

**THE EFFECTIVENESS OF THINK ALOUD STRATEGY IN TEACHING  
READING COMPREHENSION ON NARRATIVE TEXT  
(An Experimental Study at the Eighth Grade Students of SMPN 1 Sawit  
in the Academic Year of 2016/2017)**

**THESIS**

**Submitted to The Islamic Education and Language Faculty of State Islam  
Institut of Surakarta to Fulfill One of the Requirement for Getting the  
Undergraduate Degree of Education in English**



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## **DEDICATION**

This thesis is dedicated to :

1. My beloved parents ( Mr. Sartono and Mrs. Sri Mulyati) who give me love, attention, motivation and pray along my life
2. My beloved brother and sister ( Tri Handayani, A.Ma.Pust and Yuliana) who always give me support and love
3. My beloved friend (Regso P Putra) who gives me support, attention and thanks for motivation to finish this thesis
4. All of my best friends especially ( Erien, Linda & Keizia) that always give me motivation to finish this thesis
5. My Friends in MAPALA SPECTA, Thanks giving support and giving me a wonderful togetherness
6. My Friends in PBI-E class, and all of other English students, KKN,PPL, that I can not mention here one by one, Thanks for your giving support and giving wonderful togetherness.
7. All of my lecturers who has given me suggestion thanks for your advices
8. My Almamater IAIN Surakarta

## **MOTTO**

Allah tidak membebani seseorang melainkan sesuai dengan kesanggupannya.

( QS Al Baqarah:286)

The Best revenge for the people who have insulted you is the success that you can  
show them later.

Big anger stays only in the bosom of fools

( Albert Einstein)

## **PRONOUNCEMENT**

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I hereby sincerely state that the thesis titled “**The Effectiveness of THINK ALOUD Strategy in Teaching Reading Comprehension on Narrative Text (An Experimental Study at the Eighth Grade Students Of SMPN 1 Sawit In the Academic Year of 2016/2017)**” is my real masterpiece. The thing out of my masterpiece in this thesis are signed by citation and referred in the references.

If later proven that my thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis academic degree.

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## ACKNOWLEDGEMENT

Alhamdulillah, all praises be to Allah, the single power, the lord of the universe, master of the day of judgment, God all mighty, for all blessings and mercies so the researcher was able to finish this thesis entitled “The Effectiveness of THINK ALOUD Strategy in Teaching Reading Comprehension on Narrative Text (An Experimental Study at the Eighth Grade Students of SMPN 1 Sawit In the Academic Year of 2016/2017)”. Peace may always upon Prophet Muhammad SAW, the great leader and good inspiration of world revolution. The researcher is sure that this thesis would not be completed without helps, supports and suggestions from several sides. Thus, the researcher would like to express her deepest thanks to all of those who had helped, supported, and suggested her during the process of writing this thesis. This goes to:

1. Dr. Mudhofir Abdullah, S.Ag, M.Pd as the Rector of the State Islamic Institute of Surakarta.
2. Dr. H.Giyoto, M.Hum as the Dean of Islamic Education and Teacher Training Faculty.
3. Dr.Imroatus Solikhah, M.Pd as the head of English Education Department.
4. Dr. H. Sujito, M.Pd as the consultant for his guidance, suggestion, advices, correlations and help to revise the mistake during the entire process of writing this thesis.
5. All the lectures of English Education Study Program of the State Islamic Institute of Surakarta

6. Mrs. Nur Haryani S.Pd and all students of the eighth grade of SMP N 1 Sawit who support and help in finishing this thesis
7. All of my friends in IAIN Surakarta, particularly in English Education Class of 2011

The researcher realized that this thesis is still far from being perfect. The researcher hopes that this thesis is useful for the researcher in particular and the readers in general.

Surakarta

The Researcher,

**Lupi Karyawati**



## ABSTRACT

Lupi, Karyawati. 113221191. The Effectiveness of THINK ALOUD Strategy in Teaching Reading Comprehension on Narrative Text (An Experimental Study at the Eighth Grade Students of SMPN 1 Sawit in the Academic Year of 2016/2017). Thesis. Surakarta: English Education Program, Islamic Education and Teacher Training Faculty.

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Key Words : Effectiveness, THINK ALOUD, Reading Comprehension

English has four skills, they are speaking, writing, reading, and listening. One of those skills is reading, which is perceives a written text in order to understand its contents. To understand the contents of the text, the students faced many problems. Some of them don't understand about the meaning of the words and lack in vocabularies. Some of them think that reading is boring activity. The teaching and learning in the class only read the text and answer the question based on it. This condition and situation caused some of the students feel bored when they joint in the reading class. As an English teacher, we have to be able to find and use the right explanation above, the researcher is interested in find out the effect of treatment with THINK ALOUD Strategy in teaching reading comprehension on narrative text at the eighth grade of SMP N 1 Sawit in academic year 2016/2017.

It is an Experimental Research. The research was carried out at SMPN 1 Sawit from June to October 2016. Here, the researcher takes data from the student eighth grade VIII A and VIII B as the sample of the research. The class VIII A as control group and VIII B as experimental group. Each class consists of 32 students. Dealing with the research instrument of collecting the data, the researcher uses a test. The test consists of pre-test and post-test. It was conducted before and after treatment. To analyze the data, the researcher applied the t-test.

The result that the students mean in teaching reading comprehension who are taught by the Group Discussion strategy is only 70.62, while the students Mean in teaching reading comprehension who are taught by THINK ALOUD strategy is 83.98. the result of t-test computation that  $t_{\text{observation}}$  is 9.3 while the value  $t_{\text{table}}$  is 3.1. It shows that  $t_{\text{observation}}$  is higher than  $t_{\text{table}}$  ( $t_o > t_t$ ). Therefore the alternative Hypothesis ( $H_a$ ) is accepted while the null hypothesis ( $H_o$ ) is rejected. In other word, it can be concluded that THINK ALOUD strategy is effective to teach English lesson especially for reading comprehension at junior high school of SMPN 1 Sawit.

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# CHAPTER I

## INTRODUCTION

### A. The Background of the Study

Language has important role in human life, it is a tool that human uses to communicate with other people. English language is the foreign language that became that one of important lesson in the elementary school, junior high school and senior high school. Hence, it is the obligation for student to learn English language during they are still studying. Because by learning English language, the students are expected to have a means to develop their knowledge of science, technology, culture, tourism, and the others.

Globalization era, language takes the important role to communicate with the other people in the world. One of the languages that is usually used is English. The rapid growth of English as international language has stimulated but often controversial discussion about the status of English in its varieties of what is now commonly world English, stated Kachru and Nelson (in Brown, 2000: 192). English is known as lingua franca or international language. As the international language, English unites people in different country with their communication and brings the important aspects that are influenced by role of language itself to their life. People are proceeded to understand both oral and written form. There are four skills in English that people have to master, they are: listening,

speaking, reading, and writing. These four skills will be used to create discourse in their lives.

Reading is one of the language skills that play an important role in foreign language acquisition. Richard said (1992:306) “Reading perceives a written text in order to understand its contents. The understanding that result is called reading comprehension”.

According to Snow (2003:15) reading does not occur in vacuum, it done for a purpose to achieve some ends. During reading the reader processes the text with regard to the purpose. To be a good reader, the learner must learn how to comprehend and understand the passage. So, her or she can achieve the purpose of reading is done.

Nowadays, there are lots of books, movies, advertisements, newspapers, magazines and products use English as their language. Students have to understand the meaning what they read to add their knowledge. One of the purposes of reading is getting more information and knowledge. It will give much information that useful for life. Harmer (1998: 68) says that many of the students want to be able to read texts in English either for their careers, for study purposes or for simply pleasure. By reading, the students can get new grammar and vocabularies. Moreover, reading is one of essential skills in learning a language including foreign languages. Through reading, one can open his mind and broaden his knowledge. Beside, having ability to read in a foreign language can give better opportunities to get better jobs, access to literature or whatever (Nuttal, 1989: 3). The students will have no

knowledge without reading. With reading, students are expected to grab the idea and understanding what the meaning of the reading text.

To teach reading in every grade of school, teachers are not enough to give explanation to her students, but it is necessary for them to make sure that their students can practice the language in their social life. The teachers need appropriate method and technique of teaching learning English which is enjoyable and acceptable by the student, so they can integrate into reading English. Sometimes, the teachers used strategy which make the students feel bored and not effective to learn English. This situation makes the teaching learning process in vain. False Strategy also makes the students passive to learn English.

According to Hammer (1998: 69) to teach reading, one of teacher's main functions when training the students is not only to persuade them on the advantages of skimming and scanning, but also to make them see that the way to read vitally important. As the teacher, he always expects the students to concentrate on the minute of what they read to get the detail information and comprehend the text. Moreover, Hammer (1998: 70-71) stated six principles behind the teaching of reading, as follows:

1. Reading is not passive skill. Reading is incredibly active occupation.

To do it successfully, the students have to understand what word mean, see the picture of words are painting, understand the arguments, and work out if agree with them.

2. Students need to be engaged with what they are reading. When they are really fired up of the topic, or the task, they get much more what is in front of them.
3. Students should be encouraged to respond the content of reading text, not just to the language. The meaning of the text, the message of the text is as just important and the teacher must give the students change to respond the message in some way.
4. Prediction is major factor in reading. teacher should give the students “hints” so they can predict what is coming to. It will make them better and engaged reader.
5. Match the task to the topic. Teacher should choose dgood reading task, the right kind questions, engaging and useful puzzle, etc.
6. Good teachers exploit reading text to full. Good teacher integrate the reading text into interesting class sequences, using topic for discussion, and further task, using the language for study and later for activation.

The Strategy of teaching reading will be effective if the teacher wants to get good result for the students. One of strategy to teach reading is THINK ALOUD strategy. THINK ALOUD means that readers report their thoughts while reading, but they are not expected to analyze their behavior as in introspection (Cohen,1987). By means of asking their subjects to say whatever goes through their minds, researchers hope to get

a more direct view of the mental processes readers are engaged in while reading (Rankin,1988).

In this study, the researcher is interested in conducting an experimental research. The research was carried out in SMPN 1 Sawit, Boyolali in two class, one class will be experimental group and the other class will be the control group, to see the significant difference between the students are taught reading comprehension by using THINK ALOUD strategy and the students are taught reading comprehension by using group discussion strategy. The experimental research was conduct is entitled “The Effectiveness Of THINK ALOUD Strategy in Teaching Reading Comprehension on Narrative Text (An Experimental Study at the Eighth Grade Students Of SMPN 1 Sawit In the Academic Year of 2016/2017)”.

## **B. Limitation of The Problem**

The main purpose of this research is to find the effectiveness of THINK ALOUD strategy in order to help the students to improve their ability to comprehending reading passage at the eighth grade students of SMPN 1 Sawit, Boyolali in academic year 2016 / 2017

1. The implementation of using THINK ALOUD strategy toward students' reading comprehension.
2. The effectiveness of using THINK ALOUD strategy toward students' reading comprehension.

## **C. Problem Formulation**

Based on the research background above, the researcher formulated the problem statements as follows:

1. How is the students' English reading comprehension without using THINK ALOUD strategy at the eighth grade of SMPN 1 Sawit, Boyolali in academic year 2016/2017?
2. How is the students' English reading comprehension taught THINK ALOUD strategy at eight grade of SMPN 1 Sawit, Boyolali in academic year 2016/2017?
3. Which does class have higher English reading comprehension between both of them?

#### **D. The Objective of The Study**

This research is aimed at knowing the effect of the teaching method and students' interest on students' reading competence. In a specific scope, this research is proposed :

1. To know the student's English reading comprehension without using THINK ALOUD strategy at the eighth grade of SMPN 1 Sawit, Boyolali in academic year 2016/2017.
2. To know the student's English reading comprehension using THINK ALOUD strategy at the eighth grade of SMPN 1 Sawit, Boyolali in academic year 2015/2016.

3. To know which one has higher English reading comprehension between both of them.

#### **E. The Benefits of the Study**

The research is expected to be very useful either theoretically or practically. The benefits are elaborated as follow:

1. Theoretically

The result of this study are expected to be able to enrich and enhance the theory of teaching reading by using THINK ALOUD strategy. The result of this study can be used as a reference for those who want to conduct the same research.

2. Practically

Practically, the results of the study can help in learning or performance goals. The students will try to find a solution what they can do after creating or improving their language skills. The learning process will be more easy and comfortable, especially in reading activity.

The results of this study can provide input to determine a good strategy to increase their reading comprehension. This input will help teachers to realize that they must give students motivation for students to read English text.



## CHAPTER II

### REVIEW ON RELATED LITERATURE

#### **A. Theoretical Description**

##### **1. The Nature of reading**

Reading is one of the language skills. The researcher used it as the skill to know and measure the students' ability. This part discussed about the definition of reading, the purpose of reading, the definition of reading comprehension, the levels of reading comprehension, the models of reading, the phases of reading, micro and macro skill in reading, techniques of reading, the factors that influence students' reading, and teaching reading.

##### **a. The definition of reading**

Winerbrenner ( 1996: 79) says that reading is the ability of getting meaning from the printed words. In line with Winerbrenner, Nunan (1989: 79) says that reading is decoding process of written symbols, working from smaller units ( individual letter) to larger ones ( words, clauses, and sentences). In line with them, Heilman ( 1961: 8) says that reading is a process of getting meaning from written symbols.

Another Experts, Nuttall (1982: 4) stated that reading is the way of the reader gets a message from the text. Furthermore, Brown (2003: 189) defines reading as a process of negotiating meaning; understanding it, and in take is the product of that

interaction. According to Carrell and Eisterhold (1987) in Fauziati (2010: 32), reading is an interactive process between the reader's background knowledge and text.

Based on the definition above, it can be concluded that reading is a process of interaction between reader and text to get information and respond to a message from the text. The process of getting meaning influenced by background knowledge and expectations of the reader.

#### **b. The Purpose of Reading**

According to Rivers and Temperly in Nunan (1989: 33 - 34), the purposes of reading are to obtain information and instructions; to act in play; to keep in touch with friends by correspondence or to understand business letters; to know when or where something will take place or what is available; to know what is happening; and for enjoyment or excitement.

Nuttal (1982: 3) stated that reading has purposes to get something from the writing such as facts, ideas, and enjoyment. Furthermore, Harmer divided the purpose of reading into two general purposes. First, reading for pleasure, people reading the interesting materials, such as comics, novels or magazine. Second, reading for usefulness text, people read because they need the information contained in the text, such as book, newspaper, encyclopedia and so on. (Hammer, 1991: 182).

Hence, there are the purposes in reading, they are: to get information, to obtain the instructions, and for pleasure. If the people want to read for spending time, it means that reading is just for pleasure. It is different when they read a textbook or a recipe. They read it because we need information. In this case, reading is to get information.

**c. Models of Reading**

The scientists describe what happens to the reader when they use the model they created (Aebersold, 1997: 7) Bannet in Aebersold and Field (1998) provides a thorough summary of three main models of how reading occurs, they are:

1) Bottom-up theory

It means the reader constructs the text from the smallest unit, from letter to words to phrases sentences, etc. and then automatic, readers are not aware of how it operates. Decoding is an earlier term in this process. Here some features of bottom-up model of reading. Boothe (1999) says, as follows:

- a) Identify letters features;
- b) Link these features to recognize letters;
- c) Combine letters to recognize spelling patterns;
- d) Link spelling patterns to recognize words; and
- e) Proceed to sentence, paragraph and text-level processing.

2) Top-down theory

It argues that the reader brings a great deal of knowledge, expectations, assumptions, and questions to the text, and given a basic understanding of vocabulary, they continue to read as long as the text confirms their expectations. Then, Gove in Boothe (1999) says that in top-down model reading has some features. They are:

- a) Readers can comprehend a selection even though they do not recognize each word;
- b) Readers should use meaning and grammatical clues to identify unrecognized words;
- c) Reading for meaning is primary objective of reading rather than mastery of letters, letter/sound relationships, and words;
- d) Reading required the use of meaning activities rather than the mastery of a series of word recognition skills;
- e) The primary focus of instruction should be the reading of sentences, paragraphs, and whole selections;
- f) The most important aspect about reading is the amount and kind of information gained through reading.

### 3) The interactive school of theory

It argues that both bottom up theory and top down theory are combined when read a text. They occur alternatively or in the same time depending on the type of the text as well as on the reader's background knowledge, language proficiency

level, motivation, strategy use and culturally shaped beliefs about reading.

There are three models of reading such as bottom-up model, top-up model, and interactive model. Bottom-up model that is reading is basically a matter of decoding of written symbol, while top-up model emphasizes the reconstruction of meaning rather than decoding of form, and the interactive model is combining between bottom-up and top-up model so that readers use both models in their reading activity.

#### **d. Approaches in Reading**

The range of approaches to teaching reading in the classroom may include several aspects within the skills to whole language instructional continuum. A major approach should meet to basic criteria; observable in actual classroom and derived from theoretical base that top-down, bottom up, or interactive. Adhering to these criteria, there are four major approaches to the teaching of reading; prescriptive approach, basal reading approach, language experience approach, and literature based approach.

##### **1) Prescriptive Approach**

According to Mukhroji (2011) prescriptive approach is a kind of individualized which is often favored by teachers devote large chunk of the reading period to work on phonic. They focus on sound-letter relationship instruction. This

approach of teaching reading has come to mean two very different approaches to teachers.

## 2) Basal Reading Approach

Based on Mukhroji (2011) states, basal reading is kind of approach occupying the central and broadest position on the reading instructional continuum. This approach used basal readers to teaching reading. Basal reading program comes to the closest to an eclectic approach. That is, within the basal reading program itself some elements of the other approaches are incorporated.

## 3) Language Experience Approach

Language experience approach needs students to experience reading as rewarding and successful process. It is difficult to assemble an adequate supply of literature for the wide range of abilities found in every classroom, especially if some of the students are not proficient in English. This approach is tied closely to an interactive or top-down theory of reading. It is considered a kind of beginning reading approach although strategies of teaching are often connected to writing process.

## 4) Literature-Based Approach

Literature-based approach is also named a whole language approach in which students engage in reading for enjoyment and for the purpose of locating information, rather

that in order to earn a good grade. Mukhroji (2011) state at literature-based approach is an approach that the individual uses to provide individual students interesting and enjoyment. In this approach, teachers encourage the students to personally select books that they want to read and then share and compare insight gained. Reading instruction emanates from assumption about the reading process is interactive and top-down

**e. The Phases of Reading**

According to Fauziati (2010: 40-42), there are three main phases needed to be followed in reading activity, namely:

1) Pre-reading

The activities during pre reading may serve as preparation in several ways, namely: to assess students' background knowledge of the topic and linguistic content of the text; to give students the background knowledge necessary for comprehension of the text, or activate the existing knowledge that the students possess; to clarify any cultural information which may be necessary to comprehend the passage; to make students aware of the type of the text they will be reading and the purposes for reading; and to provide opportunities for group or collaborative work and for class discussion activities.

2) While-Reading

In while-reading activities, students check their comprehension as they read. The purpose for reading determines the appropriate type and level of comprehension.

### 3) Post-reading

Post-reading activities function as a closing mark for a reading class. The followings are advisable activities for post-reading:

- a) Answering question to show comprehension of messages to multiple-choice or true/false questions.
- b) Students are given several possible summary-sentences and asked to say which of them fits to the text.
- c) Writing as follow up to reading activities related to passage.

We can also ask students to write a summary with several guided questions.

- d) Speaking as follow up to reading activities, for examples, debate interview, discussion, role play, etc. Associated with the passage they have read.

## **f. Techniques of Reading**

Francoise Grellet (1981: 4) states that there are the main ways of reading as follow:

### 1) Skimming

Skimming is quickly running one's eyes over a text to get the gist of it. Skimming is used to gather information quickly. The reader skims in order to satisfy a very general



curiosity about a text. It also helps the readers to recognize their thought and specify what information they can get a book, so that their subsequent reading is more efficient. For example, reading a newspaper (quickly to get general news of the day), business and travel brochures( quickly to get the information).

## 2) Scanning

Scanning is quickly going through a text to find a particular piece of information. Scanning occurs when a reader goes through a text very quickly in order to find a particular point of information ( Williams, 1999:100). For example, a conference guide and airplane schedule. Scanning involves these steps:

- a) Determine what key word to look for
- b) Look quickly through the text for those words
- c) When you find each word, read the sentences around it to see if they provide the information being sought.
- d) If they do, not ret further. If they do not continue scanning.

## 3) Extensive reading

Extensive reading is reading longer texts, usually for one's own pleasure. This is fluency activity, mainly involving global understanding. The text is always to be read for comprehension of main ideas, not for every detail word. For example, reading business books.

## 4) Intensive reading

Intensive reading is reading shorter texts, to extract specific information. This is more an accuracy activity involving reading for detail. In this way, each text is read carefully and thoroughly for maximum comprehension. For example, a contract, a book keeping report.

**g. The Factors that influence Students' Reading**

There are two factors that influence the students' reading comprehension achievements and they are related one another, they are: internal factor and the external factor. ( Brown, 2001: 74-76)

1) The Internal Factor

The internal factor means the factor which come from reader himself. It is usually known a personal factor, because the factor has existed inside the reader. This factor deals with self-motivation and interest.

a) Motivation

It is accepted for most fields of learning that motivation is essential to success that we have to want to do something to succeed at it. Without such motivation we will almost certainly fail to make the necessary effort. Motivation plays an important role in comprehending the text. The students will be motivated to read when they fell that they need something from the text.

b) Interest

Interest is one of the important factors in order to increase the students' reading comprehension achievement. If one has interest to read, it means that he or she will get a good achievement. On the other side, if the reader has no any interest to read, it can influence his or her achievement.

## 2) The External Factor

The external factor has a close relationship to reading material and teacher of reading. they are related one another.

### a) Reading Materials

The students' achievements in reading depends on the level of the difficulty of the text. Thus, it can influence students' achievement if the text given is not at the right level of the difficulty of the readers or the students.

### b) Teacher

The teacher of reading should be careful in choosing the text and giving the tasks because they are related to the students' reading comprehension achievement.

### c) Questioning Strategies

The most important key to create an interactive learning is the initiation of interaction from the teacher by using question. The question has different functions, such as:

- (1) Teacher questions give students the opportunity to produce language comfortably without having to risk initiating language themselves.
- (2) Teacher question can serve to initiate a chain reaction of students interaction among themselves.
- (3) Teacher questions giving immediate feedback about student' comprehension.
- (4) Teacher question provide students with opportunities to find out what they think. As they are nudged into responding to questions about, say, a reading, they can discover what their own opinion and reactions are. This self-discovery can be especially useful for a pre-reading activity.

#### **h. Testing Reading**

Similar to listening skill, reading skill is a receptive skill. The task of language tester is, then to set reading task which result in behavior that will demonstrate their successful completion.

The reading macro-skill (directly related to course objective) are scanning text to locate specific information, skimming text obtain general idea, identifying examples presented in support of an argument. The micro-skill underlying reading skill are identifying referents of pronouns, using context to guess meaning of unfamiliar words, and understanding relations between part of the text.

There are several ways of testing reading, ranging from multiple choice items, true or false items, matching items, re-arrangement items, completions items, completion table of items, and open-ended question (Heaton, 1989:107)

## **2. Reading Comprehension**

### **a. Definition of Reading Comprehension**

According to T Lince (2005:71) reading comprehension refers to read for meaning, understanding and entertainment. It involves higher order thinking skill and is much complex than merely decoding specific word. Reading comprehension possible ( Grellet, 1998:182)

Kennedy (1981: 192) states that reading comprehension is a through which a reader aware of an idea, understanding in term of their experimental background and interprets it in relation is not a skill or ability that can be develop once and for all at any level of instruction.

From the statement above, it can be concluded that reading comprehension is an active process of understanding a text which has specific purpose as efficiently as possible that is aimed to get more information in term of reader's experimental background and it is used by the reader to interpret what he or she has got from reading that text.

### **b. Level of Reading Comprehension**

According to Longman dictionary of Applied Linguistics (1990: 233), there are four types of reading comprehension often distinguished based on reader's purpose and types reading used. These are the levels of reading comprehension, as follows:

1) Literal Comprehension

Reading is in order to understand, remember or recall the information explicitly contained in a passage.

2) Inferential Comprehension

Reading is in order to find information which is not explicitly stated in passage using the reader's experience and intuition and by referring.

3) Critical Comprehension

Reading is in order to compare information in a passage with the reader's own knowledge and values.

4) Appreciative Comprehension

Reading is in order to gain emotional or the kind or the kind valued response from a passage.

From the statement above, the achieve comprehension in reading, in literal comprehension the readers has to know the information explicitly. In interpretative comprehension the reader has to retain the information implicitly. The last, in the critical comprehension, the reader has to be able to evaluate the information by giving a question and critique the information.

**c. Strategies for Reading Comprehension**

Reading comprehension is primarily a matter of developing appropriate, efficient comprehension strategies. Some strategies are related to bottom-up and top-down processes. Following the strategies, Brown (2001:306) states that there are strategies for Reading comprehension, such as:

- 1) Identifying the purpose in reading
- 2) Using grapheme rules and patterns to aid in bottom-up according
- 3) Using efficient silent reading technique
- 4) Skimming the text for main idea
- 5) Scanning the text for specific information
- 6) Using semantic mapping or clustering
- 7) Guessing when you are not certain
- 8) Analyzing vocabulary
- 9) Distinguishing between literal and implied meaning
- 10) Capitalizing on discourse markers to process relationship

### **3. Narrative Text**

Narrative is one of the genre text forms. It is the materials which have been used by researchers in the teaching reading text. The researcher measured the students' reading narrative text ability. Therefore the writer discusses some points which are related with narrative among other; definition, purpose, types, generic structure and language features of narrative.

#### **1. Definition of Narrative Text**

A narrative is a piece of text which tells a story and in doing so, entertains or informs the reader or listener. According to Jaworski & Coupland, (1999:225), we define narrative as one method of recapitulating past experience by matching a verbal sequence of clauses to the sequence of events which (it is inferred) actually occurred. According to Muntaha, (2014) Narrative text is a text focusing specific participants.

## 2. Purpose of Narrative Text

According to Muntaha, (2014) the basic of narrative text is to entertain, to gain and hold readers' interest. 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 with problematic events which lead to a crisis or a turning point of some kind, which in turn finds a resolution.

It means that the purpose of narrative is to give entertainment and to deal with actual or vicarious experience indifferent ways, which is the evaluation shows now the problems starts. Then, there will be complication in which the problem arises. The resolution comes to solve the problem.

## 3. Generic Structure of Narrative Text

According to Muntaha, (2014) the generic structure of narrative text are :

- a. Orientation, Introducing the participants and informing the time and the place



- b. Evaluation, it is optional, used to a stepping back to evaluate the plight
  - c. Complication or problem, describing the rising crises which the participants have to do with
  - d. Resolution, showing the way of participant to solve the crises, better or worse
  - e. Re orientation, it is optimal.
4. Linguistics Features of Narrative text

According to Muntaha, (2014) the language features of Narrative text, they are :

- a. Using simple past tense
- b. Using nouns and pronouns to identify people, animal or things involved. For example: king, princess, he, she, etc
- c. Specific participant is special characteristic object. For example: Cinderella, Aladdin, etc
- d. Using adjective are useful to shape noun phrase. For example: beautiful white skinned lady, etc.
- e. Using time connective and conjunctions to sequence the events. For example: then, when, suddenly, etc
- f. Using and adverbial phrases to indicate place and time. For example: here, there, at home.
- g. Using action verb in past form. For example: lived, drank, etc
- h. Using saying verbs which sign to pronounce something. For example: said.

#### **4. Think Aloud**

##### **a. Definition of think aloud**

In this research, it was decided to implement the think-aloud strategy because it was used as an instructional approach, and also because this strategy helped readers to comprehend more easily what being read by them. Afflerbach and Johnston cited by McKeown and Gentilucci (2007), claim that think-aloud served firstly as a method of measuring the cognitive reading process, then as metacognitive tool to monitor comprehension. In that sense, the think aloud is appropriate for this study because through this strategy the students can monitor their comprehension process.

Another definition of this strategy is provided by pressley et al. In McKeown and Gentilucci's (2007) work: "think-aloud is one of the "transactional strategies" because it is a joint process of teachers and students working together to construct understandings of text as they interact with it". Through the interaction that think aloud promotes, a better understanding of the texts may emerge in the classroom. Think aloud is also process in which readers report their thoughts while reading (Wade 1990). It helps students to reflect upon their own reading process.

In similar way, Keene & Zimmerman, (1997) declare that "think aloud is a technique in which students verbalize their thoughts as they read". Thus, this strategy is useful because students are verbalizing all their thought in order to create

understanding of the reading texts. Another illustration about think aloud is provided by Tinzmann in Teacher Vision website (2009), he says that:

When students use think out loud with teachers and with one another, they gradually internalize this dialogue. It becomes their inner speech, the means by which they direct their own behaviors and problem-solving processes. Therefore, as students think aloud, they learn how to learn, and they develop into reflective, metecognitive, independent learners, an invaluable step in helping students understand that learning requires effort and often is difficult.

This argument encloses all the issues that imply think-aloud in a reading process. Think aloud are also used to model comprehension processes such as making predictions, creating images, linking information in text with prior knowledge, monitoring comprehension, and overcoming problems with word recognition or comprehension (Gunning, 1996 in teacher vision). These sub-strategies will be defined in the ensuing sections.

The think-aloud is a technique in which students verbalize their thoughts as they read and thus bring into the open the strategies they are using to understand a text (Baumann, Jones, & Seifert-Kessell,1993; Davey, 1983); Wade,1990). Readers' thoughts might include commenting on or questioning the text,

bringing their prior knowledge to bear or making inferences or predictions.

These comments reveal reader' weakness as well as their strengths as comprehend and allow the teacher to assess their needs in order to plan more effective instruction.

#### **b. Using of Think Aloud**

How to use this strategy

“When the teachers make the invisible mental processes visible, they arm readers with powerful weapon, I stop often to think out loud for my students. I describe what is going on in my mind as I read. When I get stuck, I demonstrate out loud the comprehension strategies I use to construction meaning.”

(Tovani,2000,p.27)

Below are steps you should consider when using think-aloud with your students.

- 1) Chose a short section of the text (or a short text). The text should be interesting to students and reflect the content of your classroom. The text should also be challenging and present some difficulty to most of your students. Keep in mind the mental processes you will be modeling for your students. Consider what about the text might cause students problems and select which strategies you will model. Give each student a copy of the text. You might also consider projecting a transparency of the text.

- 2) Introduce the text by explaining that you will be modeling a reading strategy, explain why the strategy is important, and when the strategy should be used.
- 3) Read the text out loud and stop often to share your thinking. Think-aloud the connections you are making, the images you are creating, the problems you are having with understanding, and the ways you are fixing those problems. Tell your students explicitly what you are doing. You might establish some kind of signal that identifies for your students when you are reading and when you thinking aloud the processes that are occurring in your head. Record your thinking on overhead.

Think aloud example such as:

- a) “Good readers use their background knowledge when they read. They think about what they know before they begin reading.” (Tovani,2000,p.28)
- b) “I am confused when I read (word from text), so I am going to (specify the strategy you are using to clear up the confusion) to get unstuck. Good readers recognize confusion and know how to repair meaning when confusion sets in.” (Tovani,2000,p.28)
- c) “I can picture these three little pigs in my mind because I went to a state fair and saw three pigs that looked just like the ones described in this sentence. I can remember exactly how they smelled, felt and sounded. I have activated my

prior knowledge, and it will assist me in understanding the most important points in the next sentence.” (Block & Israel,2004,p.158)

d) “When I have read two pages of a book, I pause to ask myself where I think the author is going. In this way I begin to feel that I am on same train of thought as the author. Then, I turn to the text page and see if I was correct in identifying what was important to the author. I continue reading. I related the things I read to the big idea, moral, or theme that the author is conveying. Usually, after I have read three or four pages, I can figure out why the author wrote this particular book. The way I figure out the author’s big idea is by seeing how all main idea in one paragraph may connect to the next paragraph. If I am reading nonfiction, another way I connect to the Author’s big idea is to keep the title of the book in mind as I read. The title of nonfictional books usually names the author’s big ideas.” (Block & Isreal,2004,p.158)

e) “When I read I think, ‘Is this making sense?’ I might...ask questions about the story and reread or retell the story...I was asking myself, ‘Is this making sense?’ and I was asking if what would happen next without reading the next page.” (Baumann,Jones,&Seifert-Kessell,1993,p.187)

- 4) After modeling think-alouds a few times, allow students to become more involved in the process. Ask students to clarify your thoughts using tally sheet like the one shown below. Using the sheet below, you are then able to assess if they can distinguish one strategy from another. This sheet engages students in the think-aloud you are modeling.
- 5) Allow students to try using think-aloud strategy with a partner. One student should do all the reading and thinking-aloud while the other partner tallies or writes notes about the other student's use of think-aloud. The teacher should circulate through the room and provide intervention and assistance as needed. Provide a time where students can discuss using the think-aloud strategy with their partner and as a whole class. Another option is to have students reflect on how thinking-aloud has changed their reading habits, this can be done either orally or in writing.
- 6) The end goal is for students to apply these strategies independently and think in their heads whenever they encounter a text.

Steps to Passing Strategic Expertise to Students

(Wilhelm,2005)

<p style="text-align: center;">TEACHER DOES/STUDENTS WATCH</p> <p><b>Step 1: Modeling the strategy</b></p> <ul style="list-style-type: none"> <li>• Teacher uses and talk about the strategy through use of think-aloud.</li> <li>• Students observes</li> <li>• Teacher stresses what, why, and when of strategy use.</li> </ul>	<p style="text-align: center;">TEACHER DOES/STUDENTS HELP</p> <p><b>Step 2: Apprenticeship of Use</b></p> <ul style="list-style-type: none"> <li>• Teacher uses strategy</li> <li>• Student talks about and helps, identifying when and how strategy should be used</li> </ul>
<p style="text-align: center;">STUDENTS DO / TEACHER HELPS</p> <p><b>Step 3: Scaffolding Strategy Use</b></p> <ul style="list-style-type: none"> <li>• Students use and talk about the strategy with help of scaffolding technique like think-alouds, usually in small group</li> </ul>	<p style="text-align: center;">STUDENTS DO / TEACHER WATCHES</p> <p><b>Step 4: Independent Use</b></p> <ul style="list-style-type: none"> <li>• Student independently uses strategy demonstrating competence through technique like think-alouds.</li> <li>• Teacher observe and assesses, plans future</li> </ul>



<ul style="list-style-type: none"> <li>• Teacher observes, provides feedback, and help as needed</li> </ul>	instruction.
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## B. Previous Related Study

In this research, the researcher summarizes the relevant previous researcher to improve the originality of the research. This thesis entitled “The effectiveness of using think aloud strategy toward students’ reading achievement in narrative text study at 8<sup>TH</sup> grade SMP Islam Durenan Trenggalek Academic year 2013/2014 “ by the student of State Islamic Institute (IAIN) Tulungagung, 2014.

The research was done at 2014. The research used pre-experimental research design with quantitative approach. The experimental research design used One-Group Pretest-Posttest. The data analysis was using T-test. The result showed that the students mean in teaching reading comprehension before taught using think aloud strategy is only 56.11. while the students Mean in teaching reading comprehension after the being taught using think aloud strategy is 72.50. it was improved, with the t-test analysis that used by the researcher.

The second research is “The Effect of Think Aloud Strategy on Students’ Reading Achievement of Tenth Grade at MA HM Tribakti Kediri in Academic year 2014/2015” by student of University of Nusantara PGRI Kediri.

The research use experimental research and quantitative approach to get and analyzed the data. It was conducted in MA HM TRIBAKTI-KEDIRI on March-April 2015. The subject of this research are tenth grade students MA HM TRIBAKTI-KEDIRI, especially class X-bhs which 20 students. Data is obtained by using a test, exactly pre test and post test. After giving pre test, the students are given a treatment then doing the post test. Based on the research, the researcher finds that student in MA HM TRIBAKTI-KEDIRI get bored for reading activity besides they get difficulty in understanding the meaning of word in the text. By using think aloud strategy the students are interesting to get this strategy in their classroom.

The result of research shows that Think Aloud Strategy the students' reading achievement has very significant effect because t-score is higher than the value of t-table either at a level of significance of 5% or 1%. The score of t-test was 7,94 at the degree of freedom of 19 and t-table is 2,093 at the level of significance 5% (0.05) and 2,6861 at the level of significant 1%. It means that t-score (7.94) > t-table at the level significance of 5% (2.093). So, the Null Hypothesis (Ho) was rejected and Alternative Hypothesis (Ha) was accepted. Finally Think Aloud strategy has positive effect on the students' reading achievement.

### **C. Rationale**

The purpose of teaching English for Junior High School is develop communicative competence in spoken and written to reach literary level that can be realized through four skills. The students of junior high school

are expected to create many kinds of interactional and monolog text in the form of descriptive, report, narrative, recount, and procedure. The text consists of grammatical sentences, acceptable expressions, and culturally acceptable in the English culture (Depdiknas, 2004:5)

The students of class VIII SMP N 1 Sawit, Boyolali get several difficulties in reading a text. They get difficulties in comprehending the meaning, grammar, vocabulary, and pronunciation. It is because the teacher who still uses traditional methods and the students are difficult to comprehend the text. In this research, the think-aloud strategy is used to teach reading. This research measures the effectiveness of the method in teaching reading.

In this research, it was decided to implement the think-aloud strategy because it was used as an instructional approach, and also because this strategy helped readers to comprehend more easily what was being read by them. Afflerbach and Johnston, cited by McKeown and Gentilucci (2007), claim that think-aloud served firstly as a method of measuring the cognitive reading process, then as a metacognitive tool to monitor comprehension. In that sense, the think-aloud is appropriate for this study because through this strategy the students can monitor their comprehension process.

The Think-aloud strategy is a more effective and efficient strategy to teach reading in Junior High school. So that, it can be assumed that the think-aloud strategy is effective to teach reading.

#### **D. Action Hypothesis**

According to Arikunto (2010: 110), hypothesis is a temporary answer to the research problem, until proven by the data collected. The criteria of hypothesis test in this research is  $H_0$  (null hypothesis): There is not a significant difference of applying think aloud strategy to increase eight grade students' reading comprehension between the students are thought by using think aloud strategy and those are taught by using group discussin of SMPN 1 Sawit, Boyolali in academic year 2016/2017. While  $H_a$  (alternative hypothesis): There is any significant difference of applying Think Aloud strategy to increase eight grade students' reading comprehension between the students are taught by using think aloud strategy and those are taught by using group discussion of SMPN 1 Sawit Boyolali in academic year 2016/2017.

## CHAPTER III

### RESEARCH METHODOLOGY

This chapter presents research methodology which consists of sources of data, subject and setting of research, research, research design, research variable, instrument, and procedures of experimentation, scoring technique, and method of data analysis.

In this research, the researcher uses the form of quantitative approach to analyze the data. Quantitative approach stresses the analysis to the numeric data that was processed by statistical method. It explains the result of pre-test and post-test.

#### **A. The Setting of Research**

##### **1. Place**

This experimental research was conduct in SMPN 1 Sawit, Boyolali at 8<sup>th</sup> grade students, which located in Kateguhan, Sawit, Boyolali..

##### **2. Time**

The research was conduct on the First semester. It was on June until October in academic year of 2016/2017. The first semester consist of six months. English lesson consists of four skill are listening, speaking, reading, and writing. In this research, treatment was give five meeting. There are two meeting in the weeks. Every meeting consists of two hours (2 x 40’).

*Table III.1 The Schedule Planning of the Research*

No	Activities	Month
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		June				July				August				September				October			
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
1.	Designed research proposal	X																			
2.	Developed research instrument	X	X																		
3.	Conducted research proposal		X																		
4.	Collected the data in SMPN 1 Sawit					X	X														
5.	Gave Tried out in VIII D							X	X												
6.	Pre-test in Experimental class									X	X										
7.	Pre-test in Control class									X	X										
8.	Gave the treatment in experimental											X	X	X							

	class																			
9.	Gave the treatment in control class										X	X	X							
10.	Post-test in control class													X						
11.	Post-test in experimental class													X						
12.	Discussed the data analysis													X	X					
13.	Accomplished the thesis														X	X	X			
14.	Conducted thesis examination																			

**B. Research Design**

An experimental research involved two groups: experimental group and control group. The experimental group and control group are consist of eight grade students of SMPN 1 Sawit, Boyolali. And experimental group will receive a new treatment while control group will receive a group discussion treatment.

In this research, the researcher will apply an experimental research with a quantitative approach. In experimental research, researcher study variables, which were characteristic that take on different values across people or things. The purpose of the experimental will manipulate treatment conditions in a way that will reveal which condition are responsible for what occurs to objects and how many those condition have contribute to the observe result.. this research will not be a true experimental, but a quasi experimental. A quasi-experimental will use because the researcher will not randomly assign subjects to experimental treatments for a study. the researcher use pre test and post test design. Before conducting the research, the two classes are given pre test and post test at the end of the research. Then the result of the test made a judgment about the effect of the treatment.

There are two groups in this research, experimental group and control group. In the teaching and learning process, the topics of the lesson taught to both groups will be the same. In the experimental group, the students will taught by think aloud strategy while the control groups will given by small group technique. After the treatment, both groups will given a post test to measure the improvement of the students' reading skill. The scores of the post test become the data to be analyzed. T-test was used to analyze to use of think aloud strategy and small group technique.

### **C. Subject of the research**

This research will conduct at SMPN 1 Sawit, Boyolali. Which is Located on Kateguhan, Sawit, Boyolali. And the research will be conduct



at eight grade class of SMPN 1 Sawit, Boyolali in academic year 2016/2017. This research will carry out from June up to Oktober.

## **1. Population**

According to Ary (2002:163) population is all members of any well defined class of people, events, or objects. In encyclopedia of educational evaluation, written “a population is a set (or collection) of all elements possessing one or more attributes of interest”. According to Arikunto (2006:108) “a population is a set (or collection) of all elements possessing one or more attribute of interest.” According to the explanation above a population is the whole of subject used by the researcher. In this research, the researcher chooses SMPN 1 Sawit, Boyolali as the researcher’ object because the school has good enough quality and researcher was alumnus there. And the researcher chooses the population of the class eight.

## **2. Sampling**

Sampling is the process done to choose and take sample correctly from population so that it can be used as valid representative to the population. In determining the sample, the research will use cluster random sampling technique to the total population. It is used because the subject of the study are homogeneous. The samples of this research will divide in two groups, one group will be an experimental class which will be taught by think aloud strategy, while the other group will be as a control group which will be taught by small group discussion.

The procedures that the researcher will do the cluster random sampling are:

- a. Writing down the name of each class on small piece of paper
- b. Rolling the paper and putting them into a can
- c. Shaking the can well
- d. Dropping two rolled papers and determining them as sample.
- e. Taking one rolled from the sample, the determined it as an experimental group and the other one as a control group.

### **3. Sample**

Selected of the sample is very important step in conducting a research study. According to Arikunto (2006:109), a sample is part of population of representative of it. Based on Ary (2002:163) a sample is a person of a population. It mean that a good sample must be representative of the entire as possible, so that generalization of the sample as true as population. The samples of this research will be divided in to two groups; one group is B class, there are 32 students and will be an experimental class which will taught by using think aloud strategy, while the other group is A class, there are 32 students, will be as a control class which will be taught by using small group discussion.

## **D. Technique Collecting Data**

### **1. Source of Data**

The data of this research was gathered from the written test of students' in the pre-test and post-test through think aloud strategy in teaching reading Narrative text.

## **2. Success Indicators**

The indicators of reading teaching learning are as follows :

- a. The improvement of students' reading skill through the use of think aloud strategy.
- b. Students' reading achievement with minimum standard of score (KKM) 80

## **3. Research Instrument**

The instrument of this research is test. Test is a set of question and exercises used to measure the achievement or capacity of the individual. In order to discover how students are thinking are using the target language (English). The researcher is conducted multiple choice items in think aloud strategy.

The form of the test is multiple choice test which is used to measure skill, intellegent, knowledge, or ability that are owned by individually of personality. The writer will analysis the result of the test and give score. The test will be conducted to both control class and experimental class which consist of 32 students of control class and 32 students of experimental class before and after the treatment.

Test is used to measure the person's competence and to achieve the objective. The data is collected by giving written test. Multiple choice test is conducted post test. This technique is applied by

researcher to know the students' achievements that have done in learning English. Especially in teaching narrative text on the reading class.

Reading test will consist of 40 question. They are multiple choices tests. Multiple choices consist of 40 items from number 1 to 40. Its scores per items is 2.5, it means if the students can answer all of questions correctly, they will get 100.

The researcher used three steps of research: pre-test, treatment, post-test. After constructing the instruments, the researcher will try the pre-test and post-test. Try out test is to validity and reliability will be conducted in class VIII C of SMPN 1 Sawit, Boyolali.

**a. Validity of test**

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

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

$$r_{xy} = \frac{\sum xy - \left\{ \sum x \right\} \left\{ \sum y \right\}}{N} \div \sqrt{\left\{ \frac{\sum x^2 - \left( \sum x \right)^2}{N} \right\} \left\{ \frac{\sum y^2 - \left( \sum y \right)^2}{N} \right\}}$$

where :

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

N = The total of subject of experiment

$\sum X$  = The Sum of score of X item

$\sum Y$  = The Sum of score of Y item

( Suharsimi Arikunto, 2002 : 146 )

#### b. Reliability of test

The reliability of a test refers to the consistency of the test result. In this context, it refers to the accuracy (consistency and stability) of measurement by a test. In short, it refers to the consistency of the test score. The formula to know the a is as follows:

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

Where :

$r_{11}$  = the reliability coefficient of items

n = the number of item in the test

P = the proportion of students who give the right answer

Q = the proportion of students who give the wrong answer

S = the standard of deviation of the best

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

#### 4. Technique of Analyzing Data

There are three kinds of data that will be tested in this research. Those three data are normality test, homogeneity test and hypothesis test.

**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. This normality tests are calculated for both experimental and control group in both their pre-test and post-test. In this research, the researcher used Lilifors theory. There are several steps that the research do to calculate the normality by using Lilifors.

1) Determining the mean score by using this formula:

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

Where :

$\sum X$  = the sum of student score

n = the sum of students

2) Determining the standard deviation with this formula

$$SD = \sqrt{\frac{\sum(X_1 - \bar{X})^2}{n}}$$

Where :

$X_1$  =Score student

$\bar{X}$  = Average score of students

n = Sum of students

3) Calculate Z value from each items with this formula :

$$Z = \frac{x - \mu}{\alpha}$$

Where :

X = score

$\mu$  = mean (pronounced “mu”)

$\alpha$  = standard deviation (pronounced “sigma”)

4) Looking for  $P \leq z$  of each item in the table available

5) Calculating  $L_{table}$  of 0.05  $\alpha$  with this formula :

$$L_{table} = \frac{0.886}{\sqrt{n}}$$

6) Determining L for each item of question in the test by deriving  $F/n$  with  $P \leq Z$ .

7) Comparing the maximum result of L for each item of questions with  $L_{max} > L_{table}$  the distribution of the best does not runs normally

## b. Homogeneity test

It used to know whether experiment class and control class, that are taken from population have same variant or not. The research used Bartlett theory.

The steps as follows:

1) Determining  $Sp^2$

$$Sp^2 = \frac{\sum(n - 1)Sd^2}{N - k}$$

Where :

$n$  = sum of students

$Sd^2$  = the standard deviation

$N$  = the total of subject of experiment

$K$  = sum the group of data

## 2) Determining $b_2(\alpha; n_1, n_2)$ by using table of $b_{(\alpha; n)}$

The researcher used  $b_2(\alpha; n_1, n_2)$  because the total sample of each groups taken are different. This formula is as follow:

$$b_2(\alpha; n) = \frac{(n_1 * b_{n_1} + n_2 * b_{n_2})}{n_{total}}$$

## 3) Determining $b_{count}$

$$b_{count} = \frac{(\sum(Sd^2)^{n-1})^{1/(N-k)}}{Sp^2}$$

## 4) Comparing the result of $b_{count}$ with $b_2(\alpha; n_1, n_2)$

If  $b_{count} > b_2(\alpha; n_1, n_2)$  are homogenous

### c. Hypothesis

The researcher tested the data by using following steps in data to respond the objective of the research.

- 1) Doing the test in both group, experimental group and control group that has been taught by using think aloud strategy and the control group that hasn't taught by think aloud strategy.
- 2) The result of the test will score by using analytic score.
- 3) Determining the mean scores of each those two groups.



- 4) The two means of groups will be compared by using t-test formula

T-test will be used to prove that there is a significant difference on the reading narrative by using different technique. Based on Subana (2000, 171), the steps to determine the result of t-test are as follows :

- a) Calculating the compound standard deviation (s) with following formula :

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

Where :

$n_1$  = the number of experimental group

$n_2$  = the number of control group

$S_1^2$  = the standard deviation of experimental group

$S_2^2$  = the standard deviation of both group

- b) Determining  $t_{\text{count}}$  with following formula:

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

Where :

$n_1$  = the number of experimental group

$n_2$  = the number of control group

$\bar{x}_1$  = the mean score of the experimental group

$\bar{x}_2$  = the mean score of the control group

- c) Determining db
- d) Determining  $t_{table}$
- e) Hypothesis testing

By comparing  $t_{table}$  and  $t_{count}$

If the obtained score is higher than  $t_{table}$  score by using 5% alpha of significance,  $H_0$  is rejected. It means that  $H_a$  is accepted: "there is significant difference in reading skill between the experimental and control group.

## CHAPTER IV

### RESEARCH FINDING AND DISCUSSION

This chapter presents and discusses the research findings. The research findings are presented through the following four subchapters: data description; normality and homogeneity test; hypothesis test; and discussion.

#### A. Data Description

The purpose of this research is to know whether there is significant difference in the reading skill between the students who are taught by using small group discussion and to know which group of the students has the higher reading skill achievement.

This research was conducted for the eighth grade students of SMPN 1 Sawit, Boyolali in the academic year 2016/2017. For the classes, the researcher took VIII B as an experimental group and VIIIA as a control group. The researcher used the think aloud strategy to teach an experimental group, and used the small group discussion strategy to teach a control class. The researcher did pre-test in both of classes, then did treatment using think aloud strategy for an experimental group and using small group discussion strategy for a control class with the narrative texts. After the treatments were done, the researcher did post-test to get the score of reading skill using the different method.

The data used for the research were in the form of scores obtained from the reading test. The data were taken from the pre-test and post-test scores of experimental and control class. The data were described through

frequency distribution, mean, mode, median, and standard deviation followed by histogram.

**1. The score of pre-test of control class.**

*Table IV.1. The Descriptive Analysis of Pretest of Control Class*

No	Initial Name	Score	No	Initial Name	Score
1.	DP	57.5	17.	AH	50
2.	EK	57.5	18.	AF	62.5
3.	EW	55	19.	AD	65
4.	FY	52.5	20.	AF	67.5
5.	FS	42.5	21.	GY	52.5
6.	FN	72.5	22.	JS	60
7.	FSJ	45	23.	KS	42.5
8.	GK	60	24.	LP	57.5
9.	JT	57.5	25.	MN	60
10.	LN	75	26.	MR	65
11.	MS	57.5	27.	RY	50
12.	NI	55	28.	RF	62.5
13.	SK	50	29.	SA	52.5
14.	SKN	57.5	30.	WC	62.5
15.	FAP	52.5	31.	YT	60
16.	YA	45	32.	YB	62.5

N	Valid	30
	Invalid	10
Mean		55.078
Median		57.5
Mode		57.5
Standard Deviation		7.3046
Variance		61.467
Range		
Minimum		42.5
Maximum		75
Sum		1762.5

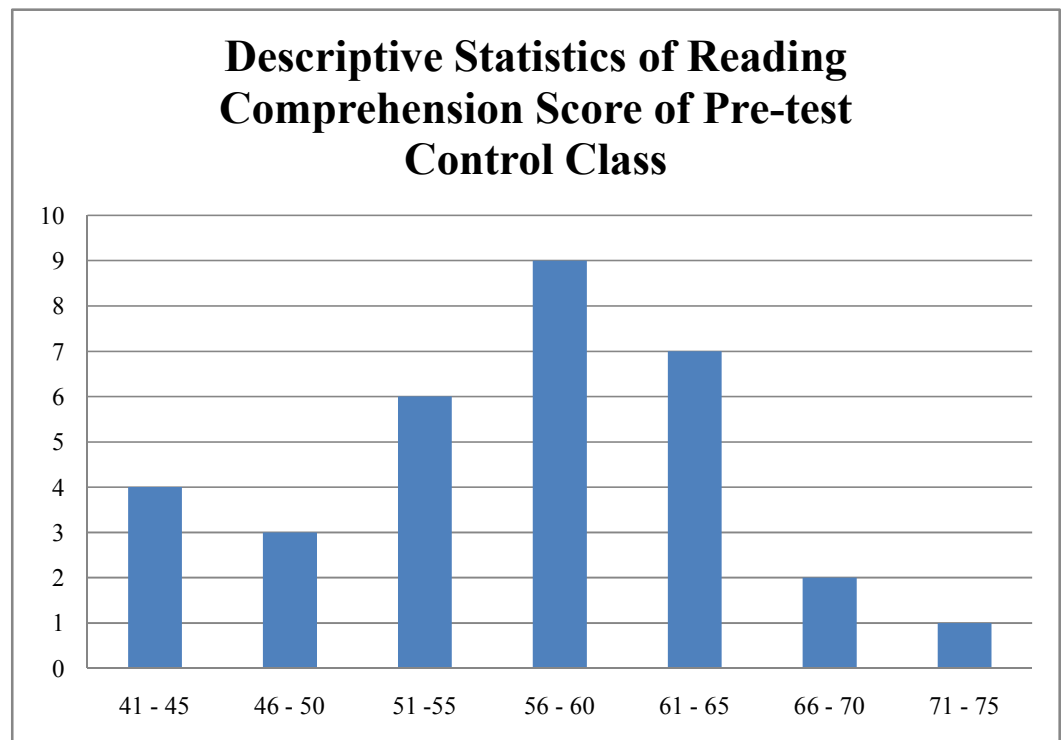
From the data above, it could be shown that the lowest score is 42.5 and the highest score is 75. The mean of the data is 55.078, the median is 57.5, mode is 57.5, and the standard deviation of the data is 7.3046. the frequency distribution of pre-test of control group is as follows:

### **Descriptive Statistics of Reading Skill Score of Pre-test Control Class**

*Table IV.2 The Frequency Distribution Pre-test of Control Class*

Class Interval	F	X	%	FX	f.kum	$X - \bar{X}$	$(X - \bar{X})^2$	$f(X - \bar{X})^2$
41 – 45	4	43	12.5	172	4	-	179.56	718.24

						13.4		
46- 50	3	48	9.375	144	7	-8.4	70.56	211.68
51 – 55	6	53	18.75	318	13	-3.4	11.56	69.36
56 – 60	9	58	28.125	522	22	1.6	2.56	23.04
61 – 65	7	63	21.875	441	29	6.6	43.56	304.92
66 – 70	2	68	6.25	136	31	11.6	134.56	269.12
71 – 75	1	73	3.125	73	32	16.6	275.56	275.56
SUM	32	406	100	1806			717.92	1871.92



*Figure IV. 1 The Histogram Pre-test of Control Class*

From the histogram above, the highest frequency of reading comprehension test is 9, which got score 56 – 60 in percentage 28.125%. While, the lowest frequency is 1, which got the score 71 –

75 in percentage 3.125%. it could be concluded that the highest score of the students' reading comprehension pre-test is low.

## 2. The Score Pre-test Experimental Class

*Table IV.3. The Descriptive Analysis of Pretest of Experimental Class*

No	Initial Name	Score	No	Initial Name	Score
1.	AA	55	17.	AJ	60
2.	AN	50	18.	AF	55
3.	FA	60	19.	AD	55
4.	GS	55	20.	AP	55
5.	LP	55	21.	AC	50
6.	LM	50	22.	DD	60
7.	ND	52.5	23.	FO	55
8.	NA	50	24.	ID	55
9.	NP	65	25.	JJ	55
10.	NRA	50	26.	RS	60
11.	NR	50	27.	RZ	45
12.	PW	50	28.	RAP	55
13.	RM	45	29.	RA	57.5
14.	SD	60	30.	SA	55
15.	SP	52.5	31.	WN	60
16.	WN	55	32.	ZL	60

### Statistics

N	Valid	30
	Invalid	10
Mean		54.61
Median		55
Mode		55
Standard Deviation		4.6
Variance		21.41
Range		
Minimum		45
Maximum		65
Sum		1747.5

From the data above, it can be shown that the lowest score is 45, the highest score is 65. The mean of the data is 54.61, the median is 55, the mode is 55, and the standard deviation of the data is 4.6. The frequency distribution of pre test of experimental group is as follows:



## Reading Comprehension.pre.exp

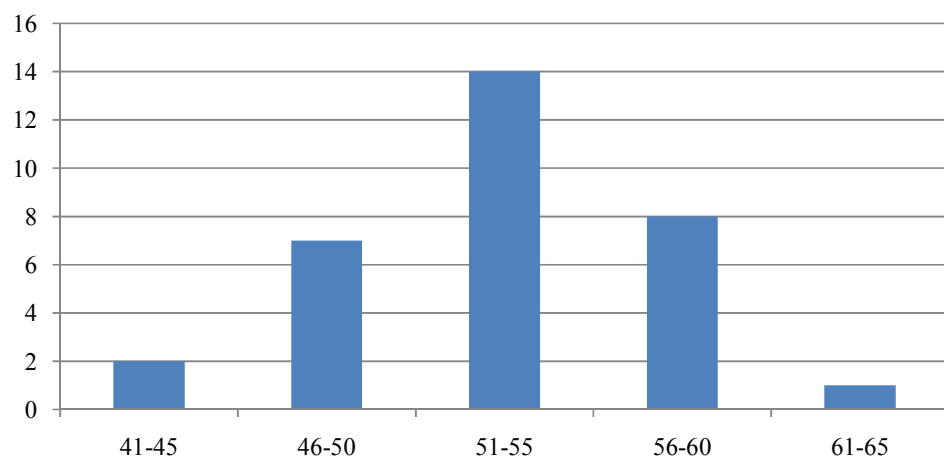
### Descriptive Statistics of Reading Comprehension Score of Pretest

#### Experimental Group

Table. IV.4. The Frequency Distribution Pre-test of Experimental Group

Class Interval	F	X	%	FX	f.kum	$X - \bar{X}$	$(X - \bar{X})^2$	$f(X - \bar{X})^2$
41 – 45	2	43	6.25	86	2	-9.8	96.04	192.08
46- 50	7	48	21.875	336	9	-4.8	23.04	161.28
51 – 55	14	53	43.75	742	23	0.2	0.04	0.56
56 – 60	8	58	25	464	31	5.2	27.04	216.32
61 – 65	1	63	3.125	63	32	10.2	104.04	104.04
SUM	32	406	100	1691			250.2	674.28

### Descriptive Statistics of Reading Comprehension Score of Pretest Experimental Group



*Figure IV.2 The Histogram Pre-test of Experimental Group*

From the histogram above, the highest frequency of reading comprehension test is 14, which got score 51- 55 in percentage 43.75%. While, the lowest frequency is 1, which got the score 61- 65 in percentage 3.125%. it can be concluded that the highest score of the students' reading comprehension pre-test is low.

**3. The Score Post-Test Control Class**

*Table IV.5 The Descriptive Analysis of Post-test of Control Class*

No	Initial Name	Score	No	Initial Name	Score
1.	DP	65	17.	AH	67.5
2.	EK	80	18.	AF	80
3.	EW	72.5	19.	AD	60
4.	FY	72.5	20.	AF	75
5.	FS	65	21.	GY	75
6.	FN	75	22.	JS	70
7.	FSJ	70	23.	KS	75
8.	GK	77.5	24.	LP	62.5
9.	JT	80	25.	MN	60
10.	LN	77.5	26.	MR	67.5
11.	MS	65	27.	RY	65
12.	NI	70	28.	RF	70
13.	SK	75	29.	SA	80
14.	SKN	65	30.	WC	70

15.	FAP	62.5	31.	YT	70
16.	YA	65	32.	YB	75

### Statistics

N	Valid	30
	Invalid	10
Mean		70.625
Median		70
Mode		65
Standard Deviation		8.35
Variance		36.69
Range		31
Minimum		60
Maximum		80
Sum		2260

From the data, it can be shown that the lowest score is 60, the highest score is 80. The mean of the data is 70.625, the median is 70, the mode is 65, and the standard deviation of the date is 8.35.

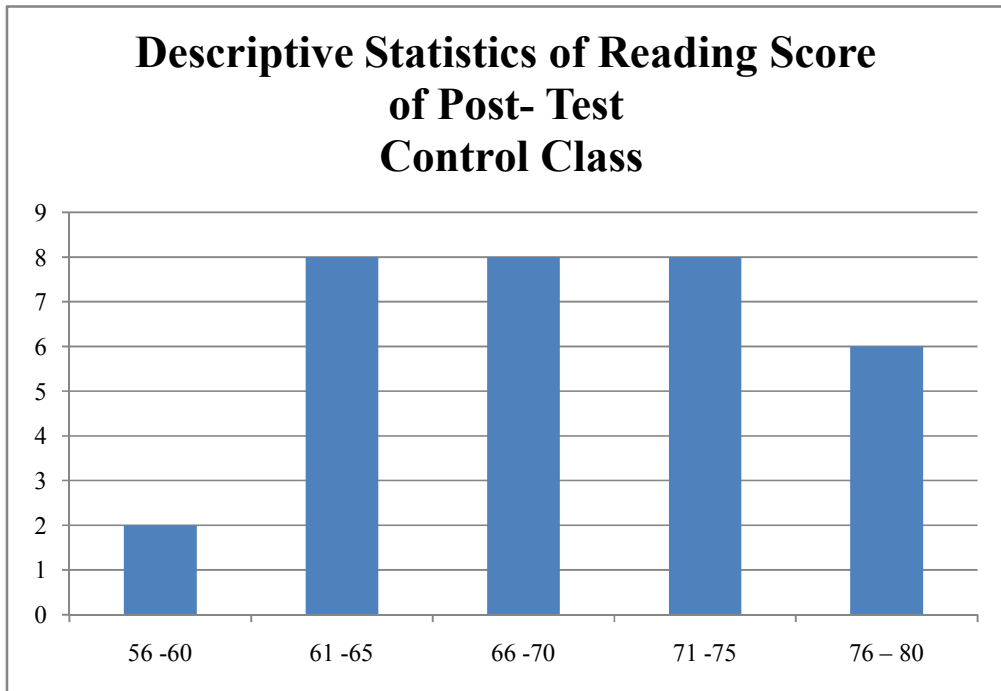
The frequency distribution of the post-test of control group is as follow:

**Reading.post.ctr**

**Descriptive Statistics of Reading Score of Post-Test Control Class**

*Table IV.6. The Frequency Distribution Post-Test of Control Class*

Class Interval	F	X	%	FX	f.kum	$X - \bar{X}$	$(X - \bar{X})^2$	$f(X - \bar{X})^2$
56 -60	2	58	6.25	116	2	-11.25	126.56	253.12
61 -65	8	63	25	504	10	-6.25	39.06	312.48
66 -70	8	68	25	544	18	-1.25	1.56	12.48
71 -75	8	73	25	584	26	3.75	14.06	112.48
76 - 80	6	78	18.75	468	32	8.75	76.56	459.36
SUM	32	340	100	2216			257.8	1149.92



*Figure IV.3 The Histogram Post-Test of Control Class*

From the histogram above, the highest frequency of reading test is 8, which got score 61 – 65, 66 – 70, and 71 – 75 in percentage 25%. While, the lowest frequency is 2, which got the score 56 – 60 in percentage 6.25%. it can be concluded that the highest score of students’ reading post-test is low.

#### 4. The Score Post-Test Experimental Class

*Table IV.7 The Descriptive Analysis of Post-test of Experiment Class*

No	Initial Name	Score	No	Initial Name	Score
1.	AA	85	17.	AJ	85
2.	AN	87.5	18.	AF	80
3.	FA	95	19.	AD	87.5
4.	GS	75	20.	AP	90

5.	LP	85	21.	AC	80
6.	LM	77.5	22.	DD	75
7.	ND	95	23.	FO	75
8.	NA	85	24.	ID	92.5
9.	NP	80	25.	JJ	85
10.	NRA	80	26.	RS	85
11.	NR	80	27.	RZ	90
12.	PW	85	28.	RAP	85
13.	RM	85	29.	RA	85
14.	SD	87.5	30.	SA	80
15.	SP	75	31.	WN	82.5
16.	WN	82.5	32.	ZL	90

### Statistics

N	Valid	30
	Invalid	10
Mean		83.98
Median		85

Mode	85
Standard Deviation	9.02
Variance	30.185
Range	31
Minimum	75
Maximum	95
Sum	2687.5

From the data above, it can be shown that the lowest score is 75, the highest score is 95. The mean of the data is 83.98, the median is 85, the mode is 85 and the standard deviation of the data is 9.02. The frequency distribution of post test experimental class is as follows:

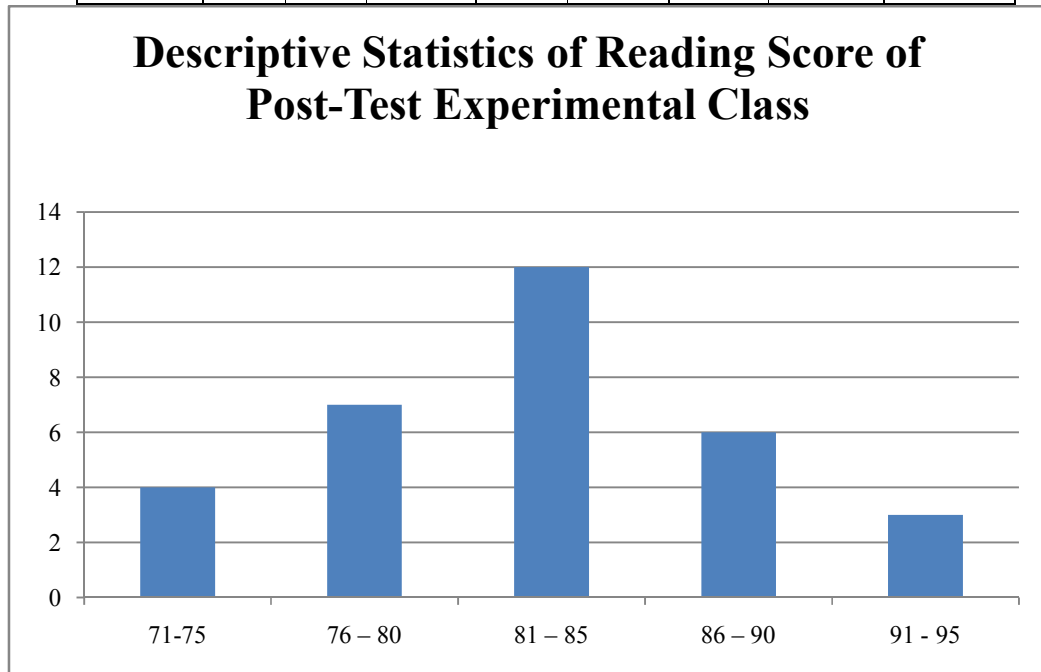
### **Reading.Post.exp.**

#### **Descriptive Statistics of Reading Score of Post-Test Experimental Class**

*Table IV.8 The Frequency Distribution Post-Test of Experimental Class*

Class Interval	F	X	%	FX	f.kum	$X - \bar{X}$	$(X - \bar{X})^2$	$f(X - \bar{X})^2$
71-75	4	73	12.5	292	4	-9.53	90.82	363.28
76 – 80	7	78	21.875	546	11	-4.53	20.52	143.64
81 – 85	12	83	37.5	996	23	0.47	0.22	2.64
86 – 90	6	88	18.75	528	29	5.47	29.92	179.52
91 – 95	3	93	9.375	279	32	10.47	109.62	328.86

SUM	32	415	100	2641			251.1	1017.94
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*Figure IV.4 The Histogram Post-Test of Experimental Class*

From the histogram above, the highest frequency of reading test is 12, which got score 81 – 90 in percentage 37.5%. While, the lowest frequency is 3, which got the score 91 – 95 in percentage 9.375%. It can be concluded that the highest score of the students’ reading post- test is high.

## **B. Data Analysis**

Before analyzing the data using inferential analysis, the distribution of the sample must be normal and homogenous. The following explanation would be about the result and the computation of normality test applied to the achieved data.

### **1. Normality Test**



To know whether a population is normal or not, normality test was employed in this research, the normality test was applied to the reading score of experimental and control groups. Afterward Liliefors test was employed to find out the normality of the data of the reading scores. The result was presented in following table, while complete computation for each can be found in appendix.

*Table IV.9 The Summary of Normality Test*

No	Variables	Number of Data	$L_o$	Lt	Description
1.	Pre-Test Control Class	32	0.0032	0.156	Normal
2.	Pre-Test Experimental Class	32	0.017	0.156	Normal
3.	Post-Test Control Class	32	0.0036	0.156	Normal
4.	Post-Test Experimental Class	32	0.0019	0.156	Normal

The summary of normality using Liliefors test shows that all of the value ( $L_o$ ) gained are lower than Lt. Therefore, it can be concluded that all of the based on the teaching strategy were normal.

## 2. Homogeneity Test

Homogeneity Test was done to know the data are homogeneous. If  $X_o^2$  is lower than  $X_t^2(0.05)$ , it can be concluded that the data are homogeneous.

Table IV.10. The homogeneity Test

No	Data	The Number of Sample	$X^2$	$X^2$ table	Alfa	Verb
1.	Experimental	32	0.58	3.841	0.05	Homogeny
2.	Control	32				

Based on the result of calculation above, it can be seen that  $X^2$  (0.58) is lower than  $X_t$  at the level of significant alfa 5% = 3.841, so  $X^2 < X_t$  (0.58 < 3.841) and the data were homogenous.

## C. Hypothesis Test

Hypothesis test could be done after the result of normality and homogeneity test were fulfilled. The test was done by using independent sample test  $H_o$  is rejected if  $t > t_{table}$  meaning that there were differences the procedure of t-test was drawn as follows:

### 1. Seeking Mean

$$\text{Mean Experiment } (X_E) = \frac{\sum X_E}{N}$$

N

$$= \frac{2687.5}{32}$$

$$= 83.98$$

$$\text{Mean Control } (X_C) = \frac{\sum X_C}{N}$$

$$= \frac{2260}{32}$$

$$= 70.625$$

2. Seeking  $\sum(X - \bar{X})^2$

$$\text{Group } X_E = 935.74$$

$$\text{Group } X_C = 1137.50$$

3. Seeking Variance

$$S_{E^2} = \frac{\sum(X_E - \bar{X})^2}{n_E - 1}$$

$$n_E - 1$$

$$= \frac{935.74}{32-1}$$

$$32-1$$

$$= 30.18$$

$$= \frac{S_{C^2} \sum(X_C - \bar{X})^2}{n_C - 1}$$

$$n_C - 1$$

$$= \frac{1137.50}{32-1}$$

$$32-1$$

$$= 36.69$$

4. Seeking Sum of Variance

$$S = \sqrt{\frac{(n_E - 1)S_{E^2} + (n_C - 1)S_{C^2}}{(n_E + n_C) - 2}}$$

$$= \sqrt{\frac{31 \times 30.18 + 31 \times 36.69}{62}}$$

$$= \sqrt{33.43}$$

$$= 5.78$$

5. Seeking t

$$t = \frac{\bar{X}_E - \bar{X}_C}{S \sqrt{\frac{1}{n_E} + \frac{1}{n_C}}}$$

$$= \frac{83.98 - 70.62}{5.78 \sqrt{\frac{2}{32}}}$$

$$= \frac{13.36}{1.44}$$

$$= 9.3$$

$$= 9.3$$

$$= 9.3$$

6. Seeking t table

T table with 5%; 62 = 3.1

7. Criteria

Accepted  $H_0$  if  $t < t_{table}$

Rejected  $H_0$  if  $t > t_{table}$

8. Conclusion

Because  $t > t_{table}$  ( $9.3 > 3.1$ ) for level significance 0.05, so  $H_0$  was rejected. It means that there were differences reading comprehension between experiment and control class. It means that the result was: there was a significant effect of Think Aloud Strategy to enhance students' reading comprehension at the eighth grade students of SMP Negeri 1 Sawit, Boyolali in the academic year of 2016/2017. The students taught by using The think aloud

strategy (83.98) have higher scores than those taught by using group discussion strategy (70.625).

## **B. Discussion**

From the data analysis, the objective of this research was to know if there was an effect of using think aloud strategy in teaching reading comprehension at the eighth grade of SMP N 1 Sawit.

The score of reading comprehension before taught by using think aloud strategy is less because the mean of total score of 32 students is only (54.61). After they got treatment, the mean of reading comprehension is (83.98). It was improved, with the t-test analysis that used by researcher, the result of  $t_{\text{observation}}$  is (9.3)

From the finding, it is know that  $t_{\text{observation}}$  bigger than  $t_{\text{table}}$  and  $H_a$  is accepted and  $H_o$  is rejected. It means that there is significant effect before and after being taught using think aloud strategy in teaching reading comprehension on narrative text.

Based on the result, it can be concluded that think aloud strategy was effect in teaching reading comprehension at Junior High School especially at the eighth grade student of SMP N 1 Sawit. It also could be seen in the treatment process, the students more interested when the researcher applied the strategy. As the comparison of this research, here are some researches of The Effectiveness of Think Aloud Strategy in Teaching Reading Comprehension on Narrative Text. The first researcher is Alexander Moreno Cardenas (2009) with title “ The Impact Of The Think-Aloud Strategy In The English Reading Comprehension of Elf 10<sup>th</sup>

Graders, he found that the studies increased their engagement in the activities because of the think-aloud strategy. Through the use of this strategy they could interact and construct meaning from the texts at once when they develop the reading tasks. Second, it is important to highlight that the role of the teacher as a guide was crucial in think-aloud because he could assist and foster students to use reading strategies such as making predictions, creating images, linking information in text with prior knowledge, monitoring comprehension, and overcoming problems with word recognition or comprehension. Being the teacher's role only as a guide, students then are the main protagonists of the reading process. Third, another positive impact of the think-aloud strategy, is that students constantly mentioned that they had an enhancement in some specific aspect of English language such as: pronunciation, vocabulary, and listening skills.

In a similar way, this strategy is provided by Pressley et al. In McKeown and Gentilucci's (2007) work: "think-aloud is one of the "transactional strategies" because it is a joint process of teachers and students working together to construct understandings of text as they interact with it". Through the interaction that think-aloud promotes, a better understanding of the texts may emerge in the classroom. Think-aloud is also a process in which readers report their thoughts while reading (Wade 1990). It helps students to reflect upon their own reading process. Thus, this strategy is useful because students are verbalizing all their thoughts in order to create understanding of the reading text.

Based on the researcher finding, think aloud strategy as teaching strategy is surely shows the real effectiveness, because this strategy is easy and interesting in teaching reading comprehension then the students more enjoy and interesting to study reading and give spirit in teaching learning process for the eighth grade of SMP N 1 Sawit. It means that null Hypothesis that say there is no significant different score of using think aloud strategy in teaching reading comprehension at the eighth grade of SMP N 1 Sawit is rejected. As the result, the alternative Hypothesis is accepted. So think aloud strategy is suitable strategy to teaching reading comprehension on narrative text at the eighth grade of SMPN 1 Sawit.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

In this chapter presented the conclusion, and suggestion based on the research findings that discussed in the previous chapter.

#### **A. Conclusion**

There is a significant difference between students who were taught using THINK ALOUD strategy and the students who were taught using group discussion strategy. The students who were taught using THINK ALOUD strategy have better comprehension in reading narrative text than the students who were taught using Small Group Discussion.

Based on the average score of reading narrative text in experimental class is higher than control class at the eighth grade of SMPN 1 Sawit, Boyolali in academic year 2016/2017. Each class had different students' reading comprehension on narrative text. The reading comprehension on narrative text in the experimental is higher than reading comprehension on narrative text in control class. It means that there is a



different comprehension of students who were taught by using THINK ALOUD strategy has higher score than the students who were taught by using Small Group Discussion.

The result of the calculation using t-test shows that  $t\text{-value} > t_{\text{table}}$  for level significance. it means that  $H_a$  is accepted while  $H_o$  was rejected. It can be concluded there is significant difference in reading narrative text comprehension between students who were taught by using THINK ALOUD strategy and those who were taught by using Small Group Discussion. Therefore, from the clarification above it can be known that the use of the THINK ALOUD strategy is more effective than small group discussion.

#### **A. Suggestion**

In this research, the researcher would like offer some suggestions to improve the students' comprehension in teaching reading especially narrative text in order to get better result.

##### 1. For Teachers

- a. Using think aloud strategy in reading narrative text is recommended an alternative way for English teacher, especially for junior high school teacher to attract the students' interest and motivation in learning English.
- b. Teacher should be able create an interesting media to make the students easier in understanding reading narrative text.

##### 2. For Students

- a. To improve reading comprehension, the students have to develop their knowledge and do many exercises in order to get a better comprehension to improve reading comprehension.
  - b. The students can solve the problem about the difficulty and confusing in reading narrative text by think aloud strategy.
  - c. The students can improve the motivation and interest in learning reading especially in narrative text by using THINK ALOUD strategy.
  - d. Reading is important skill to be learnt, but most of students have difficulties in comprehending reading text. Therefore the students have to pay attention and serious in teaching learning process.
3. For other researcher
- a. The using THINK ALOUD strategy as strategy in teaching learning process is expected that the order researcher can make an improvement in implementing THINK ALOUD strategy in other field.
  - b. The result of this research can be reference for another researcher who wants to conduct a research about teaching writing.

## REFERENCES

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<http://www.literacyworldwide.org/get-resources/journals>

# **APPENDIX 1 : LIST OF DATA**

**List of data**  
**Try Out Class**

<b>No</b>	<b>Name of student</b>
1.	Anisya Oktaviasari
2.	Anita Dwi Nuryani
3.	Ayu Sri Wardani
4.	Dela Wijayanti
5.	Dewi Wahyu Ratnaningrum
6.	Dimya Mutiara
7.	Erlina Nur Khasanah
8.	Febrianti Tri Wulandari
9.	Rafidah Fitriana
10.	Rarasati Kinanti Luari
11.	Salsa Susanti
12.	Septiana Iswandani
13.	Septira Ardianty
14.	Silvi Dwihantoro K
15.	Tarista Mawar Sari
16.	Zulfa Fitria Kusuma
17.	Ari Kurniawan
18.	Dhimas Saddam Komara
19.	Dika Tito Kusuma
20.	Dani Arya Saputra
21.	Dwi Agus Triyanto
22.	Eko Kurniawan Saputro
23.	Erik Brahmanto
24.	Faizal Reza Amirrudin Akbar
25.	Fery Arya Prabowo
26.	Firdaus Rahman Zubair
27.	Muhammad Rafly
28.	Niko Wahyu Saputra
29.	Raditya Widayanto
30.	Roni Mahendra PE
31.	
32.	

**List of data**  
**Control Class**

<b>No</b>	<b>Name of student</b>
1.	Definka Puan
2.	Eka Tasya Yulianti
3.	Erica Widyastuti
4.	Fara Yulia Fransiska
5.	Fauziah Sofia Astuti
6.	Fitria Nur Azizah
7.	Fitria Sapna Janisastuti
8.	Galuh Kusuma Wardani
9.	Juliana Tri P
10.	Lita Novena Putri
11.	Maharani Sa'adiah
12.	Naila Intan W
13.	Siti Khoti'ah
14.	Syilvia Kusuma N
15.	Fesya Amalia Putri
16.	Yonafara Amanah S
17.	Abdullah Husin Bukhori
18.	Ahmad Fariz Rozin
19.	Al Daffa Gusti P
20.	Alan Faat Dinsyah
21.	Gilang Yudha Pratama
22.	Jalu Sasongko
23.	Kevin Satria Bagaskara
24.	Luthfi Prastiyawan
25.	Muh. Nur Ardiyanto
26.	Muhammad Rizal DK
27.	Radinal Yudhi Pratama
28.	Rayhan Fajri Y
29.	Syahrul Arifin
30.	Wakhid Cahyo Nugroho
31.	Yoggie Tri Kurniawan
32.	Yusuf Basuki

**List of data**  
**Experimental Class**

<b>No</b>	<b>Name of student</b>
1.	Aqilla Athia Hara
2.	Ayuti Ning Sokasari
3.	Fatikha Azh-Zahra
4.	Gandes Salaras Mahati
5.	Lafia Putri Lestari
6.	Lucyana M
7.	Nesti Damantari
8.	Nevilada Ardila
9.	Nibela Putri Nilla Soraya
10.	Novia Ratna Azahra
11.	Nur Rismalasari
12.	Putri Wahyu Rahmadhanti
13.	Rizky Maulia Sari
14.	Santi Dian Machrisa
15.	Septiyan Prastiya
16.	Wahyu Nugraheni
17.	Abdul Jabar Fitri Toha
18.	Agus Fathurohman
19.	Akbar Dwinanda
20.	Alan Purnama
21.	Awang Cahyo
22.	Deni Dwi Nugroho
23.	Fery Oktavian Andine P
24.	Indra Danu Arta
25.	Jamilakir Jayadun
26.	Ramadhany Setya Pambudi
27.	Reza Zulkah Al Hayyi
28.	Rifki Alfian Putra
29.	Riski Aminulloh
30.	Sukarno Adi Nugroho
31.	Wahyu Nur Hidayat
32.	Zaenal Listianto



**APPENDIX 3:  
LESSON PLAN  
OF  
EXPERIMENTAL  
CLASS**

## RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : SMP Negeri 1 Sawit  
 Kelas/ Semester : 8/1  
 Mata Pelajaran : Bahasa Inggris  
 Judul Materi : Narrative Text  
 Topic : The legend of Prambanan Temple  
 Pertemuan ke : 1  
 Jumlah Pertemuan : 2 x 40 Menit

Standar Kompetensi	Kompetensi Dasar
Membaca 1.1 Memahami makna dalam essay pendek sederhana berbentuk narrative text untuk berinteraksi dengan lingkungan sekitar.	11.1. Membaca nyaring bermakna teks essay pendek sederhana berbentuk narrative text dengan ucapan, tekanan, intonasi yang berterima, yang berkaitan dengan lingkungan sekitar.

Indikator Pencapaian Kompetensi	Tujuan Pembelajaran
<ul style="list-style-type: none"> <li>• Membaca nyaring dan bermakna teks essay berbentuk Narrative text</li> <li>• Mengidentifikasi berbagai makna dalam narrative teks</li> <li>• Mengidentifikasi tujuan komunikatif teks narrative</li> <li>• Respond and express the meaning of narrative text accurately, fluently, and acceptable.</li> <li>• Respond the meaning and rhetorical steps in narrative text, fluently and acceptable.</li> <li>• Understand and use the new vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• Siswa mampu mengucapkan makna dalam teks narrative dan mampu menggunakan simple past tense dalam kehidupan sehari – hari</li> <li>• Siswa mampu merespon makna dan arti dari teks narrative secara accurately, fluently and acceptable</li> <li>• Siswa mampu merespon arti dan rhetorical steps didalam narrative text. Siswa dapat mengerti dan menemukan kosakata baru.</li> </ul>

### A. Materi Ajar

1. Teks sederhana berbentuk narrative
2. Pengertian teks narrative. Narrative text is a story with complication or problematic events and it tries to find resolution to solve the problems. An important part of narrative text is the narrative mode, the set of methods used to communicate the narrative through a process narration.
3. Tujuan Teks narrative  
The purpose of narrative text is to amuse or to entertain the reader with a story.
4. Jenis teks narrative

There are many kinds of narrative text:

a. Legend

Example : Malin Kundang, the legend of Tangkuban Prau, and the story of Toba Lake

b. Fable

Example : The smartest parrot and the story of monkey and crocodile

c. Fairy Tale

Example : Cinderella, Snow white, the story of Rapunzel and painting the wall.

**B. Metode pembelajaran :**

1. Reading
2. Tanya jawab
3. Think aloud strategy

<b>Kegiatan</b>	<b>Waktu</b>	<b>Alat / Bahan yang diperlukan</b>	<b>Ket / keterkaitan dengan paikem</b>	<b>Keterkaitan dengan karakter</b>
A. Pendahuluan Menyiapkan siswa secara psikis dan fisik. Mengucapkan salam dan menanyakan kabar pada siswa. Menanyakan , hari, tanggal, tahun dan pelajaran sebelumnya	20 menit	Laptop, LCD	Menyenangkan	Cinta damai Komunikatif
B. Kegiatan Awal Guru mengajukan pertanyaan – pertanyaan kepada siswa yang berkaitan dengan materi yang akan dipelajari Guru menyampaikan judul materi yang akan di	40 menit	LCD, Laptop	Aktif	Komunikatif, aktif dan rasa ingin tahu

<p>bahas. Guru menyampaikan tujuan dari text narrative Guru memperkenalkan teks narrative Guru memperkenalkan metode think aloud strategy kepada murid Setelah selesai guru menanyakan keahaman murid.</p>	15 menit	Teks Narrative	Aktif dan kreatif	Senang membaca, kreatif
<p>C. Kegiatan Inti Siswa membaca narrative text ( The legend of Prambanan Temple) dengan metode think aloud strategy</p>	5 Menit		Menyenangkan, Inovatif, dan kreatif	Senang atas usaha sendiri
<p>D. Kegiatan Penutup Guru memberi motivasi kepada siswa agar selalu semangat belajar Guru mengucapkan salam penutup</p>				

C. Sumber Bahan

1. <http://duoulala.blogspot.com/2013/07/narrative-text-definition-purpose.html>
2. Buku pegangan siswa

**D. Penilaian**

- a. Teknik : Tes lisan
- b. Bentuk : Bercerita
- c. Soal/ Instrument :



### RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : SMP Negeri 1 Sawit  
 Kelas/ Semester : 8/1  
 Mata Pelajaran : Bahasa Inggris  
 Judul Materi : Narrative Text  
 Topic : The legend of Prambanan Temple  
 Pertemuan ke : 2  
 Jumlah Pertemuan : 2 x 40 Menit

Standar Kompetensi	Kompetensi Dasar
Membaca 1.1 Memahami makna dalam essay	11.1. Membaca nyaring bermakna teks essay pendek sederhana berbentuk

pendek sederhana berbentuk narrative text untuk berinteraksi dengan lingkungan sekitar.	narrative text dengan ucapan, tekanan, intonasi yang berterima, yang berkaitan dengan lingkungan sekitar.
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<b>Indikator Pencapaian Kompetensi</b>	<b>Tujuan Pembelajaran</b>
<ul style="list-style-type: none"> <li>• Membaca nyaring dan bermakna teks essay berbentuk Narrative text</li> <li>• Mengidentifikasi berbagai makna dalam narrative teks</li> <li>• Mengidentifikasi tujuan komunikatif teks narrative</li> <li>• Respond and express the meaning of narrative text accurately, fluently, and acceptable.</li> <li>• Respond the meaning and rhetorical steps in narrative text, fluently and acceptable.</li> <li>• Understand and use the new vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• Siswa mampu mengucapkan makna dalam teks narrative dan mampu menggunakan simple past tense dalam kehidupan sehari – hari</li> <li>• Siswa mampu merespon makna dan arti dari teks narrative secara accurately, fluently and acceptable</li> <li>• Siswa mampu merespon arti dan rhetorical steps didalam narrative text. Siswa dapat mengerti dan menemukan kosakata baru.</li> </ul>

#### A. Materi Ajar

##### 1. Teks sederhana berbentuk narrative

a. Pengertian teks narrative. Narrative text is a story with complication or problematic events and it tries to find resolution to solve the problems. An important part of narrative text is the narrative mode, the set of methods used to communicate the narrative through a process narration.

##### 2. Tujuan Teks narrative

The purpose of narrative text is to amuse or to entertain the reader with a story.

3. Jenis teks narrative

There are many kinds of narrative text:

a. Legend

Example : Malin Kundang, the legend of Tangkuban Prau, and the story of Toba Lake

b. Fable

Example : The smartest parrot and the story of monkey and crocodile

c. Fairy Tale

Example : Cinderella, Snow white, the story of rapunzel and painting the wall.

**B. Metode pembelajaran :**

1. Reading
2. Tanya jawab
3. Think aloud strategy

<b>Kegiatan</b>	<b>Waktu</b>	<b>Alat / Bahan yang diperlukan</b>	<b>Ket / keterkaitan dengan paikem</b>	<b>Keterkaitan dengan karakter</b>
A. Pendahuluan Menyiapkan siswa secara psikis dan fisik. Mengucapkan salam dan menanyakan kabar pada siswa. Menanyakan , hari, tanggal, tahun dan	20 menit	Laptop, LCD	Menyenangkan	Cinta damai Komunikatif

pelajaran sebelumnya				
B. Kegiatan Awal Guru mengajukan pertanyaan – pertanyaan kepada siswa yang berkaitan dengan materi yang akan dipelajari Guru menyampaikan judul materi yang akan di bahas. Guru menyampaikan tujuan dari text narrative Guru memperkenalkan teks narrative Guru memperkenalkan metode think aloud strategy kepada murid Setelah selesai guru menanyakan	40 menit	LCD, Laptop	Aktif	Komunikatif, aktif dan rasa ingin tahu
	15	Teks	Aktif dan	Senang





THINK ALOUD	
STRATEGY	SENTENCE STEM
Predicting	I predict... to see what part I think... I think, you see...
Questioning	Why did...when did?... What did...how did...where... was?...could there be?...
Visualizing	I see...I picture...I visualize...
Response	I feel...My favorite part...I like... dislike...I agree...I disagree...
Clarifying	I got confused when...I am not sure of...I didn't expect...
Summarizing	This is mainly about...The summary of...
Reflecting	I realized that...Next time if... I wonder if...
Connecting	This is like...This reminds me of...This is similar to...This connects

THINK ALOUD			
STRATEGY SENTENCE STEM			
<b>Retell the Story</b>	<b>Retell the Story</b>	<b>Retell the Story</b>	<b>Retell the Story</b>
Who were the main characters?	Who were the main characters?	Who were the main characters?	Who were the main characters?
Where and when did the story happen?	Where and when did the story happen?	Where and when did the story happen?	Where and when did the story happen?
Tell what happened in the story in order: First, Next, Then, After that, Finally.	Tell what happened in the story in order: First, Next, Then, After that, Finally.	Tell what happened in the story in order: First, Next, Then, After that, Finally.	Tell what happened in the story in order: First, Next, Then, After that, Finally.
What do you think about as you read the story?	What do you think about as you read the story?	What do you think about as you read the story?	What do you think about as you read the story?

Reading Strategies		
<b>PREDICT</b> Try to figure out what might happen next.	<b>VISUALIZE</b> Picture the people, places, and events being described.	<b>CONNECT</b> Connect what you are reading to other texts and the real world.
<b>QUESTION</b> Ask questions about the material you are reading.	<b>CLARIFY</b> Investigate, identify main points and summarize.	<b>EVALUATE</b> Judge the story and the actions of the characters.

THINK ALOUD	
STRATEGY and Question Stems	
<b>CONNECTING</b> This is like... This reminds me of... This is similar to...	<b>RESPONSE</b> I feel... My viewpoint is... My favorite part... I like... I am for... I dislike... I am against... I agree... I disagree... My opinion is... I noticed that...
<b>REFLECTING</b> I realized that... I realized that... I wonder if... I wonder if... I wonder if... I wonder if...	<b>VISUALIZE</b> I see... I picture... I visualize...
<b>SUMMARY</b> This is mainly about... This is mainly about... The overall idea of the story is...	<b>QUESTIONING</b> Why did... when did... what... How did... Where was... Should there be... is there?... I wonder if... I wonder if... I wonder if...
<b>CLARIFYING</b> I was confused when... I am not sure of... I didn't expect...	<b>PREDICTING</b> I predict... I think this is...

## Materi dari Legend Of Prambanan Temple

### The legend of Prambanan Temple

Once, there was a beautiful Javanese princess whose name was Rara Jonggrang. Rara Jonggrang whose beauty was very famous in the land. She was the daughter of Prabu Baka and evil king.

One day, a handsome young man with super natural power named Bandung Bondowoso defatted and killed Prabu Boko. On seeing pricess Rara Jonggrang's beauty, Bandung Bondowoso fell in love wither and wanted to marry her.

Meanwhile, princess Rara Jonggrang felt sad due to her death father. She did not want to marry Bandung because he had killed her father. But she was also afraid of Bandung. So to refuse politely, she made a condition. " I will marry you but you have to build one thousand temples in a night as a wedding gift" requested Rara Jongrang. Bandung Bondowoso agreed the condition. Helped by the spirit of the demons, Bandung Bondowoso started building the

temples. Approaching midnight, the work would nearly be done. Rara Jonggrang knew and thought, “ What shall I do? Bandung Bondowoso is smarter than I”. I would lose again Bandung. “ Suddenly she got an idea. She woke up all the women in the palace and ordered them to make the noisy sound of grinding rice so that the rooster thought at had already been dawn. Bandung bondowoso got frustrated because he failed completing the thousand temples. “ the princess has deceived me!” following his anger, he cursed Roro Jonggrang, “You have been cheated. Now, the thousand temples is you.

At once, the princess turned into a statue. Knowing this, Bandung Bondowoso regretted and he went away into a farm land. From then people called the temple Prambanan tmple and the princess statue Roro Jongrang statue.

### **RENCANA PELAKSANAAN PEMBELAJARAN**

#### **(RPP)**

Sekolah : SMP Negeri 1 Sawit  
 Kelas/ Semester : 8/1  
 Mata Pelajaran : Bahasa Inggris  
 Judul Materi : Narrative Text  
 Topic : The legend of Prambanan Temple  
 Pertemuan ke : 3 dan 4  
 Jumlah Pertemuan : 2 x 40 Menit

<b>Standar Kompetensi</b>	<b>Kompetensi Dasar</b>
Membaca 1.1 Memahami makna dalam essay pendek sederhana berbentuk narrative text untuk berinteraksi dengan lingkungan sekitar.	11.1. Membaca nyaring bermakna teks essay pendek sederhana berbentuk narrative text dengan ucapan, tekanan, intonasi yang berterima, yang berkaitan dengan lingkungan sekitar.

<b>Indikator Pencapaian Kompetensi</b>	<b>Tujuan Pembelajaran</b>
--	----------------------------

<ul style="list-style-type: none"> <li>• Membaca nyaring dan bermakna teks essay berbentuk Narrative text</li> <li>• Mengidentifikasi berbagai makna dalam narrative teks</li> <li>• Mengidentifikasi tujuan komunikatif teks narrative</li> <li>• Respond and express the meaning of narrative text accurately, fluently, and acceptable.</li> <li>• Respond the meaning and rhetorical steps in narrative text, fluently and acceptable.</li> <li>• Understand and use the new vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• Siswa mampu mengucapkan makna dalam teks narrative dan mampu menggunakan simple past tense dalam kehidupan sehari – hari</li> <li>• Siswa mampu merespon makna dan arti dari teks narrative secara accurately, fluently and acceptable</li> <li>• Siswa mampu merespon arti dan rhetorical steps didalam narrative text. Siswa dapat mengerti dan menemukan kosakata baru.</li> </ul>
--	--

### A. Materi Ajar

1. Teks sederhana berbentuk narrative
2. Generic Structure dalam narrative

A narrative text will consist of the following structure:

- a. Orientation : introducing the participants and informing the time and place
  - b. Complication : describing the rising crises which the participants have to do with.
  - c. Resolution : showing the way of participant to solve the crises, better or worse. Or solution to the problems.
3. Language features dalam text narrative.
    - a. Past tense ( killed, drunk, etc)
    - b. Adverb of time ( once upon a time, one day)
    - c. Time conjunction ( when, then, suddenly)

- d. Specific character. The character of the story is specific, not general, ( Cinderella, snow white,alibaba,etc)
- e. Action verbs a verb that shows an action. ( killed, dug, walked)
- f. Dirrect speech. It is to make story lively ( Snow White said, “ my name is Snow White). The direct speech uses to present tense.

**B. Metode pembelajaran :**

- 1. Reading
- 2. Tanya jawab
- 3. Think aloud strategy

<b>Kegiatan</b>	<b>Waktu</b>	<b>Alat / Bahan yang diperlukan</b>	<b>Ket / keterkaitan dengan paikem</b>	<b>Keterkaitan dengan karakter</b>
A. Pendahuluan Menyiapkan siswa secara psikis dan fisik. Mengucapkan salam dan menanyakan kabar pada siswa. Menanyakan , hari, tanggal, tahun dan pelajaran	20 menit	Laptop, LCD	Menyenangkan	Cinta damai Komunikatif

sebelumnya				
<p>B. Kegiatan Awal</p> <p>Guru mengajukan pertanyaan – pertanyaan kepada siswa yang berkaitan dengan materi yang akan dipelajari memperkenalkan teks narrative</p> <p>Guru membimbing siswa untuk menggunakan metode think aloud strategy kepada murid</p> <p>Setelah selesai guru menanyakan pemahaman murid.</p> <p>C. Kegiatan Inti</p> <p>Siswa membaca narrative text ( Snow white) dengan metode think aloud strategy</p>	<p>40 menit</p> <p>15 menit</p>	<p>LCD, Laptop</p> <p>Teks Narrative</p>	<p>Aktif</p> <p>Aktif dan kreatif</p>	<p>Komunikatif, aktif dan rasa ingin tahu</p> <p>Senang membaca,</p>

D. Kegiatan				kreatif
Penutup				
Guru memberi motivasi kepada siswa agar selalu semangat belajar				
Guru mengucapkan salam penutup	5 Menit		Menyenangkan, Inovatif, dan kreatif	Senang atas usaha sendiri

#### C. Sumber Bahan

1. <http://duoulala.blogspot.com/2013/07/narrative-text-definition-purpose.html>
2. Buku pegangan siswa

#### D. Penilaian

1. Teknik : Tes lisan
2. Bentuk : Bercerita
3. Soal/ Instrument :

#### Snow White

upon a time there lived a little girl named Snow White. She lived with her aunt and uncle because her parents were dead. One day she heard her uncle and uncle talking about leaving Snow White in the castle because the both wanted to go to America and they didn't have enough money to take Snow White. Snow White didn't want her uncle and aunt to do this, so she decided it would be best if she run away from home when her aunt and uncle were having breakfast. She ran away into the woods. She was very tired and hungry.

Then she saw this little cottage. She knocked but no one answered so she went inside and fell a slept. Meanwhile, the seven dwarfts were coming home from work. They went inside. There they found Snow White sleeping. Then Snow White wake up. She saw the dwarfts. The dwarfts said,"what is you name?" Snow

White said, “my name is Snow White.” Doe Said,” if you wish you may live here with us. Snow White, “oh could I? Thank you” Then Snow White told the dwarfts the whole story and snow white and the seven dwarfts lived happily ever after.

1. What is kind of the text above?
2. Identification of the structure of the text above?
3. What is the commuticative purpose of the text above?
4. Why did Snow White run away from the home?
5. Why snow white lived with her aunt and uncle?

**Outline Narrative Text**

**1. Informasi**

- \* Siapa
- \* Dimana
- \* Kapan

orientation

**2. Penjabaran masalah**

- \* Social conflict
- \* Natural Conflict
- \* Psychological conflict

complic ation


**3. Masalah diatasi**

- \* Happy ending
- \* Sad ending

resolution


EnglishDirection.Com

**Narrative Text Generic Structure**



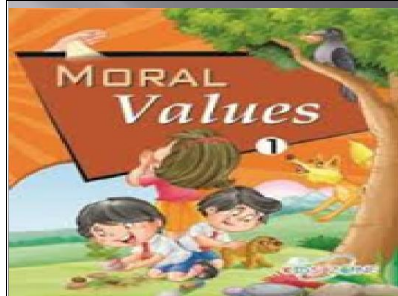
- 1 Orientation**  
Introducing specific participants, a crow
- 2 Complication**  
Showing a series of crisis: The thirsty crow found some water inside the jug but she could not find the way to drink it
- 3. Resolution**  
Resolving the crisis. The crow found the way to drink water from the jug by filling the jug with some pebbles.

**Narrative Text Generic Structure**  
**Naruto & Hinata**



- 1. Orientation**  
In the Konoha village, Naruto saw Hinata
- 2. Complication**  
Expressing an honest feeling to like someone's not easy
- 3. Resolution**  
They were committing their feeling, like to each other

**MORAL Values**



**Example of Moral Value**

- We must help poor people
- Do everything that you like to do
- Don't be greedy people in your life
- Don't judge someone by his/her status
- If we want to be impressed by someone, you have to do something great
- Don't be afraid to do something although it is very dangerous
- If you try hard enough you may soon find the answer to your problem
- It is not good to be envious to others

**SNOW WHITE** — TITLE

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

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

Snow White didn't want her uncle and aunt to do this. So she decided to run away. The next morning she ran away from home when her aunt and uncle were having breakfast. She ran away into the wood.

In the wood she felt very tired and hungry. Then she saw this cottage. She knocked but no one answered so she went inside and felt asleep. Meanwhile seven dwarfs were coming home from work. They went outside. There, they found Snow White asleep. She saw the dwarfs. The dwarfs said, "What is your name?" Snow White said, "My name is Snow White". One of the dwarfs said, "If any wish, you may live here with us". Snow White told the whole story about her. Then Snow White and the seven dwarfs lived happily ever after.

— ORIENTATION

— COMPLICATION

— RESOLUTION





## Analysis Generic Structure

### ❖ Orientation

- the story occur in pnce upon a time
- The participants are Snow White, Aunt, and Uncle

### ❖ Complication 1 :

- The complication of story is Her uncle and aunt wanted go to America and they didn't have enough money to take Snow White.

### ❖ Complication 2 :

- The complication of this story is She run away from home because she didn't want her ucle and aunt leaving her, so she run away to woods.

Forever Friends

▪The communicative Function  
→To entertain the readers or the listeners about a little girl named Snow White.

▪Moral Value from the text is  
→Don't be jealous with each other.

▪Main Idea :  
→ Snow White live with her aunt and uncle because her parents were died. As a result, snow white and the seven dwarfs lived happily ever after.

**APPENDIX 4:  
LESSON PLAN  
OF CONTROL  
CLASS**

## RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : SMP Negeri 1 Sawit  
 Kelas/ Semester : 8/1  
 Mata Pelajaran : Bahasa Inggris  
 Judul Materi : Narrative Text  
 Pertemuan ke : 1  
 Jumlah Pertemuan : 2 x 40 Menit

Standar Kompetensi	Kompetensi Dasar
Membaca 1.1 Memahami makna dalam essay pendek sederhana berbentuk narrative text untuk berinteraksi dengan lingkungan sekitar.	11.1. Membaca nyaring bermakna teks essay pendek sederhana berbentuk narrative text dengan ucapan, tekanan, intonasi yang berterima, yang berkaitan dengan lingkungan sekitar.

Indikator Pencapaian Kompetensi	Tujuan Pembelajaran
<ul style="list-style-type: none"> <li>• Membaca nyaring dan bermakna teks essay berbentuk Narrative text</li> <li>• Mengidentifikasi berbagai makna dalam narrative teks</li> <li>• Mengidentifikasi tujuan komunikatif teks narrative</li> <li>• Respond and express the meaning of narrative text accurately, fluently, and acceptable.</li> <li>• Respond the meaning and rhetorical steps in narrative text, fluently and acceptable.</li> <li>• Understand and use the new vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• Siswa mampu mengucapkan makna dalam teks narrative dan mampu menggunakan simple past tense dalam kehidupan sehari – hari</li> <li>• Siswa mampu merespon makna dan arti dari teks narrative secara accurately, fluently and acceptable</li> <li>• Siswa mampu merespon arti dan rhetorical steps didalam narrative text. Siswa dapat mengerti dan menemukan kosakata baru.</li> </ul>

### E. Materi Ajar

5. Teks sederhana berbentuk narrative
6. Pengertian teks narrative. Narrative text is a story with complication or problematic events and it tries to find resolution to solve the problems. An important part of narrative text is the narrative mode, the set of methods used to communicate the narrative through a process narration.
7. Tujuan Teks narrative  
The purpose of narrative text is to amuse or to entertain the reader with a story.
8. Jenis teks narrative  
There are many kinds of narrative text:
  - d. Legend

Example : Malin Kundang, the legend of Tangkuban Prau, and the story of Toba Lake

e. Fable

Example : The smartest parrot and the story of monkey and crocodile

f. Fairy Tale

Example : Cinderella, Snow white, the story of rapunzel and painting the wall.

**F. Metode pembelajaran :**

4. Reading
5. Tanya jawab
6. Dialog, presentation

<b>Kegiatan</b>	<b>Waktu</b>	<b>Alat / Bahan yang diperlukan</b>	<b>Ket / keterkaitan dengan paikem</b>	<b>Keterkaitan dengan karakter</b>
E. Pendahuluan Menyiapkan siswa secara psikis dan fisik. Mengucapkan salam dan menanyakan kabar pada siswa. Menanyakan , hari, tanggal, tahun dan pelajaran sebelumnya	20 menit	Laptop, LCD	Menyenangkan	Cinta damai Komunikatif
F. Kegiatan Awal Guru mengajukan pertanyaan – pertanyaan kepada siswa yang berkaitan dengan materi yang akan dipelajari Guru menyampaikan judul materi yang akan di bahas. Guru	40 menit	LCD, Laptop	Aktif	Komunikatif, aktif dan rasa ingin tahu

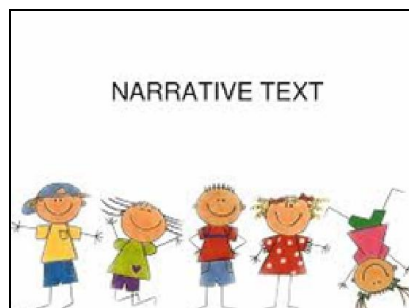
menyampaikan tujuan dari text narrative Setelah selesai guru menanyakan pemahaman murid.				
G. Kegiatan Inti Siswa memperhatikan dan memahami apa yang disampaikan guru	15 menit	Teks Narrative	Aktif dan kreatif	Senang membaca, kreatif
H. Kegiatan Penutup Guru memberi motivasi kepada siswa agar selalu semangat belajar Guru mengucapkan salam penutup	5 Menit		Menyenangkan, Inovatif, dan kreatif	Senang atas usaha sendiri

#### G. Sumber Bahan

3. <http://duoulala.blogspot.com/2013/07/narrative-text-definition-purpose.html>
4. Buku pegangan siswa

#### H. Penilaian

- d. Teknik : Tes lisan
- e. Bentuk : Bercerita
- f. Soal/ Instrument :



**WHAT IS THE NARRATIVE TEXT?**



Teks yang menceritakan sesuatu yang mainatif atau sesuatu yang khayalan belaka dan tujuannya hanya untuk menghibur pembaca.

KIND OF NARRATIVE TEXT

- LEGEND : SANGHURIANG, MALIN KUNDANG, ETC.
- FABLE : MOUSEDEER AND CROCODILE.
- FAIRY TALE : CINDERELLA, SNOW WHITE, PINOCCHIO, ETC.
- FOLKTALE
- SHORT STORY

- CLASSIC
- FANTASY
- ADVENTURE
- SCIENCE FICTION
- MYTH
- MYSTERY
- REAL-LIFE DRAMA

KINDS OF STORY

<b>Fable</b>	➔	The Lion and the Mouse, The Rabbit and the Turtle
<b>Tales</b>	➔	Bawang putih bawang merah, happy prince, golden eggs
<b>Legend</b>	➔	Situ Bagendit, Danau Toba, Malin Kundang
<b>Folklore</b>	➔	Keong Mas, Jaka Tarub, The Sun and The Moon

**RENCANA PELAKSANAAN PEMBELAJARAN  
(RPP)**

Sekolah : SMP Negeri 1 Sawit  
 Kelas/ Semester : 8/1  
 Mata Pelajaran : Bahasa Inggris  
 Judul Materi : Narrative Text  
 Pertemuan ke : 2  
 Jumlah Pertemuan : 2 x 40 Menit

<b>Standar Kompetensi</b>	<b>Kompetensi Dasar</b>
Membaca 1.1 Memahami makna dalam essay pendek sederhana berbentuk narrative text untuk berinteraksi dengan lingkungan sekitar.	11.1. Membaca nyaring bermakna teks essay pendek sederhana berbentuk narrative text dengan ucapan, tekanan, intonasi yang berterima, yang berkaitan dengan lingkungan sekitar.

<b>Indikator Pencapaian Kompetensi</b>	<b>Tujuan Pembelajaran</b>
<ul style="list-style-type: none"> <li>• Membaca nyaring dan bermakna teks essay berbentuk Narrative text</li> <li>• Mengidentifikasi berbagai makna dalam narrative teks</li> <li>• Mengidentifikasi tujuan komunikatif teks narrative</li> <li>• Respond and express the meaning of narrative text</li> </ul>	<ul style="list-style-type: none"> <li>• Siswa mampu mengucapkan makna dalam teks narrative dan mampu menggunakan simple past tense dalam kehidupan sehari – hari</li> <li>• Siswa mampu merespon makna dan arti dari teks narrative secara accurately, fluently and acceptable</li> </ul>

<p>accurately, fluently, and acceptable.</p> <ul style="list-style-type: none"> <li>• Respond the meaning and rhetorical steps in narrative text, fluently and acceptable.</li> <li>• Understand and use the new vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• Siswa mampu merespon arti dan rhetorical steps didalam narrative text. Siswa dapat mengerti dan menemukan kosakata baru.</li> </ul>
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#### E. Materi Ajar

##### 4. Teks sederhana berbentuk narrative

b. Pengertian teks narrative. Narrative text is a story with complication or problematic events and it tries to find resolution to solve the problems. An important part of narrative text is the narrative mode, the set of methods used to communicate the narrative through a process narration.

##### 5. Tujuan Teks narrative

The purpose of narrative text is to amuse or to entertain the reader with a story.

##### 6. Jenis teks narrative

There are many kinds of narrative text:

##### d. Legend

Example : Malin Kundang, the legend of Tangkuban Prau, and the story of Toba Lake

##### e. Fable

Example : The smartest parrot and the story of monkey and crocodile

##### f. Fairy Tale

Example : Cinderella, Snow white, the story of rapunzel and painting the wall.

#### F. Metode pembelajaran :

##### 4. Reading

##### 5. Tanya jawab



6. Small Group discussion

<b>Kegiatan</b>	<b>Waktu</b>	<b>Alat / Bahan yang diperlukan</b>	<b>Ket / keterkaitan dengan paikem</b>	<b>Keterkaitan dengan karakter</b>
E. Pendahuluan Menyiapkan siswa secara psikis dan fisik. Mengucapkan salam dan menanyakan kabar pada siswa. Menanyakan , hari, tanggal, tahun dan pelajaran sebelumnya	20 menit	Laptop, LCD	Menyenangkan	Cinta damai Komunikatif
F. Kegiatan Awal Guru mengajukan pertanyaan – pertanyaan kepada siswa yang berkaitan dengan materi yang akan dipelajari Guru menyampaikan	40 menit	LCD, Laptop	Aktif	Komunikatif, aktif dan rasa ingin tahu

<p>judul materi yang akan di bahas.</p> <p>Guru menyampaikan tujuan dari text narrative</p> <p>Guru memperkenalkan teks narrative</p> <p>Guru memperkenalkan metode small group discussion kepada murid</p> <p>Setelah selesai guru menanyakan pemahaman murid.</p> <p>G. Kegiatan Inti</p> <p>Siswa membentuk kelompok masing – masing kelompok 5 siswa</p> <p>Siswa membaca narrative text dengan kelompoknya masing - masing</p>	<p>15 menit</p>	<p>Teks Narrative</p>	<p>Aktif dan kreatif</p>	<p>Senang membaca, kreatif</p>
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H. Kegiatan Penutup Guru memberi motivasi kepada siswa agar selalu semangat belajar Guru mengucapkan salam penutup	5 Menit		Menyenangkan, Inovatif, dan kreatif	Senang atas usaha sendiri
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### G. Sumber Bahan

3. <http://duoulala.blogspot.com/2013/07/narrative-text-definition-purpose.html>
4. Buku pegangan siswa

### H. Penilaian

- d. Teknik : Tes lisan
- e. Bentuk : Bercerita
- f. Soal/ Instrument :

### Materi dari Legend Of Prambanan Temple

#### The legend of Prambanan Temple

Once, there was a beautiful Javanese princess whose name was Rara Jonggrang. Rara Jonggrang whose beauty was very famous in the land. She was the daughter of Prabu Baka and evil king.

One day, a handsome young man with super natural power named Bandung Bondowoso defatted and killed Prabu Boko. On seeing princess Rara Jonggrang's beauty, Bandung Bondowoso fell in love wither and wanted to marry her.

Meanwhile, princess Rara Jonggrang felt sad due to her death father. She did not want to marry Bandung because he had killed her father. But she was also afraid of Bandung. So to refuse politely, she made a condition. “ I will marry you but you have to build one thousand temples in a night as a wedding gift” requested Rara Jonggrang. Bandung Bondowoso agreed the condition. Helped by the spirit of the demons, Bandung Bondowoso started building the temples. Approaching midnight, the work would nearly be done. Rara Jonggrang knew and thought, “ What shall I do? Bandung Bondowoso is smarter than I”. I would lose again Bandung. “ Suddenly she got an idea. She woke up all the women in the palace and ordered them to make the noisy sound of grinding rice so that the rooster thought it had already been dawn. Bandung bondowoso got frustrated because he failed completing the thousand temples. “ the princess has deceived me!” following his anger, he cursed Roro Jonggrang, “You have been cheated. Now, the thousand temples is you.

At once, the princess turned into a statue. Knowing this, Bandung Bondowoso regretted and he went away into a farm land. From then people called the temple Prambanan temple and the princess statue Roro Jonggrang statue.

## **RENCANA PELAKSANAAN PEMBELAJARAN**

(RPP)

Sekolah : SMP Negeri 1 Sawit  
Kelas/ Semester : 8/1  
Mata Pelajaran : Bahasa Inggris  
Judul Materi : Narrative Text  
Pertemuan ke : 3 dan 4  
Jumlah Pertemuan : 2 x 40 Menit

<b>Standar Kompetensi</b>	<b>Kompetensi Dasar</b>
Membaca 1.1 Memahami makna dalam essay pendek sederhana berbentuk narrative text untuk berinteraksi dengan lingkungan sekitar.	11.1. Membaca nyaring bermakna teks essay pendek sederhana berbentuk narrative text dengan ucapan, tekanan, intonasi yang berterima, yang berkaitan dengan lingkungan sekitar.

<b>Indikator Pencapaian Kompetensi</b>	<b>Tujuan Pembelajaran</b>
<ul style="list-style-type: none"><li>• Membaca nyaring dan bermakna teks essay berbentuk Narrative text</li><li>• Mengidentifikasi berbagai makna dalam narrative teks</li><li>• Mengidentifikasi tujuan komunikatif teks narrative</li><li>• Respond and express the meaning of narrative text accurately, fluently, and acceptable.</li><li>• Respond the meaning and rhetorical steps in narrative text, fluently and acceptable.</li><li>• Understand and use the new vocabulary</li></ul>	<ul style="list-style-type: none"><li>• Siswa mampu mengucapkan makna dalam teks narrative dan mampu menggunakan simple past tense dalam kehidupan sehari – hari</li><li>• Siswa mampu merespon makna dan arti dari teks narrative secara accurately, fluently and acceptable</li><li>• Siswa mampu merespon arti dan rhetorical steps didalam narrative text. Siswa dapat mengerti dan menemukan kosakata baru.</li></ul>

### E. Materi Ajar

4. Teks sederhana berbentuk narrative
5. Generic Structure dalam narrative

A narrative text will consist of the following structure:

- d. Orientation : introducing the participants and informing the time and place
  - e. Complication : describing the rising crises which the participants have to do with.
  - f. Resolution : showing the way of participant to solve the crises, better or worse. Or solution to the problems.
6. Language features dalam text narrative.
    - g. Past tense ( killed, drunk, etc)
    - h. Adverb of time ( once upon a time, one day)
    - i. Time conjunction ( when, then, suddenly)
    - j. Specific character. The character of the story is specific, not general, ( Cinderella, snow white,alibaba,etc)
    - k. Action verbs a verb that shows an action. ( killed, dug, walked)
    - l. Dirrect speech. It is to make story lively ( Snow White said, “ my name is Snow White). The direct speech uses to present tense.

### F. Metode pembelajaran :

4. Reading
5. Tanya jawab
6. Small Group discussion

Kegiatan	Waktu	Alat / Bahan	Ket / keterkaitan	Keterkaitan dengan

		<b>yang diperlukan</b>	<b>dengan paikem</b>	<b>karakter</b>
E. Pendahuluan Menyiapkan siswa secara psikis dan fisik. Mengucapkan salam dan menanyakan kabar pada siswa. Menanyakan , hari, tanggal, tahun dan pelajaran sebelumnya	20 menit	Laptop, LCD	Menyenangkan	Cinta damai Komunikatif
F. Kegiatan Awal Guru mengajukan pertanyaan – pertanyaan kepada siswa yang berkaitan dengan materi yang akan dipelajari Membagikan teks narrative Guru membimbing siswa untuk	40 menit	LCD, Laptop	Aktif	Komunikatif , aktif dan rasa ingin tahu

<p>menggunakan metode small group discussion strategy kepada murid</p> <p>Setelah selesai guru menanyakan kepehaman murid.</p>	15 menit			
<p>G. Kegiatan Inti</p> <p>Siswa mengerjakan soal yang diberikan oleh guru secara bersama setelah selesai masing – masing kelompok mempresentasikan hasilnya di depan kelas</p>	5 Menit	Teks Narrative	Aktif dan kreatif	
<p>H. Kegiatan Penutup</p> <p>Guru memberi motivasi kepada siswa agar selalu semangat belajar</p> <p>Guru</p>			Menyenangkan , Inovatif, dan kreatif	Senang membaca, kreatif  Senang atas usaha sendiri



mugucapkan salam penutup				
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#### G. Sumber Bahan

3. <http://duoulala.blogspot.com/2013/07/narrative-text-definition-purpose.html>
4. Buku pegangan siswa

#### H. Penilaian

4. Teknik : Tes lisan
5. Bentuk : Bercerita
6. Soal/ Instrument :

#### **Snow White**

upon a time there lived a little girl named Snow White. She lived with her aunt and uncle because her parents were dead. One day she heard her uncle and uncle talking about leaving Snow White in the castle because the both wanted to go to America and they didn't have enough money to take Snow White. Snow White didn't want her uncle and aunt to do this, so she decided it would be best if she run away from home when her aunt and uncle were having breakfast. She ran away into the woods. She was very tired and hungry.

Then she saw this little cottage. She knocked but no one answered so she went inside and fell a slept. Meanwhile, the seven dwarfts were coming home from work. They went inside. There they found Snow White sleeping. Then Snow White wake up. She saw the dwarfts. The dwarfts said,"what is you name?" Snow White said, "my name is Snow White." Doe Said," if you wish you may live here with us. Snow White, "oh could I? Thank you" Then Snow White told the dwarfts the whole story and snow white and the seven dwarfts lived happily ever after.

6. What is kind of the text above?
7. Identification of the structure of the text above?
8. What is the commuticative purpose of the text above?
9. Why did Snow White run away from the home?

## 10. Why snow white lived with her aunt and uncle?

**Outline Narrative Text**

- 1. Informasi**
  - \* Siapa
  - \* Dimana
  - \* Kapan


orientation
- 2. Penjabaran masalah**
  - \* Social conflict
  - \* Natural Conflict
  - \* Psychological conflict

complication
- 3. Masalah diatasi**
  - \* Happy ending
  - \* Sad ending

resolution

EnglishDirection.Com

**Narrative Text Generic Structure**



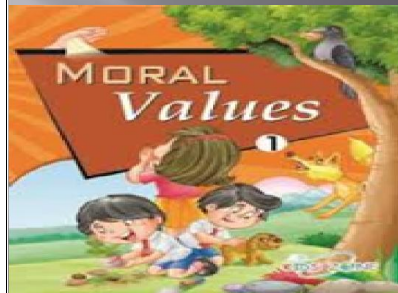
- 1 Orientation**  
Introducing specific participants, a crow
- 2 Complication**  
Showing a series of crisis: The thirsty crow found some water inside the jug but she could not find the way to drink it
- 3. Resolution**  
Resolving the crisis. The crow found the way to drink water from the jug by filling the jug with some pebbles.

**Narrative Text Generic Structure**  
**Naruto & Hinata**



- 1. Orientation**  
In the Konoha village, Naruto saw Hinata
- 2. Complication**  
Expressing an honest feeling to like someone's not easy
- 3. Resolution**  
They were committing their feeling, like to each other

**MORAL Values**



**Example of Moral Value**

- ☐ We must help poor people
- ☐ Do everything that you like to do
- ☐ Don't be greedy people in your life
- ☐ Don't judge someone by his/her status
- ☐ If we want to be impressed by someone, you have to do something great
- ☐ Don't be afraid to do something although it is very dangerous
- ☐ If you try hard enough you may soon find the answer to your problem
- ☐ It is not good to be envious to others

**SNOW WHITE** — TITLE

Once upon a time there lived a little, named Snow White. She lived with her aunt and uncle because her parents were dead. One day she heard her aunt and uncle talking about leaving Snow White in the castle because they wanted to go to America and they didn't have enough money to take Snow White with them.

Snow White didn't want her uncle and aunt to do this. So she decided to run away. The next morning she ran away from home when her aunt and uncle were having breakfast, she ran away into the wood.

In the wood she felt very tired and hungry. Then she saw this cottage. She knocked but no one answered so she went inside and felt asleep. Meanwhile seven dwarfs were coming home from work. They went inside. There, they found Snow White asleep. She saw the dwarfs. The dwarfs said, "What is your name?" Snow White said, "My name is Snow White". One of the dwarfs said, "If you wish, you may live here with us". Snow White told the whole story about her. Then Snow white and the seven dwarfs lived happily ever after.

— ORIENTATION

— COMPLICATION

— RESOLUTION

**Analysis Generic Structure**

❖ Orientation  
➢ The story occur in once upon a time  
➢ The participants are Snow White, Aunt, and Uncle

❖ Complication 1:  
➢ The complication of story is Her uncle and aunt wanted go to America and they didn't have enough money to take Snow White.

❖ Complication 2:  
➢ The complication of this story is She run away from home because she didn't want her ucle and aunt leaving her, so she run away to woods.

- **The communicative Function**  
➔ To entertain the readers or the listeners about a little girl named Snow White.
- **Moral Value from the text is**  
➔ Don't be jealous with each other.
- **Main Idea :**  
➔ Snow White live with her aunt and uncle because her parents were died. As a result, snow white and the seven dwarfs lived happily ever after.

**APPENDIX 5 :**  
**TRY OUT TEST**

**LEMBAR SOAL (TRY-OUT) TES MEMBACA NARRATIVE TEXT  
BAHASA INGGRIS KELAS 8**

**Petunjuk umum**

1. Tulislah nama dan kelas pada lembar jawaban yang telah tersedia
2. Bacalah dengan seksama bacaan yang tersedia
3. Waktu mengerjakan 60 menit

**Petunjuk khusus**

Berilah tanda silang pada salah satu huruf A, B, C dan D untuk menjawab pertanyaan yang dianggap paling benar pada lembar jawaban yang tersedia.

**The following text is for question number 1 to 6**

**Snow White**

upon a time there lived a little girl named Snow White. She lived with her aunt and uncle because her parents were dead. One day she heard her uncle and uncle talking about leaving Snow White in the castle because the both wanted to go to America and they didn't have enough money to take Snow White. Snow White didn't want her uncle and aunt to do this, so she decided it would be best if she run away from home when her aunt and uncle were having breakfast. She ran away into the woods. She was very tired and hungry.

Then she saw this little cottage. She knocked but no one answered so she went inside and fell a slept. Meanwhile, the seven dwarfts were coming home from work. They went inside. There they found Snow White sleeping. Then Snow White wake up. She saw the dwarfts. The dwarfts said,"what is you name?" Snow White said, "my name is Snow White." Doe Said," if you wish you may live here with us. Snow White, "oh could I? Thank you" Then Snow White told the dwarfts the whole story and snow white and the seven dwarfts lived happily ever after.

11. The text above is a .....
  - a. Recount    b. Narrative    c. Report    d. Descriptive
- 
12. What is the commuticative purpose of the text above?
  - a. To give information about the Snow White
  - b. To entertain the reader about Snow White
  - c. To tell about Snow White
  - d. To report Snow White's story
- 
13. Why did Snow White run away from the home?
  - a. She wanted to America
  - b. She wanted visit her aunt and uncle in America
  - c. She wanted to visit dwarfts in the jungle
  - d. Her aunt and uncle wanted to America and wanted to leaved Snow White alone in castle.
- 
14. Why snow white lived with her aunt and uncle?

- a. Her mother was dead
- b. Her father was dead
- c. Her uncle and aunt didn't have children
- d. Her parents were dead

15. One day **she** heard her uncle.....(paragraph 2 line 1)

The word "she" refers to.....

- a. Snow White
- b. Snow White's aunt
- c. Snow White's Mother
- d. The dwarfts

16. She **ran way** into the woods

The italicized word has the same meaning as .....

- a. Went
- b. Escaped
- c. Left
- d. Visited

**The following text is for question number 7 to 12**

One there lived a rich king. His name was Midas. However he was not happy because he wanted to be the richest king all around the world.

One day as Midas sat on his throne, his servant came to him with an old man.

"Master," said the servant, we have found this person around your orchard. He's silenus, the friend of God Bacchus.

Midas had an idea. He welcomed the old man as his guest for ten days. At the end of the ten days, grant you any wish you make."

Midas was very happy. Then, he asked everything he touched would turn into gold. On this return to his place, Midas tried out his new power. Everything touched, it became gold. Then he went for a walk in the garden. His children ran up to him. Without thinking he touched his children and instantly they turned into the little gold statues. Midas cried. He hurried to Bacchus. Bacchus felt sorry for Midas and ordered him to go to the River Pactolus and wash his hands in its water. This would take away the golden touch.

Midas had found out that all gold in the world didn't bring happiness.

*Adapted from English for Junior*

*High School.*

17. The purpose of the text is .....

- a. To instruct a rich king
- b. To amuse someone about a rich king
- c. To identify Midas had sent Silenus back
- d. How to be the richest king

18. Why did Bacchus give everything that Midas wished??

- a. Because Midas was a rich king
- b. Because Midas was a his best friend
- c. Because Midas had sent Silenus back

- d. Because Midas wanted to be the richest king
19. "Bacchus told Midas how to get rich of the golden touch"  
Based on the text, this statement is called.....
- a. Orientation      b. Complication      c. Resolution      d. Reorientation
20. "Once there lived a rich king"  
The opposite meaning of the underlined .....
- a. New      b. Poor      c. Pity      d. Wealthy
21. "I will grant you any wish you make." (paragraph 4)  
The underlined word refer to .....
- a. Midas      b. Bacchus      c. Servant      d. Friend
22. What is the moral value of the text?
- a. We must help poor people  
b. Do everything that you like to do!  
c. Don't be greedy people in your life!  
d. Don't judge someone by his/her status.

**The following text is for question number 13 to 15**

**Sangkuriang**

Once Sangkuriang in his childhood was impolite to his mother, Queen Dayang Sumbi saw that she became very angry and hit his head that caused an ugly wound. The king who loved Sangkuriang very much was too angry with his wife and said that he would nothing more to do with her.

Fifteen years later Sangkuriang asked his father permission to take a trip to west java. He met a beautiful lady and asked to marry with him. Queen Dayang Sumbi accepted. But when she saw the wound on Sangkuriang she prevented the marriage. Because of this Sangkuriang was angry and destroyed the boat he made for sailing on Bandung lake. Tangkuban Perahu is named after that capsized boat.

23. What is the purpose of the text above?
- a. To entertain the reader  
b. To report about Tangkuban Perahu  
c. To Describe Sangkuriang's Family  
d. To retell Sangkuriang experience
24. Queen Dayang Sumbi **accepted**.  
The italicized word has the same meaning with .....
- a. Refused      b. Received      c. Delayed      d. Postponed
25. He met a beautiful .....( paragraph 2 line 2)
- a. The king      c. Sangkuriang

b. Dayang Sumbi

d. Dayang Sumbi's Husband

**The following text is for question number 16 to 18**

**Lake Rawa Pening**

Long Time ago there lived a priest, Ki Ajar, who had a little baby. Amazingly, his baby was a snake. He ordered the snake to meditate in mount Sileker. Ki Ajar named his child Baruklinting.

One day, the people of Benarawa went hunting for a wild animal. They found a big snake and cut it into pieces. They didn't know that it was Baruklinting. The spirit of Baruklinting became a small boy. He begged for food when the villagers having feast. But no one card him. Then the boy planted the stick. When the little stick was pulled out of ground, water sprang out of a hole. Gradually it became a big flood. All the villagers of Benarawa, except anold widaw, were drowned.she was saved because she helped the little boy. By giving him some food and drink. Nowadays that area is a big lake called " Rawa Pening". It is located in the Semarang Regency.

26. Where is the Legend from?

a. West Java

b. Central Java

c. East Java

d. Bali

27. Who is Barukklinting's Father?

a. Beggar

b. Priest

c. Fisherman

d. Teacher

28. What Happen when Baruklinting planted the setick?

a. Tsunami

b. Storm

c. Earthquake

d. Flood

**The following text is for question number 19 to 21**

**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 crocodile are there in the river?" the boss of crocodile answered, "We are twenty here". "Where are there?" the rabbit asked for the second time. "What is it for?" the boss 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 rabbit. Then, the boss of the crocodile called all his friends and asked them to make a line in order from one side 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.

29. The story mainly tells us about .....

a. Twenty crocodiles

c. A rabbit and twenty crocodile

b. The boss of the crocodile

d. A rabbit and the boss of crocodile

30. 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. A rabbit and the boss of crocodile

31. “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 number 22 to 27**

**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 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.

32. How many cows did the stupid man buy?

- a. One
- b. Four
- c. Five
- d. Six

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

- a. One
- b. four
- c. Five
- d. Six

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

- a. The stupid man much money on cows
- b. The stupid man was scolded by his wife
- c. The stupid man thought that be had lost one of his cows
- d. The stupid man lost one cow on his way home.

35. What does the word “them” in paragraph 1 line 3 refer to?

- a. The other
- b. The cows
- c. the home
- d. the lost cows

36. Which of the following word is the synonym of “stupid”?

- a. Unlucky
- b. Diligent
- c. Clever
- d. Dull

37. Which of the following words is the antonym of “certain”?



- a. Sure                      b. Unsure                      c. Of course                      d.  
Positive

**The following text is for question number 28 to 32**

**A Fisherman and a fish**

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

38. What is the purpose of the text?
- To tell how do something step by step
  - To entertain the reader
  - To tell past events
  - To describe a person or people.
39. Below is what the fish asked the fisherman to do, except .....
- Not to eat him
  - To throw him back to the water
  - To come back and catch him again when he grew bigger
  - To make him a good dinner
40. What did the fisherman do to the fish?
- He took care of the fish
  - He gave him to another person
  - He sold him
  - He ate him
41. What happened between the fisherman and the fish at last .....
- The fisherman eat the fish
  - The fisherman became a good friend with him
  - The fish made a good house for the fisherman
  - The fish gave the fisherman everything he wanted.
42. What is the moral value of the text?
- If we want to be impressed by someone, you have to do something great
  - Don't stole something from others
  - There is no really kind people in the world

- d. Be a greedy people..

**The following text is for question number 33 to 36**

**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.

Then crow thought hard for a while. Then looking around her, she saw some pebbles. She suddenly had a good idea. She started to 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.

*Pebbles* : *batu kerikil*

43. The thirsty crow flew all over the field because .....
- |                                |                               |
|--------------------------------|-------------------------------|
| a. She felt very weak          | c. she couldn't find anything |
| b. She couldn't find any water | d. she was looking for water  |
44. She saw some "pebbles" (last paragraph) the underlined word means .....
- |                    |                   |
|--------------------|-------------------|
| a. Little animal's | c. Little leaves  |
| b. Big rocks       | d. Little stones3 |
45. The complications of the text are found in .....
- |                      |                      |
|----------------------|----------------------|
| a. Paragraph 1 and 2 | c. Paragraph 2 and 4 |
| b. Paragraph 2 and 3 | d. Paragraph 3 and 4 |
46. 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 try hard enough you may soon find the answer to your problem |

**The following text is for question number 37 to 40**

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

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



**APPENDIX 6 :  
KEY WORDS OF  
TRY OUT TEST**

Key Word of Try out test :

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

**APPENDIX 7 :**  
**INSTRUMENT**  
**OF PRE-TEST**

**LEMBAR SOAL PRE-TEST MEMBACA NARATIVE TEXT BAHASA  
INGGRIS KELAS 8**

**Petunjuk umum**

4. Tulislah nama dan kelas pada lembar jawaban yang telah tersedia
5. Bacalah dengan seksama bacaan yang tersedia
6. Waktu mengerjakan 60 menit

**Petunjuk khusus**

Berilah tanda silang pada salah satu huruf A, B, C dan D untuk menjawab pertanyaan yang dianggap paling benar pada lembar jawaban yang tersedia.

**The following text is for question number 1 to 6**

**Snow White**

upon a time there lived a little girl named Snow White. She lived with her aunt and uncle because her parents were dead. One day she heard her uncle and uncle talking about leaving Snow White in the castle because the both wanted to go to America and they didn't have enough money to take Snow White. Snow White didn't want her uncle and aunt to do this, so she decided it would be best if she run away from home when her aunt and uncle were having breakfast. She ran away into the woods. She was very tired and hungry.

Then she saw this little cottage. She knocked but no one answered so she went inside and fell a slept. Meanwhile, the seven dwarfts were coming home from work. They went inside. There they found Snow White sleeping. Then Snow White wake up. She saw the dwarfts. The dwarfts said,"what is you name?" Snow White said, "my name is Snow White." Doe Said," if you wish you may live here with us. Snow White, "oh could I? Thank you" Then Snow White told the dwarfts the whole story and snow white and the seven dwarfts lived happily ever after.

51. The text above is a .....
  - b. Recount    b. Narrative    c. Report    d. Descriptive
- 
52. What is the commuticative purpose of the text above?
  - e. To give information about the Snow White
  - f. To entertain the reader about Snow White
  - g. To tell about Snow White
  - h. To report Snow White's story
- 
53. Why did Snow White run away from the home?
  - e. She wanted to America
  - f. She wanted visit her aunt and uncle in America
  - g. She wanted to visit dwarfts in the jungle
  - h. Her aunt and uncle wanted to America and wanted to leaved Snow White alone in castle.
- 
54. Why snow white lived with her aunt and uncle?

- e. Her mother was dead
- f. Her father was dead
- g. Her uncle and aunt didn't have children
- h. Her parents were dead

55. One day **she** heard her uncle.....(paragraph 2 line 1)

The word "she" refers to.....

- e. Snow White
- f. Snow White's aunt
- g. Snow White's Mother
- h. The dwarfts

56. She **ran way** into the woods

The italicized word has the same meaning as .....

- b. Went
- b. Escaped
- c. Left
- d. Visited

**The following text is for question number 7 to 12**

One there lived a rich king. His name was Midas. However he was not happy because he wanted to be the richest king all around the world.

One day as Midas sat on his throne, his servant came to him with an old man.

"Master," said the servant, we have found this person around your orchard. He's silenus, the friend of God Bacchus.

Midas had an idea. He welcomed the old man as his guest for ten days. At the end of the ten days, grant you any wish you make."

Midas was very happy. Then, he asked everything he touched would turn into gold. On this return to his place, Midas tried out his new power. Everything touched, it became gold. Then he went for a walk in the garden. His children ran up to him. Without thinking he touched his children and instantly they turned into the little gold statues. Midas cried. He hurried to Bacchus. Bacchus felt sorry for Midas and ordered him to go to the River Pactolus and wash his hands in its water. This would take away the golden touch.

Midas had found out that all gold in the world didn't bring happiness.

*Adapted from English for Junior*

*High School.*

57. The purpose of the text is .....

- e. To instruct a rich king
- f. To amuse someone about a rich king
- g. To identify Midas had sent Silenus back
- h. How to be the richest king

58. Why did Bacchus give everything that Midas wished??

- e. Because Midas was a rich king
- f. Because Midas was a his best friend
- g. Because Midas had sent Silenus back



- h. Because Midas wanted to be the richest king
59. "Bacchus told Midas how to get rich of the golden touch"  
Based on the text, this statement is called.....
- b. Orientation      b. Complication      c. Resolution      d. Reorientation
60. "Once there lived a rich king"  
The opposite meaning of the underlined .....
- b. New      b. Poor      c. Pity      d. Wealthy
61. "I will grant you any wish you make." (paragraph 4)  
The underlined word refer to .....
- b. Midas      b. Bacchus      c. Servant      d. Friend
62. What is the moral value of the text?
- e. We must help poor people  
f. Do everything that you like to do!  
g. Don't be greedy people in your life!  
h. Don't judge someone by his/her status.

**The following text is for question number 13 to 15**

**Sangkuriang**

Once Sangkuriang in his childhood was impolite to his mother, Queen Dayang Sumbi saw that she became very angry and hit his head that caused an ugly wound. The king who loved Sangkuriang very much was too angry with his wife and said that he would do nothing more to do with her.

Fifteen years later Sangkuriang asked his father permission to take a trip to west java. He met a beautiful lady and asked to marry with him. Queen Dayang Sumbi accepted. But when she saw the wound on Sangkuriang she prevented the marriage. Because of this Sangkuriang was angry and destroyed the boat he made for sailing on Bandung lake. Tangkuban Perahu is named after that capsized boat.

63. What is the purpose of the text above?
- e. To entertain the reader  
f. To report about Tangkuban Perahu  
g. To Describe Sangkuriang's Family  
h. To retell Sangkuriang experience
64. Queen Dayang Sumbi **accepted**.  
The italicized word has the same meaning with .....
- b. Refused      b. Received      c. Delayed      d. Postponed
65. He met a beautiful .....( paragraph 2 line 2)
- c. The king      c. Sangkuriang

d. Dayang Sumbi

d. Dayang Sumbi's Husband

**The following text is for question number 16 to 18**

**Lake Rawa Pening**

Long Time ago there lived a priest, Ki Ajar, who had a little baby. Amazingly, his baby was a snake. He ordered the snake to meditate in mount Sileker. Ki Ajar named his child Baruklinting.

One day, the people of Benarawa went hunting for a wild animal. They found a big snake and cut it into pieces. They didn't know that it was Baruklinting. The spirit of Baruklinting became a small boy. He begged for food when the villagers having feast. But no one card him. Then the boy planted the stick. When the little stick was pulled out of ground, water sprang out of a hole. Gradually it became a big flood. All the villagers of Benarawa, except anold widaw, were drowned.she was saved because she helped the little boy. By giving him some food and drink. Nowadays that area is a big lake called " Rawa Pening". It is located in the Semarang Regency.

66. Where is the Legend from?

b. West Java

b. Central Java

c. East Java

d. Bali

67. Who is Barukklinting's Father?

b. Beggar

b. Priest

c. Fisherman

d. Teacher

68. What Happen when Baruklinting planted the setick?

b. Tsunami

b. Storm

c. Earthquake

d. Flood

**The following text is for question number 19 to 21**

**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 crocodile are there in the river?" the boss of crocodile answered, "We are twenty here". "Where are there?" the rabbit asked for the second time. "What is it for?" the boss 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 rabbit. Then, the boss of the crocodile called all his friends and asked them to make a line in order from one side 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.

69. The story mainly tells us about .....

c. Twenty crocodiles

c. A rabbit and twenty crocodile

d. The boss of the crocodile

d. A rabbit and the boss of crocodile

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

- e. To cross the river
- f. To swim across the river are
- g. To meet the boss of crocodile
- h. A rabbit and the boss of crocodile

71. "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 number 22 to 27**

### 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 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.

72. How many cows did the stupid man buy?

- a. One
- b. Four
- c. Five
- d. Six

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

- a. One
- b. four
- c. Five
- d. Six

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

- e. The stupid man much money on cows
- f. The stupid man was scolded by his wife
- g. The stupid man thought that be had lost one of his cows
- h. The stupid man lost one cow on his way home.

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

- a. The other
- b. the home
- c. The cows
- d. the lost cows

76. Which of the following word is the synonym of "stupid"?

- a. Unlucky
- b. Clever
- c. Diligent
- d. Dull

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

- b. Sure                      b. Unsure                      c. Of course                      d.  
Positive

**The following text is for question number 28 to 32**

**A Fisherman and a fish**

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

78. What is the purpose of the text?
- e. To tell how do something step by step
  - f. To entertain the reader
  - g. To tell past events
  - h. To describe a person or people.
79. Below is what the fish asked the fisherman to do, except .....
- e. Not to eat him
  - f. To throw him back to the water
  - g. To come back and catch him again when he grew bigger
  - h. To make him a good dinner
80. What did the fisherman do to the fish?
- e. He took care of the fish
  - f. He gave him to another person
  - g. He sold him
  - h. He ate him
81. What happened between the fisherman and the fish at last .....
- e. The fisherman eat the fish
  - f. The fisherman became a good friend with him
  - g. The fish made a good house for the fisherman
  - h. The fish gave the fisherman everything he wanted.
82. What is the moral value of the text?
- e. If we want to be impressed by someone, you have to do something great
  - f. Don't stole something from others
  - g. There is no really kind people in the world

- h. Be a greedy people..

**The following text is for question number 33 to 36**

**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.

Then crow thought hard for a while. Then looking around her, she saw some pebbles. She suddenly had a good idea. She started to 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.

*Pebbles* : *batu kerikil*

83. The thirsty crow flew all over the field because .....
- |                                |                               |
|--------------------------------|-------------------------------|
| c. She felt very weak          | c. she couldn't find anything |
| d. She couldn't find any water | d. she was looking for water  |
84. She saw some "pebbles" (last paragraph) the underlined word means .....
- |                    |                   |
|--------------------|-------------------|
| c. Little animal's | c. Little leaves  |
| d. Big rocks       | d. Little stones3 |
85. The complications of the text are found in .....
- |                      |                      |
|----------------------|----------------------|
| c. Paragraph 1 and 2 | c. Paragraph 2 and 4 |
| d. Paragraph 2 and 3 | d. Paragraph 3 and 4 |
86. What is the moral value of the text above?
- |  |
|--|
| d. If someone has a problem we must try hard to help him               |
| e. Don't be afraid to do something although it is very dangerous       |
| f. If you try hard enough you may soon find the answer to your problem |

**The following text is for question number 37 to 40**

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

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



**APPENDIX 8:  
KEYWORD OF  
PRE-TEST**

Key Word of Pre-test :

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



**APPENDIX 9 :**  
**INSTRUMENT**  
**OF POST TEST**

**LEMBAR SOAL POST-TEST MEMBACA NARATIVE TEXT BAHASA  
INGGRIS KELAS 8**

**Petunjuk umum**

1. Tulislah nama dan kelas pada lembar jawaban yang telah tersedia
2. Bacalah dengan seksama bacaan yang tersedia
3. Waktu mengerjakan 60 menit

**Petunjuk khusus**

Berilah tanda silang pada salah satu huruf A, B, C dan D untuk menjawab pertanyaan yang dianggap paling benar pada lembar jawaban yang tersedia  
The Following text is for question number 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 crocodile are there in the river?" the boss of crocodile answered, "We are twenty here". "Where are there?" the rabbit asked for the second time. "What is it for?" the boss 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 rabbit. Then, the boss of the crocodile called all his friends and asked them to make a line in order from one side 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.

1. The story mainly tells us about .....
  - a. Twenty crocodiles                      c. A rabbit and twenty crocodile
  - e. The boss of the crocodile              d. A rabbit and the boss of crocodile
- 
91. We know from the first paragraph that the rabbit actually wanted .....
  - i. To cross the river
  - j. To swim across the river are
  - k. To meet the boss of crocodile
  - l. A rabbit and the boss of crocodile
- 
92. "All of you are good, nice, gentle, and kind ....."(paragraph 2)  
The underlined word is synonymous with .....
  - c. Wild                      b. Diligent              c. Cheerful                      d. Easygoing

The Following text is for question number 4 – 8

**A Fisherman and a fish**

A long time ago, there lived fisherman. One day he had been fishing all day cac, but he did not catch anything. In the evening, he cough 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 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 want to eat the fish.

93. What is the purpose of the text?
- To tell how do something step by step
  - To entertain the reader
  - To tell past events
  - To describe a person or people.
94. Below is what the fish asked the fisherman to do, except .....
- Not to eat him
  - To throw him back to the water
  - To come back and catch him again when he grew bigger
  - To make him a good dinner
95. What did the fisherman do to the fish?
- He took care of the fish
  - He gave him to another person
  - He sold him
  - He ate him
96. What happened between the fisherman and the fish at last .....
- The fisherman eat the fish
  - The fisherman became a good friend with him
  - The fish made a good house for the fisherman
  - The fish gave the fisherman everything he wanted.
97. What is the moral value of the text?
- If we want to be impressed by someone, you have to do something great
  - Don't stole something from others
  - There is no really kind people in the world
  - Be a greedy people.

**The following text is for question number 9 to 14**

#### **Snow White**

upon a time there lived a little girl named Snow White. She lived with her aunt and uncle because her parents were dead. One day she heard her uncle and uncle talking about leaving Snow White in the castle because the both wanted to go to America and they didn't have enough money to take Snow White. Snow White didn't want her uncle and aunt to do this, so she decided it would be best if

she run away from home when her aunt and uncle were having breakfast. She ran away into the woods. She was very tired and hungry.

Then she saw this little cottage. She knocked but no one answered so she went inside and fell a slept. Meanwhile, the seven dwarfts were coming home from work. They went inside. There they found Snow White sleeping. Then Snow White wake up. She saw the dwarfts. The dwarfts said,"what is you name?" Snow White said, "my name is Snow White." Doe Said," if you wish you may live here with us. Snow White, "oh could I? Thank you" Then Snow White told the dwarfts the whole story and snow white and the seven dwarfts lived happily ever after.

98. The text above is a .....
- c. Recount
  - b. Narrative
  - c. Report
  - d. Descriptive
99. What is the commuticative purpose of the text above?
- i. To give information about the Snow White
  - j. To entertain the reader about Snow White
  - k. To tell about Snow White
  - l. To report Snow White's story
100. Why did Snow White run away from the home?
- i. She wanted to America
  - j. She wanted visit her aunt and uncle in America
  - k. She wanted to visit dwarfts in the jungle
  - l. Her aunt and uncle wanted to America and wanted to leaved Snow White alone in castle.
101. Why snow white lived with her aunt and uncle?
- i. Her mother was dead
  - j. Her father was dead
  - k. Her uncle and aunt didn't have children
  - l. Her parents were dead
102. One day **she** heard her uncle.....(paragraph 2 line 1)
- The word "she" refers to.....
- i. Snow White
  - j. Snow White's aunt
  - k. Snow White's Mother
  - l. The dwarfts
103. She **ran way** into the woods
- The italicized word has the same meaning as .....
- c. Went
  - b. Escaped
  - c. Left
  - d. Visited

**The following text is for question number 15 to 20**

One there lived a rich king. His name was Midas. However he was not happy because he wanted to be the richest king all around the world.

One day as Midas sat on his throne, his servant came to him with an old man.

“Master,” said the servant, we have found this person around your orchard. He’s Silenus, the friend of God Bacchus.

Midas had an idea. He welcomed the old man as his guest for ten days. At the end of the ten days, grant you any wish you make.”

Midas was very happy. Then, he asked everything he touched would turn into gold. On this return to his place, Midas tried out his new power. Everything touched, it became gold. Then he went for a walk in the garden. His children ran up to him. Without thinking he touched his children and instantly they turned into the little gold statues. Midas cried. He hurried to Bacchus. Bacchus felt sorry for Midas and ordered him to go to the River Pactolus and wash his hands in its water. This would take away the golden touch.

Midas had found out that all gold in the world didn’t bring happiness.

*Adapted from English for Junior*

*High School.*

104. The purpose of the text is .....
- i. To instruct a rich king
  - j. To amuse someone about a rich king
  - k. To identify Midas had sent Silenus back
  - l. How to be the richest king
105. Why did Bacchus give everything that Midas wished??
- i. Because Midas was a rich king
  - j. Because Midas was a his best friend
  - k. Because Midas had sent Silenus back
  - l. Because Midas wanted to be the richest king
106. “Bacchus told Midas ho to get rich of the golden touch”  
Based on the text, this statement is called.....
- c. Orientation      b. Complication      c. Resolution      d. Reorientation
107. “Once there lived a rich king”  
The opposite meaning of the underlined .....
- c. New      b. Poor      c. Pity      d. Wealthy
108. “ I will grant you any wish you make.” (paragraph 4)  
The underlined word refer to .....
- c. Midas      b. Bacchus      c. Servant      d. Friend
109. What is the moral value of the text?
- i. We must help poor people

- j. Do everything that you like to do!
- k. Don't be greedy people in your life!
- l. Don't judge someone by his/her status.

**The following text is for question number 21 to 24**

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

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

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

<i>Halter</i> : tali leher	<i>plonked</i> : suara benda jatuh
<i>Wagging</i> : mengibaskan	<i>vigorously</i> : dengan semangat
<i>Dragged</i> : menyeret	

- 110. What made the donkey jealous of the dog?
  - i. The halter that he has to wear
  - j. The beating that he has
  - k. The farmer's care to the dog
  - l. The chance to stay inside the house
  
- 111. What the main idea of paragraph 3?
  - i. The donkey wanted to be loved by its master
  - j. The way the farmer treated the donkey
  - k. The things done by the donkey to be loved
  - l. The dog's habit is liked by the master.
  
- 112. The best title for the text is?
  - i. The farmer and his dog
  - j. The donkey and the lapdog
  - k. The farmer and the donkey
  - l. The dog and it's master
  
- 113. What can we learn from the text?
  - i. It is good to share things with others
  - j. It is not good to help others
  - k. It is not good to be envious to others.

1. It is good to keep your promise.

**The following text is for question number 25 to 30**

**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 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.

114. How many cows did the stupid man buy?  
c. One                      b. Four                      c. Five                      d. Six
115. On his way home, how many cows did he see?  
c. One                      b. four                      c. Five                      d. Six
116. Which of the following statements is true according to the text?
  - i. The stupid man much money on cows
  - j. The stupid man was scolded by his wife
  - k. The stupid man thought that be had lost one of his cows
  - l. The stupid man lost one cow on his way home.
117. What does the word “them” in paragraph 1 line 3 refer to?  
e. The other                      c. the home  
f. The cows                      d. the lost cows
118. Which of the following word is the synonym of “stupid”?  
e. Unlucky                      c. Clever  
f. Diligent                      d. Dull
119. Which of the following words is the antonym of “certain”?  
c. Sure                      b. Unsure                      c. Of course                      d. Positive

**The following text is for question number 31 to 33**

**Lake Rawa Pening**

Long Time ago there lived a priest, Ki Ajar, who had a little baby. Amazingly, his baby was a snake. He ordered the snake to meditate in mount Sileker. Ki Ajar named his child Baruklinting.





**The following text is for question number 37 to 40**

**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.

Then crow thought hard for a while. Then looking around her, she saw some pebbles. She suddenly had a good idea. She started to 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.

*Pebbles* : *batu kerikil*

126. The thirsty crow flew all over the field because .....
- e. She felt very weak
  - f. She couldn't find any water
  - c. she couldn't find anything
  - d. she was looking for water
127. She saw some "pebbles" (last paragraph) the underlined word means .....
- e. Little animal's
  - f. Big rocks
  - c. Little leaves
  - d. Little stones<sup>3</sup>
128. The complications of the text are found in .....
- e. Paragraph 1 and 2
  - f. Paragraph 2 and 3
  - c. Paragraph 2 and 4
  - d. Paragraph 3 and 4
129. What is the moral value of the text above?
- g. If someone has a problem we must try hard to help him
  - h. Don't be afraid to do something although it is very dangerous
  - i. If you try hard enough you may soon find the answer to your problem

**APPENDIX 10 :  
KEY WORDS OF  
POST TEST**

**Key Word of Post-Test :**

1. C. A rabbit and Twenty crocodile
2. A. To cross the river
3. D. Easygoing
4. B. To entertain the reader
5. D. To make him a good dinner
6. A. He took care of the fish
7. B. The fisherman became a good friend with him
8. A. If we want to be impressed by someone, you have to do something great
9. B. Narrative
10. B. To entertain the reader about Snow white
11. D. Her aunt and uncle wanted to America and wanted to leaved Snow white alone in castle
12. D. Her parents were dead
13. A. Snow white
14. B. Escaped / D. Visited
15. C. To identify Midas had sent Silenus back
16. C. Because Midas had sent Silenus back
17. C. Resolution
18. B. Poor
19. B. Bacchus
20. C. Don't be greedy people in your life
21. C. The farmer's care to the dog
22. C The things done by the donkey to be loved
23. B. The donkey and the Lapdog
24. C. It is not good to be envious to others
25. D. Six
26. C. Five
27. C. The stupid man thought that be had lost one of his cows
28. B. The cows
29. D. Dull
30. B. Unsure
31. B. Central Java
32. B. Priest
33. D. Flood
34. A. To entertain the reader
35. B. Received
36. B. Dayang Sumbi
37. B. She couldn't find any water
38. D. Little stones
39. B. Paragraph 2 and 3
40. C. If you try hard enough you may soon find the answer to your problem

**APPENDIX 11:  
THE VALIDITY  
AND  
RELIABILITY  
OF TRY OUT  
TEST**

Resp	Item Number																																
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30			
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14	0	1	1	1	1	1	0	0	1	1	1	1	1	0	0	0	1	1	0	0	0	0	1	0	0	1	0	1	0	1	1	1	
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17	0	1	1	0	1	1	0	1	1	1	1	1	1	0	1	1	0	1	1	0	1	1	0	0	1	0	1	1	1	1	1	1	
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$\Gamma_{\text{in}}$	0.893	0.654	0.292	0.262	0.411	0.571	0.293	0.478	0.571	0.654	0.292	0.433	0.411	0.283	0.125	0.473	0.262	0.559	0.415	0.193	0.283	0.553	0.262	0.359	0.239	0.453	0.345	0.654	0.415	0.323	0		
T Hitung	1.038	4.578	1.61	1.435	2.383	3.200	1.620	2.880	3.200	4.578	1.613	3.002	2.383	1.620	3.267	2.880	1.435	3.650	2.401	1.038	1.620	3.650	1.435	2.036	1.536	2.762	1.923	4.578	2.858	1.606	2		
f <sub>ajar</sub>																																	
ketorangan	INVALID	VALID	INVALID	INVALID	VALID	VALID	INVALID	VALID	VALID	VALID	INVALID	VALID	VALID	INVALID	VALID	VALID	INVALID	VALID	VALID	INVALID	INVALID	VALID	INVALID	INVALID	VALID	INVALID	INVALID	VALID	VALID	INVALID	INVALID	INVALID	INVALID

Valid = 30  
Invalid = 10

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5	0.323	0.483	0.602	0.293	0.654	0.373	0.525	0.528	0.483	0.569	0.293	
8	1.806	2.922	3.993	1.620	4.578	2.128	3.267	3.268	2.922	3.660	1.620	
	INVALID	VALID	VALID	INVALID	VALID	VALID	VALID	VALID	VALID	VALID	INVALID	

**APPENDIX 12:  
RELIABILITY  
OF TRY OUT  
TEST**

**APPENDIX 13:  
THE SCORE OF  
PRE-TEST  
AND  
POST-TEST**



## DATA RESULT

No.	Control Class A		Experimental Class B	
	Pre-	Post-	Pre-	Post-
1.	57.5	65	55	85
2.	57.5	80	50	87.5
3.	55	72.5	60	95
4.	52.5	72.5	55	75
5.	42.5	65	55	85
6.	72.5	75	50	77.5
7.	45	70	52.5	95
8.	60	77.5	50	85
9.	57.5	80	65	80
10.	75	77.5	50	80
11.	57.5	65	50	80
12.	55	70	50	85
13.	50	75	45	85
14.	57.5	65	60	87.5
15.	52.5	62.5	52.5	75
16.	45	65	55	82.5
17.	50	67.5	60	85
18.	62.5	80	55	80
19.	65	60	55	87.5

20.	67.5	75	55	90
21.	52.5	75	50	80
22.	60	70	60	75
23.	42.5	75	55	75
24.	57.5	62.5	55	92.5
25.	60	60	55	85
26.	65	67.5	60	85
27.	50	65	45	90
28.	62.5	70	55	85
29.	52.5	80	57.5	85
30.	62.5	70	55	80
31.	60	70	60	82.5
32.	62.5	75	60	90

**APPENDIX 14:  
PRE- TEST  
CONTROL  
CLASS  
SCORE**

PRE-TEST  
CONTROL GROUP

No.	No. Test	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	Jumlah Benar	Score	
1	1	0	0	0	1	0	1	0	0	0	1	0	0	1	0	1	1	1	1	0	0	0	1	0	1	1	1	1	0	0	14	47		
2	1	0	1	1	0	0	1	1	0	1	1	0	1	1	1	0	1	0	0	1	1	1	1	1	1	1	1	1	1	1	21	70		
3	0	1	1	1	0	0	0	1	1	1	0	1	0	0	1	1	0	1	0	1	0	1	0	1	0	1	0	1	1	1	16	53		
4	1	0	1	0	1	0	1	0	1	0	1	1	1	1	1	0	0	1	1	0	0	1	1	0	0	0	0	0	1	1	15	50		
5	0	1	1	0	1	0	0	1	0	1	0	1	1	1	1	0	1	0	1	0	0	1	1	1	0	0	0	1	1	0	15	50		
6	1	0	1	1	1	1	0	1	1	0	1	0	1	0	1	0	1	0	1	1	1	1	1	1	1	1	1	1	1	1	20	67		
7	0	1	1	1	0	0	1	1	0	0	0	1	1	0	1	1	0	1	1	0	0	1	1	0	0	1	1	0	0	1	1	17	57	
8	1	1	1	0	1	1	1	0	1	1	0	1	1	1	1	1	0	1	1	0	0	1	1	1	1	1	1	0	0	1	21	70		
9	1	1	1	0	1	0	1	0	1	0	0	0	0	0	0	1	1	1	1	1	1	1	1	0	1	1	1	0	0	1	1	17	57	
10	1	0	1	1	1	0	0	1	0	1	1	1	0	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0	0	1	1	17	57	
11	1	1	1	1	0	1	1	1	1	0	0	0	0	1	1	0	0	1	1	0	0	1	0	1	0	1	1	1	0	1	1	19	63	
12	1	0	0	1	1	1	1	1	0	0	1	0	1	1	1	0	1	1	1	1	0	0	1	1	1	0	0	1	1	0	1	1	19	63
13	1	0	1	1	0	0	1	1	0	1	1	1	0	0	0	1	1	0	0	0	1	1	0	0	0	1	0	1	1	0	1	1	16	53
14	1	1	1	1	1	0	1	1	1	0	1	1	1	1	1	0	1	1	0	0	1	1	1	0	0	1	1	0	0	1	0	20	67	
15	0	1	0	0	0	0	0	0	1	0	0	0	1	1	1	0	0	0	0	0	0	0	1	1	1	1	0	0	1	1	1	1	14	47
16	1	1	1	1	0	0	1	0	0	0	1	1	0	1	0	1	0	1	0	1	1	0	1	1	0	0	1	1	0	1	1	1	17	57
17	1	1	1	0	1	0	0	1	0	1	1	1	1	1	0	1	1	0	1	1	1	1	1	1	1	1	1	0	0	1	1	20	67	
18	1	1	1	1	0	1	1	0	0	0	1	0	0	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	0	1	21	70
19	0	1	0	0	1	0	1	0	1	0	0	0	0	0	0	1	1	1	1	1	1	1	1	0	0	1	0	1	1	1	1	1	17	56
20	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	0	1	0	0	0	1	1	0	0	1	0	0	1	0	0	20	67
21	1	0	1	1	0	1	1	0	1	0	1	0	1	0	0	0	0	1	0	0	0	1	0	1	0	1	0	0	0	1	0	1	14	47
22	1	0	1	0	0	1	0	1	0	0	1	0	0	0	1	1	0	0	1	1	1	1	1	1	0	0	0	1	1	1	1	1	16	53
23	1	0	0	1	0	1	0	0	0	1	1	1	0	0	1	0	0	0	0	0	0	0	1	1	1	1	1	0	0	1	0	1	14	47
24	0	1	0	0	0	0	1	0	0	1	0	0	1	0	1	0	1	0	1	0	1	1	1	1	1	1	1	0	1	1	1	1	16	53
25	1	1	1	1	1	0	1	1	1	1	1	1	1	0	1	1	1	0	0	0	0	0	0	0	0	1	0	1	0	0	1	18	60	
26	1	1	1	1	1	0	1	0	0	0	1	1	0	0	1	0	0	1	0	0	1	0	0	0	0	1	0	1	0	0	1	1	15	50
27	0	1	1	0	1	0	1	0	1	0	1	0	0	1	0	0	0	1	0	0	1	0	1	1	0	0	0	1	0	0	1	1	14	47
28	1	1	1	1	0	0	1	1	1	1	1	1	1	1	0	1	1	1	1	0	1	1	1	0	1	0	1	0	0	0	0	21	70	
29	0	1	0	1	1	1	1	0	0	1	1	1	0	0	1	0	0	0	0	0	0	1	0	0	1	1	0	0	1	1	1	1	16	53
30	1	1	1	0	0	1	1	1	0	1	1	0	0	1	1	0	0	0	0	0	0	0	1	1	0	0	1	1	0	0	0	1	15	50
Total																														515	1718			
Total-mean																														497.8333333	1660.733333			
Total/jumlah																														16.59444444	55.35777778			

$$\text{Mean } (\bar{X}) = \frac{\sum X}{n}$$

$$= \frac{515}{30}$$

$$= 17.16667$$

Var= 6.005747

Median = 17

Mode = 14

Standard deviation= 4.07328

$$\text{Mean } (\bar{X}) = \frac{\sum X}{n}$$

$$= \frac{1718}{30}$$

$$= 57.26667$$

Var= 66.61609

Median = 56.5

Mode = 47

Standard deviation= 7.440281

**APPENDIX 15:  
PRE-TEST OF  
EXPERIMENTAL  
CLASS  
SCORE**

No.	No. Test	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	Jumlah Benar	Score				
1	1	1	1	1	1	0	0	1	0	1	1	0	0	1	1	0	1	1	0	1	1	1	1	1	1	1	0	1	0	1	0	1	0	0	0	1	0	0	0	0	1	25	57.5				
2	1	0	0	1	1	1	1	1	0	1	0	0	0	1	1	1	1	1	0	1	0	1	2	0	1	1	1	0	0	0	0	1	0	0	1	1	0	0	1	1	23	57.5					
3	1	1	0	1	1	1	0	0	0	1	1	1	0	0	1	1	0	0	0	0	0	1	1	1	0	1	0	1	1	1	0	0	0	1	1	0	0	1	0	0	1	22	55				
4	1	0	1	1	1	0	0	0	1	0	1	0	1	1	0	1	1	1	0	0	0	1	1	0	0	1	1	0	0	1	1	0	0	1	1	0	1	0	0	1	21	52.5					
5	0	1	1	0	1	0	0	1	0	1	0	1	1	1	0	1	0	1	0	0	1	1	1	0	0	0	1	1	1	0	0	0	0	0	0	0	1	1	0	0	1	17	42.5				
6	1	1	1	1	1	0	0	0	1	1	1	1	0	1	1	1	1	0	1	0	1	0	1	1	1	0	1	0	1	1	1	0	0	1	1	1	1	1	0	1	1	29	72.5				
7	1	1	1	1	1	0	0	0	0	0	0	0	1	0	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	1	0	1	0	0	1	1	0	0	1	18	45			
8	1	1	1	1	1	1	1	0	0	1	0	0	0	1	1	1	1	1	0	1	0	1	1	0	1	1	1	0	0	0	0	1	0	0	1	1	0	0	1	1	0	1	24	60			
9	1	1	1	0	1	0	1	0	0	0	0	0	0	0	1	1	1	1	1	1	1	0	1	1	1	1	0	1	1	1	0	0	1	0	0	1	1	0	1	1	1	0	23	57.5			
10	1	1	1	1	1	0	0	1	1	1	1	1	0	0	1	1	1	1	1	0	1	0	1	1	1	1	1	1	1	0	1	0	1	1	1	1	1	1	1	1	0	1	30	75			
11	1	1	1	1	0	1	1	1	1	0	0	0	0	0	1	1	0	0	1	1	0	0	1	1	0	1	1	1	0	1	1	1	0	0	0	1	1	0	0	1	0	0	23	57.5			
12	1	1	0	1	1	1	0	1	1	1	1	1	0	1	1	1	1	1	1	1	0	0	0	0	0	0	1	0	0	0	1	0	0	0	1	0	1	0	1	0	0	0	22	55			
13	1	1	0	1	1	0	1	0	0	1	0	1	0	1	1	0	1	1	0	0	0	1	0	0	1	1	0	1	1	1	0	1	1	0	0	1	0	0	0	0	1	0	20	50			
14	1	1	0	1	1	0	0	0	1	1	0	0	0	1	1	1	1	1	0	1	0	1	1	1	1	1	1	1	1	0	0	0	1	1	0	0	1	0	0	1	0	23	57.5				
15	0	1	0	1	1	0	0	0	1	1	1	0	1	1	1	1	0	1	0	0	1	0	1	1	0	1	1	1	0	0	1	1	0	0	1	1	0	0	1	0	1	0	21	52.5			
16	1	1	1	1	1	0	1	0	0	1	0	0	0	0	1	0	1	0	1	0	1	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1	0	1	18	45			
17	1	1	0	1	1	1	0	1	1	1	1	1	0	1	0	1	1	1	1	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	20	50			
18	1	1	1	1	1	0	0	0	0	1	1	0	1	1	0	1	0	1	0	1	0	1	0	1	1	1	0	1	1	1	1	0	0	0	1	0	1	0	1	1	1	1	25	62.5			
19	0	1	0	1	1	1	0	0	0	1	1	1	0	0	1	1	1	1	1	0	1	1	1	1	0	1	0	1	1	1	0	0	0	1	1	0	0	1	1	0	1	1	26	65			
20	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	0	1	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	27	67.5			
21	1	0	1	1	0	1	1	0	1	0	1	0	1	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	21	52.5			
22	1	0	0	1	1	1	0	0	0	1	1	1	0	0	1	1	1	1	0	1	1	0	1	0	1	0	1	0	1	1	0	0	1	0	0	1	0	1	1	0	1	1	24	60			
23	1	0	0	1	0	1	0	0	0	1	1	1	0	0	1	0	0	0	0	0	0	1	1	1	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	17	42.5			
24	0	1	0	0	0	0	1	0	0	0	0	0	1	0	1	0	1	0	1	0	1	1	1	1	1	0	1	1	1	0	1	1	1	1	0	1	1	1	0	1	0	1	23	57.5			
25	1	1	0	1	1	1	0	0	0	1	1	0	1	1	1	1	1	0	0	1	1	1	1	1	1	0	1	0	1	1	1	0	0	0	0	0	0	0	0	0	1	24	60				
26	1	1	0	1	1	1	0	1	1	1	0	0	1	1	1	1	1	1	1	1	1	0	1	1	0	1	0	1	0	1	0	1	0	0	0	0	0	1	1	0	0	26	65				
27	0	1	1	0	1	0	1	1	0	1	0	1	0	1	1	0	0	0	0	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	20	50			
28	1	0	0	1	1	1	0	0	1	1	0	0	0	1	1	1	1	1	0	1	0	1	1	1	1	1	0	0	1	1	0	0	1	0	0	1	0	1	1	0	1	1	25	62.5			
29	0	1	0	1	1	1	1	0	0	1	1	1	0	0	1	0	0	0	0	0	0	0	1	0	0	1	1	1	1	1	1	0	0	0	0	0	0	0	0	0	0	1	21	52.5			
30	1	1	0	1	1	1	0	0	1	1	1	0	0	1	1	1	1	0	0	1	1	1	0	0	1	0	0	1	1	0	0	1	1	0	0	1	1	0	1	1	0	1	25	62.5			
31	1	1	0	1	1	0	0	0	1	1	0	0	1	0	1	1	1	1	0	1	0	1	1	0	1	1	1	0	0	1	1	0	0	1	1	0	0	0	0	0	0	1	24	60			
32	1	1	1	1	1	1	0	0	1	1	0	0	0	0	1	0	0	0	0	0	0	0	0	0	1	1	0	0	1	1	0	0	1	1	0	0	1	1	1	1	1	1	25	62.5			
		Total																																										750	1762.5		
		Total-mean																																										707.2875	1707.42188		
		Total/jumlah																																												22.0996094	53.3569336

$$\begin{aligned} \text{Mean } (\bar{X}) &= \frac{\sum X}{n} \\ &= \frac{730}{32} \\ &= 22.813 \end{aligned}$$

Var= 9.8347

Median = 23

Mode = 23

Standard deviation= 4.701

$$\begin{aligned} \text{Mean } (\bar{X}) &= \frac{\sum X}{n} \\ &= \frac{1762.5}{32} \\ &= 55.078 \end{aligned}$$

Var= 61.467

Median = 57.5

Mode = 57.5

Standard deviation= 7.3046

**APPENDIX 16:  
POST- TEST OF  
CONTROL  
CLASS  
SCORE**



POST-TEST																																		
CONTROL GROUP																																		
No.	No. Test																														Jumlah Benar	Score		
Resp	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30				
1	1	1	1	1	1	1	0	0	1	1	0	0	1	1	0	1	1	0	1	1	1	1	1	1	0	1	1	1	1	1	1	22	73	
2	0	0	1	1	1	0	1	0	0	1	0	1	1	1	1	0	1	0	1	1	1	1	1	1	1	1	1	1	1	0	21	70		
3	0	1	1	1	0	0	0	1	1	1	0	1	1	1	1	1	1	1	0	1	0	1	0	1	0	1	0	1	0	1	0	19	63	
4	1	1	1	1	1	1	1	0	0	1	1	1	1	1	0	1	0	0	1	0	1	1	0	0	0	0	0	0	0	1	16	53		
5	0	1	1	0	1	1	0	1	1	1	1	0	0	1	1	0	1	1	0	0	1	1	0	0	1	1	0	1	1	1	0	1	19	63
6	0	0	0	0	1	0	0	1	0	1	1	1	1	1	1	0	0	1	1	1	0	1	0	0	1	1	0	0	1	1	1	16	53	
7	1	1	1	0	1	1	0	1	0	0	0	1	0	0	1	0	0	1	1	0	0	0	1	1	1	1	1	1	1	1	1	20	67	
8	1	1	0	1	1	0	0	0	1	1	1	1	1	0	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	22	73	
9	1	1	0	1	1	1	1	0	1	1	1	0	0	1	0	1	1	1	0	1	1	0	0	1	1	0	0	1	1	0	19	63		
10	1	0	1	1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0	0	1	0	1	0	1	0	1	0	1	1	0	16	53	
11	1	1	1	1	1	0	1	1	1	0	0	1	0	1	0	0	0	1	0	0	1	0	1	1	1	1	0	1	0	1	0	18	60	
12	0	1	0	1	1	0	1	0	1	1	0	0	1	1	0	0	1	1	0	1	0	1	0	1	1	1	0	1	1	0	1	1	19	63
13	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	1	1	1	1	0	1	1	1	0	1	1	0	1	0	1	0	22	73	
14	0	1	1	0	1	1	1	0	1	0	1	0	1	1	1	0	1	0	1	1	1	0	1	1	0	0	1	1	1	1	0	19	63	
15	1	1	0	1	1	0	1	0	1	1	1	0	1	0	0	0	1	1	0	0	1	1	0	0	1	1	1	1	1	0	1	0	18	60
16	1	0	0	1	1	0	0	0	0	0	1	1	1	1	0	0	1	1	0	0	1	1	0	1	1	1	1	1	1	0	1	18	60	
17	1	1	1	1	1	1	1	1	1	1	0	1	1	0	1	1	0	0	1	1	1	0	0	1	0	0	0	0	0	0	0	1	19	63
18	1	1	0	1	0	1	1	0	0	1	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	0	21	70	
19	1	1	1	1	1	1	1	0	0	1	0	0	0	0	1	1	1	1	1	1	0	0	1	0	1	0	1	0	1	0	0	1	17	57
20	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	0	0	1	1	0	0	0	0	1	0	0	0	19	63	
21	1	1	1	1	1	1	0	0	1	0	1	0	0	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	0	1	1	23	77	
22	1	1	1	1	0	1	1	0	1	0	1	1	1	0	1	1	1	1	0	1	1	1	1	1	0	0	1	0	1	0	1	21	70	
23	1	0	1	1	1	1	0	1	1	1	1	1	0	0	1	1	1	1	1	1	1	1	0	0	1	0	1	0	1	1	22	73		
24	1	1	1	1	1	1	0	0	1	0	0	1	1	1	1	1	1	1	0	0	1	1	0	0	1	0	0	0	0	0	0	19	63	
25	1	0	1	0	0	1	0	1	0	1	1	0	1	0	1	1	1	0	0	1	1	1	0	1	1	1	0	0	0	0	1	17	57	
26	1	1	1	1	1	0	1	0	0	1	0	0	1	1	1	1	1	0	1	0	1	1	0	1	1	0	1	0	0	0	0	19	63	
27	1	1	1	1	1	1	1	0	0	0	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	0	0	0	0	21	70	
28	1	1	0	1	0	0	1	1	1	0	1	1	1	0	1	0	1	1	0	0	0	0	1	0	1	0	1	0	0	0	0	16	53	
29	1	1	1	1	1	1	0	1	1	1	1	1	0	0	1	0	0	1	0	0	0	1	1	1	1	1	0	0	1	1	21	70		
30	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	0	1	1	1	0	1	0	0	0	0	0	0	0	21	70	
																											Total	580	1929					
																											total - mean	50.6666667	1909.666667					
																											total / jumlah	18.6888889	63.6555556					

Mean ( $\bar{x}$ )	$\frac{\sum X}{n}$	Var=	4.16092
=	$\frac{580}{30}$		
=	19.33333		

Median = 19

Mode = 19

Standard deviation= 4.323065

Mean ( $\bar{x}$ )	$\frac{\sum X}{n}$	Var=	46.7
=	$\frac{1929}{30}$		
=	64.3		

Median = 63

Mode = 63

Standard deviation= 7.578443

**APPENDIX 17:  
POST- TEST OF  
EXPERIMENTAL  
CLASS  
SCORE**

POST-TEST  
EXPERIMENT GROUP

No.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	Jumlah Benar	Score
1	1	1	1	1	1	1	1	0	1	1	0	1	1	1	1	1	1	0	1	1	1	1	1	1	1	0	1	0	1	1	25	83
2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	26	87
3	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	27	90
4	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	21	70
5	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	24	80
6	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	21	70
7	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	28	93
8	1	0	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	25	83
9	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	27	90
10	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	22	73
11	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	23	77
12	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	24	80
13	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	24	80
14	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	25	83
15	0	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	24	80
16	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	25	83
17	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	26	87
18	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	22	73
19	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	25	83
20	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	26	87
21	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	27	90
22	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	25	83
23	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	26	87
24	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	21	70
25	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	25	83
26	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	22	73
27	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	26	87
28	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	24	80
29	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	22	73
30	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	26	87
Total =																															742	2471
Total - Mean =																															717.266667	2388.633
Total/Jumlah =																															23.9088889	79.62111

$$\text{Mean} (\bar{X}) = \frac{\sum X}{n}$$

$$= \frac{742}{30}$$

$$= 24.7333$$

Var= 3.936437

Median = 25

Mode = 25

Standard deviation= 4.895672

$$\text{Mean} (\bar{X}) = \frac{\sum X}{n}$$

$$= \frac{2471}{30}$$

$$= 82.3667$$

Var= 44.24023

Median = 83

Mode = 83

Standard deviation= 6.523066

**APPENDIX 18:  
THE  
NORMALITY  
PRE-TEST IN  
CONTROL  
CLASS**

## THE NORMALITY OF PRE TEST CONTROL CLASS

No	x	z	f(z)	s(z)	Lo	(xi-xmean) <sup>2</sup>
1	42.5	-1.853	0.032	0.0322	-0.0003	211.1572266
2	42.5	-1.853	0.032	0.0322	-0.0003	211.1572266
3	45	-1.535	0.062	0.063	-0.0006	144.7509766
4	45	-1.535	0.062	0.063	-0.0006	144.7509766
5	50	-0.897	0.185	0.1867	-0.0018	49.43847656
6	50	-0.897	0.185	0.1867	-0.0018	49.43847656
7	50	-0.897	0.185	0.1867	-0.0018	49.43847656
8	52.5	-0.578	0.282	0.2843	-0.0027	20.53222656
9	52.5	-0.578	0.282	0.2843	-0.0027	20.53222656
10	52.5	-0.578	0.282	0.2843	-0.0027	20.53222656
11	52.5	-0.578	0.282	0.2843	-0.0027	20.53222656
12	55	-0.259	0.398	0.4013	-0.0035	4.125976563
13	55	-0.259	0.398	0.4013	-0.0035	4.125976563
14	57.5	0.060	0.524	0.5239	-0.0001	0.219726563
15	57.5	0.060	0.524	0.5239	-0.0001	0.219726563
16	57.5	0.060	0.524	0.5239	-0.0001	0.219726563
17	57.5	0.060	0.524	0.5239	-0.0001	0.219726563
18	57.5	0.060	0.524	0.5239	-0.0001	0.219726563
19	57.5	0.060	0.524	0.5239	-0.0001	0.219726563
20	60	0.379	0.648	0.6443	0.0032	8.813476563
21	60	0.379	0.648	0.6443	0.0032	8.813476563
22	60	0.379	0.648	0.6443	0.0032	8.813476563
23	60	0.379	0.648	0.6443	0.0032	8.813476563
24	62.5	0.698	0.757	0.7549	0.0024	29.90722656
25	62.5	0.698	0.757	0.7549	0.0024	29.90722656
26	62.5	0.698	0.757	0.7549	0.0024	29.90722656
27	62.5	0.698	0.757	0.7549	0.0024	29.90722656
28	65	1.016	0.845	0.8438	0.0015	63.50097656
29	65	1.016	0.845	0.8438	0.0015	63.50097656
30	67.5	1.335	0.909	0.9082	0.0009	109.5947266
31	72.5	1.973	0.976	0.9756	0.0002	239.2822266
32	75	2.292	0.989	0.989	0.0000	322.8759766
					0.0032	1905.46875

mean	57.03125
standart deviation	7.840072
Lo =	0.0032
L-table =	0.156624
Keputusan Lo= 0.0032 < L-table = 0.156	
sehingga Ho diterima	
kesimpulan :	
So the data of Pre-test from Contol class is normal distribution	

**APPENDIX 19:  
THE  
NORMALITY  
PRE TEST IN  
EXPERIMENTAL  
CLASS**

## THE NORMALITY OF PRE-TEST EXPERIMENTAL CLASS

no	x	z	f(z)	s(z)	f(z)-s(z)			(xi - Xmean)^2	Lo
1	45	-2.077	0.0189	0.0192	-0.0003		mean	92.34008789	-0.0003
2	45	-2.077	0.0189	0.0192	-0.0003		54.60938	92.34008789	-0.0003
3	50	-0.996	0.1596	0.1611	-0.0015			21.24633789	-0.0015
4	50	-0.996	0.1596	0.1611	-0.0015		standart deviasi	21.24633789	-0.0015
5	50	-0.996	0.1596	0.1611	-0.0015		4.627642	21.24633789	-0.0015
6	50	-0.996	0.1596	0.1611	-0.0015			21.24633789	-0.0015
7	50	-0.996	0.1596	0.1611	-0.0015		Lo =	21.24633789	-0.0015
8	50	-0.996	0.1596	0.1611	-0.0015		L-table	0.156624	21.24633789
9	50	-0.996	0.1596	0.1611	-0.0015			21.24633789	-0.0015
10	52.5	-0.456	0.3243	0.3264	-0.0021	Keputusan:		4.449462891	-0.0021
11	52.5	-0.456	0.3243	0.3264	-0.0021	Nilai Lo = 0.017 < L-table = 0.156		4.449462891	-0.0021
12	55	0.084	0.5336	0.5319	0.0017	Sehingga Ho diterima		0.152587891	0.0017
13	55	0.084	0.5336	0.5319	0.0017			0.152587891	0.0017
14	55	0.084	0.5336	0.5319	0.0017			0.152587891	0.0017
15	55	0.084	0.5336	0.5319	0.0017			0.152587891	0.0017
16	55	0.084	0.5336	0.5319	0.0017			0.152587891	0.0017
17	55	0.084	0.5336	0.5319	0.0017			0.152587891	0.0017
18	55	0.084	0.5336	0.5319	0.0017			0.152587891	0.0017
19	55	0.084	0.5336	0.5319	0.0017			0.152587891	0.0017
20	55	0.084	0.5336	0.5319	0.0017			0.152587891	0.0017
21	55	0.084	0.5336	0.5319	0.0017			0.152587891	0.0017
22	55	0.084	0.5336	0.5319	0.0017			0.152587891	0.0017
23	55	0.084	0.5336	0.5319	0.0017			0.152587891	0.0017
24	57.5	0.625	0.7339	0.7324	0.0015			8.355712891	0.0015
25	60	1.165	0.8780	0.877	0.0010			29.05883789	0.0010
26	60	1.165	0.8780	0.877	0.0010			29.05883789	0.0010
27	60	1.165	0.8780	0.877	0.0010			29.05883789	0.0010
28	60	1.165	0.8780	0.877	0.0010			29.05883789	0.0010
29	60	1.165	0.8780	0.877	0.0010			29.05883789	0.0010
30	60	1.165	0.8780	0.877	0.0010			29.05883789	0.0010
31	60	1.165	0.8780	0.877	0.0010			29.05883789	0.0010
32	65	2.245	0.9876	0.9875	0.0001			107.9650879	0.0001
	1747.5	365.821	1.0000		0.0017				
								663.8671875	

**APPENDIX 20:  
THE  
NORMALITY  
POST-TEST IN  
CONTROL CLASS**



### THE NORMALITY OF POST-TEST CONTROL CLASS

No	x	z	f(z)	s(z)	Lo	(xi-xmean) <sup>2</sup>																		
1	60	-1.75402	0.039714	0.0401	-0.00039	112.890625																		
2	60	-1.75402	0.039714	0.0401	-0.00039	112.890625																		
3	62.5	-1.34131	0.08991	0.0901	-0.00019	66.015625																		
4	62.5	-1.34131	0.08991	0.0901	-0.00019	66.015625																		
5	65	-0.9286	0.176549	0.1788	-0.00225	31.640625																		
6	65	-0.9286	0.176549	0.1788	-0.00225	31.640625																		
7	65	-0.9286	0.176549	0.1788	-0.00225	31.640625																		
8	65	-0.9286	0.176549	0.1788	-0.00225	31.640625																		
9	65	-0.9286	0.176549	0.1788	-0.00225	31.640625																		
10	65	-0.9286	0.176549	0.1788	-0.00225	31.640625																		
11	67.5	-0.51589	0.302966	0.305	-0.00203	9.765625																		
12	67.5	-0.51589	0.302966	0.305	-0.00203	9.765625																		
13	70	-0.10318	0.458911	0.4602	-0.00129	0.390625																		
14	70	-0.10318	0.458911	0.4602	-0.00129	0.390625																		
15	70	-0.10318	0.458911	0.4602	-0.00129	0.390625																		
16	70	-0.10318	0.458911	0.4602	-0.00129	0.390625																		
17	70	-0.10318	0.458911	0.4602	-0.00129	0.390625																		
18	70	-0.10318	0.458911	0.4602	-0.00129	0.390625																		
19	72.5	0.309533	0.621542	0.6179	0.003642	3.515625																		
20	72.5	0.309533	0.621542	0.6179	0.003642	3.515625																		
21	75	0.722243	0.764927	0.7642	0.000727	19.140625																		
22	75	0.722243	0.764927	0.7642	0.000727	19.140625																		
23	75	0.722243	0.764927	0.7642	0.000727	19.140625																		
24	75	0.722243	0.764927	0.7642	0.000727	19.140625																		
25	75	0.722243	0.764927	0.7642	0.000727	19.140625																		
26	75	0.722243	0.764927	0.7642	0.000727	19.140625																		
27	77.5	1.134953	0.871802	0.8708	0.001002	47.265625																		
28	77.5	1.134953	0.871802	0.8708	0.001002	47.265625																		
29	80	1.547663	0.939148	0.9382	0.000948	87.890625																		
30	80	1.547663	0.939148	0.9382	0.000948	87.890625																		
31	80	1.547663	0.939148	0.9382	0.000948	87.890625																		
32	80	1.547663	0.939148	0.9382	0.000948	87.890625																		
	2260				0.003642	1137.5																		

Mean  
70.625

Standard Deviation  
6.05752

Lo = 0.003642  
L-table = 0.156624

Keputusan :  
Nilai Lo = 0.00364 < L-table = 0.156  
sehingga Ho diterima

So, the data of Post-test from Control Class  
is normal distribution

**APPENDIX 21:  
THE NORMALITY  
POST-TEST IN  
EXPERIMENTAL  
CLASS**

## THE NORMALITY OF POST TEST EXPERIMENTAL

	x	z	f(z)	s(z)	Lo	(xi - xmean)^2								
1	75	-1.665	0.0479	0.0485	-0.0006	79.32128906								
2	75	-1.665	0.0479	0.0485	-0.0006	79.32128906								
3	75	-1.665	0.0479	0.0485	-0.0006	79.32128906								
4	75	-1.665	0.0479	0.0485	-0.0006	79.32128906								
5	77.5	-1.198	0.1155	0.117	-0.0015	41.04003906								
6	80	-0.730	0.2326	0.2327	-0.0001	15.25878906								
7	80	-0.730	0.2326	0.2327	-0.0001	15.25878906								
8	80	-0.730	0.2326	0.2327	-0.0001	15.25878906								
9	80	-0.730	0.2326	0.2327	-0.0001	15.25878906								
10	80	-0.730	0.2326	0.2327	-0.0001	15.25878906								
11	80	-0.730	0.2326	0.2327	-0.0001	15.25878906								
12	82.5	-0.263	0.3963	0.3974	-0.0011	1.977539063								
13	82.5	-0.263	0.3963	0.3974	-0.0011	1.977539063								
14	85	0.205	0.5810	0.5793	0.0017	1.196289063								
15	85	0.205	0.5810	0.5793	0.0017	1.196289063								
16	85	0.205	0.5810	0.5793	0.0017	1.196289063								
17	85	0.205	0.5810	0.5793	0.0017	1.196289063								
18	85	0.205	0.5810	0.5793	0.0017	1.196289063								
19	85	0.205	0.5810	0.5793	0.0017	1.196289063								
20	85	0.205	0.5810	0.5793	0.0017	1.196289063								
21	85	0.205	0.5810	0.5793	0.0017	1.196289063								
22	85	0.205	0.5810	0.5793	0.0017	1.196289063								
23	85	0.205	0.5810	0.5793	0.0017	1.196289063								
24	87.5	0.672	0.7492	0.7486	0.0006	12.91503906								
25	87.5	0.672	0.7492	0.7486	0.0006	12.91503906								
26	87.5	0.672	0.7492	0.7486	0.0006	12.91503906								
27	90	1.139	0.8727	0.8708	0.0019	37.13378906								
28	90	1.139	0.8727	0.8708	0.0019	37.13378906								
29	90	1.139	0.8727	0.8708	0.0019	37.13378906								
30	92.5	1.607	0.9460	0.9452	0.0008	73.85253906								
31	92.5	1.607	0.9460	0.9452	0.0008	73.85253906								
32	95	2.074	0.9810	0.9808	0.0002	123.0712891								
	2685	486.344	1.0000		0.0019	886.71875								

mean  
83.90625

standart deviation  
5.348255

Lo = 0.0019  
L-table = 0.156624

Keputusan :  
Nilai Lo = 0.0019 < L-table = 0.156  
Sehingga Ho diterima

So, the data of post test experimental class  
is normal distribution

**APPENDIX 22:  
HOMOGENEITY  
TEST**

### The Homogeneity Test

No	Score of Test		No	Square	
	Control	Experiment		Control	Experiment
1	65	85	1	4225	7225
2	80	87.5	2	6400	7656.25
3	72.5	95	3	5256.25	9025
4	72.5	75	4	5256.25	5625
5	65	85	5	4225	7225
6	75	77.5	6	5625	6006.25
7	70	95	7	4900	9025
8	77.5	85	8	6006.25	7225
9	80	80	9	6400	6400
10	77.5	80	10	6006.25	6400
11	65	80	11	4225	6400
12	70	85	12	4900	7225
13	75	85	13	5625	7225
14	65	87.5	14	4225	7656.25
15	62.5	75	15	3906.25	5625
16	65	82.5	16	4225	6806.25
17	67.5	85	17	4556.25	7225
18	80	80	18	6400	6400
19	60	87.5	19	3600	7656.25
20	75	90	20	5625	8100
21	75	80	21	5625	6400
22	70	75	22	4900	5625
23	75	75	23	5625	5625
24	62.5	92.5	24	3906.25	8556.25
25	60	85	25	3600	7225
26	67.5	85	26	4556.25	7225
27	65	90	27	4225	8100
28	70	85	28	4900	7225
29	80	85	29	6400	7225
30	70	80	30	4900	6400
31	70	82.5	31	4900	6806.25
32	75	90	32	5625	8100
SUM	2260	2687.5	SUM	160750	226643.75

$$N_E = 32$$

$$N_C = 32$$

$$\sum X_E = 2687.5$$

$$\sum X_C = 2260$$

$$\sum X_E^2 = 226.643,75$$

$$\sum X_C^2 = 160.750$$

Homogeneity Test

\* Seeking variance :

$$\begin{aligned} \text{Si}X_E &= \{X_E^2 - (X_E)^2/N_E\}/N_E - 1 \\ &= \{226.643,75 - 7.222.656.3/32\} / 32 - 1 \\ &= 226.643,75 - 225.708.01/31 \\ &= 935.74 / 31 \\ &= 30.18 \end{aligned}$$

$$\begin{aligned} \text{Si}X_C &= \{X_C^2 - (X_C)^2/N_C\}/N_C - 1 \\ &= \{160.750 - 5.107.600 / 32\} / 32 - 1 \\ &= (160.750 - 159.612.5) / 31 \\ &= 1.137.5 / 31 \\ &= 36.69 \end{aligned}$$

$$\text{df}X_E = N_E - 1 = 31$$

$$\text{df}X_C = N_C - 1 = 31$$

$$\log \text{Si} X_E = 1.48$$

$$\log \text{Si} X_C = 1.56$$

$$\text{df} \cdot \log \text{Si} X_E = 31 \times 1.48$$

$$= 45.88$$

$$\text{df} \cdot \log \text{Si} X_C = 31 \times 1.56$$

$$= 48.36$$

$$\text{Jml} = 94.24$$

\*Sum of Variance

$$S^2 = \sum \frac{\text{df} \times \text{Si}}{\text{df total}}$$

$$= 33.43$$

\*B Value

$$B = (\log S^2) \times \text{df total}$$

$$= 1.52 \times 62$$

$$= 94.49$$

\*Chi Quadrat Test

$$X^2 = (\ln 10) \{B - \text{Jml dk. log. Si}\}$$

$$= 2.303 \times (94.49 - 94.24)$$

$$= 0.58$$

$$X \text{ table } (2-1; 0.05) = 3.84$$

$$X^2 < X \text{ table } (1; 0.05)$$

$$0.58 < 3.84$$

**Result : Homogen**

**APPENDIX 23:  
THE  
HYPOTHESIS**

### The T-Test of Students' Narrative Text

No	Score of Test		No	$(X - \bar{X})^2$	
	Control	Experiment		Control	Experiment
1	65	85	1	31.64	1.03
2	80	87.5	2	87.89	12.36
3	72.5	95	3	3.52	121.34
4	72.5	75	4	3.52	80.72
5	65	85	5	31.64	1.03
6	75	77.5	6	19.14	42.05
7	70	95	7	0.39	121.34
8	77.5	85	8	47.27	1.02
9	80	80	9	87.89	15.88
10	77.5	80	10	47.27	15.88
11	65	80	11	31.67	15.88
12	70	85	12	0.39	1.03
13	75	85	13	19.14	1.03
14	65	87.5	14	31.64	12.36
15	62.5	75	15	66.02	80.72
16	65	82.5	16	31.64	2.20
17	67.5	85	17	9.77	1.03
18	80	80	18	87.89	15.88
19	60	87.5	19	112.87	12.36
20	75	90	20	19.14	36.19
21	75	80	21	19.14	15.88
22	70	75	22	0.39	80.72
23	75	75	23	19.14	80.72
24	62.5	92.5	24	66.02	72.52
25	60	85	25	112.89	1.03
26	67.5	85	26	9.77	1.03
27	65	90	27	31.64	36.19
28	70	85	28	0.39	1.03
29	80	85	29	87.89	1.03
30	70	80	30	0.39	15.88
31	70	82.5	31	0.39	2.20
32	75	90	32	19.14	36.19
SUM	2260	2687.5	SUM	1137.50	935.74
MEAN	70.625	83.98	$S^2$		

Procedure shall be as follow:

1. Seeking Mean

$$\begin{aligned} \text{Mean Experiment } (X_E) &= \frac{\sum X_E}{N} \\ &= \frac{2687.5}{32} \end{aligned}$$



$$= 83.98$$

$$\begin{aligned} \text{Mean Control } (X_C) &= \frac{\sum X_C}{N} \\ &= \frac{2260}{32} \\ &= 70.625 \end{aligned}$$

2. Seeking  $\sum(X - \bar{X})^2$   
 Group  $X_E = 935.74$   
 Group  $X_C = 1137.50$

3. Seeking Variance

$$\begin{aligned} S_{E^2} &= \frac{\sum(X_E - \bar{X})^2}{n_E - 1} \\ &= \frac{935.74}{32 - 1} \\ &= 30.18 \end{aligned}$$

$$\begin{aligned} S_{C^2} &= \frac{\sum(X_C - \bar{X})^2}{n_C - 1} \\ &= \frac{1137.50}{32 - 1} \\ &= 36.69 \end{aligned}$$

4. Seeking Sum of Variance

$$\begin{aligned} S &= \sqrt{\frac{(n_E - 1)S_{E^2} + (n_C - 1)S_{C^2}}{(n_E + n_C) - 2}} \\ &= \sqrt{\frac{31 \times 30.18 + 31 \times 36.69}{62}} \\ &= \sqrt{33.43} \\ &= 5.78 \end{aligned}$$

5. Seeking t

$$\begin{aligned} t &= \frac{\bar{X}_E - \bar{X}_C}{S \sqrt{\frac{1}{n_E} + \frac{1}{n_C}}} \\ &= \frac{83.98 - 70.62}{5.78 \sqrt{\frac{2}{32}}} \\ &= \frac{13.36}{1.44} \\ &= 9.3 \end{aligned}$$

6. Seeking t table  
 T table with 5%; 62 = 3.1

7. Criteria

Accepted  $H_0$  if  $t < t_{table}$

Rejected  $H_0$  if  $t > t_{table}$

#### 8. Conclusion

Because  $t > t_{table}$  ( $9.3 > 3.1$ ) for level significance 0.05, so  $H_0$  was rejected. It means that there were differences reading comprehension between experiment and control class. It means that the result was: there was a significant effect of Think Aloud Strategy to enhance students' reading comprehension at the eighth grade students of SMP Negeri 1 Sawit, Boyolali in the academic year of 2016/2017. The students taught by using The think aloud strategy (83.98) have higher scores than those taught by using group discussion strategy (70.625).

**APPENDIX: 24**  
**DOCUMENTARY**

