- a. The market
  - b. The donkey
  - c. The pole
  - d. The river

**Read the following text to answer questions number 5 to 8.**

There was a girl named Pina who lived on a fruit plantation with her mother. When her mother worked night and day, little Pina spend all her time playing with her friends. When her mother asked her to do something, she would always reply that she couldn't find things, even if it was laying night in front of her eyes.

One day, her mother fell ill and couldn't even get up to cook some food. So, she asked Pina to cook some rice. However, Pina being her lazy self, said "I can't find the pot. So where should I put the rice?". Her mother told her where the pot was. Then she said, "Where is the ladle, how am I going to cook without a ladle?" Again, her sick mother had to tell her the exact location. Pina did the same with salt, rice and water! Enraged by Pina's behaviour, her mother curse " May you grow a thousand eyes" and went back to sleep.

When she woke up, she could not find her daughter. She searched and searched and so did every single person on plantation. When Pina's mother saw the fruit, she was immediately reminded of Pina's beautiful brown eyes and thus, the fruit with a thousand eyes was named "Pinya", meaning Pineapple in Tagalog.

Adapted from:

<http://gnaginz532ismyblogspot.com/2016/text-narrative-bahasa-inggris-dan.html?m=1>

5. The best title for the text is ....
  - a. The fruit with thousands of eyes
  - b. A lazy girl in plantation
  - c. The origin of pineapple
  - d. A missing girl
6. What happened to the mother when she realized Pina had gone?
  - a. She searched for her
  - b. She cursed her
  - c. She fell asleep

- d. She got sick
7. What Is the main idea of paragraph two?
- a. Pine's mother was so angry that she cursed her daughter
  - b. Pina was too lazy to cook her own food
  - c. Pine's mother was terribly ill
  - d. Pina was a really bad cook
8. What can we learn from the story?
- a. Don't be lazy
  - b. Don't spend your time for playing
  - c. Don't angry to your child
  - d. Respect and obey your mother

**Read the following text to answer questions number 9 to 11.**

Once, a lion, a fox, a jackal and a wolf went hunting together. They looked for their prey and killed a deer. After they discussed their death prey, the lion asked to divide the deer into four equal shares. Then, the other three animals skinned and cut it into four.

Just when each animal was about to take his portion, the lion stopped them. "Wait" roared the lion. "Since I am a member of this hunting party, the first quarter would be mine. Then, as I am also the king of beasts, I am to receive the second share. Since I am known for my courage and strength, I am to receive the third share. As for the fourth share, if you wish to argue with me about its ownership, let's begin, and we will see who will get it".

The wolf got angry but the lion was ready. So, he raised his mighty paw and struck the wolf on the head. The wolf's skull was cracked and he died at the same moment. The jackal ran, once he saw the tragedy. He thought of a bad fate that may happened to him.

“Hump”, grumbled the fox as he walked away with his tail between his legs, but he spoke in a low grow. “You wanted to share all the hard work but keep all the meat to yourself”.

Adapted from:

<http://www.itapuih.com/2018/01/kumpulan-narrative-text-smp-dan.html>

9. The wolf was angry because ....
  - a. The jackal ran at once after he saw the tragedy
  - b. The lion wanted all of the meat for himself
  - c. The lion divided the deer into four equals
  - d. The fox walked away from the team
10. What is the reason that the second share will be for the lion, too?
  - a. He is the king of the animals
  - b. He is the bravest of the animals
  - c. He is the strongest of the beasts
  - d. He is the first member of the hunting party
11. What can we learn from the story?
  - a. Do not believe in a greedy and mean leader
  - b. Follow your leader if you want to succeed
  - c. Lion always become king of all animals
  - d. All animals are afraid of the lion

**Read the following text to answer questions number 12 to 14.**

**The Crow and The Oyster**

A hungry crow saw an oyster on the beach one day. He wanted to eat the tasty meat inside the shell, so he tried to open the oyster.

First, he used his beak, but he could not open the shell. Then, he hit it with a stone, but the shell stayed tightly shut. He even jumped up and down on the oyster, but still he could not open it.

Another crow came by. He saw what the first crow was trying to do and said, "My friend, may I offer you some good advice? I suggest that you pick up the oyster in your beak, fly high into the air, and then drop the oyster onto the wide rock below. The oyster shell will break open and you will be able to have your meal."

The hungry crow thought that it was a very good idea. He picked up the oyster with his beak, and then he flew as high as he could. When he was sure that he was high enough, he dropped the oyster onto a wide rock far below.

The oyster shell broke wide open. However, the other crow was waiting nearby, and he reached the broken oyster first. He enjoyed a tasty meal, while the hungry crow had nothing to eat.

Adapted from:

<http://kumpulansoalbahasainggrismpma.blogspot.com/2015/01/the-crow-and-oyster.html?m=1>

12. How did the other crow trick the hungry crow?
- a. By giving a suggestion to drop the oyster onto the rock
  - b. By telling that he was so hungry and needed some food

- c. By saying that he had a nice and strong beak
  - d. By picking up the oyster with his beak
13. Where did the crow drop the oyster?
- a. Onto the sand
  - b. Near the water
  - c. Near the beach
  - d. Onto a wide rock
14. What is the moral value of the story?
- a. Do not fly high on the sky
  - b. It is not easy to fool anybody
  - c. Always trust people who offer help
  - d. Do not be fooled by people who offer help

**Read the following text to answer questions number 15 to 17.**

Once upon a time, there was a kingdom in Java that was attacked by another kingdom. The king asked his Queen to save her life. Alas! In the middle of the jungle, the enemy killed all her guards. However, the Queen was lucky because she changed herself into a golden snail and survived.

One day, an old woman saw the snail and took it home. She looked after it. Whenever the old woman was not at home, the snail turned into a human being. She cooked and did the household chores. When the old woman got home, the Queen quickly changed into a snail again. It happened several times and made the old woman curious.

One day, the old woman peeped and saw what was going on. She broke in, immediately. She asked, "Why did you change yourself into a snail?". The Queen told her what happened. The old woman was surprised to know that the snail was a Queen.

Later, from the head of the village they discovered that the king had won the battle and he was looking for his wife. Then the village head sent a message to the king telling him that his wife was safe.

Several days later, the King and his guards came for the queen. They thanked the villagers for their kindness and brought the old woman to their palace.

Adapted from:

<http://maulkerenz.blogspot.com/2009/10/narrative-text.html?m=1>

15. What happened when the old woman found the snail?
  - a. She reported it to the head of the village
  - b. She helped it to find the queen's husband
  - c. It helped cleaning and cooking in her house
  - d. She brought it to her house and took care of it
16. What does the second paragraph tell you about?
  - a. The queen lived as a golden snail
  - b. The enemy who attacked the kingdom
  - c. The old woman who looked after a snail
  - d. The king's guards who were killed by enemy
17. In the end of the story, the old woman lived in ....
  - a. The king's palace
  - b. A small village

- c. The village heads
- d. The middle of the jungle

**Read the following text to answer questions number 18 to 20.**

In ancient times, the king placed a boulder on a roadway. Then he hid and watched to see if anyone would remove the huge rock. Some of the king's wealthiest merchants and courtiers came by and simply walked around it.

Many loudly blamed the king for not keeping the roads clear, but none did anything to get the big stone out of the ways. Then a peasant came along, carrying a load of vegetables. On approaching the boulder, the peasant laid down his burden and tried to move the stone to the side of the road. After lots of pushing and straining, he finally succeeded. As the peasant picked up his load of vegetables, he noticed a purse lying on the road where the boulder had been.

The purse contained a lot of gold coins and a note from the king indicating that the gold was for the person who removed the boulder from the roadway. The peasant learned what many others never understand.

Adapted from:

<http://guildingechoes.com/life-lesson-the-king-and-the-boulder/>

- 18. What does the last paragraph tell us?
  - a. The roads that people built with the king
  - b. The person who liked keeping the roads well
  - c. The purpose of putting the boulder and purse
  - d. The way the peasant removed the boulder on the road
- 19. From the story, we know that ....
  - a. Many people liked the peasant
  - b. The peasant was a good man
  - c. The boulder was really small
  - d. The king was very stingy
- 20. What can we learn from the story?



- a. A problem may be a blessing in disguise
- b. There are so many problems in life
- c. An obstacle may make us stronger
- d. We have to avoid any problem in our life

## Appendix 21

### The Answer Key of Pre-Test and Post-Test

#### THE ANSWER KEY OF PRE-TEST

NO.		NO.	
1.	B	11.	B
2.	A	12.	C
3.	B	13.	B
4.	C	14.	D
5.	A	15.	D
6.	B	16.	C
7.	B	17.	A
8.	C	18.	B
9.	D	19.	D
10.	D	20.	C

#### THE ANSWER KEY OF POST-TEST

NO.		NO.	
1.	B	11.	A
2.	A	12.	D
3.	B	13.	D
4.	C	14.	D
5.	C	15.	D
6.	A	16.	C
7.	B	17.	A
8.	D	18.	C
9.	B	19.	B
10.	A	20.	A

## Appendix 22

### OBSERVATION CHECKLIST FOR CONTROL CLASS

No.	Activities	Very low	Low	Enough	High	Very high
1.	Students' ability in understanding narrative text.			√		
2.	Students' ability in identifying communicative purpose of the text.			√		
3.	Students' ability in identifying rethorical stage of the text.			√		
4.	Students' comprehension in identifying main idea of the text.				√	
5.	Students' comprehension in identifying the generic structure of the text.				√	
6.	Students' ability in			√		



## OBSERVATION CHECKLIST FOR EXPERIMENTAL CLASS

No.	Activities	Very low	Low	Enough	High	Very high
1.	Students' ability in understanding narrative text.				√	
2.	Students' ability in identifying communicative purpose of the text.			√		
3.	Students' ability in identifying rethorical stage of the text.			√		
4.	Students' comprehension in identifying main idea of the text.					√
5.	Students' comprehension in identifying the generic structure of the text.				√	
6.	Students' ability in			√		

	identifying sentence meaning of the text.					
7.	Students' enjoyment in learning process.					√
8.	Students' seriousness in understanding material					
	Total score	32				

Score : 1 = Very low

3 = Enough

2 = Low

4 = High

5 = Very high

Score of class situation =  $\frac{32}{40} \times 100\% = 80\%$

Based on the result above, it belongs to Good criteria

- Poor                      0-39%
- Fair                        40-59%
- Average                  60-74%
- Good                        75-84%
- Excellent                85-100%

## Appendix 23

### Documentation of Research

Pre-test in control class.



Pre-test in experimental class



Treatment in control class



Treatment in experimental class





Post-test in control class



Post-test in experimental class





KEMENTERIAN AGAMA  
UNIVERSITAS ISLAM NEGERI WALISONGO  
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Jl. Prof. Dr. Hamka (Kampus II) Ngaliyan Telp. 7601295 Fax. 7615387 Semarang 50185

Nomor : B-3349 /Un-10-3/14/PP-00-9/04/2019  
Hal : **Penunjukan Pembimbing Skripsi**  
Lamp : -

29 April 2019

**Kepada Yth.**

1. Dr. Hj. Siti Mariam, M.Pd
2. Nadiyah Makmun, 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 : Ana Ainul Mufidah  
NIM : 1503046098  
Judul : "The Effectiveness of DART Method to Teach Reading Comprehension in Narrative Text".

Dan menunjuk saudara Dr. Hj. Siti Mariam, M.Pd sebagai pembimbing I dan Nadiyah Makmun, M.Pd sebagai pembimbing II.  
Demikian penunjukan pembimbing skripsi ini disampaikan dan atas kerjasama yang diberikan diucapkan terimakasih.

*Wassalamu'alaikum Wr. Wb.*

Mengetahui,  
Ketua Jurusan Pendidikan Bahasa Inggris



Khrom, 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  
UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG  
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Nomor: B -3246/Un.10.3/14/PP.00.9/04/2019

Semarang, 29 April 2019

Lamp : -

Hal : Mohon Izin Riset  
a.n. : Ana Ainul Mufidah  
NIM : 1503046098  
Kepada Yth.  
Kepala MAN 2 Semarang  
Di tempat

*Assalamu'alaikum Wr.Wb.,*

Diberitahukan dengan hormat dalam rangka penulisan skripsi, atas nama mahasiswa :

Nama : Ana Ainul Mufidah  
NIM : 1503046098  
Judul Skripsi : The Effectiveness of DART Method to Teach Reading Comprehension in Narrative Text.  
Pembimbing : 1. Dr. Hj. Siti Mariam, M.Pd  
2. Nadiah Makmun, M.Pd

Sehubungan dengan hal tersebut mohon kiranya yang bersangkutan di berikan izin riset dan dukungan data dengan tema/judul skripsi sebagaimana tersebut diatas selama 2 minggu, mulai tanggal 30 April 2019-11 Mei 2019.

Demikian atas perhatian dan terkabulnya permohonan ini disampaikan terimakasih.

*Wassalamu'alaikum Wr.Wb.*



a.n. Dekan

Dekan Bidang Akademik

Prof. Dr. H. FATAH SYUKUR, M. Ag.

NIP. 19681212 1999403 1 003

Tembusan :

Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo Semarang (sebagai laporan)



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
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**SURAT KETERANGAN**

Nomor : 664/Ma.11.61/PP.00.6/05/2019

Yang bertanda tangan di bawah ini

Nama : Drs. H. Syaefudin, M.Pd  
NIP : 196510151992031003  
Jabatan : Kepala Madrasah

Menerangkan bahwa :

Nama : Ana Ainul Mufidah  
NIM : 1503046098  
Universitas : Universitas Islam Negeri Walisongo  
Fakultas : Fakultas Ilmu Tarbiyah dan Keguruan  
Program Studi : Pendidikan Bahasa Inggris,S1

Yang bersangkutan telah melaksanakan kegiatan penelitian untuk keperluan Skripsi di MAN 2 Kota Semarang pada tanggal 27 April 2019 sampai 11 Mei 2019 dan telah dilaksanakan sesuai dengan prosedur, dengan judul "THE EFFECTIVENESS OF DART METHOD TO TEACH READING COMPREHENSION IN NARRATIVE TEXT"

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Semarang, 11 Mei 2019

Kepala Madrasah,

Syaefudin





# 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

**PENELITI** : Ana Ainul Mufidah  
**NIM** : 1503046098  
**JURUSAN** : Pendidikan Bahasa Inggris  
**JUDUL** : THE EFFECTIVENESS OF DART METHOD TO TEACH READING  
COMPREHENSION IN NARATIVE TEXT

## 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

	Experiment	Control
Mean	43.66666667	46.5
Variance	111.954023	77.84482759
Observations	30	30
df	29	29
F	1.438169066	
P(F<=f) one-tail	0.166676105	
F Critical one-tail	1.860811435	

### Keterangan:

Sig. = 0,166 > 0,05, maka  $H_0$  diterima artinya kedua kelas tersebut memiliki varians yang sama (Homogen).



## AKADEMI STATISTIKA (AIS) MUHAMMADIYAH SEMARANG

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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

	Control	Experiment
Mean	63.66666667	72
Variance	63.67816092	56.20689655
Observations	30	30
df	29	29
F	1.132924335	
P(F<=f) one-tail	0.369548551	
F Critical one-tail	1.860811435	

#### Keterangan:

Sig. = 0.369 > 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

	Control	Experiment
Mean	46.5	43.66666667
Variance	77.84482759	111.954023
Observations	30	30
Pooled Variance	94.89942529	
Hypothesized Mean Difference	0	
df	58	
t Stat	1.126448937	
P(T<=t) one-tail	0.132307361	
t Critical one-tail	1.671552762	
P(T<=t) two-tail	0.264614722	
t Critical two-tail	2.001717484	

#### Keterangan:

Sig. = 0.264 > 0.05, maka  $H_0$  diterima artinya bahwa tidak terdapat perbedaan rata-rata nilai Kelas Eksperimen dan Kelas Kontrol



## AKADEMI STATISTIKA (AIS) MUHAMMADIYAH SEMARANG

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### Uji Perbedaan Rata-Rata Data Tahap Akhir

t-Test: Two-Sample Assuming Equal Variances

	Experiment	Control
Mean	72	63.66666667
Variance	56.20689655	63.67816092
Observations	30	30
Pooled Variance	59.94252874	
Hypothesized Mean Difference	0	
df	58	
t Stat	4.168663631	
P(T<=t) one-tail	5.17323E-05	
t Critical one-tail	1.671552762	
P(T<=t) two-tail	0.000103465	
t Critical two-tail	2.001717484	

#### Keterangan:

Sig. = 0.000 < 0.05, maka  $H_0$  ditolak artinya bahwa ada perbedaan antara rata-rata nilai Kelas Eksperimen dan Kelas Kontrol



Semarang, 10 Juli 2019

Laboratorium

Deden Istiawan, S.Si.,M.Kom



Nama : ABDIYANTO (47)  
- SENDI HUR FUHRIZI (29)

10

Orientation

Once upon a time, there was a small boy, named Malik. He belonged to a family. He lived in small village near forest.

One day, he was crossing through the forest carrying some woods. He saw an old man who was very hungry. Malik wanted give him some food, but he did not have food for his own. So, he continued on his way. On his way, he saw a deer who was very thirsty. He wanted to give it some water, but he did not have water for himself. So, he went on his way ahead.

Climax / Complication

Then he saw an old man who wanted to make a camp but he did not have woods. Malik asked his problem and gave some woods to him. In return, he gave him some food and water. Now he went back to the old man and gave him some food and gave water to the deer. The old man and the deer were very happy. Malik than happily went on his way.

However, one day Malik fell down the hill. He was in pain but he couldn't move and no one was there to help him.

Resolution

But the old man who had helped before saw him, he quickly came and pulled him up to the hill. He had many wounds on his legs. The deer whom Malik gave water saw his wounds and quickly went to forest and brought some herbs. After sometimes his wounds were covered. All were very happy that they were able to help each other.



### Sura and Baya

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

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

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

One day, Sura went to the land and looked for some food in the river. He was very hungry and there was not much food in the sea. Baya was very angry when he knew that Sura broke the promise. They fought again. They both hit each other. Sura bit Baya's tail. Baya did the same thing to Sura. **He** bit very hard until Sura finally gave up and went back to the sea. Baya was happy.

Luza

Azahra Rahma~~ira~~ X MIPA 1 (01)

1. What is the type of the text above?
  - a. Recount
  - b. Narrative
  - c. Descriptive
  - d. Spoof
2. What is the type of the text?
  - a. Science fiction
  - b. Fairy Tale
  - c. Fable
  - d. Mhyts
3. How many characters in this story?
  - a. 2
  - b. 3
  - c. 4
  - d. 5
4. Why are they fighting?
  - a. Because Looking for some food
  - b. Because Sura hates Baya
  - c. Because of goat
  - d. Because hungry
5. Where did the story happen? (paragraph 4)
  - a. Forest
  - b. River
  - c. Beach
  - d. Sea
6. Who was looking for some food?
  - a. Sura and Goat
  - b. Goat and Baya
  - c. Sura and Baya
  - d. Sura, Baya and Goat
7. What was the border between Sura and Baya?
  - a. Sea
  - b. Wood
  - c. Hill
  - d. Beach
8. He bit very hard... (paragraph 4), "He" refers to...
  - a. Sura
  - b. Baya
  - c. Goat
  - d. Whale
9. "No way! This is my lunch. You are **greedy**...." (Paragraph 2), "**Greedy**" what does the similar mean?
  - a. Stingy
  - b. Polite ~~x~~
  - c. Selfish
  - d. Wicked
10. What lessons can we learn in this story?
  - a. Don't be greedy and keep our promise
  - b. Never forget your parents' services
  - c. Mother's prays are God will
  - d. Everytime you lie, you will continue to lie to cover up your lies

D = 10

Fida Surayya Syarifiani

X IPA 5

d. Malik wanted to give him some food

### Helping Others

Once upon a time, there was a small boy, named Malik. He belonged to a poor family. He lived in small village near forest.

One day, he was crossing through the forest carrying some woods. He saw an old man who was very ..... (1). Malik wanted give him some food, but he did not have food for his own. So, he continued on his way. On his way, he saw a deer who was very thirsty. He wanted to give it some water, but he did not have water for himself. So, he went on his way ahead. Then he saw an old man who wanted to make a camp but he did not have woods. Malik asked his problem and gave some ..... (2) to him. In return, he gave him some food and water.

Now he went back to the old man and gave him some food and gave water to the deer. The old man and the deer were very ..... (3). Malik than happily went on his way.

However, one day Malik fell down the hill. He was in pain in his legs, but he couldn't move and no one was there to help him.

But the old man who had helped before saw him, he quickly came and pulled him up to the hill. He had many wounds on his ..... (4). The deer whom Malik gave water saw his wounds and quickly went to forest and brought some herbs. After sometimes his wounds were covered. All were very happy that they were able to help each other.

1. a. Beautiful

b. Thirsty

c. Hungry

d. Kindness

2. a. Money

b. Water

c. Clothes

d. Woods

3. a. Sad

b. Happy

c. Nervous

d. Scared

4.  a. Legs

b. Stomach

c. Brain

d. Tongue

## CURRICULUM VITAE

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- b. MTS Futuhiyyah
- c. MAN 2 Semarang
- d. Students of Education and Teacher Training Faculty  
Walisongo State Islamic University Semarang 2015

Semarang, 15 July 2019

The Researcher

**Ana Ainul Mufidah**

1503046098