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

Submitted in Partial Fulfillment of the Requirement
For Degree of Bachelor of Education
In English Education

WALISONGO

By:
Anizul Fatuni'mah
(113411017)

EDUCATION AND TEACHER TRAINING FACULTY
WALISONGO STATE ISLAMIC UNIVERSITY
SEMARANG
2015

THESIS STATEMENT

I am the student with the following identity:

Name   : Anizul Fatuni'mah
Student Number   : 113411017
Department   : English Language Education

certify that this thesis:

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)

is definitely my own work. I am completely responsible for the content of this thesis. Other writer's opinions or findings included in the thesis are quoted or cited in accordance with ethical standards.

Semarang, November 10th 2015
The researcher,

Anizul Fatuni'mah
NIM. 113411017

RATIFICATION

Thesis with the following identification:

Title   : **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)**

Name of Student   : Anizul Fatuni'mah
Student Number   : 113411017
Department   : English Language Education

had been ratified by the board of examiner of and can be received as one of education and teacher training Faculty Walisongo state islamic university. any requirement for gaining the Bachelor Degree in English Language Education.

Semarang, December 1st 2015
THE BOARD OF EXAMINER

Chair Person,

Dr. H. Fatah Syukur, M. Ag
NIP. 196812121994031003

Secretary,

Dra. Ma'rifatul Fadhilah, M.Ed
NIP. 196208031989032003

Examiner I

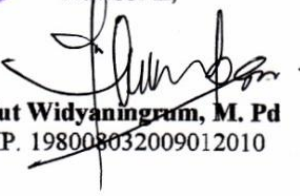**Moh. Nafi Annury, M. Pd**
NIP. 197807192005011007

Examiner II,

Sayyidatul fadlilah, M. Pd
NIP. 198109082007102001

Advisor I,

Dr. Ahwan Fanani
NIP. 197809302003121001

Advisor II,

Lulut Widyaningrum, M. Pd
NIP. 198008032009012010

iii

ADVISOR NOTE

To
The Dean of Education and Teacher Training
Faculty Walisongo State Islamic University

Assalamu'alaikum wr.wb.

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

Title	**:**	**"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)"**
Name of Student	:	Anizul Fatuni'mah
StudentNumber	:	113411017
Department	:	English Language Education

I state that the thesis is ready to be submitted toEducation and Teacher Training FacultyWalisongo state islamic university to be examined at Munaqasyah session.

Wassalamu'alaikum wr.wb.

The Advisor I,

Dr. AhwanFanani
NIP: 197809302003121001

iv

ADVISOR NOTE

To
The Dean of Education and Teacher Training
Faculty Walisongo State Islamic University

Assalamu'alaikum wr.wb.

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

Title : **"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)"**

Name of Student : Anizul Fatuni'mah
Student Number : 113411017
Department : English Language Education

I state that the thesis is ready to be submitted to Education and Teacher Training Faculty Walisongo state islamic university to be examined at Munaqasyah session.

Wassalamu'alaikum wr.wb.

The Advisor II,

Lulut Widyaningrum, M. Pd.
NIP.198008032009012010

v

ABSTRACT

Title	:	**"TEACHING READING NARRATIVE 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 2015/2016)"
Writer	:	Anizul Fatuni'mah
Student Number	:	113411017

This final project discusses teaching reading narrative text through PQ4R Strategy (an experimental research at the ninth grade of SMP Ma'arif NU 02 Jatinegara in the academic year of 2015/2016). The statement of problems in this study is how effective is the use of PQ4R Strategy to improve students' reading comprehension skill of narrative text?

. The background of the study is the students of Ninth grade SMP Ma'arif NU 02 Jatinegara have the problem to understand their English learning especially inreading. They still lack of vocabulary. Their comprehension can be recognized through their way of reading.

The population of the research was the ninth grade students of SMP Ma'arif NU 02Jatinegara. 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 analyze 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.

After collecting the data, it was found that the pre-test average score in experimental class was 47,609 and control class was 43,913. Meanwhile, the post-test average score of in experimental class was 74,783and control class was65,435 . It was obtained that t-test was2,768 and the t-table was 2.02for alpha (α) 5%. The t-test was

higher than t-table (2,768>2.02) It means that Ha was accepted and Ho 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.

based on the result, the researcher suggest that PQ4R Strategy 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 : *Reading, PQ4R Strategy, Narrative*

ACKNOWLEDGMENT

bismillahirrohmanirrohiim

First and foremost, thanks to Allah SWT, the Almighty GOD for his blessing, kindness, and inspiration in lending me to accomplish the final project.

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

I realize thatI cannot complete this final project without help from others. Many people have helped me during the writing this final project and it would be impossible to mention of all them. I wish, however, to give my sincerest gratitude and appreciation to:

1. The Dean of Education and Teacher Training Faculty of UIN Walisongo Semarang Dr. H. Raharjo, M. Ed. St.

2. The Head of English Department Education and Teacher Training Faculty UIN Walisongo Semarang Dr. H. Muslih, M.A.

3. The first advisor Dr. Ahwan Fanani who had the responsibility for his patience in providing careful guidance, and helpful corrections during the consultation.

4. The second advisor Mrs. Lulut Widyaningrum, M. Pd. who already guided and advised patiently during the arrangement of this final project.

5. All lecturers in English Department of Education and Teacher Training Faculty for valuable knowledge, and advice during the years of my stud**y.**

6. The headmaster of SMP Maarif NU 02 Jatinegara Ahmad Fauzi, S.PdI who has given permission for doing the research.

7.   The English teacher Mrs. Evi Kristiani, S.Pd and the curriculum chairman of SMP Ma'arif NU 02 Jatinegara Mrs. Maftukhah, S.Pd who has given permission and support to the researcher for doing this research.

8. My parents (Bpk Tarmuji and Ibu Nur Hikmah) for their love, support and everything that I cannot tell in words.

9. My beloved Sister and brothers Laila Izah Malqi, Roichan Gibran Hidayatul Amal and Akhtar Athaya Affandi.

10. My beloved grandparents, my aunts, my uncles who always give inspiration and motivation to complete this study.

11. My dearest SaefulAflachi who always keep my spirit and always be there for me.

12. My friends in wisma Iskandariyah especially for dek Rizka Fitriani, Dewi Zulaeva and Atsni.

13. All of my friends in PBI 2011 especially for PBI A

14. Last but not least, those who cannot be mentioned one by one have supported, gave motivation and pray to the researcher to finish this thesis.

Finally, the researcher realizes that this thesis is still far from being perfect; therefore, the researcher will be happy to accept constructive criticism in order to make it better. The researcher hopes that this thesis will be beneficial to everyone especially in developing English Teaching and Learning process. Amen.

Semarang, November 10th 2015

The researcher,

Anizul Fatuni'mah
NIM. 113411017

TABLE OF CONTENT

LIST OF TABLE

LIST OF APPENDICES

CHAPTER I
INTRODUCTION

A. Background of The Research

Language is primarily a means of communicating thought from one person to another. With the language, people can express their feelings and thought. People use language as a means of international communication among the nations all over the world. It is important for us to learn language especially English since it is used as a means of communication among nation in the world. Although English is not the largest number of native or 'first' language speakers, it is widely used by many people all over the world as their 'second' language.[1]

Learning English has many advantages, we will know the development of knowledge, science and technology because most of books, articles, journals of science are written in English. There are four skills in learning English that must be mastered by students those are speaking, listening, reading and writing. Reading receives a special focus. There are number of reasons for this. Learning English language text, it means the study of meaning of word and sentences. Many foreign language students often have reading as one of their most important goals. They want to be able to read for information and pleasure. In other

---

[1] J Harmer, *The Practice of English Language Teaching Longman Handbooks for Language Teacher,* (London: Longman Ninth Impression, 2001)

word, students have to read English material for their subject. The student often thought to be easier to obtain information from written text by reading. Allah said in the Qur'an about the command to read:

$$\text{اِقْرَأْ بِاسْمِ رَبِّكَ الَّذِى خَلَقَ ۝ خَلَقَ الْإِنْسَنَ مِنْ عَلَقٍ ۝ اِقْرَأْ وَرَبُّكَ الْأَكْرَمُ ۝ الَّذِى عَلَّمَ بِالْقَلَمِ ۝ عَلَّمَ الْإِنْسَنَ مَا لَمْ يَعْلَمْ ۝}$$

"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 thy Lord is Most Beautiful. He Who taught (the use of) the pen. Taught men that which he knew not ".[2]

According to the verses above, it is clear that Qur'an emphasizes reading skill to build knowledge and understanding in order to mastery the world.

Reading, the one of cooperative skill is important so that students need to further develop, refine, extend, and apply their reading strategies to a variety of different text. Reading is very important for Indonesian students because it helps them to understand many books written English, either to obtain information and message for scientific purpose or just for

---

[2]A. Yusuf Ali, *The Holy Qur'an Text, Translation and Commentary*, America: Amana Corp, 1983) p.1761-1762

2

relaxation. Success in reading is very important for students, both for academic and vocational achievement.

Usually there are some reasons why someone reads. First, they often have reading as one of their most important goals. They want to be able to read for information and pleasure, for their career, and for study purpose. Second, written texts serve various pedagogical purposes. Good reading texts also provide good models for writing, and provide opportunities to introduce new topics, to stimulate discussion, and to study language.

According to school-based curriculum there are some kinds of text taught in the ninth grade of junior high school that are: procedure, narrative, and report. In this study, the researcher focuses on narrative text in several aspects of generic structure, social function and language feature which have to comprehend by the ninth grade of junior high school in their reading skill result.

Reading skill need more comprehension to get the information of the reading. To comprehend, a reader must have a wide range of capacities and abilities. These include cognitive capacities, motivation, and various types of knowledge. Of course, the specific cognitive, motivational, and linguistic capacities and the knowledge base called on in any act of reading comprehension depend on the texts in use and the specific activity in which one is engaged.

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. Reading can be fun activity when we know strategy or technique in reading. Reading does not occur in a vacuum. It is done for a purpose, to achieve some end. We need technique in reading. Students need technique in reading to achieve reading goals. Technique can be an activity in reading. To achieve the expected situation, teacher should give the students more activities that can attract their attention to participate in the lesson actively. Teacher should make students to be a good reader. Fluent readers recognize and get meaning from word they see in pint, and use their knowledge of the structure of the language to begin forming a mental nation of the topic. They need teaching method, teaching methods are the mean by which the teachers attempt to bring about the desired learning.

Basically, method in teaching concerns the way teachers organize and use technique or strategy of teaching, subject matter, teaching tools, teaching material and teaching procedure, that will achieve these objective, carrying out the procedures, evaluating the success of the learning activities and following up the success and failure.

Reading is skill which highly valued by students and teacher alike. Students almost get texts in their study. The text can be difficult or easy, depending on factor inherent in the text, on

the relationship between the text and the knowledge and abilities of the reader, and on the activities in which the reader is engaged.[3]

In Junior High School, reading are not easy. In fact, students of ninth grades SMP Ma'arif NU 02 Jatinegara have the problem to understand their English learning especially in reading. They are still lack of vocabulary. Their comprehension can be recognized through their way of reading. Their low comprehension is shown when they do not understand what they read. The students cannot answer question based on the selection, this may be caused by their limited vocabulary and bad memory. As soon as they read, they have to close the text, but they cannot answer the questions because they cannot retain what they have just read. In reading activity, students are forced to know the implied and stated messages of the texts given. Some students face difficulties in reading English text. They must learn to navigate through unfamiliar vocabulary and grammar structure.

Based on the problem above, in order to make comprehension easier in reading and a text, the teacher should use the strategy that is easy for the students in teaching reading comprehension. So those, the students can enjoy and be stimulated in learning English as foreign language especially in reading comprehension.

---

[3]Elizabeth S. Pang, *teaching reading*, (Belgium: the International Academy of Education) (IAE),2003) p.12

One of reading strategy have been use to improve students' reading comprehension is PQ4R Introduced by Thomas and Robinson 1972. PQ4R is the systematic strategy consist of several steps they are Preview, Question, Read, Reflect, Recite, and Review. [4]Each step functions to optimize the students' ability to develop the idea, gaining the information and stimulating the students to recognize the new vocabularies.

In order for the implementation of learning by using PQ4R strategy work well, it takes considerable time and students are more diligent, careful and thorough. In cooperative learning, students will learn in groups and are given the opportunity more actively in learning activities. So there is a greater opportunity to understand PQ4R strategy and improve learning outcomes in the English language narrative material.

Because of the reason above, the researcher conducted an experimental research in SMP Ma'arif NU 02 Jatinegara by using PQ4R strategy in teaching reading.

B. Research Question

How effective is the use of PQ4R strategy to improve students' reading comprehension skill of narrative text at the ninth grade of SMP Ma'arif NU 02 Jatinegara in the academic year of 2015/2016?

---

[4]Agus Suprijono, *Cooperatif Learning*, (Yogyakarta: Pustaka Pelajar, 2009), p. 103.

C. Objective of the Research

The Objective of The Research based on the statement of the problem is to find out the effectiveness of PQ4R strategy to improve the students' reading comprehension skill of narrative text at the ninth grade of SMP Ma'arif NU 02 Jatinegara in the academic year of 2015/2016

D. Benefits of the Research

This result of the research is expected to be able to give the following benefit for:

1. English teacher

    By doing this research, the teacher will find a new effective teaching process using PQ4R strategy especially in teaching students' reading comprehension.

2. Students

    Students are hoped to be easier to understand the text and more active in reading activity.

3. The Writer

    By conducting this research, hopefully the researcher will get some experience and knowledge how to implement PQ4R strategy in teaching reading comprehension. This research can be evaluation for researcher who frequently used monotonous technique in teaching reading in the classroom.

CHAPTER II

LITERATURE REVIEW
TEACHING READING NARRATIVE TEXT THROUGH PQ4R STRATEGY

A. **Theoretical Review**

   1. **Reading**

      a. Definition of Reading

      Reading is an exercise dominated by the eyes and the brain. The eyes receive messages and the brain then has to work out the significance of the messages. It means that people receive the information from their eyes then understand the meaning by their brain. According to Jack Richards reading perceives a written text in order to understand its context.[1]

      Reading is a skill that is taken for granted. Reading is likewise a skill that teachers simply expect learners to acquire.[2]Reading is a receptive skill. Receptive skills are the ways in which people extract meaning from the discourse they see or hear.[3]In this aspect, the cognitive processes involved in reading are similar to those employed while listening. Though, in both, students are

---

[1]Jack Richards, John Platt and Heidi Weber, *Longman Dictionary of Applied Linguistics,* (UK: Longman Group, 1990), p. 127

[2]H. Douglas brown, *Language Assesment principle and classroom practices*,(US:Lonman,2004), p.185

[3]Jeremy Harmer, *The Practice of English Language Teaching*, (Harlow: Pearson Education Ltd., 2001), 3rd ed., p.199.

engaged in decoding a message rather than encoding, reading is not simply an act of absorbing information only. It is communicative act that involves creating discourse from text.

From the definition above the researcher can conclude that reading is an ability of cognitive process or interaction between the graphic symbols and the language skills of a reader. Reading is also a process of communication between a writer and a reader. A writer has message in his/her mind, such as teaching, fasts, ideas and argument that he/she wants to share the writer puts the message into word or printed verbal symbols. When the messages enter the reader's mind, it means that communication goes on. In comprehending the content of the text, reader not only uses eyes but also their mind concentration to catch the writer's idea.

b. Type of Reading

1) Extensive Reading

Brown explains that Extensive reading is carried out to achieve a general understanding of a usually somewhat longer text (book, long article, or essays, etc).[4] Extensive reading is also to obtain a general understanding of a subject and include

---

[4]H. Douglas brown, *Teaching by Principles an Interactive Approach to Language Pedagogy,* (US:Longman), p.313

reading longer text for pleasure; use extensive reading is to improve general knowledge.[5] It is reading activity that in teacher encourages students to choose for themselves what they like to read and to do so for pleasure and general language improvement.

2) Intensive Reading

Brown explains that Intensive reading is usually a classroom-oriented activity in which students focus on the linguistic or semantic details of a passage. 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, and the like.[6]For this reading activity, the teacher chooses and directed what the students read and it is designed to develop specific receptive skill.[7]

Intensive reading as an activity to take a text, study it line, referring at every moment to our dictionary and our grammar, comparing, analyzing,

[5]Jeremy Harmer, *The practice of English Language Teaching,* p. 283.

[6]H. Douglas brown,*Teaching by Principles an InteractiveApproach to Language Pedagogy,* (US:Longman), p.312

[7]Jeremy Harmer, *The practice of English Language Teaching,* p. 286.

translating and retaining every expression that it contains.

c. The Objectives of Reading

Every action has purpose in doing it. Reading has several purpose or aim when it is done. According to Rivers and Temperley as quoted Nunan suggest that second language learners will want to read for the following purposes:

1) To obtain information for some purposes or because we are curious about some topic.
2) To obtain instruction on how to perform some task for our work or daily life (e.g. knowing how an appliance works).
3) To act in a play, play a game, do a puzzle.
4) To keep in touch with friends by correspondence or to understand business letter.
5) To know when or where something will take place or what is available.
6) To know what is happening or has happened (as reported in newspapers, magazines, reports).
7) For enjoyment or excitement.[8]

Based on the objectives above we can understand that reading need a special attention. It is not surprised if reading is one of the important skills in learning foreign language. The objectives above is reason why getting students to read. Reading is useful for other purposes too:

---

[8] David Nunan, *Designing Tasks for the Communicative Classroom*, (United Kingdom: Cambridge University Press, 1989), p. 34.

any exposure to English (provided students understand it more or less) is a good thing for language students.

Reading is an activity with a purpose. A person may read in order to gain information or verify existing knowledge, or in order to critique a writer's ideas or writing style. A person may also read for enjoyment, or to enhance knowledge of the language being read. The purpose for reading guides the reader's selection of texts.

d. Reading Comprehension

One of the goals Reading is comprehension. Reading can help people to improve their comprehension. Comprehension can be meant the process by which a person understands the meaning of written or spoken language.[9] A good reader will get comprehension when they read. To get comprehension we have to know some types of comprehension. Comprehension has some types, they are:[10]

1) Literal comprehension: Reading in order to understand, remember, or recall the information explicitly contained in passage

2) Inferential comprehension: Reading in order to find information which is not explicitly stated in passage,

---

[9]Jack Richards, John Platt and Heidi Weber, *Longman Dictionary of Applied Linguistics,* (UK: Longman Group, 1990), p. 54

[10]Jack Richards, John Platt and Heidi Weber, *Longman Dictionary of Applied Linguistics*., p238

using the reader's experience and intuition, and by inferring

3) Critical/ evaluative comprehension: Reading in order to compare information in a passage with the reader's own knowledge and value

4) Appreciative comprehension: Reading in order to gain an emotional or other kind of valued response from passage

Janette K. Klinger defines reading comprehension is the process of constructing meaning by coordinating a number of complex process that include word reading, word and world knowledge and fluency.[11] It means reading with comprehension has meaning that the reader is able to extract from the selection its essential facts and understanding, visualized details and sense the readiness of facts. Reading Comprehension requires motivation, mental frameworks for holding ideas, concentration and good study techniques or strategies Good readers recognize and get meaning from word they see in print, and use their knowledge of the structure of the language to begin forming a mental nation of the topic.

---

[11]Janette K. Klinger, Sharon Vaugh, and Alison Boardman, *Teaching Reading Comprehension to Students with Learning Difficulties,* (New York: The Guilford Press, 2007), p. 2

13

2. Text

a. Definition of Text

Text is a system of communication is organized as cohesive units. A text is any completed act of communication such as a greeting between friends in the street, a television advertisement, a novel, or a film and so on. As far as speech and writing are concerned, a text stands alone as an act of communication.[12]

Text is when these words are put together to communicate a message.[13]Halliday and Hasan said that a text is a social exchange of meanings.[14] The meaning of a sentence may have different meaning according to the context. For example, I am buying a drink for everybody here, and the mean of that sentence is one drink for all or one drink for each. Therefore, if we are a teacher, we must be able to develop students' abilities to exchange the meanings in different points of sentence.

---

[12] Peter Knap and Megan Watkins, *Genre, text, grammar : technologies for teaching and assesing writing.* (Australia : University of New South Wales. 2005) p.29

[13]Mark and Kathy Anderson, *Text Types in English*,(South Yarra : Macmillan Education. 2003) p. 1

[14] M. A. K. Halliday & Ruqaiya Hasan, *Language, Context, and Text: Aspects of Language in Social-Semiotic Perspective,* (Hongkong: Oxford University Press, 1984), p. 11.

b. Types of Text

There are two main categories of text. They are literary and factual. Within these are various text types. Each text type has a common way of using language

1) Literary text is text that appeal to our emotions and imagination. Literary texts can make us laugh or cry, think about our own life or consider our beliefs. There are three main text types in this category:[15]

   a) Narrative

   Narrative is text that construct a view of the world that entertains or informs the reader or listener.

   b) Poetic

   Text that Express feelings or experience of the poet so as to describe, praise or critics.

   c) Dramatic

   Text that portray human experience through enactment, sometimes in order to make social comment.[16]

2) Factual text

   Factual text is text that present information or ideas and aim to show, tell or persuade the audience. The main text types in this category are:[17]

---

[15]Mark and Kathy Anderson, *Text Types in English*,(South Yarra : Macmillan Education. 2003) p. 2

[16]Mark and Kathy Anderson, *Text Types in English,* p. 8

a) Response

Text that respond to anarchistic work by providing a description of the work and a judgment.

b) Discussion

Text that present differing opinions on a subject to the reader or listener.

c) Explanation

Text that explain how or why something occurs.

d) Exposition

Text that argue or persuade by presenting one side of an issue.

e) Report

Text that describe or to present information about a subject.

f) Recount

Text that retell a series of events, usually in the order they occurred.

g) Procedure

Text that instruct someone on how something can be done.

---

[17]Mark and Kathy Anderson, *Text Types in English*, p. 1

3. Narrative

   a. Definition of narrative text

   Narrative is kind of text which tells about events, or accuracies, which can make the reader feels that it is real. A narrative tells about something that happened in the past.

   A narrative is a piece of writing that tells a story. The story can be imaginary or based on a real incident.[18]

   A narrative tells about something that happened in the past.[19] Narrative is a text which contents about a story like a story of citizen (folktale), the story of animals (fable), legend, etc. that a narrative text contains story by presenting the sequence of events and actors which are characterized as heroes or cowards. It can be concluded that narrative text is a spoken or written text to communicate a massage, which is used to interpret its meaning in the story.

   b. Social Function of Narrative Text

   Narrative is kind of genre which has social function to amuse, entertain and to deal with actual or vicarious experience in different ways. Narrative deals

---

[18] Ng Foo Mun, Ng Lai Foong, Ng How Seng and Gabriel Mich. Kia Tolok, *Creative English: Workbook,* (Jakarta: Penerbit Erlangga, 2008), p.viii (overview).

[19]Margaret Bonner, *Step Into Writing*, (London: Longman, 1994), p.48.

17

with problematic events which lead to a crisis or a turning point of some kinds, which in turn finds a resolution.

c. Types of narrative text

There are many types of narrative text, including:

1) Romance, typically tells of two lovers who overcome difficulties to end up together.

2) Science function, use a setting involving science and technology.

3) Humor, the aims to make the audience laugh as part of retelling story.

4) Diary – novels, the text presented like diary entries.

5) Adventure, typically tells of exciting dangerous journey of experience.[20]

d. Generic Structure of Narrative Text

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

1) Orientation

It introduces the participants of the story and informs the settings. Normally, the writer explain when the story happened and where the events is taken place.

2) Complication

It tells the rising crises of the events. It is the climax of the narrative. In the middle of the story,

---

[20]Mark Anderson and Kathy Anderson, *Text Types in English*, p. 28

generally, the narrator shows the complication. Complication makes the story more interesting because the main character is prevented to reach his or her wanted. In this part, narrator 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.

3) Resolution

After spelling many issues in the climax of the narrative, the narrator then tells to the readers about the resolution of issues or the problems.

Resolution is the crisis which is resolved, for better or worse. A satisfying narration will give the readers the resolution of the problem or complication. Generally, the resolution is placed in the end of narration, but sometimes the narrator will place other issues or complication after he or she 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.

4) Re-orientation

Re-orientation is optional of generic structure of narrative. So re-orientation is sometimes there and

sometimes it isn't there in narrative text. It is usually in ending of story or closure of events.[21]

e. Language Features of Narrative Text

The language features of narrative text, they are:

1) Using nouns and pronouns to identify people, animal or things 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.[22]

The students have to know the generic structure and language features of narrative text in order they can understand and identify the meaning of narrative text.

---

[21]Peter Knap and Megan Watkins, *Genre, text, grammar : technologies for teaching and assesing writing.* (Australia : University of New South Wales. 2005) p.223

[22]Peter Knap and Megan Watkins, *Genre, text, grammar,* p.221

4. Teaching Reading

Teaching is a process of transferring knowledge. Teaching reading is not only teaching to read, but more of it. Comprehending the text is one of the reading's goals. Teaching reading can be main as facilitate students performance this in comprehending texts, and provide students with many opportunities for practice are encourage in a number of comprehension enhancing the best known of which are reciprocal teaching, cooperative learning and reading recovery.[23] During teaching reading process we must pay attention about the principles of teaching reading. The principles can be standard to limit teachers when they teach reading. The principles of teaching reading are stated below:

a. Reading is not passive skill
b. Students need to be engaged with hat they are reading
c. Student 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 exploit reading texts to the full[24]

---

[23]Jack C. Richards, *Approaches and Methods in Language Teaching,* (United State of America : Cambridge University Press.2001), p.207

[24]Jeremy Harmer, *How to Teach English*, p.70

Teaching reading is not vacuum activity. Students must enjoy during reading process. As we know the advantages of reading, so we must pay attention how to increase reading comprehension in classroom. Teaching reading need more than only read text. According to the definitions about reading and reading comprehension, we have three points based on the explanation above, they are:

a. The reader who is doing the comprehending
b. The text that is to be comprehend
c. The activity in which comprehension is a part

5. **Teaching Reading Narrative Text through PQ4R Strategy**

a. 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 and characteristics of learners faced in order to achieve specific learning goals.[25]

b. PQ4R Strategy

The beginning experience can be constructed through reading activities. With this activity the students

---

[25]Hamzah B. Uno, *model pembelajaran menciptakan proses belajar mengajar yang kreatif dan efektif* (Jakarta: Bumi aksara,2007).p. 3

will have a stock of knowledge. One of the strategies that can be develop in order to read is PQ4R.[26]

One of the strategies that the most known for helping students understand and remember the material they read is PQ4R strategy. This strategy is based on PQRST strategy and SQ3R strategy.[27]

The steps in PQ4R reading strategy is as follows:

1) Preview

Students find the main ideas developed in the reading material. The parts that can be read like introductory chapter, table of contents, topics and sub-topics, titles, or a summary of a chapter. Search basic idea can also be done by reading one or two sentences of each page quickly.

2) Question

Students formulate the questions for himself. Question can be developed from the simple to the complex question. Question include what, who, where, when, why and how.[28] Questions were developed for the formation of declarative knowledge, structural and procedural knowledge.

---

[26]Agus Suprijono, *Cooperatif Learning*, (Yogyakarta: Pustaka Pelajar, 2009), p. 103.

[27]Trianto, S.Pd., M.Pd, *Model-Model Pembelajaran Inovatif Berorientasi Kuntruktivistik*, (Jakarta: Prestasi Pustaka, 2002), p. 147.

[28]Agus Suprijono, *Cooperative Learning*, p.103

3) Read

At this stage the students find answers to all the question that have been formulated. In the Qur'an read as described in detail in the Al-Alaq verses 1-5.

This means that:

ٱقۡرَأۡ بِٱسۡمِ رَبِّكَ ٱلَّذِى خَلَقَ ۝ خَلَقَ ٱلۡإِنسَـٰنَ مِنۡ عَلَقٍ ۝ ٱقۡرَأۡ وَرَبُّكَ ٱلۡأَكۡرَمُ ۝ ٱلَّذِى عَلَّمَ بِٱلۡقَلَمِ ۝ عَلَّمَ ٱلۡإِنسَـٰنَ مَا لَمۡ يَعۡلَمۡ ۝

"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 thy Lord is Most Beautiful. He Who taught (the use of) the pen. Taught men that which he knew not ".[29]

Based on the verse above, the prophet muhammad is expected by God to be able to read, though before this verse was revealed the Prophet Muhammad was illiterate people. Someone could read fluently when it several times to repeat the reading. Verily Allah has made the power of nature to make you a man who knows reading, even though you do not learn it before this. For it as reasonable beings have a lot to study through reading.

---

[29]A. Yusuf Ali, *The Holy Qur'an Text, Translation and Commentary*, America: Amana Corp, 1983) p.1761-1762

4) Reflect

During the reading, students not only enough to remember or memorize, but the most important is they have dialogue with what they read.[30] They try to understand what they read. The trick is as follow, (1) correlate what has been read with the things that have been known before, (2) concerned sub-topics in the text with the concepts, (3) concerned the reading with the fact that involved.

5) Recite

At this stage, students are asked to re-reflect the information that has been learned. In delivering what has been read and understood by students is they are able to formulate these concepts and articulate the important points that have been read by their own language. It would be better if the students not only deliver verbally, but also in written form.[31]

6) Review

The final step is the students are asked to make a summary or formulate the essence of the material that has been read. In this step, students are able to formulate a conclusion as the answer to the question that have been formulated.

---

[30]Agus Suprijono, *Cooperative Learning*, p.104.

[31]Agus Suprijono, *Cooperative Learning*, p.104.

The steps of learning modeling by the application of PQ4R strategy is contain in table 2.1.

Table 2.1
The steps of learning modeling by the application of PQ4R strategy[32]

No.	The Steps	Teacher's Steps	Students' Steps
1.	Preview	a. Give the reading materials for students to read. b. Inform to students how to find the main idea/learning objectives to be achieved.	Reading quickly to find the main idea/ learning objectives to be achieved.
2.	Question	a. Inform the students to pay attention to the meaning of the passage. b. Give students' assignments to make the question of the principal idea that found using	a. Pay attention to teacher's explanation. b. Answer the question that have been made.

---

[32]Trianto, S.Pd., M.Pd, *Model-Model Pembelajaran Inovatif Berorientasi Kuntruktivistik*, p. 150-151.

No.	The Steps	Teacher's Steps	Students' Steps
		the words what, why, who, and how.	
3.	Read	Instruct students to read and respond / answer the questions that had been prepared before.	Read actively while providing a response to what has been read and answer the questions made.
4.	Reflect	Simulating / inform the materials on reading material.	Students not only memorize and remember the subject matter but try to solve the problem of information provided by teachers with the knowledge that has been known through reading materials.
5.	Recite	Ask students to make the essence of the whole discussion of the lessons learn today.	a. Ask and answer questions. b. See the notes / the essence have been made before c. Making the essence of the whole discussion.
6.	Review	a. Ask students to read the	a. Read the essence that

No.	The Steps	Teacher's Steps	Students' Steps
		essence that made from the details of the main idea in their mind. b. Ask students to read back the reading material, if still not sure with their answer	have been made b. Read back the literature if still not convinced of the answers that have been made.

From the steps of PQ4R strategy that have been described above, it can be seen that this learning strategy can help students understand the learning material, especially for materials that are more difficult and helps students to concentrate longer.

B. Previous Research

In this research, the researcher summarizes the relevant previous researches to prove the originality of the research. There are two previous researches related to this study, the first research conducted by Afidatul Hasanah (053811294) student of Biology Department of State Islamic Institute Walisongo Semarang, on her thesis " Upaya Meningkatkan Hasil Belajar Biologi melalui Strategi Pembelajaran PQ4R (*Preview, Question, Read, Reflect, Recite and Review*) Materi Pokok Pertumbuhan dan Perkembangan pada Manusia Kelas VIII B di MTs NU Salatiga".

It contains about increasing the learning outcomes of students with the application of PQ4R strategy particularly in the subject matter of human growth and development on the achievement of the first cycle on average 5.97 with classical learning completeness next cycle II 23.33% on average of 6.84 with classical completeness 53.33% and the third cycle on average 8.18 with classical completeness 86.66%.

In this study, the research goal was achieved because the student has met the completeness criteria classical study of more than 80% of the number of students with KKM 65.[33]

The differences between her research and this research is the previous research use the PQ4R strategy to improve students' achievement and the research method is Classroom action research but this research use PQ4R strategy to improve students' reading comprehension skill especially for narrative text using experimental research method.

Another research by the title of "Efektifitas Strategi PQ4R *(Preview, Question, Read, Reflect, Recite, and Review)* Berkombinasi Mindmap terhadap Hasil Belajar Peserta Didik pada Materi Pokok Klasifikasi Makhluk Hidup Kelas VII di Mts NU 05 Sunan Katong Kaliwungu Tahun Ajaran 2010/2011"

---

[33]Afidatul Hasanah, "*Upaya Meningkatkan hasil belajar biologi melalui pembelajaran strategi pembelajaran PQ4R (Prevew, Question, Read, Reflect, Recite and Review) Materi Pokok Pertumbuhan dan Perkembangan pada Manusia Kelas VIII B di MTs NU Salatiga*", Skripsi Fakultas Tarbiyah IAIN Walisongo Semarang, (Semarang: Perpustakaan Tarbiyah, 2010)

is conducted by Felakhah Khasanah, student of Biology Department of State Islamic Institute Walisongo Semarang.[34]

The research methodology was an experimental research, which conducted in two classes; the experimental group (VII C) and control group (VII B) as sample. The VII C was taught by using PQ4R Strategy, while the VII B was taught without PQ4R Strategy. The writer gave written test to gather the data. 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. It was used to determine whether or not there was a significance difference between students' score in experimental group and students' score in control group

After the data had been collected by using test, it was found that t-test was (2.345), whereas the t-table was (1.665) for a = 5%. The t-test score was higher than the t-table (2.345 > 1.665). It was meant that Ha (alternative hypotheses) was accepted while Ho (null hypotheses) was rejected. Since t-test score was higher than the t-table, PQ4R Strategy was effective in improving students' achievement at the seventh grade students of MTS NU 05 Sunan Katong Kaliwungu.

---

[34]Felakhah Hasanah, *"Efektifitas Strategi PQ4R (Preview, Question, Read, Reflect, Recite, and Review) Berkombinasi Mindmap terhadap Hasil Belajar Peserta Didik pada Materi Pokok Klasifikasi Makhluk Hidup Kelas VII di Mts NU 05 Sunan Katong Kaliwungu Tahun Ajaran 2010/2011"*, Skripsi Fakultas Tarbiyah IAIN Walisongo Semarang, (Semarang: Perpustakaan Tarbiyah, 2010)

The differences between the second previous research and this research is her research used PQ4R strategy combine with Mind map to improve students' achievement but this research only use PQ4R strategy to improve students' reading comprehension skill of narrative text.

C. Hypothesis

A hypothesis is a temporary answer to the formulation of research problems, in which the formulation of research problem have been expressed in the form of question sentence.[35] In this study, the researchers propose a hypothesis that the use of PQ4R strategy is effective in teaching students' reading comprehension of narrative text.

---

[35]Sugiyono, *Metode Penelitian Kuantitatif Kualitatif Dan R&D* (Bandung : Alfabeta,2012), p.64

CHAPTER III
RESEARCH METHOD

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

A. Research Design

Research design played an important role in a research because the quality of research greatly depended on the design. In this research, the researcher uses the form of quantitative one. According to Michael J Wallace, quantitative approach is broadly used to describe what can be counted or measured and can therefore be considered objective.[1] That means the method and instrument involve numerical measurement and then the statistical quantification will be conducted.

In this research, researcher used an experimental research. An experimental research involves two groups: experimental group and control group. An experimental group received a new treatment while control group received an usual treatment. This study used pre-test and post-test.

The design of the experiment could be described as follows:

---

[1]Michael J Wallace, *Action Research for Language Teacher*, (Cambridge: Cambridge University Press, 1998), p. 38.

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

Adopted from Arikunto.[2]

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 PQ4R strategy

Y   = treatment by using conventional method

From the design above, subjects of research were grouped into an experimental group (top line) and a control group (bottom line). The quality of subjects was first checked by pre-testing them (01 and 03). Then, the experimental treatment (taught by using PQ4R strategy) was applied to the experimental group, while the control group (taught using conventional method). The test was held in the form of multiple choice test. The results of post-test (02 and 04) were then computed statistically.

B. Subject and Setting of The Research

This study was conducted with 9th grade students of SMP Ma'arif Nu 02 Jatinegara in academic year of 2015/2016 which is

---

[2]Suharsimi Arikunto, *Prosedur penelitian Suatu Pendekatan Praktik*, (Jakarta: PT Rineka Cipta, 2010), p.125

33

located at Jalan raya Penyalahan Jatinegara. The subjects of this study were the ninth grade students of SMP Ma'arif NU 02 Jatinegara in the academic year of2015/2016. This study was conducted in the first semester. Due to limitation of time, the researcher did not take all students as the subjects of the study, but drew a sample.

1. Population

   According to Arikunto, population is whole subject in the research.[3] Population can be defined as two kinds, target of population and access of population. Target of population is population that has been planned in the research planning. Access of population is population that can be accessed when the researcher determines the number of population.[4]

   The population of this research is all ninth grade of SMP Ma'arif NU 02 Jatinegara in the Academic year of 2015/2016 which consist of two classes with twenty three in each class.

2. Sample and Sampling Technique

   Sample means apart of population that will be observed. Whose characteristics can represent and describe

---

[3]Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktik*, (Jakarta: PT. Rineka Cipta, 2010), p.173

[4]Sukardi, *Metodologi Penelitian Pendidikan*, (Yogyakarta: Bumi Aksara, 2010), P.53-54

the real population.[5] Sample was done by taking the subject/sample which is not based on strata, random, or area but it is based on the consideration of a certain purpose. Some reason for using sample;

a. The large among of population.
b. The observation that done for all unit of population may damage.
c. Saving time, money, and power.
d. Be able to give the comprehensive output.

In this research, the researcher use *non probability sampling* with total sampling or population sampling. *Non probability sampling* is sampling technique that does not provide the same opportunity for each element of population.[6] Total sampling or population sampling is sampling technique where all of the population become a sample.**[7]** The students of two classes, class A and B which consist of approximately 46 students, will be sample from the population. Class A will be the Experimental class and class B will be the control class.

---

[5]Sugiarto, *Teknik Sampling,* (Jakarta: Gramedia Pustaka Utama, 2003) 2nd Ed, P.2

[6]Sugiyono, *Metode Penelitian Pendidikan (Pendekatan Kuantitatif, Kualitatif dan R & D) ,* (Bandung: Alfabeta, 2010), p. 84

[7]Sugiyono, *Metode Penelitian Pendidikan ,*p. 85

C. Variable of Research

A variable is any factor, condition, situation, treatment and all actions that can be used to influence the experimental.[8]
According to Fred N. Kerlingert as cited by Arikunto, that all experiments have one fundamental idea behind them; to test the effect of one or more independent variables on a dependent variable (it is possible to have more than one dependent variables in experiments).[9]

This research that use PQ4R strategy in teaching students' reading comprehension had two variable, those variable were :

1. Independent variable (X)

Independent variable is the variable that is the cause or effect the onset or change in the dependent variable.[10]The independent variable of this research is the use of PQ4R strategy in teaching students' reading comprehension on narrative text.

The indicators of this variable are:

a. Teacher gives the reading passage to the students

---

[8]Wina Sanjaya, *penelitian pendidikan: jenis, metode dan prosedur*, (Jakarta: Kencana.2013), p.95.

[9]Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek* -edisi revisi, (jakarta : Rineka Cipta, 2010).p.162

[10]AhmadTanzeh,*Pengantar metode penelitian*. (Yogyakarta: teras, 2009), p.85.

b. The students read the reading passage and find the main idea (Read)

c. The students pay attention to the meaning of the passage, the generic structure of narrative text and make the question of the main idea that found using the words what, why, who, and how.(Question)

d. The students read and respond / answer the questions that had been prepared before.(Read)

e. The students solve the problem of information provided by teachers.(Reflect)

f. The students make the essence of the whole discussion about narrative text. (Recite)

g. The students read the essence that made from the details of the main idea and read back the reading material, if still not sure with their answer.(Review)

2. Dependent variable (Y)

The dependent variable is a variable that is affected or that become the result because of the existence of the independent variable.[11]

The dependent variable of this research is the improve of students' reading comprehension on narrative text.

The indicators of this variable are :

a. Identifying the purpose of the text

b. Identifying main idea of a paragraph

---

[11]Suharsimi Arikunto, "*Prosedur penelitian...*," p. 162.

c. Identifying generic structure of narrative text.(orientation, complication and resolution)

d. Identifying variation of sentence structure in the text

e. Identifying meaning of words in the text

f. Identifying sentence meaning in the text

D. Method of Data collection

1. Observation

   Observation was the activity that was done by the researcher to get data. There were two kinds of observation, they were: Non systematic observation' which was done by the researcher without using instrument. Systematic observation which was done by the researcher using instrument as the guide of the research.[12]

   The observation focuses on students' activity in classroom. In this part, the researcher used checklist as instrument to take information related to the activity in the class room. The observation paper can be seen in appendix.

2. Documentation

   The documentation method was to look for the data concerning matters or the variable that took the form of the note, transcript, book, newspaper, magazine, inscription,

---

[12]Suharsimi Arikunto, *Dasar-Dasar evaluasi pendidikan,* (jakarta : bumi aksara, 2002) 3rd Ed, p.157

agenda, etc.[13]It refers to the archival data that helps the researcher to collect the needed data. Documentation method is to get a researcher data linked to research object that will be elaborated in this research. This method is used to collect the data from the result of students' test. It is also to get the data of the students' name list that include in population and sample of research documentation of teaching and learning process in English subject. The writer got the data from teacher English guidance.

3. Test

    Brown states that a test is a method of measuring a person's ability, knowledge, or performance in a given domain.[14]Test is a set question used to measure the achievement or capability of individual class.[15] The purpose of a test are several, for example to diagnose a students' strengths, weakness and difficulties, to measure achievement, to measure aptitude and potential, to identify readiness for a program. In this Research, test is given to try-out class, control class and experiment class. Tests were used to measure students' reading comprehension skill and were administered twice; namely, the pre-test and post-test.

---

[13]Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek* -edisi revisi, p.274

[14]Douglas Brown, *Language assessment Principles and Classroom Practices*, (San Francisco: Longman, 2004), p. 3.

[15]Suharsimi Arikunto, *Dasar-Dasar evaluasi pendidikan,*p.157

a. Pre-test

Before the teacher taught new material by using PQ4R Strategy the teacher give the test to the students. Pre-test is given to the experimental and control class in the same way.

b. Post-test

Post-test is given to the experimental class and control class. It is given in order to know the improvement of students' reading comprehension in narrative text after they are taught using PQ4R Strategy (experimental class) and without using PQ4R (control class).

In collecting the required data in the test the writer used multiple choices. The choice of multiple-choice type was based on the following considerations:

1) It was easy and consistent
2) It was easy to compute and determine the reliability of the test
3) It was economical because the number of items can be answered in a short period of testing time

Each of the tests consisted of some reading passages and some multiple choices reading comprehension questions followed in reading passage. Correct answers are score 1 and wrong answers are score

0. The question consist of 20 items which approximately finish on 40 minutes.

The score of students' achievement can be calculated by using this following formula:[16]

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

To find out whether test item is qualified as good instrument in the research or not before used to measure students' reading comprehension skill, previously try out test must be held. Try out test is implemented to find out the validity, reliability, level of difficulty, and discriminating power of test item. After validity, reliability, level of difficulty, and discriminating power of test item were found out, then choose test item which is qualified to be used as instrument for measuring the students' reading comprehension skill. And the steps are as follow:

1) Validity of test

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

[16]Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, p. 235

"a test is valid if it measures what it purpose to be measured".[17]

The validity of an item can be known by doing item analysis. It is counted using product – moment correlation formula:

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

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 of test

It means consistent. Reliability refers to the consistency of test scores. Besides having high validity, a good test should have high reliability too. Alpha formula is used to know reliability of test is K - R. 20.[18]

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

---

[17]Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek* -edisi revisi, (jakarta : Rineka Cipta, 2010).p.211

[18]Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek* -edisi revisi, (jakarta : Rineka Cipta, 2010).p.231

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 isa question which includes cognitive aspect and not to easy or too difficult. Too easy question is not stimulate 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. To determine the level of difficulty of questions can be used the following formula[19]

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

Where :

P = The difficulty's index

B = The number of students who has right answer

JS = The number of students

[19]Suharsimi Arikunto, *Dasar-Dasar Evaluasi Pendidikan*, p. 208.

The criteria are :

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

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

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

4) Discriminating power

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

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

Where :

D   : discrimination index.

JA   : member of student in upper group.

JB   : member of student in low group.

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

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

The criteria are :

D < 0.2 is poor.

0.2   < D $\leq$ 0.4 is fair.

0.4   < D $\leq$ 0.7 is good.

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

0.8

E. Method of Data Analysis

1. Pre-Requisite 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 is used to know the distribution data normal or not. To find out the distribution data is used normality test with Chi square.[20]

    Calculate the chi square (x^1), the formula:

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

Where:

X = Chi-kuadrat

O = Frequency that was obtained from data

E = Frequency that was hoped

k = the sum of interval class

---

[20]Sudjana, *MetodaStatistika*, (Bandung:Tarsito 2002), p.273.

b. Homogeneity test

It is used to know whether the data are homogenous or not.

The formula is:

$$F= \frac{Vb}{Vk}$$ [21]

Where:

Vb : bigger variance

Vk: smaller variance

The hypotheses in homogeneity test are:

Ho : homogeny variance $= ó_1^2 = \sigma_2^2$

Ha : non homogeny variance $= \sigma_1^2 \neq \sigma_2^2$

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

c. Test of average

It is used to examine average whether experimental class and the control class that has been decided having significance different average. by using the following formula:[22]

$$t= \frac{\bar{x}-\bar{x}_2}{\sqrt{\frac{1}{n_1}+\frac{1}{n_2}}} \quad \text{with} \quad s= \sqrt{\frac{(n_1-1)s_1^2+(n_2)s_2^2}{n_1+n_2-2}}$$

[21]Sudjana, "*Metoda Statistika...*", p.250

[22]Sudjana, "*Metoda Statistika...*", p.239

where:

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

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

n_1 : number of experimental group

n_2 : number of control group

s_1^2 : standard deviation of experimental group

s_2^2 : standard deviation control group

The criteria of this test is Ho is accepted if $-t_{1-\frac{1}{2}a} < t <$ $t_{\frac{1}{2}a}$ where $t_{\frac{1}{2}a}$ obtained from the distribution list t with df = $(n_1 + n_2 - 2)$ and opportunities $\left(1 - \frac{1}{2}\alpha\right)$. Values for other t Ho rejected.

2. End Phase Analysis
   a. Normality Test

      The second steps of this test is same as the normality test on the initial data.

   b. Homogeneity test

      The second steps of this test is same as the homogeneity test on the initial data.

   c. Hypothesis test

      Analysis of hypothesis test is a further analysis of the analysis preliminary. Hypothesis test is used to conclude whether the hypothesis is accepted or rejected. The statistical technique used is t-test. i.e.:

47

Ho = $\mu_1 = \mu_2$

Ha = $\mu_1 \neq \mu_2$

μ_1 = average data of experimental group

μ_2 = average data of control group

The formula is :

$$t = \frac{\bar{x}_1 - \bar{x}_2}{s\sqrt{\frac{1}{n^1} + \frac{1}{n^2}}} \quad \text{with} \quad s = \sqrt{\frac{(n_1-1)s_1^2 + (n_2)s_2^2}{n^1 + n^2 - 2}}$$

where:

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

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

n_1 : number of experimental group

n_2 : number of control group

s_1^2 : standard deviation of experimental group

s_2^2 : standard deviation control group

Testing criteria that apply Ho is accepted if *t count >t table* with determine dk = (*n* 1 + *n* 2 - 2) and $\propto$= 5% with opportunities (1 - $\propto$). Values for other t Ho rejected.

CHAPTER IV
RESEARCH FINDING AND ANALYSIS

This chapter is related to the analysis of data collection from the research finding and discussion. This research was intended to find out the effectiveness of using PQ4R strategy in teaching reading narrative text an experimental research of ninth grade students of SMP Ma'arif NU 02 Jatinegara.

A. Description of Research

Findings of this research described that there were different result between experimental class which taught by using PQ4R Strategy and control class which was taught without using PQ4R Strategy on reading narrative text. The research was conducted in SMP Ma'arif NU 02 Jatinegara at the ninth grade in the academic year of 2015/2016.

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.[1] The students of two classes, class A and B which consist of approximately 46 students, as the sample from the population. Class B was a control class and class A was an experiment class.

---

[1]Sugiyono, *Metode PenelitianPendidikan Kualitatif, Kuantitatif dan R & D ,* p 84-85.

Before items were given to the students, the researcher gave tryout test for tryout class on 10th September 2015 to analyze validity, reliability, difficulty level, and the discrimination power of each 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 tryout test in control class that was provided by the researcher.

In this research finding of tryout test, the researcher used *product-moment* formula to analyze validity. The researcher applied the *spearman brown* formula which was combined with *product moment* formula to analyze reliability of instrument. The degree of test difficulty used difficulty level formula by considered five levels of difficulty. The last analysis of tryout test was discriminating power by divided into two groups; lower group and upper group which consist of 12 students in upper groups and 12 students in lower group.

The researcher gave pre-test on 16th September 2015 in control and experimental group. The questions consisted of 20 items were stated valid according to tryout 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 23rd and 30th September 2015. The control group was not taught by using PQ4R Strategy, but the teacher explained the material using conventional method without giving variation or special treatment in learning process.

The treatment for experimental group on 17th and 30th September 2015 by using PQ4R Strategy, 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 1st October 2015 to both experimental group and control group.

From the post-test, it could be known that there were significant result 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

As mentioned in chapter III, validity refers to the precise measurement of the test. In this study, 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 analyze

each item. It was obtained that from 35 test items; there were 20 test items which were valid and 15 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_{able} value.

Table 4.1
Validity of Each Item

Criteria	r_{table}	Number of question	total
Valid	0,404	1, 2, 3, 5, 6, 8, 10, 11, 13, 15, 16, 17, 20, 21, 23, 25, 26, 29, 30, 32.	20
Invalid		4, 7, 9, 12, 18, 19, 22, 24, 27, 28, 31, 33, 34, 35.	15

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

N	= 24	$\sum Y$	= 437
$\sum XY$	= 269	$\sum X^2$	= 12
$\sum X$	= 12	$\sum Y^2$	= 9093

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

$$r_{xy} = \frac{24(269) - (12)(437)}{\sqrt{\{24(12) - (12)^2\}\{24(9093 - (437)^2\}}}$$

$$r_{xy} = \frac{6456 - 5244}{\sqrt{(288 - 144)(218232 - 190969)}}$$

$$r_{xy} = \frac{1212}{\sqrt{144 \times 27263}}$$

$$r_{xy} = \frac{1212}{\sqrt{3925.872}}$$

$$r_{xy} = 0,612$$

From the computation above, the result of computing validity of the item number 1 was 0.612. After that, the researcher consulted the result to the table of r Product Moment with the number of subject (N)=24 and significance level 5% it was 0.404. 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

A good test must be valid and reliable. To get the coefficient of correlation, the researcher applied the *product-moment* formula and then continued to the *spearman-brown* formula. The formula of product moment as follow: Before computing the reliability, the researcher had to compute *product moment* formula (r_{xy}) with the formula below:

N	$= 24$	$\sum XY$	$= 2192$
$\sum Y$	$= 240$	$\sum X$	$= 196$
$\sum Y^2$	$= 2712$	$\sum X^2$	$= 1964$

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

$$r_{xy} = \frac{24(2192) - (196)(240)}{\sqrt{\{24(1964) - (196)^2\}\{24(2712) - (240)^2\}}}$$

$$r_{x\gamma} = \frac{52608 - 47040}{\sqrt{(47136 - 38416)(65088 - 57600)}}$$

$$r_{x\gamma} = \frac{5568}{\sqrt{(8720)(7488)}}$$

$$r_{x\gamma} = \frac{5568}{\sqrt{6529.5360}}$$

$$r_{x\gamma} = 0,6891$$

After finding *product moment* formula (r_{XY}) the computation was continued to the *Spearman-Brown* formula as follow:

$$r_{11} = \frac{2 \times r_{x\gamma}}{\sqrt{1 + r_{x\gamma}}}$$

$$r_{11} = \frac{2 \times 0,689}{\sqrt{1 + 0,689}}$$

$$r_{11} = 0,816$$

From the computation above, it was found out that r_{11} (the total of reliability test) was 0,816 whereas the number of subjects was 24 and the critical value for r-table with significance level 5% was 0.404. Thus, the value resulted from the computation was higher than its critical value. 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

B   = 8 + 4

JS   = 24

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

$$P = \frac{12}{24}$$

$$P = 0{,}50$$

It is proper to say that the index difficulty of the item number 1 above can be said as the medium category, because the calculation result of the item number 1 is in the interval 0. $50 \leq p \leq 0{,}70$. After computing 35 items of the try-out test, there were 5 items were considered to be easy, 29 items were considered to be medium, and there were 1 item was considered to be difficult.

Table 4.2

Degree of Difficulty Each Item

Criteria	Number of Question	Total
Easy	5, 15, 19, 29, 32	5
Medium	1, 2, 3, 4, 6, 7, 8, 9, 10, 11, 12, 13, 14, 16, 17, 20, 21, 22, 23, 24, 25, 26, 27, 28, 30, 31, 33, 34, 35.	29
Difficult	18	1

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 table of Discriminating Power of Number 1

Upper Group			Lower Group		
No	Code	Score	No	Code	Score
1	T-1	1	1	T-13	0
2	T-2	0	2	T-14	0
3	T-3	0	3	T-15	0
4	T-4	1	4	T-16	0
5	T-5	1	5	T-17	1
6	T-6	0	6	T-18	0
7	T-7	1	7	T-19	0
8	T-8	1	8	T-20	0
9	T-9	1	9	T-21	1
10	T-10	1	10	T-22	1
11	T-11	1	11	T-23	0
12	T-12	0	12	T-24	1
Sum		8	Sum		4

This was the analysis of discriminating power for item number 1:

BA = 8

BB = 4

JA = 12

JB = 12

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

$$D = \frac{8}{12} - \frac{4}{12}$$

$$D = 0,33$$

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 $0.20 \leq D \leq 0.40$. After computing 35 items of try –out test and after being consulted to the discriminating power category, there were 7 items which considered being good, 22 items were satisfied and 6 items were poor.

Table 4.4
Discriminating Power of Each Item

Criteria	Number of Each Question	Total
Poor	4, 7, 14, 27, 28, 35.	6
Satisfied	1, 2, 3, 5,6, 8, 9, 10, 12, 13, 16, 17, 18, 19, 20, 21, 22, 24, 26, 32, 33, 34	22
Good	11, 15, 23, 25, 29, 30, 31.	7

Based on the analysis of validity, reliability, difficulty level, and discriminating power, finally 35 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, 8, 10, 11, 13, 15,17,20, 21, 23, 25, 26, 29, 30 and 32.

2. The Data Analysis of Pre-request Test

Table 4.5
Pre-test Score of the Experimental Class and
the Control Class

NO	CODE	SCORE	NO	CODE	SCORE
CONTROL			EXPERIMENT		
1	C-1	35	1	E-1	35
2	C-2	50	2	E-2	60
3	C-3	30	3	E-3	35
4	C-4	50	4	E-4	55
5	C-5	60	5	E-5	50
6	C-6	50	6	E-6	35
7	C-7	30	7	E-7	35
8	C-8	45	8	E-8	45
9	C-9	35	9	E-9	40
10	C-10	35	10	E-10	35
11	C-11	40	11	E-11	55
12	C-12	75	12	E-12	80
13	C-13	50	13	E-13	55
14	C-14	55	14	E-14	70
15	C-15	35	15	E-15	50
16	C-16	35	16	E-16	40
17	C-17	40	17	E-17	45
18	C-18	40	18	E-18	45
19	C-19	40	19	E-19	45
20	C-20	30	20	E-20	35
21	C-21	55	21	E-21	55
22	C-22	55	22	E-22	60
23	C-23	40	23	E-23	35
Sum		1010			1095
N		23			23
Average		43,913			47,608
Varians(s2)		127,174			151,976
Standard Deviation (S)		11,277			12,327

58

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 a = 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	5.89	11.07	Normal
Control	5.42	11.07	Normal

        Based on the analysis above, it can be seen that X^2_{count} both of class lower that X^2_{table} $(X^2_{count} < X^2_{table})$, so Ho 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.

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

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

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

Class	Variance (S^2)	N	Df	F_{count}	F_{table}	Criteria
Experimental	151.976	23	22	1.195	2.048	Homogen
Control	127.174	23	22			

According to the formula above, it is obtained that:

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

$$F = \frac{151.976}{127.174}$$

$$F = 1.195$$

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

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

To test the difference of average, used t-test

Ho: $\mu_1 = \mu_2$

Ha: $\mu_1 \neq \mu_2$

Where

μ_1 : average data of experimental group

μ_2 : average data of control group

Table 4.8
The Average Similarity Test of Reading Skill Pretest
in Experimental and Control Class

Variation Source	Experimental	Control	Criteria
Sum	1095	1010	
N	23	23	
Average (X)	47,608	43,913	Ho accepted
Variance (S²)	151,976	127,174	
Standar of deviation (S)	12,327	11,277	

According to the formula above, it is obtained that:

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

$$T_{count} = \frac{47{,}61 - 43{,}91}{11{,}8142\sqrt{\dfrac{1}{23} + \dfrac{1}{23}}} = 1{,}061$$

With $\alpha = 5\%$ and df = 23+23-2= 44, obtained t_{table} =2.02. From the result of calculation t-test, t_{count}= 1,061 Because t $_{count}$ was lower than t $_{table}$ (2.02>1,061) So Ho is accepted.

3. **The Data Analysis of Post-Request Test**

    a. Normality test

    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 a = 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	1,05	11.07	Normal
Control	0,96	11.07	Normal

Based on analysis above, it can be seen that X^2_{count} both of class lower that X^2_{table} ($X^2_{count} < X^2_{table}$), so Ho 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.

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

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

Table 4.10
The result of homogeneity test of post-test of the
experimental and control class

Class	Variance (S²)	N	Df	F_{count}	F_{table}	Criteria
Experimental	128,360	23	22	1,043	2,048	Homogeneous
Control	133,893	23	22			

according to the formula above, it is obtained that:

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

$$F = \frac{133,893}{128,360} = 1,043$$

Based on computation above it is obtained that F_{count} is lower than F_{table} so Ho accepted. It can be concluded that data of pre 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.

Ho: $\mu_1 = \mu_2$:   it means there is no significant difference between the reading skill improvement of students who were taught by using PQ4R Strategy and who were taught by using non-PQ4R Strategy.

Ha: $\mu_1 \neq \mu_2$:   it means there is significant difference between the reading skill improvement of students who were taught by using PQ4R Strategy and who were taught by using non-PQ4R Strategy.

Table 4.11
The Result of Computation T-Test

Class	N	Average (X)	Variance (S²)	Standar of deviation (s)	t_{table}	t_{count}	criteria
Experimental	23	74,783	128,360	11,330	2,02	2,768	Ha accepted
Control	23	65,435	133,893	11,571			

Based on the computation above, it is obtained that the average of post test of the experimental class who are taught by using PQ4R Strategy is 74,783 and standard deviation (s) is 11,330. While the average of post test of the control class who are taught by using non-PQ4R Strategy is 65,435 and standard deviation (s) is 11.571. with df = 23+23-2 = 44 by α= 5%, so obtained t_{table}= 2.02. From the result of calculation t-test t_{count}= 2,768. if compared between t_{table} and t_{count}, t_{count}>t_{table}. it means that Ho is rejected and Ha is accepted. there is significant difference between the reading skill improvement of students who were taught by using PQ4R Strategy and who were taught by using non-PQ4R Strategy.

C. Observation Interpretation

The observation was carried out during the treatment focused on the students' comprehension in Narrative Text. The concern was given by viewing the students' observable behavior appeared in class within teamwork phase. In this case, the researcher saw their activeness, through the questions pertaining

to narrative text. Questioning, here, has many purposes in teaching reading.

Firstly, the question which was given to the students provided the teacher information about their understanding on narrative during the research or treatment and enabled the teacher to measure their understanding through the answers they gave whether correct, incorrect or partially correct

While during the teamwork, the observation result shown that it was about 60%-80% of students who gave explanation and answered the question on given material correctly and about less than 20% answered incorrectly to other students'. Observation showed that score of control class was 65% while experiment class was 80%. It showed that experiment class was higher than control class in class activity during the research is conducted. The score specification is in appendix.

D. Discussion of the Research Findings

After getting the result of the research, the researcher discussed the data. Based on the teaching learning processed, it could be seen that PQ4R Strategy 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.[2] The average score of experimental class was 47.609 and the average score of control class was 43.913.

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 PQ4R Strategy, while the students of control class was taught by using non-PQ4R Strategy. 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 interest in joining the learning process.

By using PQ4R Strategy, 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 PQ4R Strategy had advantages in learning process, especially in reading narrative text. The strategy of using PQ4R could help the

---

[2]Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik,* (Jakarta: PT. Rineka Cipta, 2006,) p.321.

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 using PQ4R Strategy can build students' independent learning, they were more enthusiast to learn about reading especially in narrative text.

d. The students can understand more about the material.

It means that after using PQ4R Strategy students can understand about how to find the main idea in the passage as well.

It was affected to the students average score of post-test was 74.783 while the average score of pre-test was 47.609. 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 65.435 while the average score of pre-test was 43.913.

E. 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 SMP Ma'arif NU 02 Jatinegara in the academic year of 2015/ 2016. 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 fulfill 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 wants to conclude the result of the research, and wants to suggest to the reader especially to the students and teachers in relation with the result of this research. The researcher hopes it would be useful for the readers to improve the quality of English teaching, especially in teaching narrative text to the ninth grade students of junior high school.

A. Conclusions

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 PQ4R Strategy was effective in teaching reading narrative text. By using PQ4R Strategy, 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 47.609 for the pre-test and 74.783 for the post test. While the average scores for the control class was 43.913 for the pretest and 65.435 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 74.783 which were higher than the control class 65.435. It means that teaching narrative text by using PQ4R Strategy was better than teaching narrative text by using non-PQ4R Strategy.

The result of the calculation using the t-test showed that $t_{value} = 2.768$ and t_{table} for α: 5% was 2.02. It means that t *value* was higher than t *table* {2.768>2.02}. It can be concluded that there is a significant difference in the students' score in narrative text with the ninth year students of SMP Ma'arif NU 02 Jatinegara in academic year of 2015/ 2016 between students who have been taught by using PQ4R Strategy and those who have been taught by using a non-PQ4R Strategy.

In addition, teaching narrative text by using PQ4R Strategy 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 Junior 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 PQ4R in delivering materials. By

using PQ4R, 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.

BIBLIOGHRAPHY

Ali, A. Yusuf, *The Holy Qur'an Text, Translation and Commentary*, America: Amana Corp, 1983.

Anderson, Mark and Kathy Anderson, *Text Types in English*, Australia: Macmillan,1997.

Arikunto, Suharsimi, *Dasar-Dasar Evaluasi Pendidikan,* Jakarta: Bumi aksara, 2002 3rd Ed

Arikunto, Suharsimi, *Prosedur Penelitian Suatu Pendekatan Praktek -* edisi revisi, Jakarta: Rineka Cipta, 2010.

B. Uno, Hamzah, *Model Pembelajaran Menciptakan Proses Belajar Mengajar yang Kreatif*, Jakarta: Bumi aksara, 2007.

Bonner, Margaret, *Step Into Writing*, London: Longman, 1994.

Brown, Douglass, *Language assessment Principles and Classroom Practices*, San Francisco: Longman, 2004.

Departemen Agama RI, *Mushaf Al-Qur'an dan Terjemah*, Jakarta: Pena Pundi Aksara, 2009.

Halliday, M. A. K & Ruqaiya Hasan, *Language, Context, and Text: Aspects of Language in*

Social-Semiotic Perspective, Hongkong: Oxford University Press, 1984.

Harmer, Jeremy, *The Practice of English Language Teaching Longman Handbooks for Language Teacher,* London: Longman Ninth Impression, 2001

Harmer, Jeremy, *The Practice of English Language Teaching 3rd ed,* Harlow: Pearson Education Ltd., 2001

Harmer, Jeremy *How to Teach English*, England: Pearson Education, 1998

Hartono, *Statistik Untuk Penelitian*, Yogyakarta: Pustaka Pelajar, 2004.

Hasanah, Afidatul, "*Upaya Meningkatkan hasil belajar biologi melalui Pembelajaran Strategi Pembelajaran PQ4R (Preview, Question, Read, Reflect, Recite and Review) Materi Pokok Pertumbuhan dan Perkembangan pada Manusia Kelas VIII B di MTs NU Salatiga*", Skripsi Fakultas Tarbiyah IAIN Walisongo Semarang, (Semarang: Perpustakaan Tarbiyah, 2010)

Hasanah, Felahah, *" Efektifitas Strategi PQ4R (Preview, Question, Read, Reflect, Recite and Review) Berkombinasi Mindmap Terhadap Hasil Belajar Peserta Didik Pada Materi Pokok Klasifikasi Makhluk Hidup Kelas VII di Mts NU Sunan Katong Kaliwungu Tahun Ajaran 2010/2011"*, Skripsi Fakultas Tarbiyah IAIN Walisongo Semarang, (Semarang: Perpustakaan Tarbiyah, 2010)

Klinger, Janette K, Sharon Vaugh and Alison Boardman, *Teaching Reading ComprehensionTo Students With Learning Difficulties*, New York: The Guilford Press, 2007.

Knap, Peter and Megan Watkins, *Genre, text, grammar : technologies for teaching and assesing writing,* Australia : University of New South Wales. 2005

Mun, Ng Foo, Ng Lai Foong, Ng How Seng and Gabriel Mich. Kia Tolok, *Creative English: Workbook,* (Jakarta: Penerbit Erlangga, 2008), p.viii (overview)

Nunan, David, *Designing Tasks for the Communicative Classroom*, United Kingdom: Cambridge University Press, 1989.

Richards, Jack, John Platt and Heidi Weber, *Longman Dictionary of Applied Linguistics*, UK: Longman Group, 1990.

Richards, Jack C., *Approaches And Methods in Language Teaching,* United State of America: Cambridge University Press, 2001.

Sanjaya, Wina, *Penelitian Pendidikan: Jenis, Metode dan Prosedur*, Jakarta: Kencana, 2013

S. Pang, Elizabeth, *Teaching Reading*, Belgium: the International Academy of Education (IAE), 2003.

Sudjana, *Metoda Statistika*, Bandung: Tarsito 2002

Sukardi, *Metodologi Penelitian Pendidikan*, Yogyakarta: Bumi Aksara, 2010

Sugiarto, *Teknik Sampling,* Jakarta: Gramedia Pustaka Utama, 2003

Sugiyono, *Metode Penelitian Kuantitatif Kualitatif Dan R&D,* Bandung : Alfabeta,2012.

Suprijono, Agus, *Cooperatif Learning*, Yogyakarta: Pustaka Pelajar, 2009.

Tanzeh, Ahmad, *Pengantar Metode penelitian,* Yogyakarta: Teras, 2009

Trianto, S.Pd., M.Pd, *Model-Model Pembelajaran Inovatif Berorientasi Kontruktivistik*, Jakarta: Prestasi Pustaka, 2002.

W. Stoller, Grabe, *Teaching and Researching Reading*, London: Longman Press.

APPENDICES

Appendix 1

LIST OF STUDENTS OF TRY OUT CLASS

No.	Nama	kode
1.	Agus Riyanto	T-1
2.	Aliatul Nafisah	T-2
3.	Alif Khotun Nurul Huda	T-3
4.	Aminatun Khasanah	T-4
5.	Dedi Purwanto	T-5
6.	Irfanudin	T-6
7.	Misbahul Ulum	T-7
8.	Khoerul	T-8
9.	Kurnengsih	T-9
10.	Muhamad Sofarudin	T-10
11.	Munawaroh	T-11
12.	Nadia Ismi Azizah	T-12
13.	Norma Azmi	T-13
14.	Nur Fauziyah	T-14
15.	Pipit Pitriani	T-15
16.	Purkon Maulana	T-16
17.	Silviani	T-17
18.	Siti Aminah	T-18
19.	Siti Fatimah	T-19
20.	Siti Khofifah	T-20
21.	Siti Laelatul Iqoh	T-21
22.	Ulfaizah	T-22
23.	Zaenab	T-23
24	Ahmad Fauzi	T-24

Appendix 2

LIST OF STUDENTS OF IX A (EXPERIMENTAL CLASS)

No.	Name	Code
1.	Agus Riyanto	E-01
2.	Aliatul Nafisah	E-02
3.	Alif Khotun Nurul Huda	E-03
4.	Aminatun Khasanah	E-04
5.	Dedi Purwanto	E-05
6.	Irfanudin	E-06
7.	Misbahul Ulum	E-07
8.	Khoerul	E-08
9.	Kurnengsih	E-09
10.	Muhamad Sofarudin	E-10
11.	Munawaroh	E-11
12.	Nadia Ismi Azizah	E-12
13.	Norma Azmi	E-13
14.	Nur Fauziyah	E-14
15.	Pipit Pitriani	E-15
16.	Purkon Maulana	E-16
17.	Silviani	E-17
18.	Siti Aminah	E-18
19.	Siti Fatimah	E-19
20.	Siti Khofifah	E-20
21.	Siti Laelatul Iqoh	E-21
22.	Ulfaizah	E-22
23.	Zaenab	E-23

Appendix 3

LIST OF STUDENTS OF IX B (CONTROL CLASS)

No.	Name	Code
1.	Arinal Haqo	C-01
2.	Azdi Pangestu	C-02
3.	Hibatulloh	C-03
4.	Izul Maulana	C-04
5.	Lulu Pajriyah	C-05
6.	Lutpawati	C-06
7.	M. Ali Firmansyah	C-07
8.	M. Rizqon Ali	C-08
9.	Marsha Atiekah	C-09
10.	Maulana Zulfa	C-10
11.	Muawanah	C-11
12.	Muhamad Aldi	C-12
13.	Muzaki	C-13
14.	Sahrul	C-14
15.	Salsa Nabila	C-15
16.	Silfiatunnisa	C-16
17.	Sinta Kurniati	C-17
18.	Siti Hujiah	C-18
19.	Tuti Maryani	C-19
20.	Zidan Mubarok	C-20
21.	Juaroh	C-21
22.	Ahmad Faozi	C-22
23.	Ahmad Dzikron	C-23

Appendix 4

THE SCHEDULE OF THE RESEARCH

NO.	DATE	ACTIVITIES
1.	10 September 2015	Try out test
2.	16 september 2015	Pre-test in control and experimental class
3.	17 September 2015	Treatment by using PQ4R Strategy in Experimental Class
4.	23 September 2015	Teaching with non-PQ4R Strategy in Control Class
5.	30 September 2015	Treatment by using PQ4R strategy in Experimental class Teaching with non-PQ4R strategy in control Class
6.	01 0ktober 2015	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	No Item										
		1	2	3	4	5	6	7	8	9	10	11
1	T-1	1	1	1	0	1	1	0	1	1	1	1
2	T-2	0	0	0	0	1	1	1	1	1	1	0
3	T-3	0	1	0	1	1	1	0	1	1	1	0
4	T-4	1	1	1	1	1	1	1	1	1	0	0
5	T-5	1	0	1	1	0	0	1	0	1	1	1
6	T-6	0	1	0	0	0	0	1	1	0	0	1
7	T-7	1	1	1	1	1	1	0	1	1	1	1
8	T-8	1	1	1	1	1	1	1	1	0	1	1
9	T-9	1	0	1	1	1	1	0	1	1	1	0
10	T-10	1	0	1	0	1	1	0	0	1	1	1
11	T-11	1	1	1	1	1	1	1	1	0	0	1
12	T-12	0	0	1	1	1	0	0	0	0	0	1
13	T-13	0	0	0	0	1	0	0	0	0	0	1
14	T-14	0	0	0	0	0	0	1	0	0	1	0
15	T-15	0	0	0	0	1	0	0	0	0	0	0
16	T-16	0	0	1	1	1	1	0	0	1	1	0
17	T-17	1	1	0	1	1	1	1	1	0	1	0
18	T-18	0	0	0	0	0	0	0	0	0	0	0
19	T-19	0	0	0	1	1	0	0	1	0	0	0
20	T-20	0	0	1	1	0	0	0	0	1	0	0
21	T-21	1	1	1	0	1	1	1	1	1	1	0
22	T-22	1	1	0	1	0	0	0	0	0	0	0
23	T-23	0	0	1	1	1	1	1	0	1	1	0
24	T-24	1	1	1	0	0	1	1	1	0	0	0
Validity	ΣX	12	11	14	14	17	14	12	12	12	13	9
	ΣX^2	12	11	14	14	17	14	12	12	12	13	9
	ΣXY	268	242	303	262	345	312	248	258	247	279	207
	r_{xy}	0,605	0,512	0,597	0,094	0,481	0,707	0,363	0,484	0,351	0,520	0,543
	r_{tabel}	0,404	0,404	0,404	0,404	0,404	0,404	0,404	0,404	0,404	0,404	0,404
	Criteria	Valid	Valid	Valid	Invalid	Valid	Valid	Invalid	Valid	Invalid	Valid	Valid
Discriminating Power	U	8	7	9	8	11	9	7	8	8	8	9
	L	4	4	5	6	7	5	5	4	4	5	1
	N1	12	12	12	12	12	12	12	12	12	12	12
	N2	12	12	12	12	12	12	12	12	12	12	12
	D	0,33	0,25	0,33	0,17	0,33	0,33	0,17	0,33	0,33	0,25	0,667
	Criteria	Satisfactory	Satisfactory	Satisfactory	Poor	Satisfactory	Satisfactory	Poor	Satisfactory	Satisfactory	Satisfactory	Good
Difficulty Level	R	12	11	14	14	18	14	12	12	12	13	10
	N	24	24	24	24	24	24	24	24	24	24	24
	FR	0,50	0,46	0,58	0,58	0,75	0,58	0,50	0,50	0,50	0,54	0,42
	Criteria	Medium	Medium	Medium	Medium	Easy	Medium	Medium	Medium	Medium	Medium	Medium
	Criteria	Used	Used	Used	Unused	Used	Used	Unused	Used	Unused	Used	Used

No Item										
12	13	14	15	16	17	18	19	20	21	22
0	1	0	1	1	1	1	1	1	0	1
1	0	0	1	0	0	1	1	0	0	1
1	0	1	0	0	0	1	0	0	1	1
1	1	0	1	0	0	0	1	1	1	1
1	0	0	0	1	1	0	1	1	1	0
1	1	0	1	1	1	0	0	1	1	0
1	1	1	1	1	1	0	1	1	1	0
0	1	1	1	1	1	0	1	1	0	0
1	1	1	1	0	0	0	1	0	1	1
0	1	0	1	1	1	1	1	1	1	1
1	1	0	1	1	1	0	0	1	1	1
1	0	1	1	1	1	1	1	1	0	1
0	0	1	1	1	1	0	1	0	0	1
1	0	0	0	0	0	1	1	0	0	1
0	0	1	0	0	0	0	0	0	0	0
1	1	0	1	1	1	0	1	1	0	1
1	1	1	1	0	0	0	1	1	1	0
0	1	0	0	0	0	0	0	0	1	0
1	0	0	1	0	0	0	0	0	0	1
0	0	0	0	1	1	0	0	0	0	0
1	1	1	1	1	1	0	1	1	1	1
0	1	1	0	0	0	0	1	1	0	0
0	0	0	0	1	1	0	0	0	1	0
1	0	0	1	1	0	0	1	1	0	1
15	13	10	16	14	13	6	16	14	12	14
15	13	10	16	14	13	6	16	14	12	14
293	277	193	336	295	279	123	320	305	253	275
0,256	0,496	0,139	0,582	0,499	0,520	0,196	0,376	0,621	0,423	0,254
0,404	0,404	0,404	0,404	0,404	0,404	0,404	0,404	0,404	0,404	0,404
Invalid	Valid	Invalid	Valid	Valid	Valid	Invalid	Invalid	Valid	Valid	Invalid
9	8	6	11	9	9	5	10	9	8	9
6	5	5	6	6	5	1	7	5	4	6
12	12	12	12	12	12	12	12	12	12	12
12	12	12	12	12	12	12	12	12	12	12
0,25	0,25	0,08	0,42	0,25	0,33	0,33	0,25	0,33	0,33	0,25
Satisfactory	Satisfactory	Poor	Good	Satisfactory	Satisfactory	Satisfactory	Satisfactory	Satisfactory	Satisfactory	Satisfactory
15	13	11	17	15	14	6	17	14	12	15
24	24	24	24	24	24	24	24	24	24	24
0,63	0,54	0,46	0,71	0,63	0,58	0,25	0,71	0,58	0,50	0,63
Medium	Medium	Medium	Easy	Medium	Medium	Difficult	Easy	Medium	Medium	Medium
Unused	Used	Unused	Used	Used	Used	Unused	Unused	Used	Used	Unused

No Item										
23	24	25	26	27	28	29	30	31	32	33
1	0	1	1	1	1	1	1	1	0	1
0	1	1	1	0	0	0	1	1	0	0
0	1	0	1	1	1	1	1	1	1	0
0	1	1	0	0	0	1	0	0	1	0
1	0	0	0	1	1	1	0	1	1	0
0	0	1	1	1	0	1	1	1	1	1
1	1	1	0	0	0	1	0	1	1	0
1	0	1	1	1	0	1	1	1	1	1
1	0	1	0	0	1	1	1	0	1	0
1	1	1	1	0	0	1	1	1	1	1
1	1	1	1	1	1	1	1	0	1	1
1	1	0	1	0	0	1	1	1	1	1
0	0	0	0	0	0	1	1	1	0	1
0	1	1	0	0	0	0	0	0	1	1
0	0	0	1	0	0	0	0	1	0	1
0	0	0	1	1	0	0	0	1	0	0
0	1	0	1	0	0	1	0	0	1	0
0	1	1	0	1	1	0	0	0	0	0
1	0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	1	1	0	1	0
1	0	1	1	1	1	1	1	1	1	0
0	0	0	0	0	0	1	0	0	1	0
0	0	1	1	1	1	0	0	1	1	0
0	0	0	0	0	0	1	1	0	1	0
10	10	13	13	10	8	17	13	14	17	9
10	10	13	13	10	8	17	13	14	17	9
232	196	278	278	213	169	350	274	287	340	182
0,617	0,176	0,508	0,508	0,384	0,304	0,548	0,459	0,401	0,415	0,231
0,404	0,404	0,404	0,404	0,404	0,404	0,404	0,404	0,404	0,404	0,404
Valid	Invalid	Valid	Valid	Invalid	Invalid	Valid	Valid	Invalid	Valid	Invalid
8	7	9	8	6	5	12	10	10	10	7
2	3	4	5	4	3	6	4	5	7	3
12	12	12	12	12	12	12	12	12	12	12
12	12	12	12	12	12	12	12	12	12	12
0,50	0,33	0,42	0,25	0,17	0,17	0,50	0,50	0,42	0,25	0,33
Good	Satisfactory	Good	Satisfactory	Poor	Poor	Good	Good	Good	Satisfactory	Satisfactory
10	10	13	13	10	8	18	14	15	17	10
24	24	24	24	24	24	24	24	24	24	24
0,42	0,42	0,54	0,54	0,42	0,33	0,75	0,58	0,63	0,71	0,42
Medium	Medium	Medium	Medium	Medium	Medium	Easy	Medium	Medium	Easy	Medium
Used	Unused	Used	Used	Unused	Unused	Used	Used	Unused	Used	Unused

34	35	Y	Y^2
1	0	27	729
1	0	17	289
0	0	20	400
0	0	20	400
0	0	19	361
1	0	20	400
0	0	25	625
1	1	28	784
0	0	21	441
1	0	26	676
1	0	28	784
0	0	21	441
1	0	13	169
1	1	12	144
1	1	7	49
0	0	17	289
0	1	20	400
0	1	7	49
0	1	8	64
0	0	8	64
0	1	29	841
0	0	9	81
1	1	18	324
0	1	16	256
10	9	436	9060
10	9		
196	145		
0,176	-0,231		
0,404	0,404		
Invalid	Invalid		
7	1		
4	8		
12	12		
12	12		
0,25	-0,58		
Satisfactory	Poor		
11	9		
24	24		
0,46	0,38		
Medium	Medium		
Unused	Unused		

The Computation of Item Validity Test

Formula

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

Criteria

The item test is valid if $r_{xy} > r_{tabel}$

The following is the example of counting the validity of item number 1, and for the other items will use the same formula.

No.	Code	X	Y	X²	Y²	XY
1	T-1	1	27	1	729	27
2	T-2	0	17	0	289	0
3	T-3	0	20	0	400	0
4	T-4	1	20	1	400	20
5	T-5	1	19	1	361	19
6	T-6	0	20	0	400	0
7	T-7	1	25	1	625	25
8	T-8	1	28	1	784	28
9	T-9	1	21	1	441	21
10	T-10	1	26	1	676	26
11	T-11	1	28	1	784	28
12	T-12	0	21	0	441	0
13	T-13	0	13	0	169	0
14	T-14	0	12	0	144	0
15	T-15	0	7	0	49	0
16	T-16	0	17	0	289	0
17	T-17	1	20	1	400	20
18	T-18	0	7	0	49	0
19	T-19	0	8	0	64	0
20	T-20	0	8	0	64	0
21	T-21	1	29	1	841	29
22	T-22	1	9	1	81	9
23	T-23	0	18	0	324	0
24	T-24	1	16	1	256	16
Σ		12	436	12	9060	268

By using that formula, we obtain that :

$$r_{xy} = \frac{\left(24 \times 268\right) - \left(12 \times 436\right)}{\sqrt{\left\{\left(24 \times 12\right) - \left(12\right)^2\right\}\left\{\left(24 \times 9060\right) - \left(436\right)^2\right\}}}$$

r_{xy} = 0,605

On a = 5% with N= 24 it is obtained = 0,404

Because of $r_{xy} > r_{tabel}$, so the item number 1 is valid.

The Computations of the Reliability Test

Formula

$$r_{11} = \frac{2 \times r_{\frac{1}{2}\frac{1}{2}}}{1 + r_{\frac{1}{2}\frac{1}{2}}}$$

Where :

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

Criteria

The item test is reliabel if $r_{11} > r_{tabel}$

No.	X	Y	X^2	Y^2	XY
1	13	14	169	196	182
2	6	11	36	121	66
3	5	15	25	225	75
4	11	9	121	81	99
5	11	8	121	64	88
6	9	11	81	121	99
7	13	12	169	144	156
8	13	15	169	225	195
9	12	9	144	81	108
10	13	13	169	169	169
11	13	15	169	225	195
12	8	13	64	169	104
13	6	7	36	49	42
14	3	9	9	81	27
15	1	6	1	36	6
16	8	9	64	81	72
17	8	12	64	144	96
18	4	3	16	9	12
19	3	5	9	25	15
20	4	4	16	16	16
21	14	15	196	225	210
22	4	5	16	25	20
23	8	10	64	100	80
24	6	10	36	100	60
Σ	196	240	1964	2712	2192

By using that formula, we obtain that :

$$r_{xy} = \frac{24 \times 2192 - 196 \times 240}{\sqrt{\{24 \times 1964 - (196)^2\}\{24 \times 2712 - (240)^2\}}}$$

r_{xy} = 0,6891

The result of l rxy is applied to the reliability formula

$$r_{11} = \frac{2 \times 0,689}{\sqrt{1 + 0,69}}$$

r_{11} = 0,816

On α = 5% with N= 24 it is obtained r_{tabel} = 0,404

Because of r11 > r tabel, so the item number 1 is reliable

The Computations of the Discriminating Power Test

Formula

$$D = \frac{Correct\ U - Correct\ L}{N}$$

Keterangan:

> D : The discrimination index.
>
> U : The number of the students in the upper group who answered item correctly.
>
> L : The number of the students in the lower group who answered item correctly.
>
> N : The number of the students who answered correctly in one group

Criteria

Interval				Criteria
0,00 ≤	D	≤	0,20	Poor
0,20 <	D	≤	0,40	Medium
0,40 <	D	≤	0,70	Good
0,70 <	D	≤	1,00	Excellent

The following is the example of the computation of the discriminating power of item number 1, and for the other items will use the same formula.

No	Upper Group Code	Score	No	Lower Group Code	Score
1	T-1	1	1	T-13	0
2	T-2	0	2	T-14	0
3	T-3	0	3	T-15	0
4	T-4	1	4	T-16	0
5	T-5	1	5	T-17	1
6	T-6	0	6	T-18	0
7	T-7	1	7	T-19	0
8	T-8	1	8	T-20	0
9	T-9	1	9	T-21	1
10	T-10	1	10	T-22	1
11	T-11	1	11	T-23	0
12	T-12	0	12	T-24	1
	Sum	8		Sum	4

DP

$$= \frac{8}{12} - \frac{4}{12}$$

$$= 0,33$$

Acording to the criterions, the item number 1 is medium

The Computation Level of Difficulty Test

Rumus

$$FR = \frac{R}{N}$$

Keterangan:

FR	:	The facility value (index of difficulty)
R	:	The number of student who answered correctly
N	:	The total number of the student

Criteria

Interval IK				Criteria
0,00 <	FR	≤	0,30	Difficult
0,30 <	FR	≤	0,70	Medium
0,70 <	FR	<	1,00	Easy

The following is the example of the computation of the facility value of item number 1, and for the other items will use the same formula.

Upper Group			Lower Group		
No	Code	Score	No	Code	Score
1	T-1	0	1	T-13	0
2	T-2	1	2	T-14	1
3	T-3	0	3	T-15	0
4	T-4	1	4	T-16	0
5	T-5	1	5	T-17	1
6	T-6	1	6	T-18	0
7	T-7	0	7	T-19	0
8	T-8	1	8	T-20	0
9	T-9	1	9	T-21	0
10	T-10	1	10	T-22	1
11	T-11	1	11	T-23	1
12	T-12	0	12	T-24	0
Sum		8	Sum		4

$$FR = \frac{8 + 4}{24}$$

$$= 0,50$$

Acording to the criterions, the item number 1 is medium

Appendix 6

SCORE PRE TEST BETWEEN EXPERIMENTAL CLASS AND CONTROL CLASS					
CONTROL (X2)			EXPERIMENT (X1)		
NO	CODE	SCORE	NO	CODE	SCORE
1	C-1	35	1	E-1	35
2	C-2	50	2	E-2	60
3	C-3	30	3	E-3	35
4	C-4	50	4	E-4	55
5	C-5	60	5	E-5	50
6	C-6	50	6	E-6	35
7	C-7	30	7	E-7	35
8	C-8	45	8	E-8	45
9	C-9	35	9	E-9	40
10	C-10	35	10	E-10	35
11	C-11	40	11	E-11	55
12	C-12	75	12	E-12	80
13	C-13	50	13	E-13	55
14	C-14	55	14	E-14	70
15	C-15	35	15	E-15	50
16	C-16	35	16	E-16	40
17	C-17	40	17	E-17	45
18	C-18	40	18	E-18	45
19	C-19	40	19	E-19	45
20	C-20	30	20	E-20	35
21	C-21	55	21	E-21	55
22	C-22	55	22	E-22	60
23	C-23	40	23	E-23	35
Sum		1010			1095
N		23			23
Average		43,913			47,608
Varians(s2)		127,174			151,976
Standard Deviation (S)		11,277			12,327

Appendix 7

SCORE POST-TEST BETWEEN EXPERIMENTAL CLASS AND CONTROL CLASS					
CONTROL (X2)			EXPERIMENT (X1)		
NO	CODE	SCORE	NO	CODE	SCORE
1	C-1	75	1	E-1	65
2	C-2	40	2	E-2	90
3	C-3	75	3	E-3	60
4	C-4	75	4	E-4	75
5	C-5	70	5	E-5	80
6	C-6	70	6	E-6	80
7	C-7	80	7	E-7	90
8	C-8	60	8	E-8	80
9	C-9	60	9	E-9	90
10	C-10	55	10	E-10	55
11	C-11	60	11	E-11	75
12	C-12	85	12	E-12	90
13	C-13	70	13	E-13	75
14	C-14	70	14	E-14	80
15	C-15	60	15	E-15	70
16	C-16	55	16	E-16	75
17	C-17	75	17	E-17	70
18	C-18	60	18	E-18	75
19	C-19	70	19	E-19	80
20	C-20	40	20	E-20	65
21	C-21	70	21	E-21	75
22	C-22	75	22	E-22	80
23	C-23	55	23	E-23	45
Sum		1505			1720
N		23			23
Average		65,434			74,782
Varians(s2)		133,893			128,359
Deviation Standard (S)		11,571			11,329

Appendix 8

The Result of Normality Test of Pre-Test of Control Class

Hypothesis

H_o: the data distributes normally

H_1: the data does not distribute normally

Hypothesis test

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

with the criteria

Ho accepted if H_0 $=$ χ^2_{hitung} $<$ χ^2_{tabel}

Hypothesis test

Maximum Score	=	75			
Minimum Score	=	30			
Range (R)	=	75-30		=	45
class interval (k)	=	1 + 3,3 log 23		=	5,494 = "= 8 kelas"
length of the class (P	=	45/8=	5,63		

No.	X	$X - \bar{X}$	$(X - \bar{X})^2$
1	35	-8,70	75,61
2	50	6,30	39,74
3	30	-13,70	187,57
4	50	6,30	39,74
5	60	16,30	265,83
6	50	6,30	39,74
7	30	-13,70	187,57
8	45	1,30	1,70
9	35	-8,70	75,61
10	35	-8,70	75,61
11	40	-3,70	13,66
12	75	31,30	979,96
13	50	6,30	39,74
14	55	11,30	127,79
15	35	-8,70	75,61
16	35	-8,70	75,61
17	40	-3,70	13,66
18	40	-3,70	13,66
19	40	-3,70	13,66
20	30	-13,70	187,57
21	55	11,30	127,79
22	55	11,30	127,79
23	40	-3,70	13,66
Σ	1010,0	5	2798,91

Average (X)	=	$\frac{\sum X}{N}$		=	1005,0 / 23	43,6957				

Standard deviation	$S^2 =$	$\frac{\sum (X_i - \overline{X})^2}{n-1}$								
		$\frac{\sum (X_i - \overline{X})^2}{n-1}$								
	=	$\frac{2798,91}{(23-1)}$								
	=	127,2233202								
	$S =$	11,27933155		=	43,6957					

Frequency of observation

Class			Bk	Z_i	$P(Z_i)$	L	Ei	Oi	$\frac{(O_i - E_i)^2}{E_i}$
			29,5	-1,26	-0,3959				
30 -	37					0,1873	4,3	8	3,1639
			37,5	-0,55	-0,2086				
38 -	45					0,2721	6,3	6	0,0107
			45,5	0,16	0,0635				
46 -	53					0,2441	5,6	4	0,4641
			53,5	0,87	0,3076				
54 -	61					0,1351	3,1	4	0,2559
			61,5	1,58	0,4428				
62 -	69					0,0462	1,1	0	1,0615
			69,5	2,29	0,4889				
70 -	75					0,0548	1,3	1	0,4592
			75,5	2,82	0,4976				
							χ^2	=	5,42

with a = 5%, and dk = 6- 1 = 5 obtained χ^2 tabel = 11,07

because χ^2 count < χ^2 table, so the data distributes normally

Appendix 9

The Result of Normality Test of Pre-Test of Experimental Class

Hypothesis						
H_o: the data distributes normally						
H_1: the data does not distribute normally						
Hypothesis test						

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

with the criteria						
Ho accepted if	$H_o = \chi^2_{hitung} < \chi^2_{tabel}$					
Hypothesis test						
Maximum Score		=	80			
Minimum Score		=	35			
Range (R)		=	80-35	=	45	
class interval (k)		=	1 + 3,3 log 23	=	5,494	
length of the class (P)		=	8,19	>>>	8	

No.	X	$X - \overline{X}$	$(X - \overline{X})^2$			
1	35	-12,39	153,54			
2	60	12,61	158,98			
3	35	-12,39	153,54			
4	55	7,61	57,89			
5	50	2,61	6,81			
6	35	-12,39	153,54			
7	35	-12,39	153,54			
8	45	-2,39	5,72			
9	40	-7,39	54,63			
10	35	-12,39	153,54			
11	55	7,61	57,89			
12	80	32,61	1063,33			
13	55	7,61	57,89			
14	70	22,61	511,15			
15	50	2,61	6,81			
16	40	-7,39	54,63			
17	45	-2,39	5,72			
18	45	-2,39	5,72			
19	45	-2,39	5,72			
20	35	-12,39	153,54			
21	55	7,61	57,89			
22	60	12,61	158,98			
23	35	-12,39	153,54			
Σ	1095,0	5	**3344,57**			

Average (X)		$\dfrac{\sum X}{N}$		=	1090,0	47,3913			
					23				

Standard deviation

$$S^2 = \dfrac{\sum (X_i - \overline{X})^2}{n-1}$$

$$\dfrac{\sum (X_i - \overline{X})^2}{n-1}$$

$$= \dfrac{2447,83}{(23-1)}$$

$$= 111,265$$

$$= 10,5482 \qquad = \qquad 47,3913$$

Frequency of observation

class		Bk	Z_i	$P(Z_i)$	L	Ei	Oi	$\dfrac{(O_i - E_i)^2}{E_i}$
		34,5	-1,22	-0,3892				
35	42				0,2106	4,8	9	3,5663
		42,5	-0,46	-0,1786				
43	50				0,2945	6,8	6	0,0882
		50,5	0,29	0,1159				
51	58				0,2380	5,5	4	0,3966
		58,5	1,05	0,3539				
59	66				0,1111	2,6	2	0,1208
		66,5	1,81	0,4650				
67	74				0,0299	0,7	1	0,0517
		74,5	2,57	0,4949				
75	80				0,0042	0,1	1	1,6628
		80,5	3,14	0,4992				
						χ^2	=	5,89

with a = 5%, and dk = 6 - 1 = 5 obtained χ^2 11,07

because χ^2 count < χ^2 table, so the data distributes normally

Appendix 10

The Result of Homogeneity Test Between Control and Experimental Class

Hypothesis

$H_0 : \sigma_1^2 = \sigma_2^2$
$H_1 : \sigma_1^2 \neq \sigma_2^2$

Hypothesis test

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

Ho accepted if $F \leq F_{(1-a)\ (nb-1):(nk-1)}$

Daerah penerimaan Ho

$F_{(1-a)\ (nb-1):(nk-1)}$

variation source	eksperimen	kontrol
sum	1095	1010
N	23	23
Average (X)	47,609	43,913
Varians (s^2)	151,976	127,174
Standard deviation (s)	12,328	11,277

$$F = \frac{151,9763}{127,1739} \quad 1,195$$

with a = 5% :

dk pembilang = nb - 1	=	23	-	1	=	22
dk penyebut = nk -1	=	23	-	1	=	22

$F_{(0.05)(22:22)}$ = 2,048

Daerah penerimaan Ho

1,1950   2,048

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

Appendix11

T-Test

hypothesis

Ho : μl = $\mu 2$

Ha : μl $\neq$ $\mu 2$

Hypothesi test

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

where:

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

Ho accepted if $-t_{(1-1/2a)} < t < t_{(1-1/2a)(n1+n2-2)}$

Ha accepted untuk harga t lainnya

Daerah penerimaan
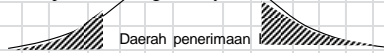
Dari data diperoleh:

variation source	eksperimen	kontrol
sum	1095	1010
N	23	23
$\overline{A}$verage	47,609	43,913
Varians (s^2)	151,976	127,174
Standard deviation (s)	12,328	11,277

$$s \quad \sqrt{\frac{(23-1)\,151,9763 + (23-1)\,127,1739}{23 + 23 - 2}} = 11,8142$$

$$t \quad \frac{47,61 - 43,91}{11,8142\sqrt{\frac{1}{23} + \frac{1}{23}}} = 1,061$$

with a = 5% and dk = 23 + 23 - 2 = 44 it is obtained $t_{(0.025)(44)} = 2,02$

Daerah penolakanHo

-2,02   1,061   2,02
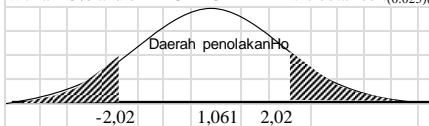
Karena t berada pada daerah penerimaan Ho, maka dapat disimpulkan bahwa ada persamaan pre test antara kelompok eksperimen dengan kelompok kontrol.

Appendix 12

The Result of Normality Test of Post-Test of Control Class

Hypothesis

H_o: the data distributes normally

H_1: the data does not distribute normally

Hypothesis test

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

with the criteria

Ho accepted if $\qquad H_0 = \chi^2{}_{hitung} < \chi^2{}_{tabel}$

Hypothesis test

Maximum Score	=	85		
Minimum Score	=	40		
Range (R)	=	85-40	=	45
class interval (k)	=	1 + 3,3 log 23	=	5,494
length of the class (P)	=	45/5.5 =	8,19	>>>> 8

No.	X	$X - \bar{X}$	$(X - \bar{X})^2$	
1	75	9,57	91,49	
2	40	-25,43	646,93	
3	75	9,57	91,49	
4	75	9,57	91,49	
5	70	4,57	20,84	
6	70	4,57	20,84	
7	80	14,57	212,15	
8	60	-5,43	29,54	
9	60	-5,43	29,54	
10	55	-10,43	108,88	
11	60	-5,43	29,54	
12	85	19,57	382,80	
13	70	4,57	20,84	
14	70	4,57	20,84	
15	60	-5,43	29,54	
16	55	-10,43	108,88	
17	75	9,57	91,49	
18	60	-5,43	29,54	
19	70	4,57	20,84	
20	40	-25,43	646,93	
21	70	4,57	20,84	
22	75	9,57	91,49	
23	55	-10,43	108,88	
Σ	1505,0	0	2945,65	

Average	$\dfrac{\sum X}{N}$	=	1505,0	65,4348
			23	
Standard deviation	$\dfrac{\sum (X_i - \overline{X})^2}{n-1}$			
$S^2 =$	$\dfrac{\sum (X_i - \overline{X})^2}{n-1}$			
	2945,65			
	(23-1)			
	133,893			
$S =$	11,5712	=	65,4348	

frequency of observation

class		Bk	Z_i	$P(Z_i)$	L	Ei	Oi	$\dfrac{(O_i - E_i)^2}{E_i}$
		39,5	-2,24	-0,4875				
40	47				0,0481	1,1	2	0,7233
		47,5	-1,55	-0,4394				
48	55				0,1347	3,1	3	0,0031
		55,5	-0,86	-0,3047				
56	63				0,2383	5,5	5	0,0423
		63,5	-0,17	-0,0664				
64	71				0,2663	6,1	6	0,0026
		71,5	0,52	0,1999				
72	79				0,1880	4,3	5	0,1057
		79,5	1,22	0,3879				
80	85				0,0706	1,6	2	0,0868
		85,5	1,73	0,4585				
						χ^2	=	0,96

with a = 5%, and dk = 6 - 1 = 5 it is obtained χ^2 table =   11,07

because χ^2 count < χ^2 table, so the data distributes normally

Appendix 13

The Result of Normality Test of Post-Test of Experimental Class

Hypothesis

H_o: the data distributes normally

H_1: the data does not distribute normally

Hypothesis test

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

with the criteria

Ho accepted if $\quad H_o = \quad \chi^2_{hitung} \quad < \quad \chi^2_{tabel}$

Hypothesis test

Maximum Score	=	90			
Minimum Score	=	45			
Range (R)	=	90-45		=	45
class interval (k)	=	1 + 3,3 log 23		=	5,494
length of the class (P)	=	45/5.5 =	8,18	>>>>	8

No.	X	$X - \overline{X}$	$(X - \overline{X})^2$	
1	65	-9,78	95,70	
2	90	15,22	231,57	
3	60	-14,78	218,53	
4	75	0,22	0,05	
5	80	5,22	27,22	
6	80	5,22	27,22	
7	90	15,22	231,57	
8	80	5,22	27,22	
9	90	15,22	231,57	
10	55	-19,78	391,35	
11	75	0,22	0,05	
12	90	15,22	231,57	
13	75	0,22	0,05	
14	80	5,22	27,22	
15	70	-4,78	22,87	
16	75	0,22	0,05	
17	70	-4,78	22,87	
18	75	0,22	0,05	
19	80	5,22	27,22	
20	65	-9,78	95,70	
21	75	0,22	0,05	
22	80	5,22	27,22	
23	45	-29,78	887,00	
Σ	1720,0	0	2823,91	

average	$=$	$\dfrac{\sum X}{N}$	$=$	1720,0 / 23	74,7826

Standard deviation:

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

$$\frac{\sum (X_i - \overline{X})^2}{n-1}$$

$$= \frac{3800,00}{(23-1)}$$

$$= 172,727$$

$$S = 13,1426 \quad = \quad 74,7826$$

frequency of observation

class		Bk	Z_i	$P(Z_i)$	L	Ei	Oi	$\dfrac{(O_i - E_i)^2}{E_i}$
		44,5	-2,30	-0,4894				
45 -	52				0,0344	0,8	1	0,0553
		52,5	-1,70	-0,4550				
53 -	60				0,0936	2,2	2	0,0108
		60,5	-1,09	-0,3614				
61 -	68				0,1777	4,1	4	0,0019
		68,5	-0,48	-0,1837				
69 -	76				0,2357	5,4	6	0,0620
		76,5	0,13	0,0520				
77 -	84				0,2182	5,0	6	0,1921
		84,5	0,74	0,2702				
85 -	90				0,1140	2,6	4	0,7251
		90,5	1,20	0,3841				
						x^2	$=$	1,05

with a = 5%, and dk = 6 - 1 = 5 it is obtained x^2 table = 11,07

because x^2 count $< x^2$ table, so the data distributes normally

Appendix 14

The Result of Homogeneity Test Between Control and Experimental Class

Hypothesis

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

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

Hypothesis test

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

Ho accepted if $F \leq F_{1/2a \ (nb-1):(nk-1)}$
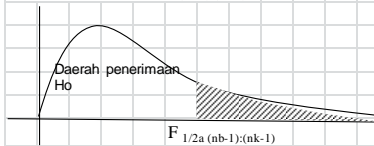
Daerah penerimaan Ho

$F_{1/2a \ (nb-1):(nk-1)}$

Dari data diperoleh:

variation source	Eksperimen	Kontrol
Sum	1720	1505
N	23	23
Average	74,783	65,435
Varians (s^2)	128,360	133,893
Standard deviation (s)	11,330	11,571

$$F = \frac{133,8930}{128,3600} = 1,043$$

with a = 5%:
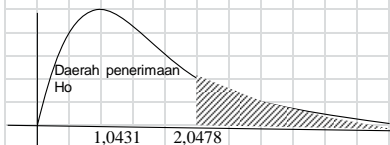
dk pembilang = nb - 1	=	23	-	1 =	22	
dk penyebut = nk -1	=	23	-	1 =	22	

$F_{(0.05)(22:22)}$ = 2,048

Daerah penerimaan Ho

1,0431   2,0478

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

Appendix 15

T-Test

Hypothesis

Ho : μ_1 = μ_2

Ha : μ_1 $\neq$ μ_2

Hypothesis test

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

where:

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

Ha accepted if t count > $t_{(1-a)(n1+n2-2)}$
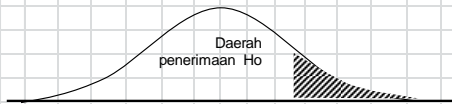
Daerah
penerimaan Ho

Dari data diperoleh:

variation source	Eksperimen	Kontrol
Sum	1720	1505
N	23	23
Average	74,783	65,435
Varians (s^2)	128,360	133,893
Standard deviation (s)	11,330	11,571

$$s = \sqrt{\frac{(23 - 1)128,3597 + (23 - 1)133,8933}{23 + 23 - 2}} = 11,4510$$

$$t = \frac{74,78 - 65,43}{11,4510\sqrt{\dfrac{1}{23} + \dfrac{1}{23}}} = 2,768$$

with a = 5% and dk = 23 + 23 - 2 = 44 it is obtained $t_{(0.05)(44)}$ =   2,02

Daerah
penerimaan Ho

2,02 2,768
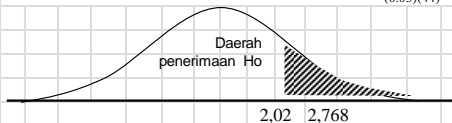
Karena t berada pada daerah penerimaan Ha, maka dapat disimpulkan bahwa kelompok eksperimen ada perbedaan dengan kelompok kontrol.

Appendix 16

SILABUS

Sekolah   : SMP MA'ARIF NU 02 JATINEGARA
Kelas   : IX (SEMBILAN)
Mata Pelajaran   : Bahasa Inggris
Semester   : 1
Standar Kompetensi : Membaca
                      1.Memahami makna dalam esei pendek sederhana berbentuk *report* dan *narrative* untuk berinteraksi dengan lingkungan sekitar

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
11.1.Membaca nyaring bermakna teks tulis fungsional dan esei pendek sederhana berbentuk *narrative* dan *report* dengan ucapan, tekanan dan intonasi yang berterima untuk berinteraksi dalam konteks kehidupan	1. Teks fungsional pendek : - Schedule - Labels 2. Spelling, stress, intonation	1. Review berbagai hal tentang - Schedule - Labels digunakan. 2. Membahas kosa kata dan tata bahasa yang sulit. 3. Membaca nyaring teks fungsional pendek. 4. Menjawab pertanyaan tentang isi teks.	1.Membaca nyaring dan bermakna teks fungsional pendek : - Schedule - Labels	Tes Lisan	Membaca nyaring	*Read the text aloud*	2 x 40 menit	1. Buku teks yang relevan. 2. Contoh surat / iklan. 3. Gambar yang relevan.

sehari-hari		5. Menentukan tujuan komunikatif teks terkait.						
11.2 Merespon makna dalam teks tulis fungsional pendek secara akurat, lancar dan berterima untuk berinteraksi dalam konteks kehidupan sehari-hari	1. Teks fungsional pendek - Schedule - Labels 2.Informasi dalam teks fungsional pendek - gagasan utama - informasi rinci - informasi tersirat - makna kata, frasa, kalimat 3. Tujuan Komunikatif 4. Ciri kebahasaan	1. Tanya jawab tentang berbagai hal terkait materi. 2. Membaca teks fungsional pendek. 3. Menjawab pertanyaan isi teks. 4. Menjawab pertanyaan terkait : -jenis teks. -tujuan komunikatif -ciri kebahasaan -langkah retorika	• Mengident ifikasi makna dalam teks fungsional pendek schedules, dan surat labels • Mengident ifikasi berbagai informasi dalam teks fungsional pendek - Schedule - Labels	Tes Tulis	Pilihan Ganda	*Choose the best option, a, b, c or d based on the text*.	2 x 40 menit	1. Buku teks yang relevan. 2. Contoh jadwal 3. Gambar yang relevan. 4. Labels - Obat - Makana n - Minum an

11.3 Meresp on makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima untuk berinteraksi dalam konteks kehidupan sehari-hari dalam teks berbentuk *narrative* dan *report*	1.Teks tertulis berbentuk - *narrative* - *report* 2.Informasi dalam teks monolog *narrative and report* - gagasan utama - informasi rinci - informasi faktual	1. Tanya jawab tentang berbagai hal terkait tema, topik, jenis teks. 2. Membaca teks. 3. Menjawab pertanyaan tentang isi teks. 4. Menjawab pertanyaan terkait : 1. jenis teks. 2. tujuan komunikatif. 3. langkah retorika	• Mengident ifikasi makna dalam teks monolog berbentuk *narrative* and *report*. • Mengident ifikasi berbagai informasi dalam teks monolog berbentuk *narrative* and *report*.	Tes Tulis Tes Tulis	Uraian Pilihan ganda	*Answer the questions based on the text.* *Choose the best answer based on the text*	2 x 40 menit	1. Buku teks yang relevan. 2. Contoh surat / iklan. 3. Gambar yang relevan.
11.4 Membaca nyaring bermakna teks tulis fungsional dan esei pendek sederhana berbentuk	1.Teks tertulis *narrative/report* terkait tema tertentu 2. Spelling, stress, Intonation	1. Tanya jawab berbagai hal terkait tema/topik bacaan 2. Mendengarkan teks report yang	1.Membaca nyaring dan bermakna teks monolog berbentuk ; *narrative/R ep-ort*	Tes lisan Tes	*Membaca nyaring* *Uraian singkat*	*Read the text loudy* *Give short answers !*	2x40 menit	1.Buku teks yang relevan 2.Teks otentik dari jurnal, majalah,

narrative dan *report* dengan ucapan, tekanan dan intonasi yang berterima untuk berinteraksi dalam konteks kehidupan sehari-hari		dibacakan guru/teman 3. Menirukan teks yang dibaca guru/ teman 4. Membaca nyaring dengan ucapan dan intonasi yang benar 5. Menjawab berbagai pertanyaan tentang isi bacaan	*2.Mengidentifikasi berbagai informasi dalam teks monolog*	lisan				koran

Appendix 17

Lesson Plan For Control Class and Experimental Class
LESSON PLAN

(CONTROL CLASS)

Subject   : English

Theme   : Narrative

Grade   : IX

Semester   :1

Time allotment   : 2 x 40 minutes (1st meeting)

A. Standard of Competence

11. Understand the meaning of monolog/short essai text that from: narrative and report text to interact with the environment

B. Basic competence

11.3. Responding meaning and rhetorical stages of a simple short essays accurately,fluently and thankful to interact with the environment in the form of narrative text.

C. Indicators

Students are able to identify the meaning of narrative text

D. Learning Aim

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

E. Material

1. Definition

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

2. Purpose

   to amuse, 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 : introduce 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 story orclosure of events.

5. The language features

   - The use of nouns and pronouns
   - The use of spesific participants
   - The use of adjective
   - The use of verbs and adverb
   - The use of past tense

6. The example of narrative text

A STUPID MAN AND HIS COW

ORIENTATION	One day, a stupid man went to market. He bought six cows. After that, he rode one cow home and made the others walk in front of him. One the way he counted them, but he could only see five cows. He counted them again and again. He was certain that he had lost one. He was afraid that he would be scolded by his wife.
COMPLICATION	His wife was waiting for him in front of their house. As soon as he saw her, he said sadly that he had lost one of their cows. He did not know how it could happen. He was careful.
RESOLUTION	Then, his wife asked him how many cows he bought. The stupid man answered that he bought six cows. However, he could only see five of them. His wife looked at him and laughed. She said that he was very stupid. There was not one cow less. There was one more.

Learning Activity

Pre Activity

Apperception (15 minutes)

➢ Greating (Assalamualaikum Wr Wb)

➢ Teacher checks the students' attendance

➢ Teacher guide the studints to pray/ recite basmallah

➢ Teacher tells the students the learning aim

Main Activity (55 minutes)

1) Building Knowledge of the Field (BkoF)

➢ Teacher ask to the students about the story which is their like

➢ Teacher show the pictures about the story which will be discuss and the students have to guess the picture.

➢ Teacher explain that the story include naarati**ve.**

2) Modeling of the Text (MoT)

➢ Teacher explains the definition of narrative text and some part of narrative text.

➢ Teacher gives an example of narrative text

➢ Teacher ask students to show parts of narrative text based on the explanation.

➢ Teacher gives another narrative text and the students have to identify the narrative texts

3) Joint Construction of the Text (JcoT)

➢ Teacher ask students to write down the result on the blackboard then it discuss together

> ➤ Teacher gives time to students to ask about the difficult words

4) Independent Construction of the Text (ICoT)

> ➤ Teacher gives evaluation about the topic

Post Activity (10 minutes)

> ➤ The teacher gives feedback and conclusion
> ➤ The teacher close the class by recite hamdalah

F. Teaching Method

Method   : discussion

G. Media

- Slide
- worksheet

H. Assesment

> ➤ Instrument : Test
> ➤ Scoring guide   :
>   - Every correct answer scored 1
>   - Maximum score 20 x 5 = 100
>   - The Students' score the correct answer x 100
>   Total item

English Teacher

Semarang, 15th September 2015

Researcher

Evi kristiani, S. Pd

Anizul Fatuni'mah
113411017

Head Master

Ahmad Fauzi, S. PdI

LESSON PLAN
(EXSPERIMENTAL CLASS)

Subject   : English

Theme   : Narrative

Grade   : IX

Semester   : 1

Time allotment   : 2 x 40 minutes (2nd meeting)

A. Standard of Competence

   11. Understand the meaning of monolog/short essai text that from:
       narrative and report text to interact with the environment

B. Basic competence

   11.3. Responding meaning and rhetorical stages of a simple short
   essays accurately,fluently and thankful to interact with the
   environment in the form of narrative text.

C. Indicators

   Students are able to identify the meaning of narrative text

D. Learning Aim

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

E. Material

1. Definition

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

2. Purpose

   to amuse, 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 : introduce 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 story orclosure of events.

5. The language features
   - The use of nouns and pronouns
   - The use of spesific participants
   - The use of adjective
   - The use of verbs and adverb
   - The use of past tense

6. The example of narrative text

THE THIRSTY CROW

ORIENTATION

One hot day, a thirsty crow flew all over the fields looking for water. For a long time, she could not find anything. She felt very weak, almost giving up hope.

COMPLICATION

Suddenly, she saw a water jug below her. She flew straight down to see if there was any water inside. Yes, she could see some water inside the jug!

The crow tried to push her head into the jug. Sadly she found that the neck of the jug was too narrow. Then she tried to push the jug down for the water to flow out. She found that the jug was too heavy.

RESOLUTION

The crow thought hard for a while. Then looking around her, she saw some pebbles. She suddenly had a good idea. She started picking up the pebbles one by one, dropping each into the jug. As more and more pebbles filled the jug, the water kept rising. Soon it was high

enough for the crow to drink. Her plan had worked.

Learning Activity

Pre Activity

Apperception (15 minutes)

➢ Greating (Assalamualaikum Wr Wb)

➢ Teacher checks the students' attendance

➢ Teacher guide the studints to pray/ recite basmallah

➢ Teacher tells the students the learning aim

Main Activity (55 minutes)

1) **Building Knowledge of the Field (BkoF)**

   ➢ Teacher gives the prievew about the previous lesson

   ➢ Teacher show the pictures about the story which will be discuss and the students have to guess the picture.

   ➢ Teacher explain that the story include naarative**.**

2) **Modeling of the Text (MoT)**

   ➢ Teacher explains the definition of narrative text and some part of narrative text.

   ➢ Teacher gives another example of narrative text

   ➢ Students identify the generic structure of narrative tex

3) **Joint Construction of the Text (JcoT)**
   - Teacher give the reading passage of narrative text for students to read and informs to the students how to find the main idea. (Preview)
   - Teacher Inform the students to pay attention to the meaning of the passage, the generic structure of narrative text and give students' assignments to make the question of the main idea that found using the words what, why, who, and how.(Question)
   - Teacher Instructs the students to read and respond / answer the questions that had been prepared before.(Read)
   - Teacher Simulating / inform the materials on reading material.(Reflect)
   - Teacher Ask students to make the essence of the whole discussion about narrative text (Recite)
   - Ask students to read the essence that made from the details of narrative and ask students to read back the reading material, if still not sure with their answer.(Review)

4) **Independent Construction of the Text (ICoT)**
   - Teacher devide students into groups
   - Teacher Give another narrative text to each group

> ➤ Teacher Ask students to identify the topic, parts of narrative and language features of narrative in their group by using PQ4R strategy

> ➤ Teacher choose some group to present their discussion result

Post Activity (10 minutes)

> ➤ The teacher gives feedback and conclusion

> ➤ The teacher close the class by recite hamdalah

F. Teaching Method

Method   : discussion

Model   : PQ4R

G. Media

- Slide
- worksheet

H. Assesment

> ➤ Instrument   : Test

> ➤ Scoring guide :

   - Every correct answer scored 1

   - Maximum score 20 x 5 = 100

   - The Students' score <u>the correct answer</u> x 100

                              Total item

Semarang, 30th September 2015

English Teacher   Researcher

Evi kristiani, S.Pd   **Anizul Fatuni'mah**

                                                   113411017

Head Master

Ahmad Fauzi, S.PdI

Appendix 18

INSTRUMENT OF PRE-TEST AND POST TEST

INSTRUMENT FOR PRE TEST

Choose the best answer based on the following question!
The following text is for question 1 to 3.

Once upon a time there was a girl name Cindrella. She lived with her bad step-mother and two step-sisters. She had to do all the household chores.

One day the king invited all the ladies in the kingdom to go to a ball *(pesta dansa)* in the palace. He wanted to find the Crown Prince a wife. The step sisters went to the ball that night with their mother. Cindrella was left alone. She cried because she actually wanted to go to the ball, too.

Just then a fairy godmother came. With her magic wand, she gave Cindrella a coach *(kereta)*, two horses and footmen. She also gave Cindrella a lovely dress to wear the ball and a pair of glass slippers. She told Cindrella to come home before midnight.

At the ball, Cindrella danced all night with the Prince. The Prince fell in love with her. At midnight, Cindrella ran home. Unfortunately, one of her slippers slipped off at the door. She did not have time to put it back on. The Prince was sad as he could not find Cindrella again that night.

The next day, the Prince and his men brought along the glass slipper. They went all over the Kingdom to search for the owner. After searching for along time, finally, they came to Cindrella's house. The

slipper fit her. The prince was very happy to find Cindrella again. They got married and lived ever after.

1. What is the purpose of the text above?
    a. To entertain readers with an actual, or vicarious experience
    b. To inform what happened in the past
    c. To give a description of a beautiful girl
    d. To retell about Cindrella's experience/memory
2. What was there at the palace one day?
    a. A game   c. A birthday party
    b. A ball   d. Crown part
3. Why did the king hold the event at his palace?
    a. To celebrate his birthday   d. To entertain his people
    b. To celebrate his wedding
    c. To find his crown prince a wife

The following text is for question 4 to 9.
A STUPID MAN AND HIS COWS

One day, a stupid man went to market. He bought six cows. After that, he rode one cow home and made the others walk in front of him. One the way he counted them, but he could only see five cows. He counted them again and again. He was certain that he had lost one. He was afraid that he would be scolded by his wife.

His wife was waiting for him in front of their house. As soon as he saw her, he said sadly that he had lost one of their cows. He did not know how it could happen. He was careful.

Then, his wife asked him how many cows he bought. The stupid man answered that he bought six cows. However, he could only

see five of them. His wife looked at him and laughed. She said that he was very stupid. There was not one cow less. There was one more.

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

4. How many cows did the stupid man buy?

   a. One   d. Six

   b. Four

   c. Five

5. On his way home, how many cows did he see?

   a. One   d. Six

   b. Four

   c. Five

6. Which of the following statements is true according to the text?

   a. The stupid man spent much money on cows

   b. The stupid man was scolded by his wife

   c. The stupid man thought that he had lost one of his cows

   d. The stupid man lost one cow on his way home

7. What does the word "them" in paragraph 1 line 3 refer to?

   a. The other   d. The lost cows

   b. The cows

   c. The home

8. Which of the following words is the synonim of "stupid"?

   a. Unlucky   d. Dull

   b. Dilligent

   c. Clever

9. Which of the following words is the antonym of "certain"?

a. Sure   d. Positive

b. Unsure

c. Of course

The following text is for question 10 to 13.
THE THIRSTY CROW

One hot day, a thirsty crow flew all over the fields looking for water. For a long time, she could not find anything. She felt very weak, almost giving up hope.

Suddenly, she saw a water jug below her. She flew straight down to see if there was any water inside. Yes, she could see some water inside the jug!

The crow tried to push her head into the jug. Sadly she found that the neck of the jug was too narrow. Then she tried to push the jug down for the water to flow out. She found that the jug was too heavy.

The crow thought hard for a while. Then looking around her, she saw some pebbles. She suddenly had a good idea. She started picking up the pebbles one by one, dropping each into the jug.

As more and more pebbles filled the jug, the water kept rising. Soon it was high enough for the crow to drink. Her plan had worked.

Adapted from kumpulan soal bahasa inggris

10. The thirsty crow flew all over the field because...

a. She felt very weak   d. She was looking for water

b. She couldn't find any water

c. She couldn't find anything

11. She saw some pebbles (last paragraph) The underlined word means...

a. Little animal's
d. Little stones
b. Big rocks
c. Little leaves

12. The complications of the text are found in...

a. Paragraph 1 and 2
d. Paragraph 3 and 4
b. Paragraph 2 and 3
e. Paragraph 1 and 3
c. Paragraph 2 and 4

13. What is the moral value of the text above?

a. If someone has a problem we must try hard to help him

b. Don't be afraid to do something although it is very dangerous

c. If you want something you must do it by yourself

d. If you try hard enough you may soon find the answer to your problem

The following text is for question 14 to 16.

THE RABBIT AND CROCODILE

Once upon a time, a rabbit wanted to cross a river but he could not swim. He had an idea. He saw a boss of crocodile swimming in the river. The rabbit asked the boss of crocodile, "How many crocodiles are there in the river?" The boss of crocodile answered, "We are twenty here." "Where are they?" the rabbit asked for the second time. "What is it for?" the boss of crocodile asked.

"All of you are good, nice, gentle and kind, so I want to make a line in order. Later I will know how kind you are," said the rabbit.

Then, the boss of the crocodile called all his friends and asked them to make a line in order from one side to the other side of the river. Just then, the rabbit started to count while jumping from one crocodile to another: one ... two ... three ... four ... until twenty, and finally, he thanked all crocodiles because he had crossed the river.

Adapted from http://understandingtext.blogspot.com

14. The story mainly tells us about...

    a. Twenty crocodiles

    b. The boss of the crocodile

    c. A rabbit and twenty crocodiles

    d. A rabbit and the boss of crocodile

15. We know from the first paragraph that the rabbit actually wanted...

    a. To cross the river

    b. To swim across the river

    c. To meet the boss of crocodile

    d. To know where the crocodiles are

16. "All of you are good, nice, gentle, and kind ..." (Paragraph 2)
    The underlined word is synonymous with...

    a. Wild

    b. Diligent

    c. Cheerful

    d. Easygoing

The following text is for question 17 to 20.
A FISHERMAN AND A FISH

A long time ago, there lived fisherman. One day he had been fishing all day, but he did not catch anything. In the evening, he caught a very small fish.

The fish said, "Please don't eat me. Please, I am too small to make you good dinner. Please, throw me back to the water. Later, when I grow bigger, you come back and catch me again." "No" said the fisherman. "I am to keep you. If you get back into the water, you take very good care, and you will never come near me again."

Then the fisherman put the poor little fish and his pond at the backyard. When the fish grew bigger, it becomes a good friend of the fisherman. He never wanted to eat the fish.

Adapted from kumpulan soal bahasa inggris

17. What is the purpose of the text?

   a. To tell how to do something step by step

   b. To entertain the readers

   c. To tell past events

   d. To describe a person or place

18. Below is what the fish asked the fisherman to do, except…

   a. Not to eat him

   b. To throw him back to the water

   c. To come back and catch him again when he grew bigger

   d. To make him a good dinner

19. What did the fisherman do to the fish?

    a. He took care of the fish

    b. He ate him

    c. He sold him

    d. He gave him to another person

20. What happened between the fisherman and the fish at last…?

    a. The fisherman eat the fish

    b. The fisherman became a good friend with him

    c. The fish made a good house for the fisherman

    d. The fish gave the fisherman everything he wanted

-Good Luck-

Choose the best answer based on the following question!

The following text is for question 1 to 3.

THE RABBIT AND CROCODILE

Once upon a time, a rabbit wanted to cross a river but he could not swim. He had an idea. He saw a boss of crocodile swimming in the river. The rabbit asked the boss of crocodile, "How many crocodiles are there in the river?" The boss of crocodile answered, "We are twenty here." "Where are they?" the rabbit asked for the second time. "What is it for?" the boss of crocodile asked.

"All of you are good, nice, gentle and kind, so I want to make a line in order. Later I will know how kind you are," said the rabbit. Then, the boss of the crocodile called all his friends and asked them to make a line in order from one side to the other side of the river. Just then, the rabbit started to count while jumping from one crocodile to another: one ... two ... three ... four ... until twenty, and finally, he thanked all crocodiles because he had crossed the river.

Adapted from http://understandingtext.blogspot.com

1. The story mainly tells us about...

    a. Twenty crocodiles

    b. The boss of the crocodile

    c. A rabbit and twenty crocodiles

    d. A rabbit and the boss of crocodile

2. We know from the first paragraph that the rabbit actually wanted...

    a. To cross the river

    b. To swim across the river

    c. To meet the boss of crocodile

    d. To know where the crocodiles are

3. "All of you are good, nice, gentle, and kind ..." (Paragraph 2) The underlined word is synonymous with...

    a. Wild

    b. Diligent

    c. Cheerful

    d. Easygoing

The following text is for question 4 to 6.

Once upon a time there was a girl name Cindrella. She lived with her bad step-mother and two step-sisters. She had to do all the household chores.

One day the king invited all the ladies in the kingdom to go to a ball *(pesta dansa)* in the palace. He wanted to find the Crown Prince a wife.The step sisters went to the ball that night with their mother. Cindrella was left alone. She cried because she actually wanted to go to the ball, too.

Just then a fairy godmother came. With her magic wand, she gave Cindrella a coach *(kereta)*, two horses and footmen. She also gave Cindrella a lovely dress to wear the ball and a pair of glass slippers. She told Cindrella to come home before midnight.

At the ball, Cindrella danced all night with the Prince. The Prince fell in love with her. At midnight, Cindrella ran home. Unfortunately, one of her slippers slipped off at the door. She did not have time to put it back on. The Prince was sad as he could not find Cindrella again that night.

The next day, the Prince and his men brought along the glass slipper. They went all over the Kingdom to search for the owner. After searching for along time, finally, they came to Cindrella's house. The slipper fit her. The prince was very happy to find Cindrella again. They got married and lived ever after.

Adapted from http://abidtinfaz.blogspot.com/2015/01/soal-bahasa-inggris-narrative-text-dan.html,12 juni 18:47

4. What is the purpose of the text above?
   a. To entertain readers with an actual, or vicarious experience
   b. To inform what happened in the past
   c. To give a description of a beautiful girl
   d. To retell about Cindrella's experience/memory
5. What was there at the palace one day?
   a. A game   c. A birthday party
   b. A ball   d. Crown part
6. Why did the king hold the event at his palace?
   a. To celebrate his birthday   d. To entertain his people
   b. To celebrate his wedding
   c. To find his crown prince a wife

The following text is for question 7 to 10.

THE THIRSTY CROW

One hot day, a thirsty crow flew all over the fields looking for water. For a long time, she could not find anything. She felt very weak, almost giving up hope.

Suddenly, she saw a water jug below her. She flew straight down to see if there was any water inside. Yes, she could see some water inside the jug!

The crow tried to push her head into the jug. Sadly she found that the neck of the jug was too narrow. Then she tried to push the jug down for the water to flow out. She found that the jug was too heavy.

The crow thought hard for a while. Then looking around her, she saw some pebbles. She suddenly had a good idea. She started picking up the pebbles one by one, dropping each into the jug.

As more and more pebbles filled the jug, the water kept rising. Soon it was high enough for the crow to drink. Her plan had worked.

Adapted from kumpulan soal bahasa inggris

7. The thirsty crow flew all over the field because...

> a. She felt very weak   d. She was looking for water
>
> b. She couldn't find any water
>
> c. She couldn't find anything

8. She saw some pebbles (last paragraph) The underlined word means...

a. Little animal's   d. Little stones

b. Big rocks

c. Little leaves

9. The complications of the text are found in...

a. Paragraph 1 and 2   d. Paragraph 3 and 4

b. Paragraph 2 and 3   e. Paragraph 1 and 3

c. Paragraph 2 and 4

10. What is the moral value of the text above?

a. If someone has a problem we must try hard to help him

b. Don't be afraid to do something although it is very dangerous

c. If you want something you must do it by yourself

d. If you try hard enough you may soon find the answer to your problem

The following text is for question 11to 14.

A FISHERMAN AND A FISH

A long time ago, there lived fisherman. One day he had been fishing all day, but he did not catch anything. In the evening, he caught a very small fish.

The fish said, "Please don't eat me. Please, I am too small to make you good dinner. Please, throw me back to the water. Later, when I grow bigger, you come back and catch me again." "No" said the fisherman. "I am to keep you. If you get back into the water, you take very good care, and you will never come near me again."

Then the fisherman put the poor little fish and his pond at the backyard. When the fish grew bigger, it becomes a good friend of the fisherman. He never wanted to eat the fish.

Adapted from kumpulan soal bahasa inggris

11. What is the purpose of the text?

    a. To tell how to do something step by step

    b. To entertain the readers

    c. To tell past events

    d. To describe a person or place

12. Below is what the fish asked the fisherman to do, except…

    a. Not to eat him

    b. To throw him back to the water

    c. To come back and catch him again when he grew bigger

    d. To make him a good dinner

13. What did the fisherman do to the fish?

    a. He took care of the fish

    b. He ate him

    c. He sold him

    d. He gave him to another person

14. What happened between the fisherman and the fish at last…?

    a. The fisherman eat the fish

    b. The fisherman became a good friend with him

    c. The fish made a good house for the fisherman

    d. The fish gave the fisherman everything he wanted

The following text is for question 15 to 20.

A STUPID MAN AND HIS COWS

One day, a stupid man went to market. He bought six cows. After that, he rode one cow home and made the others walk in front of him. One the way he counted them, but he could only see five cows. He counted them again and again. He was certain that he had lost one. He was afraid that he would be scolded by his wife.

His wife was waiting for him in front of their house. As soon as he saw her, he said sadly that he had lost one of their cows. He did not know how it could happen. He was careful.

Then, his wife asked him how many cows he bought. The stupid man answered that he bought six cows. However, he could only see five of them. His wife looked at him and laughed. She said that he was very stupid. There was not one cow less. There was one more.

Adapted from http://www.pitt.edu

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

15. How many cows did the stupid man buy?
> a. One   d. Six
> b. Four
> c. Five

16. On his way home, how many cows did he see?
> a. One   d. Six
> b. Four
> c. Five

17. Which of the following statements is true according to the text?

    a. The stupid man spent much money on cows

    b. The stupid man was scolded by his wife

    c. The stupid man thought that he had lost one of his cows

    d. The stupid man lost one cow on his way home

18. What does the word "them" in paragraph 1 line 3 refer to?

    a. The other   d. The lost cows

    b. The cows

    c. The home

19. Which of the following words is the synonim of "stupid"?

    a. Unlucky   d. Dull

    b. Dilligent

    c. Clever

20. Which of the following words is the antonym of "certain"?

    a. Sure   d. Positive

    b. Unsure

    c. Of course

-Good Luck!-

Appendix 19

The Answer Key of Pre-Test and Post-Test

THE ANSWER KEY FOR PRE-TEST

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

THE ANSWER KEY FOR POST TEST

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

KISI-KISI PRE-TEST

Dependent variable The improvement of students' reading comprehension in narrative text	Question Number
1. Identifying variation of sentence structure in narrative text	7, 8, 9, 16
2. Identifying rhetorical stages of the text	3
3. Identifying communicative purpose (information) of the text	1, 17
4. Identifying main idea of a paragraph	14
5. Identifying meaning of words in the text	11
6. Identifying sentence meaning in the text	6
7. Identifying the generic structure of the text	2,4, 5, 10, 12, 13, 15, 18, 19, 20.

KISI-KISI POST-TEST

Dependent variable The improvement of students' reading comprehension in narrative text	Question Number
1. Identifying variation of sentence structure in narrative text	3, 18, 19, 20
2. Identifying rhetorical stages of the text	6
3. Identifying communicative purpose (information) of the text	4, 11
4. Identifying main idea of a paragraph	1
5. Identifying meaning of words in the text	7
6. Identifying sentence meaning in the text	17
7. Identifying the generic structure of the text	2,5, 8, 9, 10, 12, 13, 14, 15, 16.

Appendix 20

OBSERVATION CHECKLIST

No.	Activities	Score	Description
1.	Students' ability in understanding narrative text	1	Very low
		2	Low
		3	High enough
		4	High
		5	Very high
2.	Students' ability in identifying communicative purpose of the text	1	Very low
		2	Low
		3	High enough
		4	High
		5	Very high
3.	Students' ability in identifying rethorical stage of the text	1	Very low
		2	Low
		3	High enough
		4	High
		5	Very high
4.	Students' comprehension in identifying main idea of the text	1	Very low
		2	Low
		3	High enough
		4	High
		5	Very high
5.	Students' comprehension in identifying the generic structure of the text	1	Very low
		2	Low
		3	High enough
		4	High
		5	Very high
6.	Students' ability in identifying sentence meaning of the text	1	Very low
		2	Low
		3	High enough
		4	High
		5	Very high
7.	Students' enjoyment in learning process	1	Very uninterested
		2	Uninterested

No.	Activities	Score	Description
		3	Interested enough
		4	Interested
		5	Very interested
8.	Students' seriousness in understanding material	1	Very Unserious
		2	Unserious
		3	Seriousenough
		4	Serious
		5	Very serious
	Total score	40	

$$\text{Score of class situation} = \frac{\text{TotalScore}}{\text{Maximum Score}} \times 100\%$$

➢ Poor   0 – 35%
➢ Fair   40 – 59%
➢ Average   60 – 74%
➢ Good   75 – 84%
➢ Excellent   85 – 100%

OBSERVATION CHEKLIST FOR EXPERIMENT CLASS

No.	Activities	Score	Description
1.	Students' ability in understanding narrative text	1	Very low
		2	Low
		3	High enough
		4 √	High
		5	Very high
2.	Students' ability in identifying communicative purpose of the text	1	Very low
		2	Low
		3√	High enough
		4	High
		5	Very high
3.	Students' ability in identifying rethorical stage of the text	1	Very low
		2	Low
		3√	High enough
		4	High
		5	Very high
4.	Students' comprehension in identifying main idea of the text	1	Very low
		2	Low
		3	High enough
		4	High
		5√	Very high
5.	Students' comprehension in identifying the generic structure of the text	1	Very low
		2	Low
		3√	High enough
		4	High
		5	Very high
6.	Students' ability in identifying sentence meaning of the text	1	Very low
		2	Low
		3√	High enough
		4	High
		5	Very high
7.	Students' enjoyment in learning process	1	Very uninterested
		2	Uninterested
		3	Interested

No.	Activities	Score	Description
			enough
		4	Interested
		5√	Very interested
8.	Students' seriousness in understanding material	1	Very Unserious
		2	Unserious
		3	Seriousenough
		4√	Serious
		5	Very serious
	Total score	32	

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

$$= 80\ \%$$

Based on the result above it belongs to good criteria

- Poor   0 – 35%
- Fair   40 – 59%
- Average   60 – 74%
- Good   75 – 84%
- Excellent   85 – 100%

OBSERVATION CHEKLIST FOR CONTROL CLASS

No.	Activities	Score	Description
1.	Students' ability in understanding narrative text	1	Very low
		2	Low
		3√	High enough
		4	High
		5	Very high
2.	Students' ability in identifying communicative purpose of the text	1	Very low
		2	Low
		3√	High enough
		4	High
		5	Very high
3.	Students' ability in identifying rethorical stage of the text	1	Very low
		2	Low
		3√	High enough
		4	High
		5	Very high
4.	Students' comprehension in identifying main idea of the text	1	Very low
		2	Low
		3	High enough
		4√	High
		5	Very high
5.	Students' comprehension in identifying the generic structure of the text	1	Very low
		2	Low
		3	High enough
		4√	High
		5	Very high
6.	Students' ability in identifying sentence meaning of the text	1	Very low
		2	Low
		3√	High enough
		4	High
		5	Very high
7.	Students' enjoyment in learning process	1	Very uninterested
		2	Uninterested
		3√	Interested

No.	Activities	Score	Description
			enough
		4	Interested
		5	Very interested
8.	Students' seriousness in understanding material	1	Very Unserious
		2	Unserious
		3√	Seriousenough
		4	Serious
		5	Very serious
	Total score	26	

$$\text{Score of class situation} = \frac{26}{40} \times 100\%$$

$$= 65\ \%$$

Based on the result above it belongs to Average criteria

- Poor   0 – 35%
- Fair   40 – 59%
- Average   60 – 74%
- Good   75 – 84%
- Excellent   85 – 100%

Appendix 21

Documentation of Research

Pre-test in Experimental Class　　　**Pre-test in Control Class**

Treatment in Experimental Class

Treatment in Control Class

Post-test in Experimental Class   Post-test in Control Class

KEMENTERIAN AGAMA

UNIVERSITAS ISLAM NEGERI WALISONGO

FAKULTAS ILMU TARBIYAN DAN KEGURUAN

Jl. Prof. Dr. Hamka Km 2 (024) 7601295 Fax. 7615387 Semarang 50185

Semarang, 24 Agustus 2015

Nomor :In .24.8/ DI/TL.00/1373/2015
Lamp. : Proposal
Hal   : Mohon Ijin Riset
          A.n. Anizul Fatuni'mah
          NIM: 113411017

Yth.
Kepala SMP Ma'arif Nu 02
di Jatinegara

Assalamu'alaikum Wr.Wb.

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

Nama   : Anizul Fatuni'mah
NIM   : 113411017
Alamat   : Jl. Margoyoso 2 no. 42 Jrakah, Ngaliyan, Semarang
Judul Skripsi : Teaching Reading Narrative Text Through PQ4R Strategy

Pembimbing   :

1. Dr. Ahwan Fanani
2. Lulut Widyaningrum, M.pd

Bahwa mahasiswa tersebut membutuhkan data-data berkaitan dengan tema/judul Skripsi yang sedang disusunnya, dan oleh karena itu kami mohon diberi ijin riset pada tanggal 31 Agustus sampai dengan tanggal 1 0ktober 2015.
Demikian atas perhatian dan kerjasamanya disampaikan terima kasih.

Wassalamu'alaikum Wr.Wb

A.n. Dekan,
Wakil Dekan Bidang Akademik

Dr. H. Wahyudi, M. Pd
NIP. 19680314 199503 1 001

Tembusan:
Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo Semarang

SURAT KETERANGAN

No. 034/SMP NU 02/IV/2015

Yang bertanda tangan dibawah ini, kepala sekolah SMP Ma'arif NU 02 Jatinegara, menerangkan bahwa:

Nama   : Anizul Fatuni'mah

NIM   : 113411017

Fakultas   : FITK / Pendidikan Bahasa Inggris

Keterangan   : Telah melakukan penelitian dengan judul **"TEACHING READING NARRATIVE TEXT THROUGH PQ4R STRATEGY (An Experimental Research at the Ninth grade of SMP Ma'arif NU 02 Jatinegara in the Academic Year of 2015/2016)"** mulai tanggal 10 September s/d 1 Oktober 2015.

Demikian surat ini dibuat dengan sebenar-benarnya dan dipergunakan sebagaimana mestinya.

Jatinegara, 1 Oktober 2015

Kepala Sekolah

Akhmad Fauzi, S.PdI

PENELITI	: **Anizul Fatuni'mah**
NIM	: **113411017**
JURUSAN	: **Pendidikan Bahasa Inggris**
JUDUL	: **TEACHING READING THROUGH PQ4R (PREVIEW, QUESTION, READ, REFLECT, RECITE AND REVIEW) STRATEGY**
	(An Experimental Research with the Ninth Grade Students of SMP Ma'arif NU 02 Jatinegara in the Academic Year of 2015/2016)

HIPOTESIS1 :
a. Hipotesis Varians :
   Ho : Varians hasil belajar siswa kelas eksperimen dan kontrol adalah identik.
   Ha : Varians hasil belajar siswa kelas eksperimen dan kontrol adalah tidak identik.
b. Hipotesis Rata-rata :
   Ho : Rata-rata hasil belajar siswa kelas eksperimen dan kontrol adalah identik.
   Ha : Rata-rata hasil belajar siswa kelas eksperimen dan kontrol adalah tidak identik.

DASAR PENGAMBILAN KEPUTUSAN :

Ho DITERIMA, jika nilai t_hitung < t_tabel
Ho DITOLAK, jika nilai t_hitung > t_tabel

HASIL DAN ANALISIS DATA :

Group Statistics

	kelas	N	Mean	Std. Deviation	Std. Error Mean
hasil belajar	eksp	23	74.7826	11.32959	2.36238
	kontr	23	65.4348	11.57123	2.41277

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
hasil belajar	Equal variances assumed	.444	.509	2.768	44	.008	9.34783	3.37673	2.54247	16.15318
	Equal variances not assumed			2.768	43.980	.008	9.34783	3.37673	2.54239	16.15326

1. Pada kolom *Levenes Test for Equality of Variances*, diperoleh nilai sig. = 0,509. Karena sig. = 0,509 ≥ 0,05, maka Ho DITERIMA, artinya kedua varians hasil belajar siswa kelas eksperimen dan kontrol adalah identik.

2. Karena identiknya varians hasil belajar siswa kelas eksperimen dan kontrol, maka untuk membandingkan rata-rata antara hasil belajar siswa kelas eksperimen dan kontrol dengan menggunakan t-test adalah menggunakan dasar nilai t_hitung pada baris pertama (*Equal variances assumed*), yaitu t_hitung = 2,768.

3. Nilai t_tabel (44;0,05) = 2,015 (*two tails*). Berarti nilai t_hitung = 2,768 > t_tabel = 2,015, hal ini berarti Ho DITOLAK, artinya : Rata-rata hasil belajar siswa kelas eksperimen dan rata-rata hasil belajar siswa kelas kontrol adalah tidak identik/berbeda.

Semarang, 12 Nopember 2015
Ketua Jurusan Pend. Matematika,

Yulia Romadiastri, M.Sc.
NIP. 19810715 200501 2 008
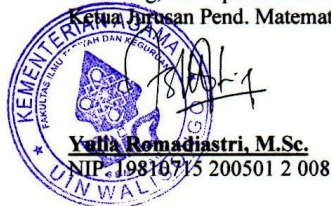
CURRICULUM VITAE

Name   : Anizul Fatuni'mah
Place and date of birth   : Tegal, 5th December 1993
Original address   : Kalijambu, Bojong, Tegal
Dormitory address   : Margoyoso II Street tambakaji, Ngaliyan,
                             Semarang
Mobile number   : 087-830-395-639

Education   : 1. SDN Kalijambu
                             2. MTS NU Hasyim Asy'ari Bojong
                             3. MAN Babakan-Lebaksiu-Tegal
                             4. Student of Education and Teacher
                                Training Faculty Walisongo State
                                Islamic University   Semarang 2011

                          Semarang, 15 November 2015
                          The Researcher

                          Anizul Fatuni'mah
                          113411017