



**THE EFFECT OF SYNTHESIZING STRATEGY
TO STUDENTS' READING COMPREHENSION
AT XI GRADE SMA NEGERI 1 PANYABUANGAN**

A THESIS

*Submitted to the State Institute for Islamic Studies Padangsidempuan
as a Partial Fulfillment of the Requirement for the Graduate Degree of
Education (S.Pd) in English*

Written By :

**AFRIANI RANGKUTI
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ENGLISH EDUCATIONAL DEPARTMENT

**TARBIYAH AND TEACHER TRAINING FACULTY
THE STATE INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDEMPUNAN**

2020



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Assalamu 'alaikum wr. wb.

After reading, studying, and giving advice for necessary revise on the thesis belongs to **Afriani Rangkuti**, entitled "**The Effect of Synthesizing Strategy to Students; reading comprehension at XI Grade SMA N 1 Panyabungan**" We assumed that the thesis has been acceptable to complete the assignments and fulfill the requirements for graduate degree of Education (S.Pd) in English Education Department, Tarbiyah and Teacher Training Faculty in IAIN Padangsidempuan.

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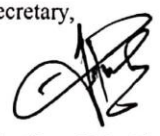
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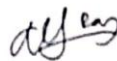
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ABSTRACT

This research focused on the effect of using Synthesizing Strategy on Students' Reading Comprehension Ability at Grade XI SMA N 1 Panyabungan. The problems of this research students were lazy to read, students had lack motivation in reading, also students got difficulties in reading even though have read in many years. The purpose of this research was to find out the effect of using Synthesizing strategy on students' reading comprehension ability at grade XI SMA N 1 Panyabungan.

This research employed experimental research. The population of this research was XI Sains grade of SMA N 1 Panyabungan. The total of population were fourth classes. Then, the sample of the research was 2 classes, experimental class (XI MIPA-3) and control class (XI MIPA-2). It was taken cluster sampling after conducting normality and homogeneity test. To collect the data, researcher used test for measuring students' reading comprehension ability. To analysis the data, the researcher used T-test.

Based on the result of the research, researcher showed the description of the data was found that mean score of pre-test in experimental class was higher than control class ($52.8 > 50.13$). Then, after using Synthesizing strategy the result of mean score post-test experimental class was higher than control class ($86.04 > 78.4$), and the score of t_{count} was bigger than t_{table} ($3.056 > 2.000$). It means that hypothesis alternative (H_a) was accepted. It was concluded that there was significant effect of using Synthesizing Strategy at Grade XI SMA N 1 Panyabungan.

Key Words: Reading Comprehension, Narrative Text and Synthesizing Strategy

ABSTRACT

Penelitian ini focus pada pengaruh menggunakan sintesis strategi pada pemahaman membaca peserta didik kelas XI SMA N 1 Panyabungan. Permasalahan dalam penelitian ini yaitu peserta didik malas membaca, peserta didik memiliki motivasi yang lemah dalam membaca, , peserta didik sangat sulit dalam membaca teks walaupun mereka telah membaca dalam bertahun-tahun. Tujuan dalam penelitian ini untuk menemukan pengaruh strategi synthesizing dalam pemahaman membaca peserta didik di kelas XI SMA N 1 Panyabungan.

Penelitian ini melakukan penelitian eksperimental. Populasi dalam penelitian ini yaitu kelas XI SMA N 1 Panyabuangan. Jumlah seluruh populasi yaitu 4 kelas. Kemudian sampel dalam penelitian ini ada 2 kelas kelas eksperimen yaitu XI MIA-3 dan kelas control yaitu XI MIA-2. Penelitian mengambil kluster sampling dalam penelitian ini setelah terhubung test normality dan homogeneity. Untuk mengumpulkan data, peneliti menggunakan test untuk menghitung kemampuan pehaman membaca peserta didik. Untuk menganalisi data, peneliti menggunakan T-test.

Berdasarkan hasil penelitian, peneliti menunjukkan deskripsi data yang ditemukan bahwa mean score dalam pre-test di kelas experiment lebih tinggi dari pada kelas control ($52.8 > 50.13$). Kemudian, setelah menggunakan staregi synthesizing hasil dari eman score di kelas experiment lebih tinggi dari pada kelas control ($86.04 > 78.4$), dan kemudian skor dari t_{count} lebih besar dari t_{table} ($5.056 > 2.000$). Itu berarti bahawa hipotesis alternative (H_a) diterima. Penelitsn ini dapat disimpulkan bahwa ada pengaruh yang signifikan penggunaan strategi synthesizing di kelas XI SMA N 1 Panyabungan.

Kata Kunci: *Reading Comprehension, Narrative Text and Synthesizing Strategy*

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Researcher

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CHAPTER I

INTRODUCTION

A. The Background of the Problem

Reading is one of the basic skills, the ability to process the understanding of the written text. People often say reading is the depot of information in the world. By reading people can add their knowledge and their insight. Nowadays, reading are not only found from the books, but also from other sources like internet, announcement, newspaper, advertisement, magazine, television, news, maps, slogan and everything in written form.

Reading comprehension is a receptive skill in which the readers try to understand the written texts¹. Reading comprehension is also about understanding instructions thru texts. A writer expressed his or her thoughts, ideas, and feeling through the written words. The readers' understanding of the reading text materials will be affected by the apprehend strategies and techniques.

According to Neufel in Nurul Latifah and Abdul Manan's paper, comprehension is the process of building up an understanding of a text.² In comprehension which is the appropriate advance knowledge used by the reader in understanding the text and the reader actively get involved in the text

¹ Eka Susti Harida, "Using Critical Reading Strategies; One Way for Assessing Students' Reading Comprehension," *International Seminar on English Language and Teaching* 4, no. 01 (2016): p.199, <https://ejournal.unp.ac.id>.

² Nurul Latifa and Abdul Manan, "Teaching Narrative Text by Using Preview, Question, Read, State, and Test (PQRST) Technique at a Public University Syiah Kuala," *English Education Journal (EJJ)* 9, no. 2 (2018): p.24, <https://www.jurnal.uinsyiah.ac.id>.

by focusing to the text being read. Students' comprehension in a text can build up their understanding of the text and also can make the relation with the first paragraph or sentence with the other.

From explanation above the reseacher can conclude that reading is one of the language skills that must be learned by the students of English as a foreign language. Students must make reading is their needed because reading is very important. In reading a text we have understand about what the text purpose, main idea or what is the text talk. So reading with comprehend the meaning is better but the fact most of students unlike read long passage because they do not have strategy so in reading comprehension we need strategy to make our reading is fun, easy, etc.

Based on my pre-research teaching learning process happened in everywhere at school in this world. In SMA N 1 Panyabungan, teaching learning process happen every day in this school. There are many teachers teach the students in different skills and subject. In SMA N 1 Panyabugan, there are some teachers that ever teach English subject, they are Mrs. Herlinawati, Mrs. Rahmadhani, Mrs. NurAsiyah and Mr. Nikmat. Four of these English teachers, when they taught in the classroom, they did not use many strategies or methods especially in teaching reading but one of them has used many strategies in teaching reading English but the students still reading or English subject is difficult to learnt.³ Some of the teacher did not have a

³Bahreïn Nasution, "Private Interview to the Student OfSMA N 1 Panyabungan" (Panyabungan, 2019).

good strategy in teaching reading and also the students did not have a strategy to learn reading.

When teaching reading in classroom one of the teacher enter in classroom the teacher just telling to open the book, write down the passage and translate and collect. Teacher did not look at the true one for all their translated. After they done translate the text, the teacher asking the students to do the exercise in handbook without explain anything after doing the exercise teacher asks students to collect their book again and giving the mark. Sometimes, teacher just asks the clever student to translate the text and to answer the exercise if the clever students answer is true so the answer and translation are correct. When the students doing process of translate teacher sometimes goes out from class and talk out with her friend outside.⁴ So, when the teacher doing teaching learning process in classroom teacher did not have strategy in class and teacher lack of strategy in teaching reading comprehension.

Some of the teachers when students in X grade the teacher had a strategy in teaching reading to solve their lack of vocabulary problem, their strategy is wrote down the new words in notebook and memorized the word. Some of the students had a strategy to understand the text such as looking to dictionary but some of them did not have strategy⁵. So, the teacher in SMA N 1 Panyabungan did not have a good strategy in teaching reading.

⁴Mutiah Rangkuti, "Private Interview to the Students of SMA N 1 Panyabungan" (Panyabungan, 2019).

⁵Irvan Maulana Jambak, Sofa Assari Tanjung, and ApritasARI Matondang, "Private Interview to the Students of SMA N 1 Panyabungan" (Panyabungan, 2019).

Beside the above problem, some problems of reading comprehension can be caused by many factors. First, the students were lazy to read because they thought that reading is boring activity. The second, the students did not have good motivation to read the text because the text was not interesting, and they should comprehend every word of the text. The third, the students were lack of vocabulary and did not have good strategy in reading, so if they want to understand the text, they must keep on looking up the dictionary to find out the meaning of the words, so the students got difficulties in reading through they had read in many years, and also they read the text without strategy. The fourth, like the researcher has explained above, the English teacher do not have good strategy to make reading is interesting. The teacher only asks the students to read like them in the first grade of elementary school after that answer the question and translate all the text. The fifth, the students not focus because their talk to the friend and like it.⁶ From all the problems above the big problem in every students were lack of vocabulary.

Whereas, in teaching learning, many strategies of teaching can use to help the students comprehend the lesson and make the teaching learning-process easier. In order to increase the students' ability in learning reading, the teacher should be able to find an interesting strategy such QAR (Question-Answer-Relationship), Talk-To-Text, Skimming and Scanning. Therefore, the students will be enjoyable in reading. To solve the above problems, the researcher introduces a strategy in reading that is to use "Synthesizing

⁶Rahmadhani, "Private Interview to the English Teacher of SMA N 1 Panyabungan" (Panyabungan, 2019).

Strategy”. Synthesizing is the process of learning from the others’ ideas and transforming those ideas through analysis and interpretation to offer a new meaning. Through synthesis, the learner makes information and ideas his own.

From his research above researcher did research with the different strategy in the same object of narrative text. The strategy used by researcher is synthesizing strategy. Gerald G Duffy says that Synthesizing is most often used after reading. In the lower grades, synthesizing may combine ideas from within a single text.⁷ From the Gerald G Duffy’s theory the researcher interest to evidence the theory is it good or not for reading comprehension. Researcher show related finding to support a statement Gerald G Duffy in Jenny Rohrbaugh’s paper that say the purpose of this study was to determine whether Retelling to Synthesize Strategy is a more effective instructional strategy than less structured classroom instruction in developing reading comprehension skills among low performing third grade students.⁸ So, form related finding synthesizing strategy support a statement from Gerald G Duffy.

Base on explanation above, the researcher wants to conduct a research to prove the theory and solve students’ problems in reading comprehension. Moreover, the researcher want to examine the significant of synthesizing strategy on reading comprehension in SMA Negeri 1 Panyabungan because from all researches that already exists have evidenced that synthesizing strategy is significant on reading comprehension.

⁷ Gerald G Duffy, *Explaining Reading; A Resource for Teaching Concepts, Skills, and Strategy*, ed. Cathy Collin Block, Second (New York, 2009), p.177, <https://forum.portal.edu>.

⁸ Jenny Rohrbaugh, “Effect of the Retelling to Synthesize Strategy When Used to Increase the Reading Comprehension Score of Low Performing Third Grade Students in an Inclusion Classroom,” no. July (2009): p.189, <https://www.semanticscholar.org>.

B. Identification of the Problem

Especially at SMA Negeri 1 Panyabungan, researcher found that there are some problems in reading comprehension at grade XI of SMA Negeri 1 Panyabungan as following are:

1. Students were lazy to read
2. Students had lack of motivation in reading
3. Teacher did not have good strategy in reading or they did not know the strategy to read.
4. Students got difficulties in reading even though they have read in many years
5. Students did not know how to comprehend the text, how to convey the meaning, and their lost the focus because talk to their friends and feel that reading uninteresting activity.

C. Limitation of the Problem

Here, the researcher limits the problem and just discusses one factor that is the strategy. It is about the teacher's strategy in teacher reading especially in reading text, so the teacher can make reading activity more interesting. There are some strategies in reading but researcher just focus with synthesizing strategy also many text genres that students study but researcher limits the research with narrative text.

D. Formulation of the Problem

In order to be clear about the problem in this research, based on identification and focus of the research above, researcher formulated the problems as follows:

1. How is the students' reading comprehension before using synthesizing strategy to students reading comprehension at XI grade SMA N 1 Panyabungan?
2. How is the students' reading comprehension after using synthesizing strategy to students' reading comprehension at XI grade SMA N 1 Panyabungan?
3. Is there any significant effect of synthesizing strategy to students' reading comprehension at XI grade SMA N 1 Panyabungan?

E. Objectives of the Research

From the above formulation, the objectives of this research are:

1. To describe the students' reading comprehension ability before using Synthesizing Strategy at XI grade SMA Negeri I Panyabungan.
2. To describe the students' reading comprehension ability after using Synthesizing Strategy at XI Grade SMA Negeri I Panyabungan.
3. To examine the significant effect of using Synthesizing Strategy on students reading comprehension at XI grade SMA Negeri I Panyabungan.

F. Significances of the Research

The significances of this research are:

1. Headmaster, to motivate English teacher to teach English in good away.

2. Students, to know the way learn English will be better, to prove students skill in learning reading comprehension and also to help students understanding text genre.
3. Teachers, to develop teaching English especially in teaching reading and to help the teacher in teaching learning process and providing the active learning, creative, innovative, effective and fun for students in classroom.
4. Researcher, it is useful as source of the information for further related studies and this study can be used by the researcher to get new experience in the teaching learning process and gives insightful knowledge of English proficiency.
5. School, it can give positive effect to future in teaching learning process, especially in reading comprehension.

G. The Definition of Operational Variables

Based on advance explanation, the writer has conveyed some theories of each variable. Therefore, writer can conclude both variables as follow:

1. Reading comprehension is a good way to develop and understand English.
2. Synthesizing strategy is one of the strategies in reading and to activate the background knowledge.

H. Outline of the Research

The systematic of this research is divided into five chapters. Each chapter consists of many sub chapters with detail as follow: in chapter one, it is consist of background of the problem, identification of the problem, limitation

of the problem, formulation of the problem, purpose of research, significances of the research, and systematic of the thesis.

In chapter two, it is consists of the theoretical description, which consists of sub chapters such as theoretical description of reading comprehension, and description of Synthesizing strategy. Then review of related findings, conceptual frame work and hypothesis.

In chapter three, it is consist of research methodology which consists of time and place of the research, research methodology, population and sample, instrument of research, the techniques of data collection and the last the technique of data analysis and outline of the thesis.

In chapter four, it is the result of the research talking about the analysis of data. This chapter four, it is consist of description of data, hypothesis testing, discussion and the threats of research.

Finally, in chapter five consists of conclusion that is giving conclusion about the result of the research and suggestion that given suggestion to the students and teachers by researcher.

CHAPTER II

THEORITICAL DESCRIPTION

A. Theoretical Description

To conduct a research, theories are needed to explain some concepts and terms applied in research concerned. Therefore, the clarification of the concepts will minimize possible misunderstanding between the readers and the writer. In other words, they are very important to be explained, so the readers will get the point clearly.

1. Reading Comprehension

a. The Definition of Reading

Reading is a multifaceted process entailing word recognition, comprehension, fluency, and motivation. The readers establish or construct a meaning and read into a place where the meaning was held. According to Davis in Siti Hurriyah's paper, reading is a way of finding out more information about a topic.⁹ A text that students read will bring them to get many knowledge, emotions, enrich vocabulary, getting information, students or everyone easier discover anything with read a book, newspaper, article, journal, etc.

According to Janette et.al, reading is a complex process to learn and complex to teach. Reading is a form of communication, using

⁹ Siti Hurriyah, "Intensive Reading Practice on Narrative Text at MA Bina Cendekia Cirebon of Syekh Nurjati State Islamic Institute Cirebon" (Syekh Nurjati State Islamic Institute Cirebon, 2017), p.1, <https://repository.syekhnurjati.ac.id>.

written language or symbols (text).¹⁰ It means reading is an intricate learns we get because by reading we can communicate with other and also by reading we get written language from the other.

David Nunan states that reading is a fluent process of readers combining information from a text and their own background to build meaning.¹¹ Reading is a nature skill for English as a second language, for most of these learners it is the important skill to master in order to ensure success not only in learning English, but also in learning in any content class where reading in English is required.

Reading is receptive skill, through it reader receive many information. Reading is essentially a complex that entails many things. It is not only recite the text, but also involves a visual activity, thinking, psycholinguistics and met-cognitive.¹² According to Elizabeth, reading is a process of looking at a written or printed symbol and translating it into an appropriate sound.¹³ The process of reading can discern from symbol and translate of the word, phrase or sentences have to appropriate.

¹⁰ Janette K, *Teaching Reading Comprehension to Students with Learning Difficulties* (New York: United in the States of America, 2007), p.208.

¹¹ David Nunan, *Practical English Language Teaching* (New York: Graw Hill, 2003), p.68.

¹² Chatherine E Snow, *Reading for Understanding in Reading Comprehension* (New York: RAND, 2002), p.105.

¹³ Elizabeth Chesla, *Eight Grade Reading Comprehension Success* (New York: United in the States of America, 2001), p.201, <https://academia.edu>.

Reading is a process of looking at and understanding what is written. Reading is the process of cognitive, interpretation and perception of a written or printed material. Reading is a highly strategic process during which readers are constantly constructing meaning using a variety of strategies, such as activating background knowledge, monitoring and clarifying, making predictions, drawing inferences, asking questions and summarizing.¹⁴ That is happening for all students or human being when read a book they will receive to their mind and processing in their main following they processing the text they will give their own perception from the text.

From above explanation the researcher can get the conclusion, reading is one of tools for communication by written expression between writer and reader. By reading a book anyone can get many information, knowledge, emotion, ideas, and enrich vocabularies.

b. Definition Reading Comprehension

Comprehension is capability to understand the meaning of the text. Furthermore according to Thomas G Gunning that comprehension is a constructive process in which students creates meaning based on their background knowledge.¹⁵ So, comprehension is he process of making sense of the words, sentences and connected grammatical

¹⁴ Marsha L Roit Edd, "Effective Teaching Strtegic for Improving Reading Comprehension In K-3 Students," *Mc Graw Hill Education*, n.d., p.2, <https://s3.amazonaws.com>.

¹⁵ Thomas G Gunning, *Comprehension Boosters* (America: Jossey-Bass, 2010), p.181.

knowledge, experience with the text and other strategies to help them understand written text.

Reading comprehension means the perceiving of the vocabularies which are used in a written text and making a relationship between them to reach a comprehensive understanding. Furthermore, reading comprehension is a complex skill because it needs other skills such as vocabulary and decoding skills.¹⁶ However, for just read it's a book without comprehend the meaning or identify the text we need many vocabulary. So, reading comprehension will build up our vocabulary.

According to Keith Rayner in Ibrahim and Ahmed Gumaa's paper give the statement that reading comprehension is the process using syntactic and semantic information found in printed text to reconstruct in the reader mind.¹⁷ Reading comprehension is a capability of reading that is being taught to senior high school level. Based on the recent curriculum of English subject, the learners in the level should be able to comprehend the meaning of curt functional text and simple essay.

¹⁶ Nahid Mohseni Takaloo and Mohammad Reza Ahmadi, "The Effect of Learners' Motivation on Their Reading Comprehension Skill : A Literature Review," *International Journal of Research in English Education*, 2017, p.15, <https://www.ijreeonline.com>.

¹⁷ Ibrahim Mohamed Alfaki and Ahmed Gumaa Siddiek, "The Role of Background Knowledge in Enhancing Reading Comprehension at Nille Valley University" 3, no. May (2015): 26, <https://doi.org/10.5430/wjel.v3n4p42>.

In the simple way the students are expected to give respond on the meaning of the text. Besides that, the students should be able to explore their thinking and to identify what the writer means. In other hand, the students in this level are supposed to read and to understand the text comprehensively. Unfortunately, comprehending the English text for the learners is not easy since it is a foreign language. Students need to make English reading as habitude, so that they can get accustomed to the English text.

c. Types of Reading

According to H. Douglas Brow types of classroom reading performance divided into two they are: *first*, oral and silent reading and *the second* intensive and extensive reading.¹⁸

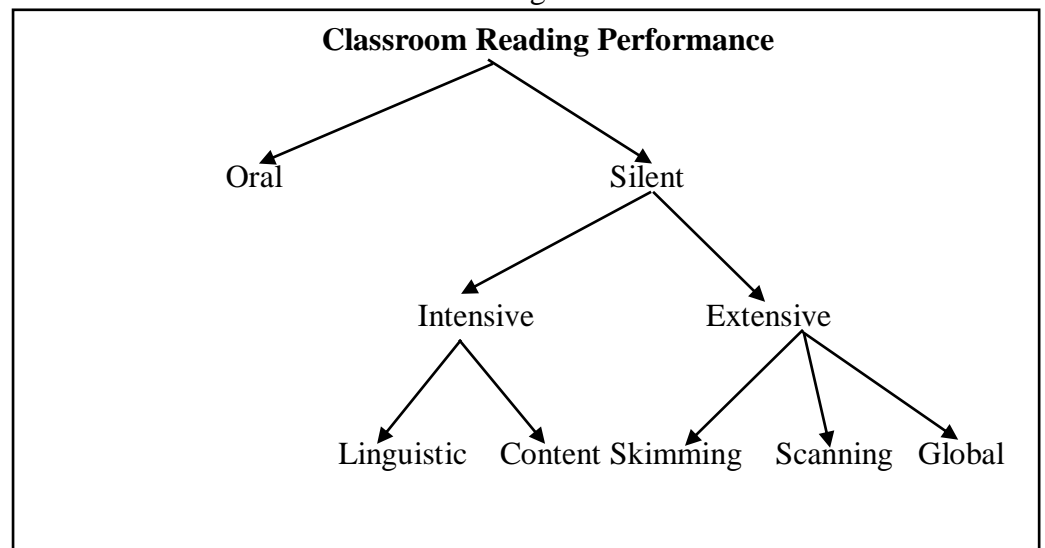


Figure 1: Types of Classroom Reading Comprehension

1) Oral and silent reading

¹⁸ H. Douglas Brown, *Teaching by Principle An Interactive Approach to Language Pedagogy* (San Fransisco: Logman, 2007), p.371.

In oral reading you have a reason to ask students orally, at all beginning and intermediate levels, oral reading can

- a) Serve as an evaluative check on bottom-up processing skills
- b) Double as a pronunciation check, and
- c) Serve to add some students participations if you want to highlight a certain short of a reading passage.¹⁹

For advanced levels, usually only advantage can be gained by reading orally. As a rule of thumb, you want to use oral reading to serve these three purposes because the disadvantages of too much oral reading can easily come into play:

- a) Oral reading is not a very authentic language activity
- b) While one students is reading, others can easily lose attention (or be silently rehearsing the next paragraph)
- c) It may have the outward appearance of students' participation when in reality it is mere recitation.²⁰

From explanation above orally and silent reading always students use in their daily activity. Oral reading make students know their pronunciation is good or not, oral reading can use for beginning level because with oral reading they can be habitual to pronounce the words. Many students use silent reading in classroom, silent reading make students not concentrate with the passage. Silent reading use in intermediate or advance level.

2) Intensive and extensive reading

¹⁹ Brown, p.372.

²⁰ Brown, p.373.

Silent reading may subcategorize into intensive and extensive reading. Intensive reading is text reading or passage reading. In this reading the learner read the text to get knowledge or analysis.²¹ The aim of this reading is to read shorter text. Learners read a book to acquire knowledge is the kind of intensive reading. Intensive reading also may be a totally content related reading commenced because of subject matter difficulty.²² A complex cognitive concept may be “trapped” inside the word of a sentence or paragraph, and a good reader will be slow and methodologically extract denotative there from.

According to Bombard and Richard; extensive reading is at issue, one of the first is reading large quantities of specially designed materials rapidly for general comprehension with special focus on meaning the target language.²³ Extensive reading is likely to give clearer mental picture about it. By stimulating reading for pleasure or reading where all concepts, names, dates, and other details need not be retained, students gain an appreciation for the effective and cognitive window of reading.

d. Purpose of Reading

²¹ Hurriyah, “Intensive Reading Practice on Narrative Text at MA Bina Cendekia Cirebon of Syekh Nurjati State Islamic Institute Cirebon,” p.9.

²² Brown, *Teaching by Principle An Interactive Approach to Language Pedagogy*, p.375.

²³ Bünyamin Celik, “Effects of Extensive Reading on Learners : How It Develops Certain Points in Vocabulary and Sentence Structure” 8, no. 2 (2018): p.75, <https://www.ccsenet.org>.

The main idea of reading to get and to find information include content and meaning of the text based on purpose. Here there some of purposes of reading:

- 1) Teacher and learners catch the material in the process of direct communication.
- 2) Reader and writer is effective, so that there is close relationship between them, then there will be settlement on relative implication.
- 3) Learner rarely have to use the information what they get, whichever within an interaction process to accommodate entrance to the most salient directions towards meaning or to follow these directions into their own abstract worlds.²⁴

Based on the list above, the researcher makes an inference that purpose of reading makes the point of understanding and comprehending the text.

e. Assessment Reading

There are indicators in reading comprehension that want to be developed in expressing the meaning of the words, content of message, and infer implied meaning. The indicators for reading comprehension are the following sentences:

- 1) Topic sentence is a sentence that refers to the main idea or message in the paragraph.
- 2) Important information is facts or details about the text which it has great effect or value as specific information and a piece of story that refers to accident, behavior and character of the actors, and the actors of the text.
- 3) Content of the message is global information that refers to a core of the story and problem in the text.

²⁴ Rohib Adrianto Sangia, "The Process and Purpose of Reading," no. October (2018): p.3, <https://www.researchgate.net>.

- 4) Meaning of difficult word/ idiom/ phrases in context meaning of difficult word/ idiom/ phrases in context is a word or phrase that refers to lexical and contextual meaning, idiom and a pronoun that identifies a subject of the sentence.
- 5) Conclusion of the text Improving Students' Reading Comprehension through Guessing Strategy. Conclusion of the text is a sentence that refers to a summary, ending, moral or learning and problems' solving in the story²⁵

Base on explanation above teacher should consider it to make students comprehend and evaluation more useful.

There are some indicators in assessing students' reading, as follows:

- 1) Identify the topic from the text
- 2) Identify main idea from the text
- 3) Identify information that needed from the text
- 4) Give conclusion from the text
- 5) Understand the vocabulary from the text.²⁶

Table I
Indicators of Reading Assessment

| No | Indicators of Reading Assessment |
|----|---|
| 1 | Discovering main idea fable |
| 2 | Identifying detail fable |
| 3 | Understanding vocabulary fable |
| 4 | Summarizing concepts of fable ²⁷ |

So the researcher takes the conclusion, the researcher will take some of the indicators of reading comprehension and choose the multiple choose question as a technique to test reading comprehension. The researcher used indicators of reading assessment on the table 1.

²⁵ Dewi Fatimah Sitompul, Eka Sustri Harida, and Sojuangon Rambe, "Improving Students' Reading Comprehension through Guessing Strategy," *Englisih Journal for Teaching and Learning* 07, no. 01 (2019): 127–39, <https://www.researchgate.net>.

²⁶ H.Douglas Brown, *Language Assessment; Principle and Classroom Practice* (San Fransisco: Logman, 2004), p.190.

²⁷ Mislaini, "Improving Students' Reading Comprehension on Narrative Text by Using Fable at The Grade X SMAN 1 Bonai Darussalam," 2015, <https://e-journal.upp.ac.id>.

2. Description Reading Strategy

a. Definition Reading Strategy

Reading is an active process of reconstructing meaning from language among reader and writer. Reading strategy is directed towards a global analysis of the reading text.²⁸ For instances, paying attention to the characteristics of the text, guessing what the text about, and the like. Use of these strategies helps the reader make himself or herself ready to understand the main text. These strategies are mostly common and intentionally employed.

In addition, according to Richard and Renandya defined reading strategy as plans for solving problems encountered in constructing meaning.²⁹ The name of problem solving strategies is suggestive in itself. These strategies help the reader pulley the problem while the text becomes difficult to understand. The examples include re-reading for a better understanding, pausing and thinking about the text, starting again from the part where you lost your concentration, and so forth. These strategies help the readers in the real act of reading a text, permitting the reader to get through the text skillfully.

²⁸ Mina Rastegar, Ehsan Mehrabi Kermani, and Massoud Khabir, "The Relationship between Metacognitive Reading Strategies Use and Reading Comprehension Achievement of EFL Learners," *Open Journal of Modern Linguistics* 7 (2017): 65–74, <https://doi.org/10.4236/ojml.2017.72006>.

²⁹ Willy A. Renandya Jack C. Richards, *Methodology in Language Teaching* (Cambridge: Cambridge University Press, 2002), p.157.

Some of the common reading strategies employed by teachers are pre-reading strategies, while reading and post-reading strategies. The behaviors, which designed to help students ere, during, and after they read, they categorize reading strategies. With sufficient practice, pre-reading strategies assist students to overcome the common push to begin reading a text closely right away. Reading strategies also prepare the student for actual reading by activating both linguistic and content schemata. Teacher intervention through instructions is seen as a necessary thing at any of these stages to build background knowledge that students lack by teaching it.

While-reading strategies can improve the student's ability becomes more eloquent in English, especially in the areas of speaking and reading. The while-reading strategies will help them to cope with problematic and greyer areas of the text, such as identifying the main ideas of a text. Post-reading strategies help students make deepen their understanding of the content, build further connections, and expand their prior knowledge of the subject matter. Some examples of post-reading strategies take in rereading, evaluating text purpose, confirming predictions, summarizing, reflecting, questioning and connecting materials to one's own life.³⁰ In while reading strategy and

³⁰ Majdi Abdullah et al., "The Use of Reading Strategies in Developing Students ' Reading Competency among Primary School Teachers in Malaysia at University Teknologi MARA," *European Journal of Social Science* 12, no. October 2015 (2009): p.313, <https://www.resrachgate.net>.

post reading strategy is very important to prove the students reading comprehension.

From explanation above researcher can conclude reading strategy is the way or tool to solve the students' problem to comprehend the text well.

b. Definition of Synthesizing Strategy

When comprehending text, efficient readers use synthesizing to bring jointly information that may come from a variety of sources. Synthesizing involves readers piecing information together, like putting together a jigsaw. As students read and use in synthesizing, they stop at selected places in a text and think about what has been read. This encourages them to keep track of what is happening in the text. During the process of synthesizing, students may be connecting, comparing, determining importance, posing questions and creating images.

Synthesizing is a process of ordering, recalling, retelling, and recreating information into a coherent whole. Synthesizing strategy is waiving light on the significance of texts from the reader's point of view.³¹ Synthesizing is about inventing/creating something new by bring together many different pieces of information and continually having our thinking depending on new information.

³¹ Sahlan Tampubolon and Desi Rajagukguk, "The Effect of Synthesizing Strategy on Students' Reading Comprehension at SMA Serdang Murni Lubuk Pakam," *ELT* 3, no. 1 (n.d.): p.14, <https://www.unh.ac.id>.

Synthesizing is the most complex of the comprehension strategies. Synthesizing lies on a continuum of evolving thinking. Synthesizing runs overall from taking stock of meaning while reading to achieving new insight. Introducing the strategy of synthesizing in reading, then primarily demands teaching the reader to stop every so often and think about what she has read. Every piece of additional information enhances the reader's understanding and allow them to be better construct meaning.

The synthesis question provides you with a number of relatively laconic sources on a topic or an issue -texts of no longer than one page, plus at least one source that is a graphic, a visual, a picture, or a cartoon. The prompt will call upon you to write a composition that develops a position on the issue and that synthesizes and incorporates perspectives from at least three of the provided fountain. You may, of course, draw upon whatever you know about the matter as well, but you must make use of at least three of the provided sources to earn an upper-half score.

The synthesizing strategy requires the students to make a value of decision about the text they have read and also combine their ideas and author ideas. Furthermore, synthesizing involves the activity of classifying, recollecting, paraphrase, and reproducing information into

continuum unit.³² In synthesizing strategy students can prove their vocabulary when they learn about reading whatever in all text genre.

According to Duffy, synthesizing is most often used after reading.³³ In the lower grades, synthesizing may combine ideas from within a single text. For example, students could create a new story character embodying traits of the two main story characters. Most often, however, synthesizing involves combining ideas across texts. For instance, sixth-grade students may create a composite of life in ancient Egypt after reading three different texts on early Egyptian times, one a short expository article in an anthology, one a textbook chapter, and one a historical fiction.

According to Harvey and Goudvis synthesis is the most complex of the comprehension strategies.³⁴ Synthesizing strategy is not just group discussion but all the strategy in one strategy. In synthesizing students can use many strategies such as underlining, summarizing, etc.

The aim of synthesizing strategy will be fulfilled if this activity involves combining the new information and existing knowledge in order to form a new idea or perspective. Synthesis is the process of

³² Judi Moreillon, *Collaborative Strategies for Teaching Reading Comprehension* (America: American Library Association, 2007), p.132, <https://www.academia.edu>.

³³ Duffy, *Explaining Reading: A Resource for Teaching Concepts, Skills, and Strategy*, p.178.

³⁴ Andie Cunningham and Ruth Shagoury, *Starting with Comprehension; Reading Strategy for the Youngest Learners* (United States of America: Stenhouse Publishers, 2005), p.107, <https://www.academia.edu>.

learning from others' ideas and transforming those ideas through analysis and interpretation to offer a new meaning.³⁵ Through synthesis, ideas which they have combined become their original idea. Synthesizing strategy makes students comprehend about the text because they have accepted ideas from the writer and combine their ideas to be one idea that is original from their mind.

Moreover, the purpose of this is to analyze reading interventions designed for students with LD that are implemented using social studies text.³⁶ This systematic review is relevant for several reasons. As mentioned previously, there is a renewed sense of consequence placed on reading informational text for understanding.

Thus, the explanation above, researchers can conclude, synthesizing strategy can help students to know well the information from the text that they can retell, recall, and react to the information with their own words.

c. The Procedures of Teaching Reading By Using Synthesizing Strategy

Synthesizing is a strategy when the readers change their ideas each other. According to Moreillio, synthesizing requires readers determine main ideas from multiple sources, summarize information,

³⁵ Moreillon, *Collaborative Strategies for Teaching Reading Comprehension*, p.134.

³⁶ Elizabeth A Swanson et al., "A Synthesis and Meta-Analysis of Reading Intervention Using Social Studies Content for Students with Learning Disabilities," *Journal of Learning Disabilities* 18, no. June 2014 (2012): p.1, <https://www.researchgate.net>.

and add their own interpretations.³⁷ Synthesizing strategy is useful strategy that can solve students' problem on reading comprehension. Bringing these strategies together helps readers see how comprehension strategies are related.

These following steps are the procedures of teaching reading comprehension by using synthesizing strategy which is introduced by Andie Cunningham:

- 1) Pre-Teaching
 - a) The topic are chosen by the teacher or students
 - b) The strategy is introduced to the students, such as how the strategy works.
- 2) While-Teaching
 - a) Reading the book is a started whatever the students or the teacher as reader.
 - b) Teacher and the students look at the cover and prediction is made.
 - c) The teacher making group discussion
 - d) The students discuss about what they know about the author
 - e) The ideas of the students will share to the others.
- 3) Post-Teaching
 - a) The teacher and students look at back the information from the book and recall the ideas before that they do thinking changed and make sure they are documenting their own changes in thought.³⁸

According to Harvey and Goudvis in Hoffman and Illinois' book there are some procedures of synthesizing strategy:

- 1) Take stock of meaning while reading
- 2) Add to knowledge base
- 3) Paraphrase information
- 4) Move from facts to ideas

³⁷ Moreillon, *Collaborative Strategies for Teaching Reading Comprehension*, p.134.

³⁸ Cunningham and Shagoury, *Starting with Comprehension; Reading Strategy for the Youngest Learners*, p.108.

- 5) Use the parts to see the whole--read for the gist
- 6) Rethink misconceptions and tie opinions to the text
- 7) Revise thinking during and after reading
- 8) Merge what is known with new information to form a new idea, perspective, or insight
- 9) Generate knowledge³⁹

So, from above there are some of procedures of synthesizing strategy but the researcher used Andy Cunningham theory, his theory of procedures synthesizing makes students inteset in reading.

3. Description of Narrative Text

a. Definition of Narrative Text

A narrative is a kind type collected both in written and spoken form, which describes a sequence of real or unreal events. Narrative is one of the commonest text types that students are expected to use initial on their school life. Moreover, narrative text is an imaginative story to entertain and engage the reader in imaginative experience. Narrative deals with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution.

Furthermore, Bonvillia in defined narratives are stories or framed segments of ongoing discourse that relate or report events in chronological sequence.⁴⁰ There are many kind of narratives: historical narratives that recount events in the history of a community; mythic

³⁹Hoffman Estates and Illinois, *Reading Is Thinking; Comprehension, Collaboration and Inquiry*, 2016, p.9, <https://www.stephamieharvey.com>.

⁴⁰Nofitarina, "Teaching Reading Narrative Reading by Using Literature Circles Strategy to The Tenth Grade Students of SMA N 1 Lempuing Jaya," 2012, p.71, <https://www.epirints.radenfatah.ac.id>.

narratives that recount happenings in primordial times or in a nature other than our own; and personal narratives that relate events in the speaker's life (or in the lives of persons whom the speaker is describing). A narrative is not amaze recounting of every element of the reported experience but is the outcome of the narrator's editing.

Dorothy states a narrative is an account of an event or a series of events. It can be fictional or not true and nonfictional or true story. Stories, poems that tell story, some newspaper reports, history, biography, and autobiography are narration.⁴¹ Narrative is one of the text that its social function is to entertain, and dealing with actual experience or representatives in different ways. Narrative divides into problematic events that caused the crisis or turning point of some kind, which in turn find a resolution.

From the above explanation, narrative text is interesting to teach students with the goal besides entertaining can also be used to educate students' attitudes and behavior through moral value that implicit in it.

b. Generic Structure of Narrative Text

All languages in the world pass their own rules in order to meaning. Full regular, more precious and nice to be heard and pronounced with the rules, the language's usage usually with also be controlled in communication, like other language both English and Indonesian have

⁴¹ Hilman Suherman, "Teaching Reading Comprehension Narrative Text Through Mind Mapping Method to the Eight Grade of MTs Darussalam Kalibakung Balapulang Tegal Regency" (Walisongo Islamic State University Semarang, 2015), p.14, <http://www.epirits.walisongo.ac.id>.

their rules. Generic structure is structure in text which ordinarily used by learners in target language.

Generic structure is divided into five element, they are:

1) Orientation (introduction)

It contains the thesis of the text. In this level, the character of the story, introduce the students. In the story happened and who is involved on the story. In this level also used to produce atmosphere so that makes the student are persuaded to follow the story. In other words orientation of narrative text tells who the character was / where, where it happened, when it happened.

2) ‘

This part tells the sequence of the story. The problem faced by the character. The complication makes they story more interesting because the Character is prevented to reach his or her wants. It is in the middle of story.

3) Resolution

It tells the reader (students). How the problem was solved it also called solving problem. A satisfying narrative we well give the resolution of the problem.

4) Re-orientation

It tells what the story has told or tells again the character and contains the message of moral value to the readers. Those elements must exist in narrative text. It gives more explanation in order to make the story clear and understandable. But sometimes the students find more than one complication and resolution. It can be seen in the following example.

5) Evaluation

This part can be joined in orientation part. It contains the narrative begin. Evolution tells about the time and place of the event being storied.⁴²

Those elements must exist in narrative text and it gives more explanation in order to make the story clear and understandable about narrative text.

⁴² Irwan Sulisty, “An Analysis of Generic Structure of Narrative Text Written by The Tenth Year Students of SMA Yasiha Gubug” 4, no. 2 (2013): p.171, <https://www.researchgate.net>.

c. The Example of Narrative Text

This is an example of narrative text by under title “Ali Baba”.

Table II
Example of Narrative Text

| Generic Srtucture | ALI BABA |
|-------------------|--|
| ORIENTATION | <p>Once upon a time there were 40 cruel thieves who put their stolen money and treasures in a cave. They went in the cave by saying”Open Sesame” to the cave entrance. A poor person, named Ali Baba saw them while they were doing that, so he heard the opening word. After they left, he went toward the cave and opened it. Suddenly he found a very large quantity of money and golden treasures. He took some of it and went back home. After that he became a rich man and his brother wanted to know how he became rich.</p> |
| COMPLICATION | <p>Ali Baba turned into the richest man in his village. His evil brother was really jealous of him, and wanted to know how he could get such a lot of money. Therefore, when Ali Baba went to the</p> |

cave again to take some more money, his brother followed him. He saw everything, and decided to go back the next day to take some money for himself. The next morning he found a lot of money in the cave, and he wanted to take all of them. Unfortunately, when he was busy carrying the money to his house, the thieves came. The boss of the thieves asked him how he knew about the cave. He told everything, but unluckily they killed him and went to Ali Baba's house.

RESOLUTION

After finding Ali Baba's house, they made a plan to kill him the following night. Some of the thieves hid in big jars, and the boss pretended that he was a merchant who wanted to sell the jars to Ali Baba. Ali Baba who was a kind man invited the boss of the thief to have lunch together.

RE- ORIENTATION

After lunch they took a rest. Luckily, the house maid went out of the house, and found that there were thieves inside the jars. She finally boiled hot oil and poured it into the jars to kill all of them. The boss of the thieves was caught, and put into prison.

Ali Baba was saved from the danger, and he
EVALUATION finally lived happily ever after with his maid who
became his wife shortly after.⁴³

d. Procedures of Synthesizing Strategy in Narrative Text

The researcher apply the procedures according to Anndie Cunningham. The researcher modified the procedures to use in narrative text. The procedures are:

- 1) Pre-Teaching
 - a) Teacher chosen the topic narrative text.
 - b) Teacher introduced the strategy to students and explains how to use the strategy in narrative text.
- 2) While-Teaching
 - a) Teacher read narrative text.
 - b) Teacher and students looked at the cover and prediction is made from example of narrative text.
 - c) Teacher devided into 6 groups.
 - d) Students discussed about what they know about the text.
 - e) Students' ideas shared to the other.
- 3) Post-Teaching

⁴³ Baharuddin, "Materi, Soal & Pembahasan UN SMP," n.d.

- a) Students did thinking changed and make sure they are documenting in their own changes in thought.
- b) Teacher and students looked at back the information from the example of narrative text and review their ideas,

B. Review of Related Findings

This research is not the first research that had been done, there are some research related to this research the first is Nina Khairayani in her research find that there is significant difference between students' reading comprehension taught by using Synthesizing strategy and students' reading comprehension taught by using conventional strategy with consideration to $t = 8.354$ is higher than T-table either in significant 5% $= 2.00$ or in significant 1% $= 2.65$.⁴⁴ In conclusion that there is a significant difference of using synthesizing strategy towards students' reading comprehension at the second year of SMA LKMD Kandis.

The second, Eric Butler, Emina Torlak & Zoran Popovi'c that they can conclude while we applied our system to Nonograms, we expect it to be applicable to other puzzle games as well. The system assumes that the input DSL has the basic structure of pa.erns, conditions, and actions, but is agnostic to the detailed constructs.⁴⁵ The presented system is designed for logic puzzles

⁴⁴ Nina Khairayani, "The Effect of Using Synthesizing Strategy Towards Students' Reading Comprehension at the Second Year of SMA LKMD Kandis of Kandis District The Regency of Siak Sri Indrapura" (Sultan Syarif II State Islamic University, 2012), <https://www.repository.uin-suska.ac.id>.

⁴⁵ Eric Butler, Torlak Emina, and Zoran Popovi'c, "Synthesizing Interpretable Strategies for Solving Puzzle Games," 2017, <https://www.ericbutler.net>.

of this structure, but we believe that program synthesis can be used to learn human-interpretable strategies in a wider range of games and problem-solving domains.

The third, Resy Oktadela, M.Zaim & Hamzah they can conclude that synthesizing strategy had successfully improved the students' reading comprehension skill of academic texts at Semester IV / B Of The English Department of FKIP UIR Pekanbaru related to the reading comprehension skill indicators.⁴⁶ The successful of synthesizing strategy in improving the students' reading comprehension skill was influenced by some factors.

The fourth is Ria Andriani she concluded that there is a significant effect of using synthesizing strategy towards students' reading comprehension on narrative text at the first semester of the eight grade at MTs An-Nur Terbanggi besar in 2017/2018 academic year. The mean of the students from preliminary research was 63.10 for control class and 59.66 for experimental class.⁴⁷ By using synthesizing reading strategy has the good at effect to the students.

The fifth is Mar Mateos, Elena Marti'n, Ruth Villalo'n & Mari'a Luna they can conclude that to a large extent secondary school students lack the cognitive and metacognitive processes that would enable them to make

⁴⁶ Resy Oktadela, M Zaim, and Hamzah, "Improving Students' Reading Comprehension of Academic Texts By Using Synthesizing Strategy at Semester IV/B of The English Department of FKIP UIR Pekanbaru," *ELT* 2, no. 1 (2014), <https://www.ejourna.unp.ac.id>.

⁴⁷ Ria Andriani, "The Effectiveness of Using Synthesizing Strategy Towards Students' Reading Comprehension on Narrative Text at the First Semester of the Eighth Grade Ar MTs An-Nur Terbanggi Besar in 2017/2018 Academic Year" (The State Islamic University Raden Intan Lambu, 2018), <https://www.repository.radenintan.ac.id>.

strategic use of reading and writing.⁴⁸ They also show that, although there are no major differences in the way secondary school students tackle these different tasks, those who create the most elaborate products evidence a more recursive and flexible use of reading and writing.

The sixth is Yessi Van Carmelia Simbolon conclude with the result of the study showed that t- observed (4.32) was higher than t-table (2.00) (t-observed > t-table) at the level of significance of $\alpha = 0.05$ and at the degree of freedom (df) = 58.⁴⁹ So, by using synthesizing strategy Ha was accepted and there is a significant effect of synthesizing strategy on students' reading comprehension in recount text.

The seventh is Sharon Vaughn et al., included if they measured the effects on reading comprehension. Twenty-nine studies were located and synthesized. Thirteen studies met criteria for a meta-analysis, yielding an effect size (ES) of 0.89 for the weighted average of the difference in comprehension outcomes between treatment and comparison students. Word-level interventions were associated with ES = 0.34 in comprehension outcomes between treatment and comparison students.⁵⁰ Implications for comprehension instruction for older struggling readers are described.

⁴⁸ Mar Mateos et al., "Reading and Writing to Learn in Secondary Education : Online Processing Activity and Written Products in Summarizing and Synthesizing Tasks," 2008, p.675, <https://www.researchgate.net>.

⁴⁹ Yessi Van Carmelia Simbolon, "The Effect of Synthesizing Strategy on Students' Reading Comprehension in Recount Text" (State University of Medan, 2016), <https://www.digilib.unimed.ac.id>.

⁵⁰ Sharon Vaughn et al., "A Synthesis of Reading Inventions and Effects on Reading Comprehension Outcomes for Older Struggling Readers," *Researchgate*, no. May 2014 (2009), <https://www.researchgate.net>.

The eighth is Eka Sustri Harida, concluded that teachers' strategies solved the problems were: teachers always motivated students to study hard, especially for English, gave advice to the students who made a noise or when they sleepy, moved the place of students when they made a noise and gave reward to the students who study hard and got high score in the class.⁵¹ By using teachers' strategy in SMA N 2 Padangbolak the teacher can solve the students' problem.

The eighth of review related findings above concluded that strategy or method is significant with reading comprehension. So, the researcher used synthesizing strategy can prove and made the effect in their reading and also making students enjoy in reading skill and this research completed and contributed previous finding.

C. Conceptual Framework

By the concepts of Synthesizing strategy is to make easier the readers in comprehending the text. The conceptual framework, they are: in the context of English communicative competence includes four major aspects categorized in to main ways was receptive competence and productive competence. Many people believe that reading is the most effective way to get information from a text clearly. By reading, people can get the information in a text and make meaning from it.

⁵¹ Siti Nurhamidah, Syahid Muammar Pulungan, and Eka Sustri Harida, "The Analysis of Teachers' Strategies in Teaching Reading Comprehension At SMAN 2 Padang Bolak," *Tazkir: Jurnal Penelitian Ilmu-Ilmu Sosial Dan Keislaman* 04, no. 2 (2018): 299–312, jurnal.iain-padangsidempuan.ac.id/index.php/TZ/.

The effect of synthesizing strategy to reading comprehension can be seen as picture follow:

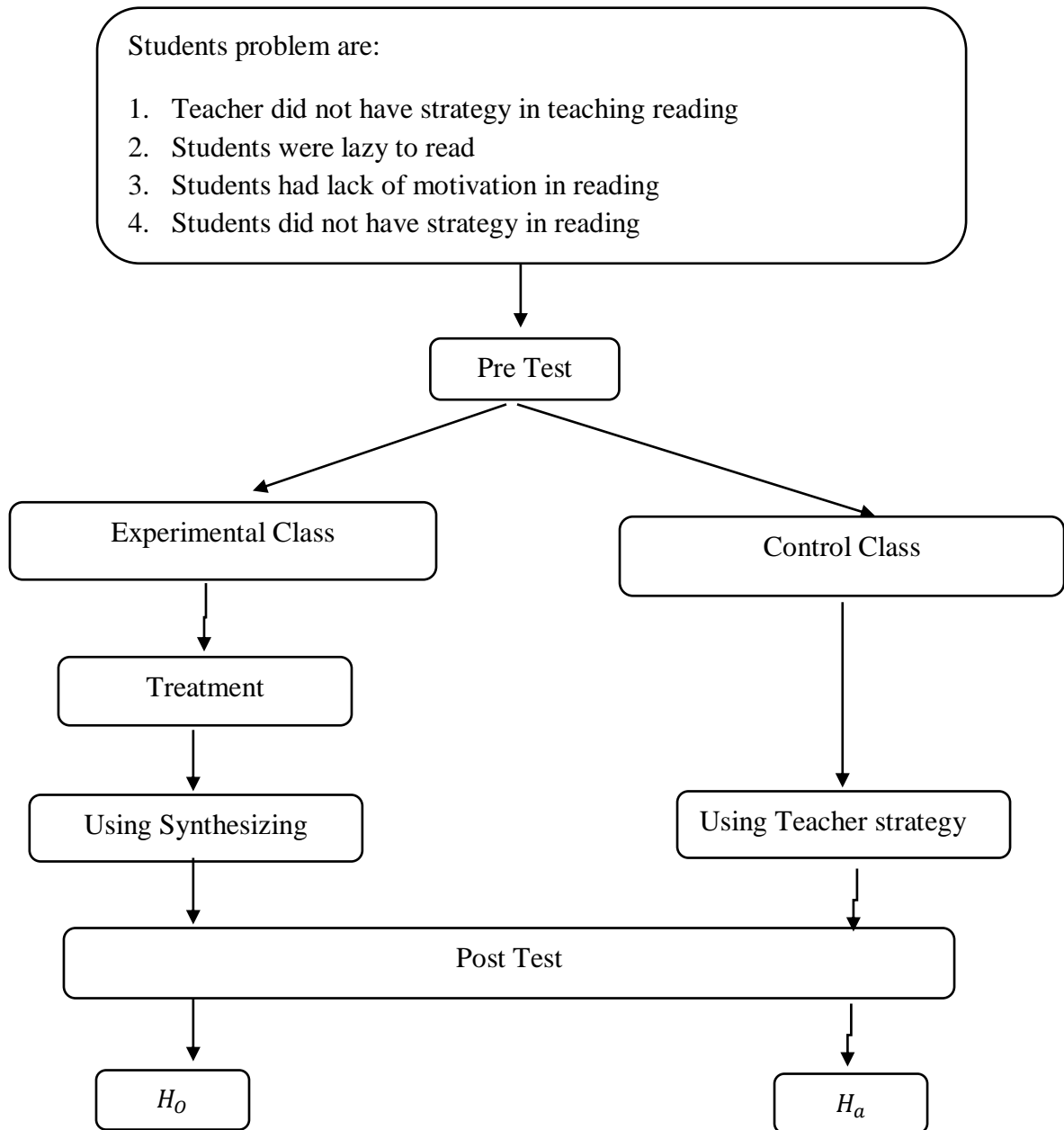


Figure 2: Conceptual framework

Based on above picture, synthesizing strategy is a teaching strategy used by the teacher to teach reading comprehension. Synthesizing strategy is one

of strategy that can make the students easier and will help students' problem in reading comprehension. First, the researcher gives pre-test to know the students' reading comprehension before treatment. Then, researcher gives treatment with Synthesizing strategy for experimental class and lecturer strategy for control class. The last, researcher gives post-test to find out the effect of using Synthesizing strategy to students' reading comprehension at XI grade SMA Negeri I Panyabungan.

D. Hypothesis

The researcher formulates the hypothesis of the research stated that:
Alternative hypothesis(H_a): there is a significant effect of using Synthesizing strategy on students' reading comprehension at XI grade SMA Negeri I Panyabungan.

Null hypothesis (H_0): there is no significant effect of using Synthesizing strategy on students' reading comprehension at XI grade SMA Negeri I Panyabungan.

CHAPTER III

RESEARCHED METHODOLOGY

A. Place and Time of Research

The location of this research is in SMA N 1 Panyabungan. It is located in Sultan Soripada Mulia's street, Panyabungan district, North Sumatera Province. It started on 21st September 2019 until June 2020.

B. Research Design

The kind of this research is quantitative research with experimental method in this research. The researcher used two classes, experimental class and control class. The experimental class is the class that thought with synthesizing strategy. Meanwhile the control class is the class that taught by using teacher strategy.

Table III

Table of the design of collecting data

| Class | Pre-test | Treatment | Post-test |
|--------------------|----------|--------------|-----------|
| Experimental Class | √ | √ | √ |
| | | Synthesizing | |
| Control Class | √ | × | √ |

C. Population and Sample

1. Population

The population is the whole the students at XI grade of SMA Negeri I Panyabungan. The research had done for the grade XI Science students of SMA Negeri I Panyabungan. The population of the research consisted of 4 classes with 143 students. It can be seen from the table follow:

Table IV

The population of the XI grade SMA Negeri I Panyabungan

| No | Class | Total Students |
|----|--------------|----------------|
| 1 | IPA 1 | 35 |
| 2 | IPA 2 | 36 |
| 3 | IPA 3 | 36 |
| 4 | IPA 4 | 36 |
| | TOTAL | 143 |

2. Sample

In this research, the researcher used cluster random sampling. The researcher chosen two classes. The researcher chosen XI IPA-2 consisted of 36 students such as control class and XI IPA-3 consisted of 36 students such as experiment class. Therefore, total samples ate use 72 students. Before using cluster sampling, the writer used normality and homogeneity test, they are:

a. Normality test

The function of normality test is to know whether the data of research is normal or not. The research is normal or not. The

researcher used normality test with using *Chi-Quadrate* formula, as follow:⁵²

$$x^2 = \sum \left(\frac{f_o - f_h}{f_h} \right)$$

Where:

X^2 = Chi-Quadrate

F_o = Frequency is gotten from the sample or result of observation (questioner)

F_h = Frequency is gotten from the sample as image from frequency is hoped from the population

To calculate the result of Chi-Quadrate, it is used significant level 5% (0.05) and degree of freedom as big as total of frequency is lessened 3 ($dk = k - 3$). if result $x^2_{count} < x^2_{table}$. So, it concluded that data is distributed normal.

b. Homogeneity test

Homogeneity test is used to know whether control class and experimental class have the same variant or not. If both of classes are same, it is can be called homogenous. Homogeneity is the similarity of variance of the group compared. So, the function of

⁵² Anas Sudijiono, *Pengantar Statistik Pendidikan* (Jakarta: PT Raja Grafindo Persada, 2005), p.298.

homogeneity test is to find out whether the data homogeneity or not.

It use Harley test, as follow:⁵³

$$F = \frac{\textit{Thebiggestvariant}}{\textit{Thesmallestvariant}}$$

The hypothesis is accepted if $F_{\text{count}} \leq F_{\text{table}}$

The hypothesis is rejected if $F_{\text{count}} \geq F_{\text{tab};e}$

The hypothesis is rejected if $F \leq F_{\frac{1}{2}} \alpha (n_1-1) (1= n_2-1)$, while if $F_{\text{count}} > F_{\text{table}}$ hypothesis is accepted. It determined with significant level 5% (0,05) and dk numerator was (n_1-1) , while detaminators is (n_2-1) .

Thus the hypothesis for homogeneity is determined as follows:

Ha: homogeneous class

H0: inhomogeneous class

From the analysis of the data it is known that the hypothesis is accepted, that is homogeneous class, so that is homogeneous class. So, that it can be chosen clearly anywhere that as a research sample. The researcher decided to use cluster sampling with a lottery. The class

Based on above explanation, the population is the four classes, two classes are selected cluster sampling in order to an experimental class and control class. In this research, the control

⁵³ Agus Irianto, *Statistik Konsep Dasar Dan Aplikasinya* (Padang: P2LPTK Departemen, Pendidikan Nasional, 2003), p.276.

class is XI IPA-2 and the experiment class is XI IPA-3. The researcher chosen XI IPA-2 consisted of 36 students and XI IPA-3 consist of 36 students. Therefore, total samples are 72 students.

After comparing the normality and homogeneity test of the third classes in pre-test, the researcher found that all the classes are homogenous. So, the researcher concluded that XI IPA-2 and XI IPA-3 are the samples of this research. The researcher chosen these classes because they had similar competence based on their result in pre-test. In this research, the research, the experimental class is XI IPA-2 and the control class is XI IPA-3. The researcher chosen XI IPA-2 consisted of 36 students and XI IPA-3 consisted of 36 students. Therefore, total of samples are 72 students.

Table V
Sample of the research

| | | |
|----------------------|-----------------|-------|
| Experimental Class 1 | Control Class 2 | Total |
| XI IPA-3 = 36 | IX IPA-2 = 36 | 72 |

D. Instrument of Collecting Data

Good instruments certify the validity of the data. The researcher used instrument of validity and reliability for the taking the valid data. The researcher used test as instrumentation. Test is some of questions or view or other tool used for measure skill, knowledge, intelligence, performance and ability to know it is already mastered and not yet the learning material. It is used to know how far the students' knowledge about reading comprehension.

The researcher did it by giving multiple choice test. In this research, before validity the test consisted of 60 questions, where 30 for pre-test and 30 for post-test. The test gave to both group, experiment and control class.

Table VI

There are the indicators of reading comprehension Pre-test before testing validity

| No | Indicators of Reading Assessment | Item | Number of Items | Scores | Total Scores |
|----|--|------|--|--------|--------------|
| 1 | Able to discovering main idea fable | 3 | 2, 8, 21 | 3.3 | 6.6 |
| 2 | Able to identifying detail fable | 15 | 1, 3, 6, 10, 11, 12, 13, 14, 15, 16, 23, 25, 26, 27, 30. | 3.3 | 49.5 |
| 3 | Able to understanding vocabulary fable | 8 | 4, 5, 9, 17, 18, 19, 24, 28 | 3.3 | 26.4 |
| 4 | Able to summarizing concepts fable | 4 | 7, 20, 22, 29 | 3.3 | 13.2 |
| | Total | 30 | | 3.3 | 100 |

There were 60 items multiple choice test in this research. Where 30 items for pre-test and post-test before validated. It is Pre-test table for Pre-test. Table below is Post-test table that was same items.

Table VII

There are the indicators of reading comprehension Post-test before testing validity

| No | Indicators of Reading | Item | Number of Items | Scores | Total Scores |
|----|-----------------------|------|-----------------|--------|--------------|
|----|-----------------------|------|-----------------|--------|--------------|

| Assessment | | | | | |
|------------|--|----|--|-----|------|
| 1 | Able to discovering main idea fable | 4 | 6, 8, 16, 26, | 3.3 | 13.2 |
| 2 | Able to identifying detail fable | 14 | 1, 2, 4,6, 9, 10, 11, 13, 17, 19, 20, 23, 24, 28 | 3.3 | 46.2 |
| 3 | Able to understanding vocabulary fable | 7 | 12, 14, 18, 21, 22, 27, 29 | 3.3 | 23.1 |
| 4 | Able to summarizing concepts fable | 6 | 3,5 7, 15, 25, 30 | 3.3 | 19.8 |
| | Total | 30 | | 3.3 | 100 |

It is table for Post-test before testing validity where 30 items each test in control class and experimental class. Table below was pre-test and post-test after validity test in control class and experimental class.

Table VIII
There are the indicators of reading comprehension Pre-test after testing validity

| No | Indicators of Reading Assessment | Item | Number of Items | Scores | Total Scores |
|----|-------------------------------------|------|-------------------------------------|--------|--------------|
| 1 | Able to discovering main idea fable | 3 | 2, 8, 21 | 5 | 15 |
| 2 | Able to identifying detail fable | 10 | 1, 3, 6, 13, 14, 15, 16, 23, 26, 27 | 5 | 50 |
| 3 | Able to | 6 | 4, 5, 9, 18, 24, | 5 | 30 |

| | | | | | |
|---|----------------|----|----|---|-----|
| | understanding | | 28 | | |
| | vocabulary | | | | |
| | fable | | | | |
| 4 | Able to | | 22 | | |
| | summarizing | 1 | | 5 | 5 |
| | concepts fable | | | | |
| | Total | 20 | | 5 | 100 |

There were 60 items multiple choice test in this research. Where 30 items for pre-test and post-test before validated. After validity test, the test consisted of 20 items for pre-test and 20 items for post-test. Above is table for pre-test after testing validity.

Table IX
There are the indicators of reading comprehension Post-test after testing validity

| No | Indicators of Reading Assessment | Item | Number of Items | Scores | Total Scores |
|----|--|------|--------------------------------|--------|--------------|
| 1 | Able to discovering main idea fable | 2 | 8, 16 | 5 | 10 |
| 2 | Able to identifying detail fable | 8 | 9, 10, 11, 13, 17, 19, 20, 23, | 5 | 40 |
| 3 | Able to understanding vocabulary fable | 6 | 14, 18, 21, 22, 27, 29 | 5 | 30 |
| 4 | Able to summarizing | 4 | 5, 7, 15, 30 | 5 | 20 |

| | | | |
|----------------|----|---|-----|
| concepts fable | | | |
| Total | 20 | 5 | 100 |

There were 60 items multiple choice test in this research. Where 30 items for pre-test and post-test before validated. After validity test, the test consisted of 20 items for pre-test and 20 items for post-test. Above is table for post-test after testing validity.

The researcher concluded before testing validity the items consisted of 60 items where each test consisted 30 item in Pre-test and Post-test. After testing validity, the test consisted of 40 items where each test consisted of 20 items. Researcher testing validity with the same level and different majority.

E. Validity And Reliability Instrument

1. Validity

In this research, the researcher used item validity to get the validity of instrumentation. Item validity is a part of the test as a totality to measure the test by items. Where the test consisted of 60 questions of multiple choice questions that divided into two groups. They are 30 for pre-test and 30 for post-test.

To know the validity of each question referred to list r product moment with r_t in 5% significant: 0,388 and 1% significant: 0.496.

So, if $r_{count} > t_{table}$ the test is classified valid. To get the validity of the test, researcher uses the formula of product moment:

$$R_{pbi} = \frac{Mp - Mt}{SDt} \sqrt{\frac{p}{q}}$$

Where:

- r_{pbi} : coefficient item validity
 M_p : mean score of the total score
 SD_t : Standard Derivation of the total score
 p : presentation of the right answer of the item tested validity
 q : presentation of the wrong answer of the item tested validity

2. Reliability of the test

An instrument of the research must be reliable. A reliable test is consistent and dependable. To get the reliability of the test, Suharsimin Arikunto said that to obtain the reliability of the test, the researcher used formula K-R 20⁵⁴

The formula:

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

Where:

- R_{11} : Reliability of the instrument
 N : Total of question
 St^2 : Variants total
 P : Proporsi Subject who is right answer (1)
 Q : Proporsi Subject who is wrong answer (0)

Reliability is a good character of the test that referred to consistency of the measurement. The test is reliable $r_{count} > r_{table}$ by using formulation KR-20 with r_{table} 0.70

⁵⁴Brown, *Language Assesment Princiles and Classroom Practices*, p.21

Criteria of test reliability is as follows:⁵⁵

$R_{11} = 0.70$ high correlation (reliable)

$R_{11} > 0.70$ high correlation (reliable)

$R_{11} < 0.70$ low correlation (unreliable)

F. Technique of Data Collecting

In collecting data, the research conducted twice of test for these classes. They are pre-test and post-test like in the table below:

The process of data collection as follow:

1. Pre Test

Pre-test is conducted to find out the homogeneity of sample. The function of pre-test is to find the mean score of the experimental researcher gave treatment to the experiment class. In this case, researcher used the steps, they are:

- a. The researcher prepared 20 items.
- b. The researcher distributed the paper of test to the students of experimental class and control class.
- c. The researcher explained what the students to do.
- d. Researcher gave the time.
- e. The students answered the question.
- f. Researcher checked the answer of students and found the mean score of the experimental research.

2. Treatment

⁵⁵ Sudijono, *Pengantar Statistik Pendidikan*, p.209.

After giving the pre-test, the students are given the treatment. The experiment class and the control class are given some materials, which consist of reading comprehension aspects that are taught by using peer tutoring strategy and the control class is taught by teacher strategy.

3. Post Test

After giving treatment, the researcher conducted a post-test which is a different test from the pre-test, and has not been conducted in the previous of the researcher. This post-test is the final test in the research, especially measuring treatment, whether “there is an effect or not”. After conducting the post-test, the researcher analyzes the data, then the researcher finds out the effect of using Synthesizing strategy in the experimental class.

- a. The researcher prepared the test 20 items.
- b. The researcher distributed the paper of test to students of experimental class and control class.
- c. The researcher explained what the students to do.
- d. Researcher gave time.
- e. The students answered the question.
- f. Researcher collected the students' paper test.
- g. The researcher checked the answer of the students and found the mean score of the experimental class and control class.

G. Technique of Data Analysis

In this research, the researcher used the technique of data analysis as follow:⁵⁶

1. Scoring Technique

To know the score, the researcher used steps below:

- a) Total maximal score is 100
- b) True answer is given 4 score and there's no score for false answered. Total score $5 \times 20 = 100$

2. Requirement Test

- a) Mean score

To know the mean score of data, the researcher used formula as follow:

$$M_x = \frac{\sum fx}{N}$$

Where:

M_x = mean

$\sum fx$ = total scores

N = number of classes

- b) Normality test by using *Chi-Quadrat* formula, as follow:

$$X^2 = \sum \left(\frac{f_0 - fh}{fh} \right)$$

Where:

X^2 : *Chi-Quadrate*

⁵⁶ Irianto, *Statistik Konsep Dasar Dan Aplikasinya*, p.276.

f_o : frequency is gotten from the sample or observation (questioner)

f_h : frequency is gotten from the sample as image from frequency is hoped from population

c) Homogeneity test

To test the data whether homogeneity or not, the researcher uses Harley test, as follow:

$$F = \frac{\text{The biggest variant}}{\text{The smallest variant}}$$

3. Hypothesis test

Hypothesis was the provisional result of the result. Based on the hypothesis, the analysis of the data has done to find out the ability of two groups that have been divided into experiment class and control class. From the hypothesis is to answer the result of the research. So, the data analyzed by using the *t-test* formula:⁵⁷

$$Tt = \frac{M1 - M2}{\sqrt{\left(\frac{\sum X1^2 + \sum X2^2}{n1 + n2 - 1}\right) \left(\frac{1}{n1} + \frac{1}{n2}\right)}}$$

Where:

T = The value which the statistical significance

M_1 = The average score of the experimental class

M_2 = The average of the control class

X_1^2 = Derivation of the experimental class

X_2^2 = Derivation of the control class

⁵⁷ Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktik* (Jakarta: Rineka Cipta, 2013), p.31.

N_1 = Number of experimental

N_2 = Number of control

Hypothesis is accepted if $F_{\text{count}} \leq F_{\text{table}}$

Hypothesis is rejected if $F_{\text{count}} \geq F_{\text{table}}$

CHAPTER IV
DATA ANALYSIS

This chapter presents research result. In this case, it discusse the effect of using Synthesizing Strategy on students' reading comprehension. The researcher has calculate the data using pre test and post test. Applying quantitative research, the research use the formulation of t-test to test the hypothesis. Next, the researcher will describe the result base on the data that has been researched as follow:

A. The Description of Data

1. The Description of Data before Using Synthesizing Strategy

a. Score of Pre-Test Experimental Class

In pre-test of experimental class, the researcher calculated the result that had been gotten by the students in answering the multiple choice. The score of pre-test experimental class can be seen in the following table:

Table X
The Score of Experimental Class in Pre-test

| | |
|--------------------|--------|
| Total | 1.515 |
| Highest score | 75 |
| Lowest score | 20 |
| Mean | 52.8 |
| Median | 54.96 |
| Modus | 49.9 |
| Range | 55 |
| Interval | 9 |
| Standard deviation | 14.62 |
| Variants | 243.97 |

Based on the above table the total score of experimental class in pre-test was 1.515, mean was 52.8, standard deviation was 14.62, variants was 234.97, median was 54.96, range was 55, modus was 49.5, interval was 9. The researcher got the highest score was 75 and the lowest score was 20. It can be seen on appendix 17.

Then, the computed of the frequency distribution of the students' score of experiment class could be applied into the table frequency distribution as follow:

Table XI
Frequency Distribution of Students' Score

| No | Interval | Mid Point | Frequency | Percentages |
|----|--------------|-----------|-----------|-------------|
| 1 | 23-28 | 24 | 3 | 10.34% |
| 2 | 29-37 | 33 | 3 | 10.34% |
| 3 | 38-46 | 42 | 6 | 20.68% |
| 4 | 47-55 | 51 | 9 | 31.03% |
| 5 | 56-65 | 60 | 3 | 10.34% |
| 6 | 66-73 | 69 | 3 | 10.34% |
| 7 | 74- 82 | 78 | 2 | 6.89% |
| | <i>I = 9</i> | | 29 | 100% |

From the above table, the students' score in class interval between 23-28 was 3 students (10.34%), class interval between 29-37 was 3 students (10.34%), class interval between 38-46 was 6 students (20.68%), class interval between 47-55 was 9 students (31.03%), class interval between 56-65 was 3 students (10.34%), class interval between 66-73 was 3 students (10.34%) and the last class interval between 74-82 was 2 students (6.89%).

In order to get description of the data clearly and completely, the researcher presents them in histogram on the following figure:

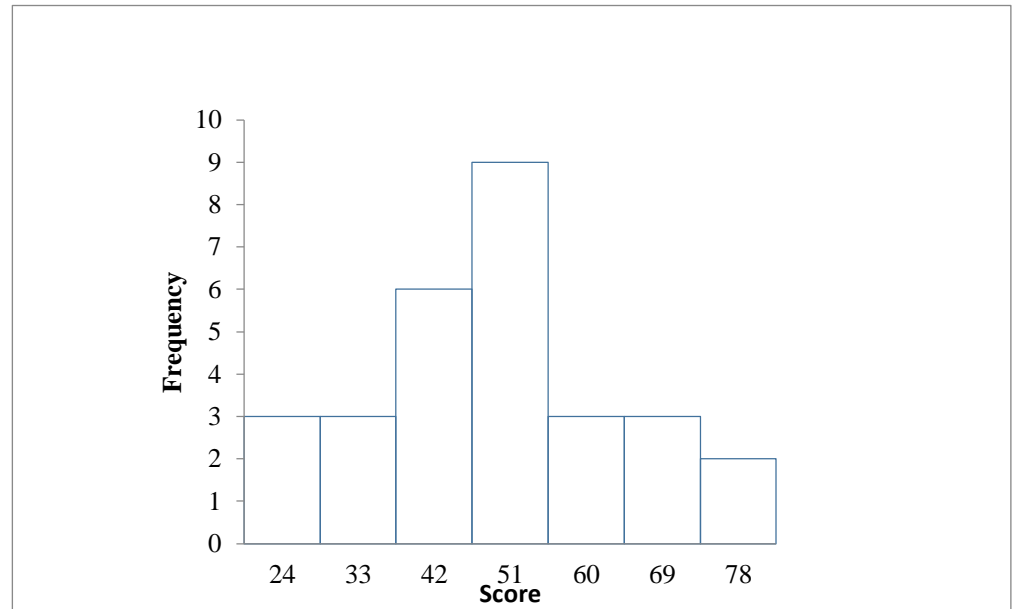


Figure 3: Description Data Pre-Test of Experimental Class

From the above histogram, the students' score 24 was 3 students, the students' score 33 was 3 students, the students' score 42 was 6 students, the students' score 51 was 9 students, the students' score 60 was 3 students, the students' score 69 was 3 students, and the last students' score 78 was 2 students.

b. Score of Pre Test Control Class

In pre-test of control class, the researcher calculated the result that had been gotten by the students in answering the question (test). The score of pre-test control class can be seen in the following table:

Table XII
The Score of Control Class in Pre-test

| | |
|--------------------|--------|
| Total | 1.595 |
| Highest score | 75 |
| Lowest score | 20 |
| Mean | 50.42 |
| Median | 56.9 |
| Modus | 51.5 |
| Range | 55 |
| Interval | 9 |
| Standard deviation | 12.6 |
| Variants | 142.54 |

Based on the above table the total score of control class in pre-test was 1.595, mean was 50.42, standard deviation was 12.6, variants was 142.54, median was 56.9, range was 55, modus was 51.5, interval was 9. The researcher got the highest score was 75 and the lowest score was 20. It can be seen on appendix 17.

Then, the computed of the frequency distribution of the students' score of control class can be applied into table frequency distribution as follow:

Table XIII
Frequency Distribution of Students' Score

| No | Interval | Mid-Point | Frequency | Percentages |
|----|--------------|-----------|-----------|-------------|
| 1 | 20-28 | 24 | 2 | 6.45% |
| 2 | 29-37 | 33 | 3 | 9.67% |
| 3 | 38-46 | 42 | 6 | 19.35% |
| 4 | 47-55 | 51 | 9 | 29.03% |
| 5 | 56-64 | 60 | 4 | 12.90% |
| 6 | 65-73 | 69 | 5 | 16.12% |
| 7 | 74 -82 | 78 | 2 | 6.45% |
| | <i>I = 9</i> | | 31 | 100% |

From the above table, the students' score in class interval between 25-32 was 2 students (6.45%), class interval between 33-40 was 3 students (9.67%), class interval between 41-48 was 6 students (19.35%), class interval between 49-56 was 9 students (29.03%), class interval between 57-64 was 4 students (12.90%), class interval between 65-72 was 5 students (16.12%) and the last class interval between 73-80 was students (11.11%).

In order to get description of the data clearly and completely, the researcher presents them in histogram on the following figure:

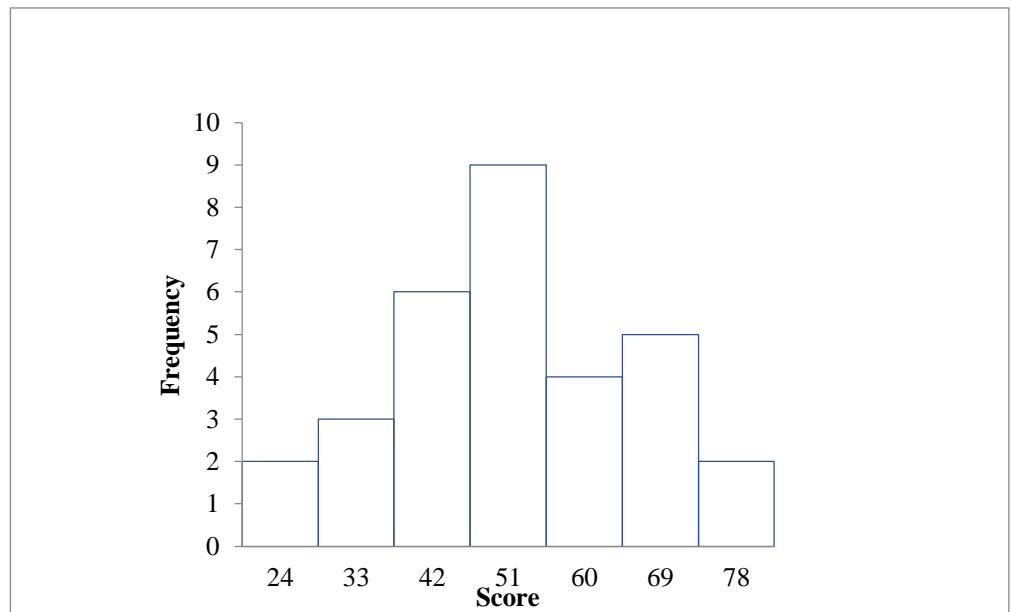


Figure 4: Description Data Pre-Test of Control Class

From the above histogram, the students' score 28.5 was 2 students, the students' score 36.5 was 3 students, the students' score 44.5 was 6 students, the students' score 52.5 was 9 students, the

students' score 60.5 was 4 students, the students' score 68.5 was 5 students, and the last students' score 76.5 was 2 students.

c. The Comparison between Description Data Pre-Test of Experimental Class and Control Class

Based on above histogram, researcher compared between description data pre-test of experimental class and description data of control class on the following figure:

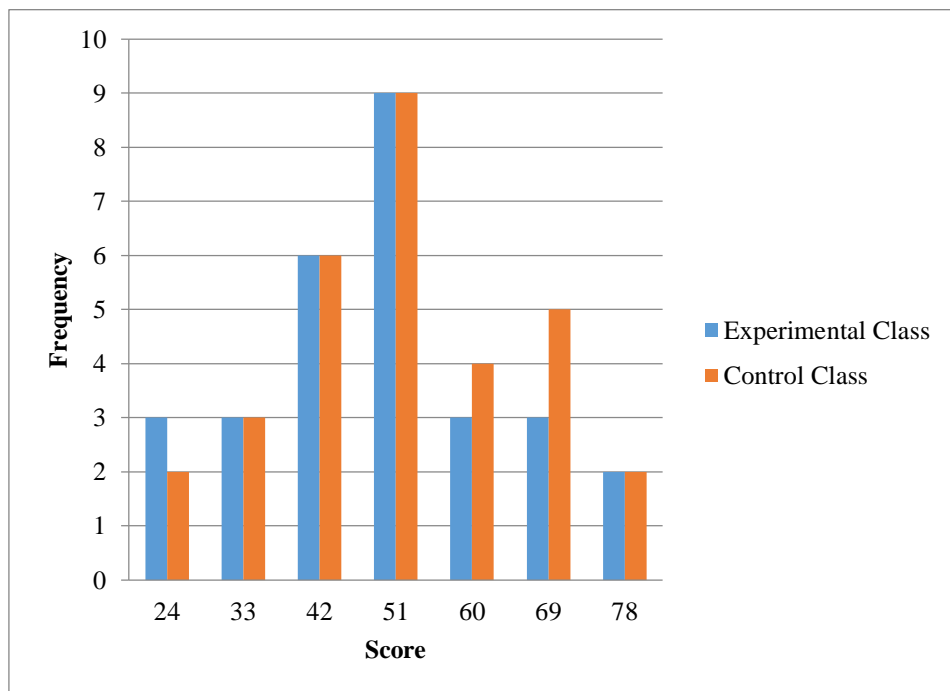


Figure 5: Description Data Pre-Test of Experimental Class and Control Class

From the histogram above, the students' scores of experimental class was higher than the students' scores of control class.

2. The Description of Data After Using Synthesizing Strategy

a. Score of Post Test Experimental Class

In post-test of experimental class, the researcher calculated the result that had been gotten by the students in answering the question (test) after the researcher did the treatment by using Synthesizing Strategy. The score of post-test experimental class can be seen in the following table:

Table XIV
The Score of Experimental Class in Post-test

| | |
|--------------------|-------|
| Total | 2210 |
| Highest score | 95 |
| Lowest score | 50 |
| Mean | 86.04 |
| Median | 86.95 |
| Modus | 82.7 |
| Range | 45 |
| Interval | 7 |
| Standard deviation | 10.3 |
| Variants | 138.6 |

Based on the above table the total score of experiment class in post-test was 2210, mean was 86.04 standard deviation was 10.3, variants was 138.61, median was 86.95, range was 45, modus was 82.7, interval was 7. The researcher got the highest score was 95 and the lowest score was 50. It can be seen on appendix 19.

Then, the computed of the frequency distribution of the students' score of experiment class can be applied into table frequency distribution as follow:

Table XV
Frequency Distribution of Students' Score

| No | Interval | Mid-Point | Frequency | Percentages |
|---------|----------|-----------|-----------|-------------|
| 1 | 50 – 56 | 53 | 3 | 10.34% |
| 2 | 57 – 63 | 60 | 2 | 6.45% |
| 3 | 64 – 70 | 63 | 4 | 12.90% |
| 4 | 71 – 77 | 74 | 5 | 16.12% |
| 5 | 78 – 84 | 81 | 7 | 22.58% |
| 6 | 85 – 91 | 88 | 6 | 20.68% |
| 7 | 92 – 98 | 95 | 2 | 6.45% |
| $i = 7$ | | | 29 | 100% |

From the above table, the students' score in class interval between 50-56 was 3 students (10.34%), class interval between 57-63 was 2 students (6.45%), class interval between 64-70 was 4 students (12.90%), class interval between 71-77 was 5 students (16.12%), class interval between 78-84 was 7 students (22.58 %), class interval between 85-91 was 6 students (20.68%), and the last class interval between 92-98 was 2 students (6.45%).

In order to get description of the data clearly and completely, the researcher presents them in histogram on the following figure:

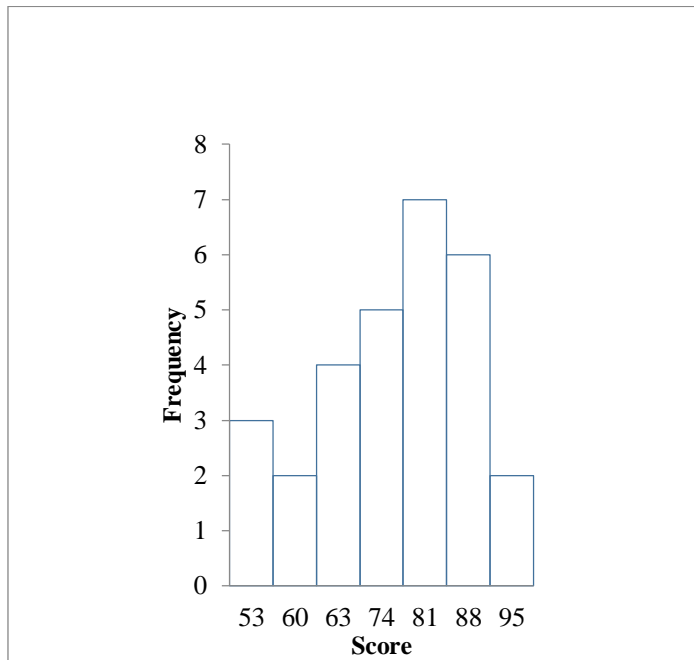


Figure 6: Description Data Post-Test of Experimental Class

From the above histogram, the students' score 53 was 3 students, the students' score 60 was 2 students, the students' score 63 was 4 students, the students' score 74 was 5 students, the students' score 81 was 7 students, the students' score 88 was 6 students, and the last the students' score 95 was 2 students.

b. Score of Post-Test Control Class

In post-test of control class, the researcher calculated the result that had been gotten by the students in answering the question (test). The score of post-test control class can be seen in the following table:

Table XVI

The Score of Control Class in Post-test

| | |
|--------------------|-------|
| Total | 2305 |
| Highest score | 95 |
| Lowest score | 50 |
| Mean | 78.4 |
| Median | 79.68 |
| Modus | 72.82 |
| Range | 45 |
| Interval | 7 |
| Standard deviation | 11.67 |
| Variants | 81.2 |

Based on the above table the total score of control class in post-test was 2305, mean was 78.4, standard deviation was 11.67, variants was 81.2, median was 79.68, range was 45, modus was 72.82, interval was 7. The researcher got the highest score was 95 and the lowest score was 50 It can be seen on appendix 19.

Then, the computed of the frequency distribution of the students' score of control class can be applied into table frequency distribution as follow:

Table XVII
Frequency Distribution of Students' Score

| No | Interval | Mid-Point | Frequency | Percentages |
|----|--------------|-----------|-----------|-------------|
| 1 | 50 – 56 | 53 | 6 | 18.18% |
| 2 | 57 – 63 | 60 | 5 | 16.12% |
| 3 | 64 – 70 | 67 | 6 | 18.18% |
| 4 | 71 – 77 | 74 | 8 | 25.80% |
| 5 | 78 – 84 | 81 | 4 | 12.12% |
| 6 | 85 – 91 | 88 | 3 | 9.09% |
| 7 | 92 – 98 | 95 | 1 | 3.03% |
| | <i>i</i> = 7 | | 33 | 100% |

From the table above, the students' score in class interval between 50-56 was 6 students (18.18%), class interval between 57-63

was 5 students (16.12%), class interval between 64-70 was 6 students (18.18%), class interval between 71-77 was 8 students (25.80%), class interval between 78-84 was 4 students (12.12%), class interval between 85-91 was 3 students (9.09%), and the last class interval between 92-98 was 1 students (3.03%).

In order to get description of the data clearly and completely, the researcher presents them in histogram on the following figure:

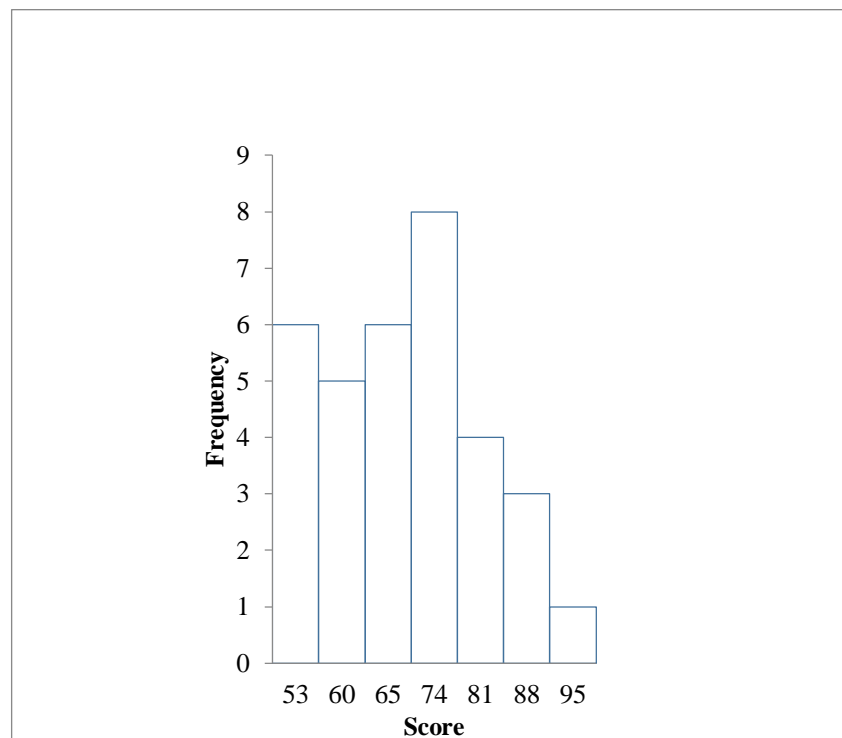


Figure 7: Description Data Post-Test of Control Class

From the above histogram, the students' score 53 was 6 students, the students' score 60 was 5 students, the students' score 63 was 6 students, the students' score 74 was 8 students, the students' score 81 was 4 students, the students' score 88 was 3 students, and the last the students' score 95 was 1 student.

c. The Comparison between Description Data Post-Test of Experimental Class and Control Class

Based on above diagram, researcher compared between description data post-test of experimental class and description data of control class on the following figure:

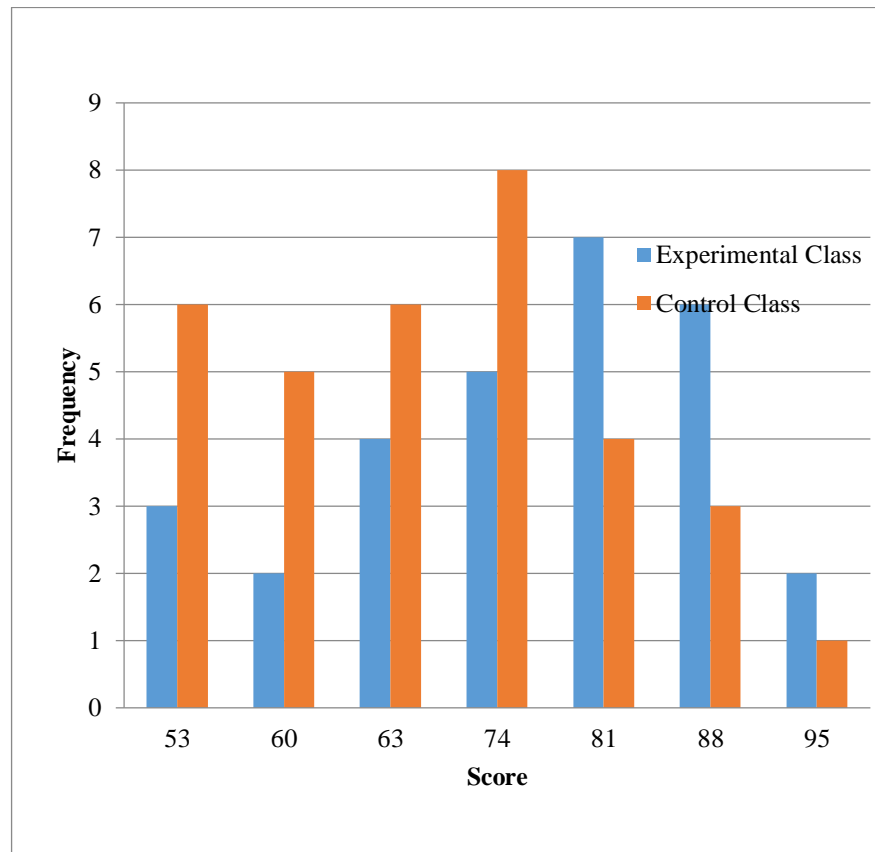


Figure 8: Description Data Post-Test of Experimental Class and Control Class

From the above histogram, the students' scores of experimental class was higher than the students' scores of control class.

B. Analysis Data

1. Requirement Test

a. Normality and Homogeneity Pre-Test

1) Normality of Experimental Class and Control Class in Pre-Test

Table XVIII
Normality and Homogeneity in Pre-Test

| Class | Normality Test | | Homogeneity Test | |
|------------------|----------------|-------------|------------------|-------------|
| | X_{count} | X_{table} | f_{count} | f_{table} |
| Experiment Class | 10.8 | 12.592 | 1.64 < 2.048 | |
| Control Class | 1.19 | 12.592 | | |

Based on the above table researcher calculation, the score of experimental class $Lo = 10.8 < Lt = 12.592$ with $n = 29$ and control class $Lo = 1.19 < Lt = 12.592$ with $n = 31$, and real level $\alpha 0.05$. Cause $Lo < Lt$ in the both class. So, H_a was accepted. It means that experimental class and control class were distributed normal. It can be seen in appendix 18 and 20.

2) Homogeneity of Experimental Class 1 and 2 in Pre-Test

The coefficient of $F_{count} = 1.64$ was compared with F_{table} . Where F_{table} was determined at real $\alpha 0.05$, and the different numerator $dk = n-1 = 29-1 = 28$ and denominator $dk n-1 = 31-1 = 30$. So, by using the list of critical value at F distribution is got $F_{0.05} = 2.048$ and 2.042 . It showed that $F_{count} 1.64 < F_{table} 2.048$ and 2.042 . So, the researcher concluded that the variant from the data of the Students' Reading comprehension at SMA N 1 Panyabungan

by experimental class and control class was homogenous. The calculation can be seen on the appendix 20.

b. Normality and Homogeneity Post-Test

1) Normality of Experimental Class and Control Class in Post-Test

Table XIX
Normality and Homogeneity in Post-Test

| Class | Normality Test | | Homogeneity Test | |
|--------------------|----------------|-------------|------------------|-------------|
| | X_{count} | X_{table} | f_{count} | f_{table} |
| Experimental Class | 8.49 | 9.488 | 1.70 < 2,036 | |
| Control Class | 7.33 | 9.433 | | |

Based on the table above researcher calculation, the score of experiment class $L_o = 8.49 < L_t = 9.488$ with $n = 29$ and Control Class $L_o = 7.33 < L_t = 9.488$ with $n = 33$, and real level $\alpha 0.05$. Cause $L_o < L_t$ in the both class. So, H_a was accepted. It means that experimental class and Control Class were distributed normal. It can be seen in appendix 19 and 22.

2) Homogeneity of Experimental Class 1 and 2 in Post-test

The coefficient of $F_{count} = 1.70$ was compared with F_{table} . Where F_{table} was determined at real $\alpha 0.05$, and the different numerator $dk = n-1 = 29-1 = 28$ and denominator $dk n-1 = 33-1 = 32$. So, by using the list of critical value at F distribution is got $F_{0.05} = 2.048$ and 2.036 . It showed that $F_{count} 1.70 < F_{table} 2.048$ and 2.036 . So, the researcher concluded that the variant from the data

of the Students' Reading comprehension at SMA N 1 Panyabungan by experimental class and Control Class was homogenous. The calculation can be seen on the appendix 22.

2. Hypothesis Test

After calculating the data of post-test, researcher found that post-test result of experimental class and Control Class is normal and homogenous. Based on the result, researcher used parametric test by using T-test to analyze the hypothesis. Hypothesis alternative (H_a) of the research was "There was the significant effect of using Synthesizing Strategy on Students' Reading Comprehension at Grade XI Students of SMA N 1 Panyabungan". The calculation can be seen on the appendix 24.

Table XX
Result of T-test from the Both Averages

| Pre-test | | Post-test | |
|-------------|-------------|-------------|-------------|
| t_{count} | t_{table} | t_{count} | t_{table} |
| 0.71 | 1.67155 | 3.056 | 2.000 |

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

Where:

$H_a : \mu_1 \neq \mu_2$ "There was the significant effect of using Synthesizing Strategy on Students' Reading Comprehension at Grade XI Students of SMA N 1 Panyabungan".

Based on researcher calculation, researcher found that t_{count} 3.056 while t_{table} 2.000 with opportunity $(1 - \alpha) = 1 - 5\% = 95\%$ and $dk = n_1 + n_2 - 2 = 29 + 33 - 2 = 60$. Cause $t_{count} > t_{table}$ ($3.056 > 2.000$), it means that hypothesis H_a was accepted and H_0 was rejected. So, there was the

significant effect of using Synthesizing Strategy on Students' Reading comprehension. In this case, the mean score of experimental class by using Synthesizing Strategy was 86.04 and mean score of Control Class was 78.4. The calculation can be seen on the appendix 23 and 24.

C. Discussion

Based on the data analysis, the researcher discussed the result of this research on the effect of using synthesizing strategy on students reading comprehension, where the result mean score experimental class was higher than control class. The researcher has been count the result in data analysis where the mean score in pre-test experimental class was 52.8 and control class was 50.12, in post-test mean score in experimental class was 86.04 and control class was 78.4. It means there is a significant effect by using synthesizing strategy on students reading comprehension at XI Grade SMA N 1 Panyabungan. The theory of Gerald G. Duffy significant with this research that said synthesizing strategy is most often used after reading. In lower grades, synthesizing may combine ideas from within a single text.⁵⁸ From his statement that the research has proved this theory to SMAN 1 Panyabungan at XI Grade.

The researcher want to know similarities and differences this research with the other researches through the data analysis or place of the research, etc, the first is Nina Khairayani the similarity is the object of the research equally at SMA with the same graduate and same text genre is narrative text. The

⁵⁸ Gerald G Duffy, *Explaining Reading; A Resource for Teaching Concepts, Skills, and Strategy*, ed. Cathy Collin Block, Second (New York, 2009), <https://forum.portal.edu>.

difference in score of t-table, in my research t_{count} was bigger than t_{table} ($3.056 > 2.000$). In Nina Khairani's research score of t_{count} 8.354 is higher than t-table either in significant 5% = 2.00 or in significant 1 % = 2.65.⁵⁹ In conclusion that there is a significant difference of using synthesizing strategy towards students' reading comprehension at the second year of SMA LKMD Kandis.

The second is Eka Sustris Harida, the similarity is the object of the research equally at SMA. The difference, in my research has proved synthesizing on students reading comprehension but in Eka Sustris Harida's research has proved teacher strategy.⁶⁰ By using teachers' strategy in SMA N 2 Padangbolak the teacher can solve the students' problem.

The third, Resy Oktadela, M.Zaim & Hamzah the similarity is equally talking about the same text genre is narrative text. The difference, in my research the object of the research at SMA, but in Resy Oktadela, M.Zaim & Hamzah's research the object of the research of the English Department of FKIP UIR Pekanbaru at semester IV/B.⁶¹ The successful of synthesizing strategy in improving the students' reading comprehension skill was influenced by some factors.

⁵⁹Khairayani, "The Effect of Using Synthesizing Strategy Towards Students' Reading Comprehension At The Second Year of SMA LKMD Kandis of Kandis District The Regency of Siak Sri Indrapura at Sultan Syarif II State Islamic University."

⁶⁰Siti Nurhamidah, Syahid Muammar Pulungan, and Eka Sustris Harida, "The Analysis of Teachers' Strategy in Teaching Reading Comprehension at SMAN 2 Padangbolak at State Institute for Islamic Studies," *Tazkir* 4, no. 2 (2018): 299–312, <http://jurnal.iain-padangsidempuan.ac.id>.

⁶¹Oktadela, Zaim, and Hamzah, "Improving Students' Reading Comprehension of Academic Texts By Using Synthesizing Strategy at Semester IV/B of The English Department of FKIP UIR Pekanbaru at a Public University in Padang."

The fourth is Ria Andriani , the similarity has the same text genre is narrative text. The difference, in my research the object of the research at SMA with mean score in post-test where in experimental class was 86.04 and control class was 78.4, but in Ria Andriani's research the object of the research at UIN Raden Intan Lambu at the first semester with mean score in post-test where the result of experimental class was 63.10 and control class was 59.66.⁶²By using synthesizing reading strategy has the good at effect to the students.

The forth of result above from analysis data conclude that strategy or method is significant with reading comprehension, also can improve and make students enjoy in reading. So, the researcher used Synthesizing strategy can prove and making the effect in their reading and also made students enjoy in reading skill and this research complete and contribute previous finding.

Based on the above explanation, the researcher concluded that hypothesis alternative was accepted and there was significant effect of using Synthesizing Strategy on students' reading comprehension.

D. Threats of the Research

The researcher found the threats of the research as follows:

⁶²Andriani, "The Effectiveness of Using Synthesizing Strategy Towards Students' Reading Comprehension on Narrative Text at The First Semester of The Eighth Grade Ar MTs An-Nur Terbanggi Besar in 2017/2018 Academic Year at The State Islamic University Raden Intan Lambu."

1. The students were not serious in answering the pre-test and post-test. Some of them still were cheating. It made the answer of the test was not pure because they did not do it by themselves.
2. The students were noisy while the learning process. They were not concentrating in following the learning process. Some of them talked to their friends and some of them did something outside the teacher's rule. Clearly, it made them can't get the teacher's explanation well and gave the impact to the post-test answer.
3. The students were too enthusiastic in discussing the text. It made them be not followed the rule of treatment when the teacher gives other text, the students feel confused to understand the whole text.
4. Some of them were not interested in learning English and give the impact to their answer.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the research, the conclusions of this research are:

1. Students' reading comprehension at grade XI SMA N 1 Panyabungan before using Synthesizing strategy was low. The result of students' mean score of pre-test was 52.8 in experimental class.
2. The students' ability of the grade XI students at SMA N 1 Panyabungan in comprehending text after using Synthesizing strategy had higher score. It can be seen from the students' mean score of post-test, the mean score of post-test was 86.04.
3. The alternative hypothesis of this research is "there was the significant effect of using Synthesizing Strategy on students' reading comprehension ability at grade XI SMA N 1 Panyabungan" while the null hypothesis is "there was no significant effect of using Synthesizing Strategy on students' reading comprehension ability at grade XI SMA N 1 Panyabungan". By the result of the research, it was found that the result of T-test was higher than t_{table} ($3.056 > 2.000$). So, the alternative hypothesis (H_a) is accepted and null hypothesis (H_o) is rejected. It means that Synthesizing Strategy has significant effect on students' reading comprehension ability of the grade XI SMA N 1 Panyabungan.

B. Suggestion

After finishing this research, the researcher got much information in English teaching and learning process. Therefore, the writer has suggestion to:

1. The English teacher, the researcher suggests as an English teacher were hoped to use appropriate strategy to teach or explain English subject to the students so that the students can enjoy and increase their skill in learning English.
2. To students' of SMA N 1 Panyabungan, the researcher suggests when the teacher explain in front of you, you should concentrate and do not cheat with your friends. Also you can use any strategy for learning that can make you more enjoyable.
3. Other researcher/reader, the researcher hopes that for the next research at SMA is not just one skill to do the research like reading, but the other skills such as writing, speaking, listening because most of students at SMA still less about all skills. In this era, most of students always use gadget in their daily activity so, we such as a teacher especially in the next researcher has to be stronger English subject or all the skill to the students.

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Appendix I

Experimental Class

LESSON PLAN

(EXPERIMENTAL CLASS)

| | |
|----------------|-----------------------|
| Sekolah | : SMA N I PANYABUNGAN |
| Mata Pelajaran | : Bahasa Inggris |
| Kelas/Semester | : XI/Genap |
| Alokasi Waktu | : 2 x 45 Menit |

A. Kompetensi Inti

- KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya.
- KI 2 : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, teloren damai), santun, responsive dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan social dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
- KI 3 : Memahami, menerapkan, menganalisis pengetahuan factual, konseptual, procedural berdasarkan rasa ingintahunya tentang ilmu pengetahuan, technology, seni, budaya, dan humaniro dengan wawasan kemanusiaa, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian serta menerapkan pengetahuan procedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
- KI 4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ramah abstrak terkait dengan pengembangan dari yang dipelajarinya, di sekolah secara mandiri dan mampu menggunakan metode sesuai kaidah keilmuan.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

1. Kompetensi Dasar : - Mampu memahami text yang sedang dipelajari dengan benar
2. Indikator : - Mampu menjawab pertanyaan terkait dengan text
- Mampu mengidentifikasi informasi yang tersimpan dalam text, mengidentifikasi *main idea*,

mengidentifikasi *detail fable* atau *topic*, memahami *vocabulary*, dan dapat memberikan kesimpulan text.

C. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

- Siswa mampu memahami text narrative dengan baik dengan bantuan metode yang diberikan guru.
- Siswa mampu menjawab pertanyaan berdasarkan informasi dalam bacaan (ide pokok, karakter, tempat, masalah yang terkait dalam text, moral tau kesimpulan) dalam teks narrative.

D. Materi Pembelajaran

- Teks monolog berbentuk fable/narrative text

E. Metode Pembelajaran

- 1) Metode pembelajaran: Synthesizing strategy

F. Media Pembelajaran

1. Media

- Worksheet atau lembar kerja (siswa)
- Buku paket

2. Alat/Bahan

- Spidol dan Papan tulis

G. Sumber Belajar : Buku yang berkaitan

H. Langkah-Langkah Pembelajaran

| |
|--|
| Pertemuan Ke-1 (2 x 45 Menit) |
| Kegiatan Pendahuluan |
| <ul style="list-style-type: none">• Guru memberi salam• Berdoa• Guru memeriksa kehadiran siswa• Memperkenalkan diri pada siswa dan menyampaikan maksud kedatangan ke dalam kelas.• Guru memberi motivasi belajar siswa secara kontekstual sesuai manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari• Guru mengaukan pertanyaan antara pengetahuan sebelumnya dengan materi yang akan dipelajari.• Guru memberitahukan tentang kompetensi inti, kompetensi dasar, indicator, pada pertemuan yang berlangsung. |

| |
|---|
| <ul style="list-style-type: none"> • Menjelaskan mekanisme pelaksanaan pengamalan pembelajaran sesuai dengan langkah-langkah pembelajaran. |
| <p>Kegiatan Pembelajaran /Kegiatan Inti</p> |
| <ul style="list-style-type: none"> • Guru membuat 30 kotak kosong dan kemudian guru meminta siswa untuk membaca paragraph dan memerintahkan mereka untuk menulis sebuah kesimpulan 30 kata atau lebih dari kata-kata mereka sendiri • Guru meminta siswa untuk mengisi kotak kosong sebelumnya, dengan kata-kata yang menurut mereka penting atau yang mewakili gagasan setiap paragraph. • Setelah siswa mengisi kotak di paragraph pertama dan yang kedua dengan kata-kata mereka dan guru meminta siswa untuk melanjutkan ke paragraph berikutnya. • Terakhir, guru meminta siswa untuk melanjutkan prosedur ini, paragraph demi paragraph sampai siswa telah menghasilkan pertanyaan ini untuk seluruh bagian yang diajarkan. • Konfirmasi guru berfungsi sebagai narasumber dan fasilitator dalam menjawab pertanyaan peserta didik dalam menghadapi kesulitan. |
| <p>Penutup</p> |
| <ul style="list-style-type: none"> • Guru memberikan pertanyaan untuk mengetahui apakah siswa sudah memahami topic • Siswa diminta membuat kesimpulan pembelajaran pada pertemuan ini • Salam |
| <p>Pertemuan Ke-2 (2 x45)</p> |
| <p>Kegiatan Pendahuluan</p> |
| <ul style="list-style-type: none"> • Guru memberi salam • Berdoa • Guru memeriksa kehadiran siswa • Memperkenalkan diri pada siswa dan menyampaikan maksud kedatangan ke dalam kelas. • Guru memberi motivasi belajar siswa secara kontekstual sesuai manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari • Guru mengajukan pertanyaan antara pengetahuan sebelumnya dengan materi yang akan dipelajari. • Guru memberitahukan tentang kompetensi inti, kompetensi dasar, indicator, pada pertemuan yang berlangsung. |

| |
|---|
| <ul style="list-style-type: none"> • Menjelaskan mekanisme pelaksanaan pengamalan pembelajaran sesuai dengan langkah-langkah pembelajaran. |
| Kegiatan Inti |
| <ul style="list-style-type: none"> • Elaborasi memfasilitasi peserta didik melalui pembelajaran tugas, dan lain-lain <ul style="list-style-type: none"> – Mengingat kembali materi/teks yang sudah dipelajari – Siswa menjawab soal yang diberikan guru. • Konfirmasi guru berfungsi sebagai narasumber dan fasilitator dalam menjawab pertanyaan peserta didik yang menghadapi kesulitan/ |
| Kegiatan Penutup |
| <ul style="list-style-type: none"> • Guru memberikan pertanyaan untuk mengetahui apakah siswa sudah memahami topic • Siswa diminta membuat kesimpulan pembelajaran pada pertemuan ini • Salam |

I. Penilaian : The amount of correct answer in completion

| Sup Indicator Pencapaian Kompetensi | Teknik Penilaian | Bentuk Instrumen | Instrument Soal |
|---|------------------|------------------|---|
| 1. Discovering main idea fable 2. Identifying detail fable 3. Understanding vocabulary fable 4. Summarizing concepts of fable. | Test Tulisan | Multiple Choice | Multiple Choice Question (choose the best answer by crossing (x) a, b, c, or d. |

Padangsidempuan, Oktober

2019

Mengetahui

Validator

Peneliti

Fitri Rayani Siregar, M. Hum

NIP. 19820731 200912 2 004

Apriani Rangkuti

NIM. 16 203 00048

Appendix 2

Experimental Class

LESSON PLAN

(EXPERIMENTAL CLASS)

| | |
|----------------|-----------------------|
| Sekolah | : SMA N I PANYABUNGAN |
| Mata Pelajaran | : Bahasa Inggris |
| Kelas/Semester | : XI/Genap |
| Alokasi Waktu | : 2 x 45 Menit |

J. Kompetensi Inti

- KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya.
- KI 2 : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, teloren damai), santun, responsive dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan social dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
- KI 3 : Memahami, menerapkan, menganalisis pengetahuan factual, konseptual, procedural berdasarkan rasa ingintahunya tentang ilmu pengetahuan, technology, seni, budaya, dan humaniro dengan wawasan kemanusiaa, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian serta menerapkan pengetahuan procedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
- KI 4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ramah abstrak terkait dengan pengembangan dari yang dipelajarinya, di sekolah secara mandiri dan mampu menggunakan metode sesuai kaidah keilmuan.

K. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

3. Kompetensi Dasar : - Mampu memahami text yang sedang dipelajari dengan benar
4. Indikator : - Mampu menjawab pertanyaan terkait dengan text
- Mampu mengidentifikasi informasi yang tersimpan dalam text, mengidentifikasi *main idea*,

mengidentifikasi *detail fable* atau *topic*, memahami *vocabulary*, dan dapat memberikan kesimpulan text.

L. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

- Siswa mampu memahami text narrative dengan baik dengan bantuan metode yang diberikan guru.
- Siswa mampu menjawab pertanyaan berdasarkan informasi dalam bacaan (ide pokok, karakter, tempat, masalah yang terkait dalam text, moral tau kesimpulan) dalam teks narrative.

M. Materi Pembelajaran

- Teks monolog berbentuk fable/narrative text

N. Metode Pembelajaran

- 2) Metode pembelajaran: Teacher Strategy

O. Media Pembelajaran

3. Media

- Worksheet atau lembar kerja (siswa)
- Buku paket

4. Alat/Bahan

- Spidol dan Papan tulis

P. Sumber Belajar : Buku yang berkaitan

Q. Langkah-Langkah Pembelajaran

| |
|---|
| Pertemuan Ke-1 (2 x 45 Menit) |
| Kegiatan Pendahuluan |
| <ul style="list-style-type: none">• Guru memberi salam• Berdoa• Guru memeriksa kehadiran siswa• Memperkenalkan diri pada siswa dan menyampaikan maksud kedatangan ke dalam klas.• Guru memberi motivasi belajar siswa secara kontekstual sesuai manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari• Guru mengaukan pertanyaan antara pengetahuan sebelumnya dengan materi yang akan dipelajari.• Guru memberitahukan tentang kompetensi inti, kompetensi dasar, indicator, pada pertemuan yang berlangsung. |

| |
|--|
| <ul style="list-style-type: none"> • Menjelaskan mekanisme pelaksanaan pengamalan pembelajaran sesuai dengan langkah-langkah pembelajaran. |
| <p>Kegiatan Pembelajaran /Kegiatan Inti</p> |
| <ul style="list-style-type: none"> • Setiap siswa diberikan bagian yang terdiri dari beberapa paragraf • Guru menugaskan siswa untuk membaca paragraf • Siswa mencari main idea, topic, menyimpulkan paragraf dan vocabulary. • |
| <p>Penutup</p> |
| <ul style="list-style-type: none"> • Guru memberikan pertanyaan untuk mengetahui apakah siswa sudah memahami topic • Guru menugaskan siswa untuk membaca paragraf • Siswa diminta membuat kesimpulan pembelajaran pada pertemuan ini • Guru meminta siswa untuk menyajikan dan contoh main idea, topic, summarizing dan vocabulary untuk mengukur pemahaman siswa terhadap ,di akhir sesi guru memberikan kuis tentang materi. • Konfirmasi guru berfungsi sebagai narasumber dan fasilitator dalam menjawab pertanyaan peserta didik yang menghadapi kesulitan. |
| <p>Pertemuan Ke-2 (2 x45)</p> |
| <p>Kegiatan Pendahuluan</p> |
| <ul style="list-style-type: none"> • Guru memberi salam • Berdoa • Guru memeriksa kehadiran siswa • Memperkenalkan diri pada siswa dan menyampaikan maksud kedatangan ke dalam kelas. • Guru memberi motivasi belajar siswa secara kontekstual sesuai manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari • Guru mengajukan pertanyaan antara pengetahuan sebelumnya dengan materi yang akan dipelajari. • Guru memberitahukan tentang kompetensi inti, kompetensi dasar, indicator, pada pertemuan yang berlangsung. • Menjelaskan mekanisme pelaksanaan pengamalan pembelajaran sesuai dengan langkah-langkah pembelajaran. |
| <p>Kegiatan Inti</p> |

| |
|--|
| <ul style="list-style-type: none"> • Elaborasi memfasilitasi peserta didik melalui pembelajaran tugas, dan lain-lain <ul style="list-style-type: none"> – Siswa menjawab soal yang diberikan guru. – Guru memberikan penghargaan pada siswa yang mendapat point tertinggi • Konfirmasi guru berfungsi sebagai narasumber dan fasilitator dalam menjawab pertanyaan peserta didik yang menghadapi kesulitan/ |
| Kegiatan Penutup |
| <ul style="list-style-type: none"> • Guru memberikan pertanyaan untuk mengetahui apakah siswa sudah memahami topic • Siswa diminta membuat kesimpulan pembelajaran pada pertemuan ini • Salam |

R. Penilaian : The amount of correct answer in completion

| Sup Indicator Pencapaian Kompetensi | Teknik Penilaian | Bentuk Instrumen | Instrument Soal |
|---|------------------|------------------|---|
| 5. Discovering main idea fable 6. Identifying detail fable 7. Understanding vocabulary fable 8. Summarizing concepts of fable. | Test Tulisan | Multiple Choice | Multiple Choice Question (choose the best answer by crossing (x) a, b, c, or d. |

Padangsidempuan, Oktober

2019

Mengetahui

Validator

Peneliti

Fitri Rayani Siregar, M. Hum

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Appendix 3

Instrument Test (Pre-Test before testing validity reading comprehension of narrative text)

Information: This text just to know your ability in reading comprehension and there is no affect in your appraisal in final examination of this school.

Nama :

Class :

Introduction : Read narrative text carefully and answer the questions below. Each one is followed by several questions about it . The questions are 30 items and you have 45 minutes to answer all of the questions. So, you choose the best one answer, a, b, c, or d, to each questions. Give mark (X) on the best your answer.

Text 1 for questions number 1-5

Aladdin and the Magic Lamp

Once upon a time, there lived a handsome boy in Baghdad. The name was Aladin. He was a clever boy, but he did not like to work.

One day Aladdin's mother sent him to the market place to look for a job. In the market he met a magician. The magician asked him to work together with him. If Aladdin could do, he would get a lot of gold coins and jewellery. The magician asked Aladin to go inside the cave and find a magical lamp there. He also gave a ring and said, :if you are in any trouble, rub this ring and a genie will come to your rescue?".

Aladdin went into the cave. Inside the cave, Aladdin was surprised by what he saw. Every corner was full or gold and treasures. A few minutes later, he found the lamp and quickly returned to the entrance of the cave. Aladdin called out, "Magician, I have found the lamp." "Excellent," answered the magician. "Quick, pass it to me!"

Aladdin did not trust the magician so he said, "Not so fast magician. You must help me out of this cave first."

The magician became very angry. When Aladdin was walking to the entrance, the magician pushed a huge rock over the entrance of the cave and left Aladdin and the lamp

behind. Aladdin tried to move the rock all by himself, but it was too big and heavy, “Oh no! I am trapped in the cave!” he cried.

Suddenly, he remembered the magic ring. He rubbed it with the palm of his hand. To his surprise, a genie appeared before him and in a powerful voice said, “Master, I am the Genie of the ring. How can I help you?”

Aladdin was frightened, but he soon found the courage to ask, “Could you please send me back to my house?” In no time at all Aladdin was back home.

Aladdin took out the lamp. He wondered what would happen if he rubbed it. As Aladdin was rubbing it, all of a sudden another enormous genie stood before him. The genie of the lamp said, “Master, your wish is my command.” Aladdin was very excited and wished for an enormous palace and bags full of gold.

One day, a beautiful princess was passing by Aladdin’s palace. She stopped to talk to Aladdin and soon they became good friends. Before long, Aladdin and Jasmine fell in love each other. She married Aladdin and lived happily.

1. What is the text about?
 - a. Aladdin
 - b. Magic lamp
 - c. Aladdin and magic lamp
 - d. Aladdin and Jasmine
2. What is the main idea of second paragraph?
 - a. The magician asked Aladdin to work together with him.
 - b. The magician asked Aladdin to go inside the cave and find a magical lamp there.
 - c. Magician met Aladdin in the market.
 - d. Aladdin’s mother sent him to the market he met a magician.
3. What is given by the magician to Aladdin?
 - a. Lamp
 - b. Ring
 - c. Magic lamp
 - d. Ring and magic lamp
4. “He wondered what would happen if he rubbed it.” (8th paragraph)
What does the underlined word refer to?
 - a. Ring
 - b. Lamp
 - c. Gold
 - d. Bags
5. “The names was Aladdin. He was a clever boy, but he did not like to work, “What is the similar meaning of the word “like”?”

- a. Glad
- b. keen on
- c. Happy
- d. admiration

Text 2 for the questions 6 to 9

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

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

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

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

6. The next tells the story of...

- a. A fox
- b. A goat
- c. A fox and a goat
- d. An old man and the fox

7. What do we learn from the text?

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

8. What is the main idea of paragraph three?

- a. The goat drink enough and looked around.
- b. The goat came down to the well and drank
- c. The goat stood on his hint legs and put his forelegs against the side of the well.
- d. The goat did as he was asked and the fox got on his climbed well.

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

- a. A well
- b. Water
- c. A fox
- d. A goat

Text 3 for the questions number 10-19

The Story of the Smart Parrot

A man in Puerto Rico had a wonderful parrot. There was no another parrot like it. It was very, very smart. This parrot would say any word-except one. He would not say the name of the town where he was born. The name of the town was Catano.

The man tried to teach the parrot to say Catano. But the bird would not say the word. At first the man was very nice, but then he got angry. "You are a stupid bird! Why can't you say the word? Say Catano, or I will kill you!" but the parrot would not say it. Then the man got so angry that he shouted over and over, "Say Catano, or I'll kill you!" but the bird would not talk. One day after trying for many hours to make the bird say Catano, the man got very angry. He picked up the bird and threw him into the chicken house. "You are more stupid than the chickens. Soon I will eat them, and I will eat you, too." In the chicken house there are four old chickens. They were for Sunday's dinner. The man put the parrot in the chicken house and left.

The next day the man came back to the chicken house. He opened the door and stopped. He was very surprised at what he saw! He saw three dead chickens on the floor. The parrot was screaming at the fourth chicken, "Say Catano, or I'll kill you!"

10. Where does the story take place?

- a. London
- b. Puerto Rico
- c. Jakarta
- d. Buenos Aires

11. What is the word that the parrot cannot say?

- a. Catano
- b. Tacano
- c. Canato
- d. Nacato

12. How often did the owner teach the bird how to say the word?

- a. Always
- b. Everyday
- c. Many times
- d. Every second

13. Which statement is true according to the text?

- a. The parrot could say Catano
- b. At last the parrot could say Catano
- c. Catano was the name at the parrot
- d. The man never got angry at the parrot

14. What does the man do to the bird because the bird cannot say the name of a place.

- a. The man ate the bird.
- b. The sold the bird.
- c. The man killed the bird
- d. The man taught the bird

15. It is most likely that

- a. The bird killed the three chickens.
- b. The three chickens killed the bird.
- c. The bird played with the chicken
- d. The bird killed one of the three chickens.

16. What is the story about?

- a. A parrot and a cat
- b. A parrot and a chicken
- c. A parrot and the owner
- d. A parrot, the owner, and chickens

17. "It was very, very smart"

The underlined word refers to

- a. The man
- b. The bird
- c. The chicken
- d. Puerto Rico

18. "The parrot was very, very smart"

The word 'smart' means

- a. Stupid
- b. Clever
- c. Stubborn
- d. Beautiful

19. "The parrot was screaming at the fourth chickens"

What does the underlined word mean?

- a. Smiling
- b. Crying
- c. Shouting
- d. Laugh

Text 4 for the questions number 20-22

A Story from The Farm Yard Two roosters were fighting fiercely to be the king of the farm yard. One finally gained advantage and the other surrendered.

The loosing rooster slunk away and hid itself in a quiet corner. The winner flew up to a high wall, flapped its wings and crowed its victory, as loud as it could.

Suddenly, an eagle came sailing through the air and carried it off, with its talons. The loosing rooster immediately came out of its corner and ruled the farm yard from then on

20. What do we learn from the text?

- a. Don't be arrogant
- b. Admit your defeat
- c. Don't give up quickly
- d. Don't be shame

21. What is the main idea of paragraph 3?

- a. A. An eagle watching the rooster from a distance
- b. The loosing rooster came out from its hiding place
- c. The eagle took the winning rooster as its prey
- d. The winning rooster celebrates its winning proudly

22. What can we learn from the story?

- a. There's always a bigger enemy in this life
- b. Your friend can be your enemy
- c. Always grab an opportunity before you
- d. Don't be cocky when we have achieved our goal

Text 5 questions for number 23-25

The Good Stepmother

The old witch locked Hansel in a cage set Gretel to clean the house. She planned to eat them both. Each night the children cried and begged the witch to let them go. Meanwhile, at home, their stepmother was beginning to wish she had never tried to get rid of the children. "I must find them," she said and set off into the forest. Many hours later, when her feet were tired from walking and her lips were dry from thirst, she came to the cottage belonging to the witch. The stepmother peeped through the window. Her heart cried out when she saw the two children.

She picked up the broom leaning against the door and crept inside. The witch fell into the oven and the stepmother shut the door.

"Children, I have come to save you," she said hugging them tightly. I have done a dreadful thing.

I hope in time you will forgive me. Let me take your home and become a family again. They returned to their home and the stepmother became the best mother anyone could wish to have, and of course they lived ever after"

23. The story is about.....

- a. Two children went to school for the first time
- b. A witch who is really kind
- c. A father who begged a witch for money
- d. A stepmother who saved her children from a witch

24. "The witch fell into the oven and the mother stepmother shut the door". (Paragraph 4).

The underline word "shut" can be replaced by the word....

- a. Marked
- b. Painted
- c. Opened
- d. Closed

25. How did the stepmother find her children?

- a. She walked into the forest
- b. She got tired and met her children
- c. She peeped through the window of the witch's cottage
- d. She fell into the cliff

Task 6 questions for number 26-30

A long time ago, very few people lived in the new Territories. There were only a few villages. If the people wanted to go from one village to another, they often had to pass through wild and unsafe forest.

One day, a farmer's young wife went to the next village to visit her own mother and brother. She brought along her baby son. When it was time for her to leave, her brother said "it is getting dark. Let my son, Ah Tim go with you though the forest."

So Ah Tim led the way and the young women followed behind, carrying her baby. When they were in the forest, suddenly they saw a group of wolves. They began to run to avoid the danger, but Ah Tim kicked against a stone and fell down. At once the wolves caught him. The young women cried to the wolves, "please eat my own son instead." Then, she put her baby son on the ground in front of the wolves and took her nephew away. Everyone understood they this was because the women was very good and kind. She had offered her own son's life to save her nephew.

They ran back to the house and called for help. All men in the village fetched thick sticks and went back with her into the forest. When they got there, they saw something very strange. Instead of eating the women's baby the wolves were playing with him.

26. How could the wolves catch Ah Tim?

- a. He was afraid
- b. He was stumbled by a stone
- c. He ran slowly
- d. The women cried

27. The women gave hers on to the wolves because...

- a. She loved her nephew than her son
- b. She thought about how her brother would be
- c. She wanted her son was eaten by the wolves
- d. She was crazy

28. "all men in the village fetched thick stick..." the word "fetched" has a similar meaning to:

- a. Received
- b. Caught
- c. Got
- d. Hit

29. From the passage we learn that the villages were...

- a. Located in one huge area
- b. Situated in a large
- c. Separated by untamed jungles
- d. Wild and unsafe

30. The brother let her son go with his aunt as she left home because....

- a. Ah Tim wanted to see the wolves
- b. His aunt wanted him to come long
- c. Ah Tim was bored to live with his parents
- d. Ah Tim would be a guardian from

them

Appendix 4

Instrument Test (Pre-Test after testing validity reading comprehension of narrative text)

Information: This text just to know your ability in reading comprehension and there is no affect in your appraisal in final examination of this school.

Name :

Class :

Introduction : Read narrative text carefully and answer the questions below. Each one is followed by several questions about it. The questions are 20 items and you have 45 minutes to answer all of the questions. So, you choose the best one answer, a, b, c, or d, to each questions. Give mark (X) on the best your answer.

Text 1 for questions number 1-5

Aladdin and the Magic Lamp

Once upon a time, there lived a handsome boy in Baghdad. The name was Aladin. He was a clever boy, but he did not like to work.

One day Aladdin's mother sent him to the market place to look for a job. In the market he met a magician. The magician asked him to work together with him. If Aladdin could do, he would get a lot of gold coins and jewellery. The magician asked Aladin to go inside the cave and find a magical lamp there. He also gave a ring and said, "if you are in any trouble, rub this ring and a genie will come to your rescue?".

Aladdin went into the cave. Inside the cave, Aladdin was surprised by what he saw. Every corner was full of gold and treasures. A few minutes later, he found the lamp and quickly returned to the entrance of the cave. Aladdin called out, "Magician, I have found the lamp." "Excellent," answered the magician. "Quick, pass it to me!"

Aladdin did not trust the magician so he said, "Not so fast magician. You must help me out of this cave first."

The magician became very angry. When Aladdin was walking to the entrance, the magician pushed a huge rock over the entrance of the cave and left Aladdin and the lamp

behind. Aladdin tried to move the rock all by himself, but it was too big and heavy, “Oh no! I am trapped in the cave!” he cried.

Suddenly, he remembered the magic ring. He rubbed it with the palm of his hand. To his surprise, a genie appeared before him and in a powerful voice said, “Master, I am the Genie of the ring. How can I help you?”

Aladdin was frightened, but he soon found the courage to ask, “Could you please send me back to my house?” In no time at all Aladdin was back home.

Aladdin took out the lamp. He wondered what would happen if he rubbed it. As Aladdin was rubbing it, all of a sudden another enormous genie stood before him. The genie of the lamp said, “Master, your wish is my command.” Aladdin was very excited and wished for an enormous palace and bags full of gold.

One day, a beautiful princess was passing by Aladdin’s palace. She stopped to talk to Aladdin and soon they became good friends. Before long, Aladdin and Jasmine fell in love each other. She married Aladdin and lived happily.

1. What is the text about?
 - e. Aladdin
 - f. Magic lamp
 - g. Aladdin and magic lamp
 - h. Aladdin and Jasmine
2. What is the main idea of second paragraph?
 - e. The magician asked Aladdin to work together with him.
 - f. The magician asked Aladdin to go inside the cave and find a magical lamp there.
 - g. Magician met Aladdin in the market.
 - h. Aladdin’s mother sent him to the market he met a magician.
3. What is given by the magician to Aladdin?
 - e. Lamp
 - f. Ring
 - g. Magic lamp
 - h. Ring and magic lamp
4. “He wondered what would happen if he rubbed it.” (8th paragraph)
What does the underlined word refer to?
 - e. Ring
 - f. Lamp
 - g. Gold
 - h. Bags
5. “The names was Aladdin. He was a clever boy, but he did not like to work, “What is the similar meaning of the word “like”?”

- e. Glad
- f. keen on

- g. Happy
- h. admiration

Text 2 for the questions 6 to 8

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

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

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

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

6. The next tells the story of...

- e. A fox
- f. A goat
- g. A fox and a goat
- h. An old man and the fox

7. What is the main idea of paragraph three?

- e. The goat drunk enough and looked around.
- f. The goat came down to the well and drank
- g. The goat stood on his hint legs and put his forelegs against the side of the well.
- h. The goat did as he was asked and the fox got on his climbed well.

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

- e. A well
- f. Water
- g. A fox
- h. A goat

Text 3 for the questions number 9-13

The Story of the Smart Parrot

A man in Puerto Rico had a wonderful parrot. There was no another parrot like it. It was very, very smart. This parrot would say any word-except one. He would not say the name of the town where he was born. The name of the town was Catano.

The man tried to teach the parrot to say Catano. But the bird would not say the word. At first the man was very nice, but then he got angry. "You are a stupid bird! Why can't you say the word? Say Catano, or I will kill you!" but the parrot would not say it. Then the man got so angry that he shouted over and over, "Say Catano, or I'll kill you!" but the bird would not talk. One day after trying for many hours to make the bird say Catano, the man got very angry. He picked up the bird and threw him into the chicken house. "You are more stupid than the chickens. Soon I will eat them, and I will eat you, too." In the chicken house there are four old chickens. They were for Sunday's dinner. The man put the parrot in the chicken house and left.

The next day the man came back to the chicken house. He opened the door and stopped. He was very surprised at what he saw! He saw three dead chickens on the floor. The parrot was screaming at the fourth chicken, "Say Catano, or I'll kill you!"

9. Which statement is true according to the text?

- | | |
|--|--|
| e. The parrot could say Catano | g. Catano was the name at the parrot |
| f. At last the parrot could say Catano | h. The man never got angry at the parrot |

10. What does the man do to the bird because the bird cannot say the name of a place.....

- | | |
|--------------------------|----------------------------|
| e. The man ate the bird. | g. The man killed the bird |
| f. The sold the bird. | h. The man taught the bird |

11. It is most likely that

- | | |
|--|---|
| e. The bird killed the three chickens. | g. The bird played with the chicken |
| f. The three chickens killed the bird. | h. The bird killed one of the three chickens. |

12. What is the story about?

- | | |
|---------------------------|--------------------------------------|
| e. A parrot and a cat | g. A parrot and the owner |
| f. A parrot and a chicken | h. A parrot, the owner, and chickens |

13. "The parrot was very, very smart"

The word 'smart' means

- | | |
|-----------|-------------|
| e. Stupid | g. Stubborn |
|-----------|-------------|

f. Clever

h. Beautiful

Text 4 for the questions number 14-15

A Story from The Farm Yard Two roosters were fighting fiercely to be the king of the farm yard. One finally gained advantage and the other surrendered.

The losing rooster slunk away and hid itself in a quiet corner. The winner flew up to a high wall, flapped its wings and crowed its victory, as loud as it could.

Suddenly, an eagle came sailing through the air and carried it off, with its talons. The losing rooster immediately came out of its corner and ruled the farm yard from then on

14. What is the main idea of paragraph 3?

e. A. An eagle watching the rooster from a distance

g. The eagle took the winning rooster as its prey

f. The losing rooster came out from its hiding place

h. The winning rooster celebrates its winning proudly

15. What can we learn from the story?

e. There's always a bigger enemy in this life

g. Always grab an opportunity before you

f. Your friend can be your enemy

h. Don't be cocky when we have achieved our goal

Text 5 questions for number 16-17

The Good Stepmother

The old witch locked Hansel in a cage set Gretel to clean the house. She planned to eat them both. Each night the children cried and begged the witch to let them go. Meanwhile, at home, their stepmother was beginning to wish she had never tried to get rid of the children. "I must find them," he said and set off into the forest. Many hours later, when her feet were tired from walking and her lips were dry from thirst, she came to the cottage belonging to the witch. The stepmother peeped through the window. Her heart cried out when she saw the two children.

She picked up the broom leaning against the door and crept inside. The witch fell into the oven and the stepmother shut the door.

"Children, I have come to save you," she said hugging them tightly. I have done a dreadful thing.

I hope in time you will forgive me. Let me take your home and become a family again. They returned to their home and the stepmother became the best mother anyone could wish to have, and of course they lived ever after"

16. The story is about.....

- e. Two children went to school for the first time
- f. A witch who is really kind
- g. A father who begged a witch for money
- h. A stepmother who saved her children from a witch

17. “The witch fell into the oven and the mother stepmother shut the door”. (Paragraph 4).

The underline word “shut” can be replaced by the word....

- e. Marked
- f. Painted
- g. Opened
- h. Closed

Task 6 questions for number 18-20

A long time ago, very few people lived in the new Territories. There were only a few villages. If the people wanted to go from one village to another, they often had to pass through wild and unsafe forest.

One day, a farmer’s young wife went to the next village to visit her own mother and brother. She brought along her baby son. When it was time for her to leave, her brother said “it is getting dark. Let my son, Ah Tim go with you though the forest.”

So Ah Tim led the way and the young women followed behind, carrying her baby. When they were in the forest, suddenly they saw a group of wolves. They began to run to avoid the danger, but Ah Tim kicked against a stone and fell down. At once the wolves caught him. The young women cried to the wolves, “please eat my own son instead.” Then, she put her baby son on the ground in front of the wolves and took her nephew away. Everyone understood they this was because the women was very good and kind. She had offered her own son’s life to save her nephew.

They ran back to the house and called for help. All men in the village fetched thick sticks and went back with her into the forest. When they got there, they saw something very strange. Instead of eating the women’s baby the wolves were playing with him.

18. How could the wolves catch Ah Tim?

- e. He was afraid
- f. He was stumbled by a stone
- g. He ran slowly
- h. The women cried

19. The women gave hers on to the wolves because...

- e. She loved her nephew than her son
- f. She thought about how her brother would be
- g. She wanted her son was eaten by the wolves
- h. She was crazy

20. “all men in the village fetched thick stick...” the word “fetched” has a similar meaning to:

- e. Received
- g. Got

f. Caught

h. Hit

Appendix 5

Instrument Test (Post-Test before testing validity reading comprehension of narrative text)

Information: This text just to know your ability in reading comprehension and there is no affect in your appraisal in final examination of this school.

Nama :

Class :

Introduction : Read narrative text carefully and answer the questions below. Each one is followed by several questions about it . The questions are 30 items and you have 45 minutes to answer all of the questions. So, you choose the best one answer, a, b, c, or d, to each questions. Give mark (X) on the best your answer.

Text 11 question for number 1-3

The Magic Box

Once upon a time, there was a poor farmer who lived with his wife. One day, he dug up his field and found a big box. He took it home with him and showed it to his wife. His wife cleaned the box and kept it in their house.

One sunny morning his wife dropped an apple into it. Suddenly the box began fill up with apples. No matter how many the apples were taken out, more apples took their place, So the farmer and his wife decide to sell the apples and in short time they were able to live quite comfortably.

One day, the farmer dropped a gold coin into the box. At once, apples disappeared and the box began to fill itself with coins. Everyday, the farmer and his wife collected hundreds of gold coins from the box. Soon they became very rich.

Having heard that his son had gone rich, the farmer's grandfather visited the couple. He was not very strong and he could not go out to work anymore. So the farmer asked the old man to help him take the money out of the box. When his grandfather told his son that he was tired and wanted to have arrest, the farmer shouted at him," why are you so lazy? Why can't you work harder?"

The old man didn't say anything, and continued to work until he fell into the box and suddenly died. At once, the money disappeared and the box began to fill up with dead grandfathers.

The farmer had to pull them out and bury them. To do this, he had to spend all the money he had collected. When he had used up all the money, the box broke and the farmer was just as poor as he was before.

1. How was the farmer according to the writer ? He was....
 - a. Mean
 - b. Generous
 - c. Kind
 - d. Humorous
2. The complication started when
 - a. The farmer dug up a big box in his field, took it home, and showed it to his wife.
 - b. His wife dropped an apple into a big box and suddenly the box filled up with apples.
 - c. The farmer and his wife sold the apples were able to live quite comfortably
 - d. The farmer dropped a gold coin into the box
3. What did we learn from the story ?
 - a. Being honest is not always wise
 - b. All that glitters is not good
 - c. It is good to be honest in life
 - d. We must respect our parents

Text 2 question for number 4-5

Once upon a time there lived as neighbors, a bear and a rabbit. The rabbit was a good shot, and the bear, being very clumsy, could not use the arrow to good advantage. The bear would call over the rabbit, and asked the rabbit to take his bow and arrows and came with the bear to the other side of the hill. The rabbit, fearing to arouse the bear's anger by refusing, consented and went with the bear and shot enough buffaloes to satisfy the hungry family. Indeed he shot and killed so many that there was lots of meat left after the bear and his family had loaded themselves, and packed all they could carry home. The bear was gluttonous and did not want the rabbit to get any of the meat, so the poor rabbit could not even taste the blood from butchering. As the bear would throw the blood and dry it up. Poor rabbit would have to go home hungry after his hard day's work.

The bear was the father of five children. The youngest child was very kind to the rabbit. The mother bear, knowing that her youngest child was very hearty eater, always gave him an extra large piece of meat, but the youngest child didn't eat. He would take with him and pretend to play ball with it, kicking it toward the rabbit's house. When he got close to the door, he would give the meat with such a great kick, that it would fly into the rabbit's house, and in this way the poor rabbit would get his meal unknown to the papa bear.

4. The poor rabbit didn't get any of the meat because

- a. They are already given to the butcher
 - b. They are eaten by the youngest bear
 - c. The bear carried all the meat home
 - d. they are already dried up
5. The story teaches us that
- a. Poverty makes people suffer
 - b. We must keep our promise
 - c. Being greedy makes other people happy
 - d. People should love each other

Text 3 questions for number 6-9

The Lion and The Mouse

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

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

Sometime after, the lion was caught in a trap. Some hunters, who wanted to carry him alive to the king, tied him to a tree while they went in search of a wagon to carry him in. Just then, the little mouse happened to pass by and see the sad plight in which the lion was. The little mouse went up to him and soon gnawed away the little mouse had finished gnawing away the ropes, he asked the lion to run away.

6. What is the purpose of the text?
- a. To entertain the readers
 - b. To persuade the readers that something should or should not be the case
 - c. To inform the readers about the events of the day which are considered newsworthy
 - d. To explain something
 - e. To present at least two points of view about an issue.
7. What is the moral value of the text?
- a. Don't look at someone because of his clothes
 - b. It is best for prepare for the days of necessity
 - c. Common people may prove great ones
 - d. United we stand, divide we fall
 - e. Honestly begins at home.
8. Paragraph three mainly tells us that...
- a. The little mouse asked for
 - b. The lion was tied to a tree by the

forgiveness

- b. The hunters carried the lion alive to the king

hunters

- d. The little mouse could prove that he could help the lion.
e. From the first, the lion believed in what the little mouse said.

9. What did the little mouse do prove his words?

- a. He would never forget the lion
b. He tired hard to help the lion free
c. He ran up and down upon the lion
d. He asked for apology to the king of the beast
e. He tied the lion to the tree so that the hunters could carry him.

Text 4 the questions for number 10-12

A long time ago, there lived on the island of Bali a giant-like creature named Kbo lwo. The people of Bali used to say that Kbo lwo was everything, a destroyer as well as a creator. He was satisfied with the meal, but this meant for the Balinese people enough food for a thousand men.

Difficulties arose when for the first time the barns were empty and the new harvest was still a long way off. This made Kbo lwo eild with great anger. In this hunger, he destroyed all the houses and even all the temples. It made the Balinese turn to rage.

So, they came together to plan steps to oppose this powerful giant by using his stupidity. They asked Kbo lwo to build them a very deep well, and rebuild all the houses and temples he des"troyed. After they fed Kbo lwo, he began to dig a deep hole.

One day he had eaten too much, he fell asleep in the hole. The oldest man in the village gave a sign, and the villagers began to throw the limestone they had collected before into the hole. The limestone made the water inside the hole boiling Kbo lwo was buried alive. Then the water in the well rose higher and higher untl at least it overflowed and formed laje Batur. The mount of earth dug from the well by Kbo lwo is known as Mount Batur.

10. Why did Kbo lwo feel angry to the Balinese people?

- a. Because Balinese people ate his meal
b. Because Balinese people took his food so his barns was empty
c. Because Balinese people were in hunger
d. Because Balinese people werein hunger

11. According to the story, if Kbo lwo is never existed island, what do you think will happen?

- a. There will be no Bali island
c. All Bali people will live in a

The underline phrase can be replaced by

- a. Intend
- b. Admit
- c. Promise
- d. Propose

15. From the text we may conclude that.....

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

Text 6 for questions number 16-18

The Legend of the Kesodo Ceremony

Once upon a time on Mount Bromo, East Java, there was a couple living there. The new couple wanted to have a child. They had married for a long time but they hadn't got a baby. Every time they prayed to the Gods, asking for a child.

One day, there was a loud voice in the sky when they were praying.

"You are going to born a baby, and later you will birth too many children. But I have a requirement for you to obey, if you really want to have children", said the voice.

"Whatever you ask, my Lord", the couple answered, "We will do it",

"You must sacrifice your first son for the gods".

The couple agreed to sacrifice their first son in the time that was asked by the voice. Then, the wife got pregnant and gave birth to a son. The baby grew up into a handsome, taught man. He was named Kesuma. The couple loved Kesuma very much. The wife gave birth to eleven more children after Kesuma. And, they forget their promise to sacrifice their first son to the god.

One day, the volcano erupted. Before that, there were series of earthquakes followed by thunders in the sky. The sky was very dark, as if it was going to fall down. On the next occasion, there was a voice in the sky, reminding the couple about their promise. The couple was very afraid, but they just couldn't sacrifice their beloved son, Kesuma. However, because the earthquakes and the thunders were becoming more and more horrifying, Kesuma couldn't let his family and all the people in the village die.

Kesuma knew the situation. Then he said to his parents. "I would sacrifice myself in order that our family and all the people in our village will live in peace. For the next times, you all have to sacrifice animals and crops to the gods." Then he jumped onto the crater of the volcano. Amazingly, the earthquakes and the eruption stopped at once.

16. What does the first paragraph talk about?

- | | |
|--|--|
| a. The earthquakes and thunders in the sky | c. The voice in the sky |
| b. The condition of Kesuma's family | d. The condition of the volcano on one day sky |

17. What problem was faced by Kesuma's parents?

- | | |
|---|---|
| a. They had to give sacrifices for the Gods | c. They couldn't bring all of their children to the Gods to be sacrificed |
| b. They couldn't get a baby after getting married for a long time | d. The villagers would force them to sacrifice themselves |

18. "The baby grew up into a handsome, tough man." What is the synonym of the underlined word?

- | | |
|-------------|--------------|
| a. Strong | c. Hard |
| b. Handsome | d. Very firm |

Text 7 questions for number 19-22

Long, long ago, when the gods and goodness used to mingle in the affairs of mortals, there was a small kingdom on the slope of Mount Wayang in west Java. The king, named Sang Prabu was a wise man. He had only daughter, called Princess Tria Nirmala who was for her beauty but she was not married. One day Sang Prabu made up his mind to settle the matter by a show of strength.

After that, Prince of Blambangan named Raden Begawan had won the competition. Unfortunately, the wicked fairy, Princess Sagara fell in love with Raden Begawan and used magi power to render him unconscious and he forgot his wedding. When Sang Prabu was searching, Raden Begawan saw him and soon realized that he had been enchanted by the wicked fairy. The fairy could not accept this; so killed Raden Begawan. When Princess Teja Nirmala heard this, she was very sad. So nice fairy took her to the Kahyangan.

19. Why the wicked fairy did used her magic to make Raden Begawan unconscious?

- | | |
|---|--|
| a. She didn't like Raden Begawan | c. She wanted Teja Nirmala to forget about her wedding |
| b. She didn't want Raden Prabu marry the princess | d. She didn't want the price of |

20. What do you think will happen if gods or goodness cannot mingle in the affairs of people in the earth at that time?
- a. Princess Segara will have married with Raden Begawan
 - b. Sang Prabu will not hold strength competition
 - c. Raden Begawan will not die
 - d. Wicked fairy will not take Raden Begawan's life
21. So a nice fairy took to the Kahyangan. (Paragraph 2)
The word her in the sentence refers to..
- a. The wicked fairy
 - b. The nice fairy
 - c. Princess Nirmala
 - d. Prince Teja
22. The similarity between fairy and human according to the text.
- a. The place they live
 - b. The jealousy that they process
 - c. The way they don't feel a love
 - d. The strength they have

Text 8 questions for number 23-27

A farmer came across a bird with a broken wing. He picked it up, took it home and looked after it lovingly, even though his wife complained bitterly about his wasting too much time on the creature.

After some time, the wing mended and, because the bird did not want the farmer to have kept on arguing with his wife all the time, it decided to go back to its nest.

When the farmer discovered that the bird was gone, he was so upset that he went out to look for it. Eventually, he found it again, and was greeted happily by the whole family of the bird. As a sign of their thanks for his care and attention, the birds gave him a little box, and told him not to open it until he got home.

To his surprise, the farmer found the box full of precious stones. When his wife saw them, she decided that she too deserved a reward, and she went to see the birds. The birds gave her a little casket; but this one was full of devils. The devils jumped on her as soon as she opened the casket and chased her away.

Left alone, the farmer went to live near his friend, the bird. There he built a hut of perfumed wood; and the birds decorated it with flowers of every kind.

23. Which of the following statements do you agree with ?
- a. The farmer chased his wife away.
 - b. The farmer lived happily with his
 - c. The farmer's wife took care of the
 - d. bird.

wife.

d. The bird was very thankful to the farmer.

24. The farmer's new hut was....

a. Well furnished

c. a gift from the birds

b. Built by the birds

d. built of perfumed wood

25. What do we learn from the text?

a. A gift shows kindness.

c. Arguing makes you distressed.

b. Sufferings bring happiness.

d. A good deed deserves a reward.

26. What is the main information discussed in the third paragraph?

a. The bird left the farmer.

c. The farmer got a little casket from the birds

b. The birds welcomed the farmer

d. The farmer was so angry and went out to find the bird.

27. The word "discovered" (p3) means....

a. Proved

c. Saw

b. Found out

d. Invented

Text 9 for the questions number 28-30

Mouse Deer and Mr. Crocodile

One day, a mouse deer was walking by the river. He was very starving because he hadn't eaten since morning. It was midday. But he found nothing in the land but dying trees. "Huh... I hate this branches, I don't like it!"

Across the river, there was green grassland, with young leaves. 'Hmm.. it seems delicious' imagined the mouse deer, 'but how can I get there? I can't swim, the current is very rapid?'

The mouse deer was figuring out the way how to reach there. Suddenly, he jumped to the air, 'aha.: he then walked to the edge of the river. He didn't see the reflection because the water flowed very fast. He dipped one of his fore legs into the water. A few moment later, appeared Mr. Crocodile showing his sharp teeth. He then laughed, "Ha... ha... ha, you can't run away from me, You'll be my tasty lunch!" said the crocodile.

"Of course I can't. You are very strong, Mr. Croco," replied the mouse deer frightenedly. Then, the other crocodiles approached moving slowly.They approached the edge of the river.

"But, before you all have a party, I wonder how many your members are there in the river. If I know your number exactly, I can distribute my meat evenly," said the mouse deer. "Oh...o, great, good idea! But we are a large group, I can't count it precisely," Mr. Croco moaned. "Leave it to me, and I can make it for you!" Now, can you ask the others to line up, from one edge to the other edge of the river? The mouse deer requested. Then the crocodiles arranged themselves in line from one edge to the other edge of the river. The mouse deer jumped to the body of one crocodile to the others while he was counting, 'one, two, three; and so forth up to ten. Then at last he arrived at grassland, and he thanked to the dumb crocodiles.

28. Why did mouse deer want to go across the river?

- | | |
|---|--|
| a. Because he was very hungry | c. He wanted to eat some dying trees |
| b. Because he wanted to cheat Mr. Crocodile | d. He was afraid of the current of the river |

29. " But we are a large group, I can't count it precisely," The underlined word has closest meaning with

- | | |
|------------------|---------------|
| a. A. Accurately | c. Definitely |
| b. Objectively | d. Obviously |

30. After reading the text, we may conclude that the mouse deer was

- | | |
|-----------------------|----------------------|
| a. Very greedy animal | c. Dumb animal |
| b. Cunning anima | d. Frightened animal |

Appendix 6

Instrument Test (Post-Test after testing validity reading comprehension of narrative text)

Information: This text just to know your ability in reading comprehension and there is no affect in your appraisal in final examination of this school.

Name :

Class :

Introduction : Read narrative text carefully and answer the questions below. Each one is followed by several questions about it. The questions are 20 items and you have 45 minutes to answer all of the questions. So, you choose the best one answer, a, b, c, or d, to each questions. Give mark (X) on the best your answer.

Text 1 question for number 1

Once upon a time there lived as neighbors, a bear and a rabbit. The rabbit was a good shot, and the bear, being very clumsy, could not use the arrow to good advantage. The bear would call over the rabbit, and asked the rabbit to take his bow and arrows and came with the bear to the other side of the hill. The rabbit, fearing to arouse the bear's anger by refusing, consented and went with the bear and shot enough buffaloes to satisfy the hungry family. Indeed he shot and killed so many that there was lots of meat left after the bear and his family had loaded themselves, and packed all they could carry home. The bear was gluttonous and did not want the rabbit to get any of the meat, so the poor rabbit could not even taste the blood from butchering. As the bear would throw the blood and dry it up. Poor rabbit would have to go home hungry after his hard day's work.

The bear was the father of five children. The youngest child was very kind to the rabbit. The mother bear, knowing that her youngest child was very hearty eater, always gave him an extralarge piece of meat, but the youngest child didn't eat. He would take with him and pretend to play ball with it, kicking it toward the rabbit's house. When he got close to the door, he would give the meat with such a great kick, that it would fly into the rabbit's house, and in this way the poor rabbit would get his meal unknown to the papa bear.

1. What is the conclusion of the story?

- e. Papa bear is a greedy
- f. Poor rabbit feel hungry .
- g. Papa bear known the youngest clide give mild to rabbit.

- h. Poor rabbit get his meal from the youngest child.

Text 2 questions for number 2-4

The Lion and The Mouse

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

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

Sometime after, the lion was caught in a trap. Some hunters, who wanted to carry him alive to the king, tied him to a tree while they went in search of a wagon to carry him in. Just then, the little mouse happened to pass by and see the sad plight in which the lion was. The little mouse went up to him and soon gnawed away the little mouse had finished gnawing away the ropes, he asked the lion to run away.

2. What is the moral value of the text?
 - f. Don't look at someone because of his clothes
 - g. It is best for prepare for the days of necessity
 - h. Common people may prove great ones
 - i. United we stand, divide we fall
 - j. Honestly begins at home.
3. Paragraph three mainly tells us that...
 - f. The little mouse asked for forgiveness
 - g. The hunters carried the lion alive to the king
 - h. The lion was tied to a tree by the hunters
 - i. The little mouse could prove that he could help the lion.
 - j. From the first, the lion believed in what the little mouse said.
4. What did the little mouse do prove his words?
 - f. He would never forget the lion
 - g. He tired hard to help the lion free
 - h. He ran up and down upon the lion
 - i. He asked for apology to the king of the beast
 - j. He tied the lion to the tree so that the hunters could carry him.

Text 3the questions for number 5-6

A long time ago, there lived on the island of Bali a giant-like creature named Kbolwo. The people of Bali used to say that Kbolwo was everything, a destroyer as well as a creator. He was satisfied with the meal, but this meant for the Balinese people enough food for a thousand men.

Difficulties arose when for the first time the barns were empty and the new harvest was still a long way off. This made Kbolwoeild with great anger. In this hunger, he destroyed all the houses and even all the temples. It made the Balinese turn to rage.

So, they came together to plan steps to oppose this powerful giant by using his stupidity. They asked Kbolwo to build them a very deep well, and rebuild all the houses and temples he des"troyed. After they fed Kbolwo, he began to dig a deep hole.

One dayhe had eaten too much, he fell asleep in the hole. The oldest man in the village gave a sign, and the villagers began to throw the limestone they had collected before into the hole. The limestone made the water inside the hole boiling Kbolwo was buried alive. Then the water in the well rose higher and higher untl at least it overflowed and formed lajeBatur. The mount of earth dug from the well by Kbolwo is known as Mount Batur.

5. Why did Kbolwo feel angry to the Balinese people?

- | | |
|---|------------------------------------|
| e. Because Balinese people ate his meal | g. Because Balinese people were in |
| f. Because Balinese people took his | hunger |
| food so his barns was empty | h. Because Balinese people were in |
| | hunger |

6. According to the story, if Kbolwo is never existed island, what do you think will happen?

- | | |
|------------------------------------|--------------------------------------|
| e. There will be no Bali island | g. All Bali people will live in a |
| f. Bali people will never be angry | prosperous way |
| | h. We are not able see the beauty of |
| | lakeBatur. |

Text 4 for the questions number 7-9

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

Her father, the king of Teberu, was very confused and did not know what to do. If he chose one prince instead of another then it would create jealousy and there could be war against his kingdom. All the princes were handsome and powerful and so the king allowed

his daughter to make her own choice. But PuteriMandalika was confused too and she also knew the dangerous risk that her kingdom and people would get, if she choose either one of the princes.

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

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

7. Why was it hard for the princess to chosen on of the princes?

- | | |
|----------------------------------|--|
| e. She loved all the princes | g. All the princes were powerful |
| f. All the princes were handsome | h. She was afraid of the dangerous risk. |

8. “Six of them came to Teberu and ask for her hand of marriage” (Paragraph 1)

The underline phrase can be replaced by

- | | |
|-----------|------------|
| e. Intend | g. Promise |
| f. Admit | h. Propose |

9. From the text we may conclude that.....

- | | |
|---|---|
| e. PuteriMandalika sacrificed herself to the sea for the sake of her people | g. One of the princes win the heart of PuteriMandalika |
| f. PuteriMandalika was a selfish princess | h. The war happened against the kingdom due to the princess' decision |

Text 5for questions number 10-12

The Legend of the Kesodo Ceremony

Once upon a time on Mount Bromo, East Java, there was a couple living there. The new couple wanted to have a child. They had married for a long time but they hadn't got a baby. Every time they prayed to the Gods, asking for a child.

One day, there was a loud voice in the sky when they were praying.

"You are going to born a baby, and later you will birth too many children. But I have a requirement for you to obey, if you really want to have children", said the voice.

"Whatever you ask, my Lord", the couple answered, "We will do it",

"You must sacrifice your first son for the gods".

The couple agreed to sacrifice their first son in the time that was asked by the voice. Then, the wife got pregnant and gave birth to a son. The baby grew up into a handsome, taught man. He was named Kesuma. The couple loved Kesuma very much. The wife gave birth to eleven more children after Kesuma. And, they forget their promise to sacrifice their first son to the god.

One day, the volcano erupted. Before that, there were series of earthquakes followed by thunders in the sky. The sky was very dark, as if it was going to fall down. On the next occasion, there was a voice in the sky, reminding the couple about their promise. The couple was very afraid, but they just couldn't sacrifice their beloved son, Kesuma. However, because the earthquakes and the thunders were becoming more and more horrifying, Kesuma couldn't let his family and all the people in the village die.

Kesuma knew the situation. Then he said to his parents. "I would sacrifice myself in order that our family and all the people in our village will live in peace. For the next times, you all have to sacrifice animals and crops to the gods." Then he jumped onto the crater of the volcano. Amazingly, the earthquakes and the eruption stopped at once.

10. What does the first paragraph talk about?

- | | |
|--|--|
| e. The earthquakes and thunders in the sky | g. The voice in the sky |
| f. The condition of Kesuma's family | h. The condition of the volcano on one day |
| | sky |

11. What problem was faced by Kesuma's parents?

- | | |
|--|-------------------------------------|
| e. They had to give sacrifices for the | g. They couldn't bring all of their |
|--|-------------------------------------|

- | | |
|--|---|
| <p>Gods</p> <p>f. They couldn't get a baby after getting married for a long time</p> | <p>children to the Gods to be sacrificed</p> <p>h. The villagers would force them to sacrifice themselves</p> |
|--|---|

12. "The baby grew up into a handsome, tough man." What is the synonym of the underlined word?

- | | |
|-------------|--------------|
| e. Strong | g. Hard |
| f. Handsome | h. Very firm |

Text 6 questions for number 13-16

Long, long ago, when the gods and goodness used to mingle in the affairs of mortals, there was a small kingdom on the slope of Mount Wayang in west Java. The king, named Sang Prabu was a wise man. He had only daughter, called Princess TriaNirmala who was for her beauty but she was not married. One day Sang Prabu made up his mind to settle the matter by a show of strength.

After that, Prince of Blambangan named Raden Begawan had won the competition. Unfortunately, the wicked fairy, Princess Sagara fell in love with Raden Begawan and used magi power to render him unconscious and he forgot his wedding. When Sang Prabu was searching, Raden Begawan saw him and soon realized that he had been enchanted by the wicked fairy. The fairy could not accept this; so killed Raden Begawan. When Princess TejaNirmala heard this, she was very sad. So nice fairy took her to the Kahyangan.

13. Why the wicked fairy did used her magic to make Raden Begawan unconscious?

- | | |
|--|---|
| e. She didn't like Raden Begawan | g. She wanted TejaNirmala to forget about her wedding |
| f. She didn't want RadenPrabu marry the princess | h. She didn't want the price of Blambangan marry the princess |

14. What do you think will happen if gods or goodness cannot mingle in the affairs of people in the earth at that time?

- | | |
|---|--|
| e. Princess Segara will have married with Raden Begawan | g. Raden Begawan will not die |
| f. Sang Prabu will not hold strength competition | h. Wicked fairy will not take Raden Begawan's life |

15. So a nice fairy took to the Kahyangan. (Paragraph 2)

The word her in the sentence refers to..

- | | |
|---------------------|---------------------|
| e. The wicked fairy | g. Princess Nirmala |
| f. The nice fairy | h. Prince Teja |

16. The similarity between fairy and human according to the text.

- e. The place they live
- f. The jealousy that they process
- g. The way they don't feel a love
- h. The strength they have

Text 7 questions for number 17-18

A farmer came across a bird with a broken wing. He picked it up, took it home and looked after it lovingly, even though his wife complained bitterly about his wasting too much time on the creature.

After some time, the wing mended and, because the bird did not want the farmer to have kept on arguing with his wife all the time, it decided to go back to its nest.

When the farmer discovered that the bird was gone, he was so upset that he went out to look for it. Eventually, he found it again, and was greeted happily by the whole family of the bird. As a sign of their thanks for his care and attention, the birds gave him a little box, and told him not to open it until he got home.

To his surprise, the farmer found the box full of precious stones. When his wife saw them, she decided that she too deserved a reward, and she went to see the birds. The birds gave her a little casket; but this one was full of devils. The devils jumped on her as soon as she opened the casket and chased her away.

Left alone, the farmer went to live near his friend, the bird. There he built a hut of perfumed wood; and the birds decorated it with flowers of every kind.

17. Which of the following statements do you agree with ?

- e. The farmer chased his wife away.
- f. The farmer lived happily with his wife.
- g. The farmer's wife took care of the bird.
- h. The bird was very thankful to the farmer.

18. The word "discovered" (p3) means....

- e. Proved
- f. Found out
- g. Saw
- h. Invented

Text 8 for the questions number 19-20

Mouse Deer and Mr. Crocodile

One day, a mouse deer was walking by the river. He was very starving because he hadn't eaten since morning. It was midday. But he found nothing in the land but dying trees. "Huh... I hate this branches, I don't like it!"

Across the river, there was green grassland, with young leaves. 'Hmm..it seems delicious' imagined the mouse deer, 'but how can I get there? I can't swim, the current is very rapid?'

The mouse deer was figuring out the way how to reach there. Suddenly, he jumped to the air,'aha.: he then walked to the edge of the river. He didn't see the reflection because the water flowed very fast. He dipped one of his fore legs into the water. A few moment later, appeared Mr. Crocodile showing his sharp teeth. He then laughed, "Ha... ha... ha, you can't run away from me, You'll be my tasty lunch!" said the crocodile.

"Of course I can't. You are very strong, Mr. Croco," replied the mouse deer frightenedly. Then, the other crocodiles approached moving slowly.They approached the edge of the river.

"But, before you all have a party, I wonder how many your members are there in the river. If I know your number exactly, I can distribute my meat evenly,"said the mouse deer. "Oh...o, great, good idea! But we are a large group, I can't count it precisely," Mr. Croco moaned. "Leave it to me, and I can make it for you!" Now, can you ask the others to line up, from one edge to the other edge of the river? The mouse deer requested. Then the crocodiles arranged themselves in line from one edge to the other edge of the river. The mouse deer jumped to the body of one crocodile to the others while he was counting, 'one, two, three; and so forth up to ten. Then at last he arrived at grassland, and he thanked to the dumb crocodiles.

19. " But we are a large group, I can't count it precisely," The underlined word has closest meaning with

- e. A. Accurately
- f. Objectively
- g. Definitely
- h. Obviously

20. After reading the text, we may conclude that the mouse deer was

- e. Very greedy animal
- f. Cunning anima
- g. Dumb animal
- h. Frightened animal

Appendix 7

Key Answer for Pre-Test

| | | | | | |
|------|-------|-------|-------|-------|-------|
| 1. c | 6. c | 11. a | 16. c | 21. b | 26. d |
| 2. a | 7. a | 12. c | 17. b | 22. d | 27. b |
| 3. b | 8. d | 13. b | 18. c | 23. d | 28. c |
| 4. b | 9. b | 14. d | 19. c | 24. c | 29. c |
| 5. b | 10. b | 15. a | 20. a | 25. c | 30. c |

Key Answer for Post-Test

| | | | | | |
|------|-------|-------|-------|-------|-------|
| 1. a | 6. c | 11. d | 16. b | 21. c | 26. b |
| 2. b | 7. c | 12. a | 17. b | 22. b | 27. a |
| 3. d | 8. d | 13. d | 18. a | 23. d | 28. a |
| 4. c | 9. b | 14. d | 19. c | 24. d | 29. a |
| 5. d | 10. c | 15. a | 20. d | 25. d | 30. b |

Appendix 8

Key Answer for Pre-Test

| | | | |
|-------|-------|-------|-------|
| 31. c | 36. c | 41. a | 46. d |
| 32. a | 37. d | 42. c | 47. c |
| 33. b | 38. b | 43. c | 48. d |
| 34. b | 39. b | 44. b | 49. b |
| 35. b | 40. d | 45. d | 50. c |

Key Answer for Post-Test

| | | | |
|-------|-------|-------|-------|
| 31. d | 36. d | 41. b | 46. b |
| 32. c | 37. d | 42. a | 47. d |
| 33. d | 38. d | 43. c | 48. a |
| 34. b | 39. a | 44. d | 49. a |
| 35. c | 40. b | 45. c | 50. b |

Appendix 12

Validity for Post-Test

| No | Name | Item | | | | | | | | | | | | | | | | | |
|----|------------------------|------|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|
| | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 1 | Alfiani Pulungan | 0 | 1 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | |
| 2 | Berlian Putri Hidayat | 0 | 1 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 |
| 3 | Fadillah Hasibuan | 0 | 1 | 1 | 0 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 1 | 0 | 1 | 1 | 1 |
| 4 | Fahrur Rozi | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 |
| 5 | Fauziah Nur | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 |
| 6 | Fitri Sahara | 1 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 1 | 1 | 0 |
| 7 | Halisah Lubis | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 1 | 0 | 1 | 1 |
| 8 | Hayatun Nufus | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 1 | 0 | 0 |
| 9 | Imam Wahyudi | 0 | 0 | 1 | 0 | 1 | 0 | 1 | 1 | 0 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 0 | 1 |
| 10 | Irma Suryani | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| 11 | Latipah Hannum LBS | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 1 | 1 | 0 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 |
| 12 | Marliani Pulungan | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 1 | 1 |
| 13 | Mawaddah HSB | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 1 | 0 | 1 | 0 | 0 |
| 14 | Muhammad Hanafi | 0 | 1 | 0 | 1 | 1 | 1 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 1 |
| 15 | Mutiah Rangkuti | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 1 |
| 16 | Nur Ainu Lubis | 0 | 0 | 1 | 0 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 1 |
| 17 | Nur Ainun | 1 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 0 |
| 18 | Nur Azizah Nasution | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 0 | 0 | 0 | 1 |
| 19 | Nur Azizah NST | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 1 | 0 | 0 | 1 | 0 |
| 20 | Nur Hidayah | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| 21 | Nurliah Nasution | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 |
| 22 | Nurul Hidayah Hasibuan | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 1 | 1 |
| 23 | Reza Yasanri | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 1 | 1 |

| | | | | | | | | | | | | | | | | | | | |
|----|---------------------|---------|--------|--------|--------|--------|--------|--------|----------|---------|--------|-------|-------|-------|-------|--------|--------|-------|---------|
| 24 | Ririn Febriani Koto | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 1 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 1 | 1 | 1 |
| 25 | Roni Rizki | 0 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 1 |
| 26 | Sahlaini | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 |
| 27 | Siti Patimah | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| 28 | Sri Wahyuni | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 1 | 0 | 0 | 0 |
| 29 | Walid Munandar | 1 | 0 | 1 | 0 | 0 | 0 | 1 | 1 | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 1 |
| 30 | Yasyarifah Aulia | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 1 | 0 |
| | N=30 | 3 | 14 | 16 | 7 | 12 | 3 | 5 | 12 | 9 | 12 | 17 | 11 | 12 | 11 | 9 | 9 | 15 | 19 |
| | p | 0.1 | 0.4667 | 0.5333 | 0.2333 | 0.4 | 0.1 | 0.1667 | 0.4 | 0.3 | 0.4 | 0.567 | 0.367 | 0.4 | 0.367 | 0.3 | 0.3 | 0.5 | 0.63333 |
| | q | 0.9 | 0.5333 | 0.4667 | 0.7667 | 0.6 | 0.9 | 0.8333 | 0.6 | 0.7 | 0.6 | 0.433 | 0.633 | 0.6 | 0.633 | 0.7 | 0.7 | 0.5 | 0.36667 |
| | r tabel | 0.396 | 0.396 | 0.396 | 0.396 | 0.396 | 0.396 | 0.396 | 0.396 | 0.396 | 0.398 | 0.396 | 0.396 | 0.396 | 0.396 | 0.396 | 0.396 | 0.396 | 0.396 |
| | r hitung | 0.04589 | -0.081 | 0.0961 | 0.0526 | 0.4559 | 0.1626 | 0.5815 | 0.501009 | 0.49067 | 0.4463 | 0.687 | 0.095 | 0.409 | 0.508 | 0.4573 | 0.4505 | 0.413 | 0.44022 |

Appendix 10

Calculation of the formulation $r_{pbi} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$ in Pre-Test

A. Calculation of Pre-Test

1. Mean score from score total (M_t)

$$M_t = \frac{\sum X_t}{n}$$

$$M_t = \frac{469}{30} = 15.6$$

2. Standard Deviation (SD_t)

$$SD_t = \sqrt{\frac{\sum X_t^2}{n} - \left(\frac{\sum X_t}{n}\right)^2}$$

$$SD_t = \sqrt{\frac{8189}{30} - \left(\frac{469}{30}\right)^2}$$

$$SD_t = \sqrt{271.9 - 243.36}$$

$$SD_t = \sqrt{28.54} = 5.3$$

3. Mean Score

Item 1

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n1}$$

$$M_{pl} = \frac{20+23+13+19+20+7+23+9+10+21+11+20+21+11+13+18+17+19+11+19+12+22+18+25}{24}$$

$$M_{pl} = \frac{402}{24} = 16.75$$

Item 2

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n2}$$

$$M_{pl} = \frac{19+13+20+23+21+21+19+22}{8}$$

$$M_{pl} = \frac{158}{8} = 19.75$$

Item 3

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n3}$$

$$M_{pl} = \frac{20+23+9+20+18+19+22+25}{8}$$

$$M_{pl} = \frac{156}{8} = 19.5$$

Item 4

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n4}$$

$$M_{pl} = \frac{23+13+19+23+21+11+20+21+18+9+17+19+11+19+19+22+18}{17}$$

$$M_{pl} = \frac{303}{17} = 17.82$$

Item 5

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n5}$$

$$M_{pl} = \frac{20+23+19+20+23+19+19+22+18+7+25}{11}$$

$$M_{pl} = \frac{215}{11} = 19.54$$

Item 6

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n6}$$

$$M_{pl} = \frac{20+23+19+20+7+23+9+10+21+20+21+11+18+17+19+11+19+19+11+22+18+7+25}{23}$$

$$M_{pl} = \frac{390}{23} = 16.95$$

Item 7

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n7}$$

$$M_{pl} = \frac{20+23+13+13+20+23+10+21+8+11+20+21+18+17+12+11+22+25}{18}$$

$$M_{pl} = \frac{308}{18} = 17.1$$

Item 8

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n8}$$

$$M_{pl} = \frac{20+23+13+13+20+23+10+21+8+20+21+11+18+17+19+19+25}{17}$$

$$M_{pl} = \frac{301}{17} = 17.7$$

Item 9

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n9}$$

$$M_{pl} = \frac{23+13+19+20+23+21+20+21+11+13+17+19+19+11+18+25}{16}$$

$$M_{pl} = \frac{283}{16} = 17.68$$

Item 10

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n10}$$

$$M_{pl} = \frac{20+13+19+13+20+23+10+21+8+11+21+11+13+17+19+19+19+12+11}{19}$$

$$M_{pl} = \frac{300}{19} = 15.7$$

Item 11

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n11}$$

$$M_{pl} = \frac{20+23+13+20+7+23+9+10+21+8+11+20+21+11+13+9+19+12+11+22+18+25}{22}$$

$$M_{pl} = \frac{346}{22} = 15.72$$

Item 12

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n_{12}}$$

$$M_{pl} = \frac{23+20+7+21+20+13+18+9+11+25}{11}$$

$$M_{pl} = \frac{167}{11} = 15.18$$

Item 13

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n_{13}}$$

$$M_{pl} = \frac{20+19+23+21+20+18+19+19+19+22+18+7+25}{13}$$

$$M_{pl} = \frac{250}{13} = 19.23$$

Item 14

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n_{14}}$$

$$M_{pl} = \frac{23+13+19+20+21+20+21+11+13+18+17+11+19+19+12+22+25}{17}$$

$$M_{pl} = \frac{304}{17} = 17.88$$

Item 15

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n_{15}}$$

$$M_{pl} = \frac{20+23+19+20+7+23+20+18+17+19+11+19+25}{13}$$

$$M_{pl} = \frac{241}{13} = 18.53$$

Item 16

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n16}$$

$$M_{pl} = \frac{20+23+19+20+23+21+20+13+18+17+19+11+12+18+25}{15}$$

$$M_{pl} = \frac{280}{15} = 18.67$$

Item 17

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n17}$$

$$M_{pl} = \frac{13+19+13+23+9+10+8+11+21+11+13+18+9+11+19+11+22+18+25}{19}$$

$$M_{pl} = \frac{284}{19} = 14.9$$

Item 18

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n18}$$

$$M_{pl} = \frac{20+23+20+21+20+13+19+11+19+19+12+22+18+25}{14}$$

$$M_{pl} = \frac{262}{14} = 18.7$$

Item 19

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n19}$$

$$M_{pl} = \frac{20+23+13+20+7+23+21+11+21+11+13+18+9+17+19+19+19+12+22+18+7+25}{22}$$

$$M_{pl} = \frac{368}{22} = 16.7$$

Item 20

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n20}$$

$$M_{pl} = \frac{20+13+23+8+20+21+18+9+17+19+19+19+19+12+11+22+18+7+25}{18}$$

$$M_{pl} = \frac{301}{18} = 16.72$$

Item 21

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n21}$$

$$M_{pl} = \frac{20+23+13+13+20+13+10+21+13+17+19+19+19+22+7+25}{16}$$

$$M_{pl} = \frac{284}{16} = 17.75$$

Item 22

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n22}$$

$$M_{pl} = \frac{23+19+13+23+21+11+20+21+11+9+19+19+22+18+25}{15}$$

$$M_{pl} = \frac{274}{15} = 18.26$$

Item 23

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n23}$$

$$M_{pl} = \frac{20+23+13+20+23+21+11+21+11+18+9+17+19+19+19+12+11+18+25}{19}$$

$$M_{pl} = \frac{330}{19} = 17.36$$

Item 24

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n24}$$

$$M_{pl} = \frac{20+23+13+19+20+11+20+21+17+19+19+22+18+25}{14}$$

$$M_{pl} = \frac{276}{14} = 19.71$$

Item 25

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n25}$$

$$M_{pl} = \frac{20+19+23+9+10+21+8+11+20+21+9+19+11+19+19+12+11+22+18+25}{20}$$

$$M_{pl} = \frac{327}{20} = 16.35$$

Item 26

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n26}$$

$$M_{pl} = \frac{20+23+13+20+21+18+19+11+22+25}{10}$$

$$M_{pl} = \frac{192}{10} = 19.2$$

Item 27

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n27}$$

$$M_{pl} = \frac{20+23+19+13+9+21+20+21+18+17+19+19+19+11+22+18+25}{17}$$

$$M_{pl} = \frac{314}{17} = 18.4$$

Item 28

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n28}$$

$$M_{pl} = \frac{23+13+19+20+23+21+13+22}{8}$$

$$M_{pl} = \frac{154}{8} = 19.25$$

Item 29

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n29}$$

$$M_{pl} = \frac{23+13+19+13+23+9+10+20+21+18+17+19+11+19+12+22+18+7}{18}$$

$$M_{pl} = \frac{294}{18} = 16.3$$

Item 30

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n30}$$

$$M_{pl} = \frac{19+7+23+21+8+13+25}{7}$$

$$M_{pl} = \frac{116}{7} = 16.5$$

4. Calculating of the Formulation r

$$r_{pb} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$$

Appendix 11

Table Validity of Pre-Test

| No | M_p | M_t | SD_t | P | Q | $r_{pbi} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$ | r_t on 5% significant | Interpretation |
|----|-------|-------|--------|------|------|---|-------------------------|----------------|
| 1 | 16.75 | 15.6 | 5.3 | 0.8 | 0.2 | 0.433 | 0.396 | Valid |
| 2 | 19.75 | 15.6 | 5.3 | 0.27 | 0.73 | 0.469 | 0.396 | Valid |
| 3 | 19.5 | 15.6 | 5.3 | 0.27 | 0.73 | 0.441 | 0.396 | Valid |
| 4 | 17.82 | 15.6 | 5.3 | 0.57 | 0.43 | 0.481 | 0.396 | Valid |
| 5 | 19.54 | 15.6 | 5.3 | 0.4 | 0.6 | 0.602 | 0.396 | Valid |
| 6 | 16.95 | 15.6 | 5.3 | 0.77 | 0.23 | 0.463 | 0.396 | Valid |
| 7 | 17.1 | 15.6 | 5.3 | 0.6 | 0.4 | 0.309 | 0.396 | Invalid |
| 8 | 17.7 | 15.6 | 5.3 | 0.57 | 0.43 | 0.455 | 0.396 | Valid |
| 9 | 17.68 | 15.6 | 5.3 | 0.53 | 0.47 | 0.417 | 0.396 | Valid |
| 10 | 15.7 | 15.6 | 5.3 | 0.63 | 0.37 | 0.024 | 0.396 | Invalid |
| 11 | 15.72 | 15.6 | 5.3 | 0.73 | 0.27 | 0.036 | 0.396 | Invalid |
| 12 | 15.18 | 15.6 | 5.3 | 0.37 | 0.63 | 0.059 | 0.396 | Invalid |
| 13 | 19.23 | 15.6 | 5.3 | 0.43 | 0.57 | 0.589 | 0.396 | Valid |
| 14 | 17.88 | 15.6 | 5.3 | 0.57 | 0.43 | 0.497 | 0.396 | Valid |
| 15 | 18.53 | 15.6 | 5.3 | 0.4 | 0.6 | 0.449 | 0.396 | Valid |
| 16 | 18.67 | 15.6 | 5.3 | 0.5 | 0.5 | 0.578 | 0.396 | Valid |
| 17 | 14.9 | 15.6 | 5.3 | 0.63 | 0.37 | -0.16 | 0.396 | Invalid |
| 18 | 18.7 | 15.6 | 5.3 | 0.47 | 0.53 | 0.552 | 0.396 | Valid |
| 19 | 16.7 | 15.6 | 5.3 | 0.7 | 0.3 | 0.323 | 0.396 | Invalid |
| 20 | 16.72 | 15.6 | 5.3 | 0.6 | 0.4 | 0.258 | 0.396 | Invalid |

| | | | | | | | | |
|----|-------|------|-----|------|------|-------|-------|---------|
| 21 | 17.75 | 15.6 | 5.3 | 0.53 | 0.47 | 0.43 | 0.396 | Valid |
| 22 | 18.26 | 15.6 | 5.3 | 0.5 | 0.5 | 0.501 | 0.396 | Valid |
| 23 | 17.36 | 15.6 | 5.3 | 0.63 | 0.37 | 0.431 | 0.396 | Valid |
| 24 | 19.71 | 15.6 | 5.3 | 0.47 | 0.53 | 0.615 | 0.396 | Valid |
| 25 | 16.35 | 15.6 | 5.3 | 0.67 | 0.33 | 0.200 | 0.396 | Invalid |
| 26 | 19.2 | 15.6 | 5.3 | 0.33 | 0.67 | 0.475 | 0.396 | Valid |
| 27 | 18.4 | 15.6 | 5.3 | 0.57 | 0.43 | 0.622 | 0.396 | Valid |
| 28 | 19.25 | 15.6 | 5.3 | 0.27 | 0.77 | 0.413 | 0.396 | Valid |
| 29 | 16.3 | 15.6 | 5.3 | 0.6 | 0.4 | 0.166 | 0.396 | Invalid |
| 30 | 16.5 | 15.6 | 5.3 | 0.23 | 0.77 | 0.091 | 0.396 | Invalid |

Appendix 13

Calculation of the formulation $r_{pbi} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$ in Post-Test

B. Calculation of Post-Test

5. Mean score from score total (M_t)

$$M_t = \frac{\sum X_t}{n}$$

$$M_t = \frac{322}{30} = 10.7$$

6. Standard Deviation (SD_t)

$$SD_t = \sqrt{\frac{\sum X_t^2}{n} - \left(\frac{\sum X_t}{n}\right)^2}$$

$$SD_t = \sqrt{\frac{4026}{30} - \left(\frac{322}{30}\right)^2}$$

$$SD_t = \sqrt{134.2 - 114.4}$$

$$SD_t = \sqrt{19.8} = 4.4$$

7. Mean Score (M_p)

Item 1

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n1}$$

$$M_{pl} = \frac{14+8+12}{3}$$

$$M_{pl} = \frac{34}{3} = 11.3$$

Item 2

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n2}$$

$$M_{pl} = \frac{18+7+18+6+8+6+12+10+8+15+10+17+5+5}{14}$$

$$M_{pl} = \frac{145}{14} = 10.3$$

Item 3

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n3}$$

$$M_{pl} = \frac{18+7+18+14+7+17+8+13+8+8+15+10+6+5+12+12}{16}$$

$$M_{pl} = \frac{178}{16} = 11.1$$

Item 4

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n4}$$

$$M_{pl} = \frac{6+18+6+8+12+13+10}{7}$$

$$M_{pl} = \frac{73}{7} = 10.4$$

Item 5

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n5}$$

$$M_{pl} = \frac{18+14+17+18+12+13+13+8+15+10+14+6}{12}$$

$$M_{pl} = \frac{158}{12} = 13.16$$

Item 6

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n6}$$

$$M_{pl} = \frac{7+8+12}{3}$$

$$M_{pl} = \frac{27}{3} = 9$$

Item 7

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n7}$$

$$M_{pl} = \frac{18+18+17+17+12}{5}$$

$$M_{pl} = \frac{82}{5} = 16.4$$

Item 8

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n8}$$

$$M_{pl} = \frac{18+4+17+18+13+13+15+15+17+5+12+12}{12}$$

$$M_{pl} = \frac{159}{12} = 13.25$$

Item 9

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n9}$$

$$M_{pl} = \frac{18+6+18+13+13+15+14+17+12}{9}$$

$$M_{pl} = \frac{126}{9} = 14$$

Item 10

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n10}$$

$$M_{pl} = \frac{18+18+14+17+12+13+13+8+10+14+12+12}{12}$$

$$M_{pl} = \frac{161}{12} = 13.4$$

Item 11

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n_{11}}$$

$$M_{pl} = \frac{18+18+7+17+18+8+12+13+13+15+10+15+10+14+17+12+10}{17}$$

$$M_{pl} = \frac{227}{17} = 13.35$$

Item 12

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n_{12}}$$

$$M_{pl} = \frac{18+6+6+7+13+15+10+14+6+5+12}{11}$$

$$M_{pl} = \frac{112}{11} = 10.1$$

Item 13

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n_{13}}$$

$$M_{pl} = \frac{18+6+4+6+17+18+13+15+15+14+17+12}{12}$$

$$M_{pl} = \frac{155}{12} = 12.9$$

Item 14

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n_{14}}$$

$$M_{pl} = \frac{18+18+17+18+6+8+15+10+15+14+10}{11}$$

$$M_{pl} = \frac{149}{11} = 13.54$$

Item 15

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n15}$$

$$M_{pl} = \frac{18+7+14+6+17+18+15+17+12}{9}$$

$$M_{pl} = \frac{124}{9} = 13.7$$

Item 16

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n16}$$

$$M_{pl} = \frac{18+14+7+17+18+8+8+15+17}{9}$$

$$M_{pl} = \frac{122}{9} = 13.5$$

Item 17

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n17}$$

$$M_{pl} = \frac{18+18+14+6+18+6+12+8+10+15+10+14+17+12+10}{15}$$

$$M_{pl} = \frac{188}{15} = 12.53$$

Item 18

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n18}$$

$$M_{pl} = \frac{18+18+6+17+8+18+6+12+13+13+8+15+10+14+17+6+5+12}{19}$$

$$M_{pl} = \frac{231}{19} = 12.1$$

Item 19

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n19}$$

$$M_{pl} = \frac{18+18+6+14+7+8+18+8+12+13+8+15+10+15+14+17+5+12+12}{19}$$

$$M_{pl} = \frac{230}{19} = 12.1$$

Item 20

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n20}$$

$$M_{pl} = \frac{18+18+14+7+18+12+13+8+10+17+12+10}{12}$$

$$M_{pl} = \frac{157}{12} = 13.08$$

Item 21

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n21}$$

$$M_{pl} = \frac{18+17+8+13+15+10+15+17+12+12+10}{10}$$

$$M_{pl} = \frac{147}{11} = 13.36$$

Item 22

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n22}$$

$$M_{pl} = \frac{18+18+14+17+18+13+15+10+8+15+10+14+6+12}{14}$$

$$M_{pl} = \frac{188}{14} = 13.42$$

Item 23

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n23}$$

$$M_{pl} = \frac{18+7+18+14+8+18+8+12+13+14+17}{11}$$

$$M_{pl} = \frac{145}{11} = 13.18$$

Item 24

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n24}$$

$$M_{pl} = \frac{14+7}{2}$$

$$M_{pl} = \frac{21}{2} = 10.5$$

Item 25

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n25}$$

$$M_{pl} = \frac{6+13+8+10+5}{5}$$

$$M_{pl} = \frac{42}{5} = 8.4$$

Item 26

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n26}$$

$$M_{pl} = \frac{7+6+17+8+18+13+15+8+15+10+17+5+5+12+12+10}{16}$$

$$M_{pl} = \frac{178}{16} = 11.12$$

Item 27

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n27}$$

$$M_{pl} = \frac{18+7+14+17+18+13+15+8+14+17+10}{11}$$

$$M_{pl} = \frac{151}{11} = 13.72$$

Item 28

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n28}$$

$$M_{pl} = \frac{4+17+8+10}{4}$$

$$M_{pl} = \frac{39}{4} = 9.75$$

Item 29

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n29}$$

$$M_{pl} = \frac{18+18+4+14+17+8+8+12+13+13+15+10+15+14+17+6+12+10}{18}$$

$$M_{pl} = \frac{224}{18} = 12.4$$

Item 30

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n30}$$

$$M_{pl} = \frac{18+18+18+13+15}{5}$$

$$M_{pl} = \frac{82}{5} = 16.4$$

8. Calculating of the Formulation $r_{pbi} = \frac{M_P - M_t}{SD_t} \sqrt{\frac{p}{q}}$

Item 1

$$r_{pbi} = \frac{M_P - M_t}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{11.3 - 10.7}{4.4} \sqrt{\frac{0.1}{0.9}}$$

Item 2

$$r_{pbi} = \frac{M_P - M_t}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{10.3 - 10.7}{4.4} \sqrt{\frac{0.47}{0.53}}$$

$$r_{pbi} = \frac{0.6}{4.4} \sqrt{0.1}$$

$$r_{pbi} = 0.136 \times 0.3 = -0.04$$

Item 3

$$r_{pbi} = \frac{M_P - M_t}{SD_t} \sqrt{\frac{\bar{p}}{q}}$$

$$r_{pbi} = \frac{11.1 - 10.7}{4.4} \sqrt{\frac{0.5}{0.5}}$$

$$r_{pbi} = \frac{0.42}{4.4} \sqrt{1}$$

$$r_{pbi} = 0.096 \times 1 = 0.096$$

Item 5

$$r_{pbi} = \frac{M_P - M_t}{SD_t} \sqrt{\frac{\bar{p}}{q}}$$

$$r_{pbi} = \frac{13.16 - 10.7}{4.4} \sqrt{\frac{0.4}{0.6}}$$

$$r_{pbi} = \frac{2.46}{4.4} \sqrt{0.6}$$

$$r_{pbi} = 0.560 \times 0.81 = 0.453$$

Item 7

$$r_{pbi} = \frac{M_P - M_t}{SD_t} \sqrt{\frac{\bar{p}}{q}}$$

$$r_{pbi} = \frac{16.4 - 10.7}{4.4} \sqrt{\frac{0.2}{0.8}}$$

$$r_{pbi} = \frac{5.7}{4.4} \sqrt{0.24}$$

$$r_{pbi} = 1.295 \times 0.5 = 0.647$$

Item 9

$$r_{pbi} = \frac{M_P - M_t}{SD_t} \sqrt{\frac{\bar{p}}{q}}$$

$$r_{pbi} = \frac{14 - 10.7}{4.4} \sqrt{\frac{0.3}{0.7}}$$

$$r_{pbi} = \frac{3.3}{4.4} \sqrt{0.42}$$

$$r_{pbi} = 0.750 \times 0.45 = 0.337$$

$$r_{pbi} = \frac{-0.34}{4.4} \sqrt{0.8}$$

$$r_{pbi} = -0.077 \times 0.9 = 0.069$$

Item 4

$$r_{pbi} = \frac{M_P - M_t}{SD_t} \sqrt{\frac{\bar{p}}{q}}$$

$$r_{pbi} = \frac{10.4 - 10.7}{4.4} \sqrt{\frac{0.23}{0.77}}$$

$$r_{pbi} = \frac{-0.27}{4.4} \sqrt{0.29}$$

$$r_{pbi} = -0.06 \times 0.54 = -0.033$$

Item 6

$$r_{pbi} = \frac{M_P - M_t}{SD_t} \sqrt{\frac{\bar{p}}{q}}$$

$$r_{pbi} = \frac{9 - 10.7}{4.4} \sqrt{\frac{0.1}{0.9}}$$

$$r_{pbi} = \frac{-1.7}{4.4} \sqrt{0.1}$$

$$r_{pbi} = -0.386 \times 0.3 = -0.115$$

Item 8

$$r_{pbi} = \frac{M_P - M_t}{SD_t} \sqrt{\frac{\bar{p}}{q}}$$

$$r_{pbi} = \frac{13.25 - 10.7}{4.4} \sqrt{\frac{0.4}{0.6}}$$

$$r_{pbi} = \frac{2.55}{4.4} \sqrt{0.6}$$

$$r_{pbi} = 0.579 \times 0.81 = 0.469$$

Item 10

$$r_{pbi} = \frac{M_P - M_t}{SD_t} \sqrt{\frac{\bar{p}}{q}}$$

$$r_{pbi} = \frac{13.4 - 10.7}{4.4} \sqrt{\frac{0.4}{0.6}}$$

$$r_{pbi} = \frac{2.7}{4.4} \sqrt{0.6}$$

$$r_{pbi} = 0.613 \times 0.81 = 0.497$$

Appendix 14

Table Validity of Post-Test

| No | M_p | M_t | SD_t | P | Q | $r_{pbi} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$ | r_t on 5% significant | Interpretation |
|----|-------|-------|--------|------|------|---|-------------------------|----------------|
| 1 | 11.13 | 10.7 | 4.4 | 0.1 | 0.8 | 0.04 | 0.396 | Invalid |
| 2 | 10.3 | 10.7 | 4.4 | 0.47 | 0.53 | 0.069 | 0.396 | Invalid |
| 3 | 11.11 | 10.7 | 4.4 | 0.5 | 0.5 | 0.096 | 0.396 | Invalid |
| 4 | 10.4 | 10.7 | 4.4 | 0.23 | 0.77 | 0.033 | 0.396 | Invalid |
| 5 | 13.16 | 10.7 | 4.4 | 0.4 | 0.6 | 0.453 | 0.396 | Valid |
| 6 | 9 | 10.7 | 4.4 | 0.1 | 0.9 | 0.115 | 0.396 | Invalid |
| 7 | 16.4 | 10.7 | 4.4 | 0.2 | 0.8 | 0.647 | 0.396 | Valid |
| 8 | 13.25 | 10.7 | 4.4 | 0.4 | 0.6 | 0.469 | 0.396 | Valid |
| 9 | 14 | 10.7 | 4.4 | 0.3 | 0.7 | 0.487 | 0.396 | Valid |
| 10 | 13.4 | 10.7 | 4.4 | 0.4 | 0.6 | 0.497 | 0.396 | Valid |
| 11 | 13.35 | 10.7 | 4.4 | 0.6 | 0.4 | 0.722 | 0.396 | Valid |
| 12 | 10.1 | 10.7 | 4.4 | 0.4 | 0.6 | 0.095 | 0.396 | Invalid |
| 13 | 12.9 | 10.7 | 4.4 | 0.4 | 0.6 | 0.408 | 0.396 | Valid |
| 14 | 13.54 | 10.7 | 4.4 | 0.4 | 0.6 | 0.523 | 0.396 | Valid |
| 15 | 13.7 | 10.7 | 4.4 | 0.3 | 0.7 | 0.443 | 0.396 | Valid |
| 16 | 13.5 | 10.7 | 4.4 | 0.3 | 0.7 | 0.421 | 0.396 | Valid |
| 17 | 12.53 | 10.7 | 4.4 | 0.5 | 0.5 | 0.415 | 0.396 | Valid |
| 18 | 12.1 | 10.7 | 4.4 | 0.63 | 0.37 | 0.430 | 0.396 | Valid |
| 19 | 12.1 | 10.7 | 4.4 | 0.63 | 0.37 | 0.415 | 0.396 | Valid |
| 20 | 13.08 | 10.7 | 4.4 | 0.4 | 0.6 | 0.438 | 0.396 | Valid |

| | | | | | | | | |
|----|-------|------|-----|------|------|-------|-------|---------|
| 21 | 13.36 | 10.7 | 4.4 | 0.4 | 0.6 | 0.489 | 0.396 | Valid |
| 22 | 13.42 | 10.7 | 4.4 | 0.5 | 0.5 | 0.620 | 0.396 | Valid |
| 23 | 13.18 | 10.7 | 4.4 | 0.37 | 0.63 | 0.428 | 0.396 | Valid |
| 24 | 10.5 | 10.7 | 4.4 | 0.1 | 0.9 | 0.013 | 0.396 | Invalid |
| 25 | 8.4 | 10.7 | 4.4 | 0.17 | 0.83 | 0.235 | 0.396 | Invalid |
| 26 | 11.12 | 10.7 | 4.4 | 0.5 | 0.5 | 0.096 | 0.396 | Invalid |
| 27 | 13.72 | 10.7 | 4.4 | 0.4 | 0.6 | 0.557 | 0.396 | Valid |
| 28 | 9.75 | 10.7 | 4.4 | 0.1 | 0.9 | 0.215 | 0.396 | Invalid |
| 29 | 12.4 | 10.7 | 4.4 | 0.6 | 0.4 | 0.463 | 0.396 | Valid |
| 30 | 16.4 | 10.7 | 4.4 | 0.2 | 0.8 | 0.647 | 0.396 | Valid |

Appendix 15

Score of Experimental Class and Control Class

Pre Test

a. Score of Experimental Class Pre Test before using Synthesizing Strategy

| No | The Name of Students (n) | Pre-Test | No | The Name of Students (n) | Pre-Test |
|----|-----------------------------|----------|----|--------------------------|----------|
| 1 | Ade Juliana | 45 | 16 | Nova Lia Rahmadahani | 35 |
| 2 | Ahmad Arifin | 35 | 17 | Nur Halimah LBS | 35 |
| 3 | Atika Rahmayanti | 55 | 18 | Panata al Umair | 75 |
| 4 | Aulia Rifki Pardosi | 45 | 19 | Putri Qarina Sari LBS | 60 |
| 5 | Fitri Khoirunnisa | 55 | 20 | Rahmad Fajar Alam | 50 |
| 6 | Fitri Khodijah | 50 | 21 | Rajmad Yaziyd Lbs | 60 |
| 7 | Hilda Rizkilah | 25 | 22 | Rani Meliza Suryani | 75 |
| 8 | Ilda Mutiah | 70 | 23 | Riftahul Akmal Nst | 45 |
| 9 | Irma Yanti | 25 | 24 | Rizky Chairani | 70 |
| 10 | Khoirun Nisa LBS | 65 | 25 | Salsabila Putri | 45 |
| 11 | Miftahul Yanti | 65 | 26 | Siti Nur Halizah | 35 |
| 12 | Muhammad Arifin | 65 | 27 | Suci Ani | 45 |
| 13 | Muhammad Rais | 50 | 28 | Suci Handayani | 60 |
| 14 | Muhammad Sapar | 50 | 29 | Winda Bidara Lbs | 60 |
| 15 | Munna Bila Khatami Jamil | 50 | | | |
| | Total | | | 1515 | |

b. Score of Control Class Pre Test

| No | The Name of Students (n) | Pre Test | No | The Name of Students (n) | Pre Test |
|----|--------------------------|----------|----|--------------------------|----------|
| 1 | Adnan Liansor Harahap | 50 | 17 | Nurul hakiki | 55 |
| 2 | Arfah Nur Asmi Lbs | 65 | 18 | Nurul Maghfirah | 70 |
| 3 | Citra Tiurnida Panggabeh | 65 | 19 | Radja Potir M. Lbs | 60 |
| 4 | Devita Amriani | 45 | 20 | Rahmad Husin | 45 |
| 5 | Fakhrul Rozi | 65 | 21 | Ramandha Putri Dly | 35 |
| 6 | Geofani Eklesia | 55 | 22 | Riski Amalia | 35 |
| 7 | Ivan Samudra | 20 | 23 | Riski Hardillah Nst | 75 |
| 8 | Khoirun Nizah Nst | 30 | 24 | Sabril Desriyansyah Hsb | 50 |
| 9 | Liza Reslianti Lbs | 50 | 25 | Sabrina Alawiyah | 50 |
| 10 | M.Juliaman Pulungan | 60 | 26 | Saifullah Habibi Nst | 50 |
| 11 | Mhd. Iqbal | 40 | 27 | Salsabila Fazri Nst | 75 |
| 12 | Nabila Ayu | 40 | 28 | Siti Maryam | 50 |
| 13 | Nur Atikah | 45 | 29 | Suci Mulyani | 35 |
| 14 | Nur Azizah | 60 | 30 | Wirdatul Fitria | 60 |
| 15 | Nur Jannah | 55 | 31 | Zulhijjah Putri | 65 |
| 16 | Nur Saidah Salim | 50 | | | |
| | Total | | | 1.595 | |

Appendix 16

Score of Experimental Class and Control Class Post Test

a. Score of Experimental Class Post Test after Using THIEVES Strategy

| No | The Name of Students (n) | Post Test | No | The Name of Students (n) | Post Test |
|----|-----------------------------|-----------|----|--------------------------|-----------|
| 1 | Ade Juliana | 75 | 16 | Novia Lia Rahmadahani | 80 |
| 2 | Ahmad Arifin | 80 | 17 | Nur Halimah LBS | 80 |
| 3 | Atika Rahmayanti | 80 | 18 | Panata al Umair | 90 |
| 4 | Aulia Rifki Pardosi | 70 | 19 | Putri Qarina Sari LBS | 85 |
| 5 | Fitri Khoirunnisa | 80 | 20 | Rahmad Fajar Alam | 55 |
| 6 | Fitri Khodijah | 95 | 21 | Rajmad Yaziyd Lbs | 70 |
| 7 | Hilda Rizkilah | 75 | 22 | Rani Meliza Suryani | 90 |
| 8 | Ilda Mutiah | 60 | 23 | Riftahul Akmal Nst | 75 |
| 9 | Irma Yanti | 70 | 24 | Rizky Chairani | 95 |
| 10 | Khoirun Nisa LBS | 75 | 25 | Salsabila Putri | 70 |
| 11 | Miftahul Yanti | 90 | 26 | Siti Nur Halizah | 60 |
| 12 | Muhammad Arifin | 80 | 27 | Suci Ani | 50 |
| 13 | Muhammad Rais | 85 | 28 | Suci Handayani | 85 |
| 14 | Muhammad Sapar | 60 | 29 | Winda Bidara Lbs | 80 |
| 15 | Munna Bila Khatami Jamil | 75 | | | |
| | Total | | | 2.210 | |

b. Score of Control Class Post Test

| No | The Name of Students (n) | Pre Test | No | The Name of Students (n) | Pre Test |
|----|--------------------------|----------|----|--------------------------|----------|
| 1 | Adnan Liansor Harahap | 65 | 18 | Nurul hakiki | 60 |
| 2 | Arfah Nur Asmi Lbs | 60 | 19 | Nurul Maghfirah | 75 |
| 3 | Citra Tiurnida Panggabeh | 70 | 20 | Radja Potir M. Lbs | 75 |
| 4 | Devita Amriani | 55 | 21 | Rahmad Husin | 75 |
| 5 | Ely Indriati | 70 | 22 | Ramandha Putri Dly | 55 |
| 6 | Fakhrul Rozi | 50 | 23 | Riski Amalia | 85 |
| 7 | Geofani Eklesia | 75 | 24 | Riski Hardillah Nst | 55 |
| 8 | Ivan Samudra | 50 | 25 | Sabril Desriyansyah Hsb | 85 |
| 9 | Khoirun Nizah Nst | 80 | 26 | Sabrina Alawiyah | 75 |
| 10 | Liza Reslianti Lbs | 70 | 27 | Saifullah Habibi Nst | 90 |
| 11 | M.Juliaman Pulungan | 80 | 28 | Salsabila Fazri Nst | 75 |
| 12 | Mhd. Iqbal | 70 | 29 | Siti Maryam | 75 |
| 13 | Nabila Ayu | 65 | 30 | Suci Mulyani | 75 |
| 14 | Nur Atikah | 50 | 31 | Wenny Fatahillah Lbs | 95 |
| 15 | Nur Azizah | 60 | 32 | Wirdatul Fitria | 80 |
| 16 | Nur Jannah | 60 | 33 | Zulhijjah Putri | 80 |
| 17 | Nur Saidah Salim | 60 | | | |
| | Total | | | 2.305 | |

Appendix 26

Percentage Points of the t Distribution

| Pr df | 0.25 | 0.10 | 0.05 | 0.025 | 0.01 | 0.005 | 0.001 |
|----------|---------|---------|---------|----------|----------|----------|-----------|
| | 0.50 | 0.20 | 0.10 | 0.050 | 0.02 | 0.010 | 0.002 |
| 1 | 1.00000 | 3.07768 | 6.31375 | 12.70620 | 31.82052 | 63.65674 | 318.30884 |
| 2 | 0.81650 | 1.88562 | 2.91999 | 4.30265 | 6.96456 | 9.92484 | 22.32712 |
| 3 | 0.76489 | 1.63774 | 2.35336 | 3.18245 | 4.54070 | 5.84091 | 10.21453 |
| 4 | 0.74070 | 1.53321 | 2.13185 | 2.77645 | 3.74695 | 4.60409 | 7.17318 |
| 5 | 0.72669 | 1.47588 | 2.01505 | 2.57058 | 3.36493 | 4.03214 | 5.89343 |
| 6 | 0.71756 | 1.43976 | 1.94318 | 2.44691 | 3.14267 | 3.70743 | 5.20763 |
| 7 | 0.71114 | 1.41492 | 1.89458 | 2.36462 | 2.99795 | 3.49948 | 4.78529 |
| 8 | 0.70639 | 1.39682 | 1.85955 | 2.30600 | 2.89646 | 3.35539 | 4.50079 |
| 9 | 0.70272 | 1.38303 | 1.83311 | 2.26216 | 2.82144 | 3.24984 | 4.29681 |
| 10 | 0.69981 | 1.37218 | 1.81246 | 2.22814 | 2.76377 | 3.16927 | 4.14370 |
| 11 | 0.69745 | 1.36343 | 1.79588 | 2.20099 | 2.71808 | 3.10581 | 4.02470 |
| 12 | 0.69548 | 1.35622 | 1.78229 | 2.17881 | 2.68100 | 3.05454 | 3.92963 |
| 13 | 0.69383 | 1.35017 | 1.77093 | 2.16037 | 2.65031 | 3.01228 | 3.85198 |
| 14 | 0.69242 | 1.34503 | 1.76131 | 2.14479 | 2.62449 | 2.97684 | 3.78739 |
| 15 | 0.69120 | 1.34061 | 1.75305 | 2.13145 | 2.60248 | 2.94671 | 3.73283 |
| 16 | 0.69013 | 1.33676 | 1.74588 | 2.11991 | 2.58349 | 2.92078 | 3.68615 |
| 17 | 0.68920 | 1.33338 | 1.73961 | 2.10982 | 2.56693 | 2.89823 | 3.64577 |
| 18 | 0.68836 | 1.33039 | 1.73406 | 2.10092 | 2.55238 | 2.87844 | 3.61048 |
| 19 | 0.68762 | 1.32773 | 1.72913 | 2.09302 | 2.53948 | 2.86093 | 3.57940 |
| 20 | 0.68695 | 1.32534 | 1.72472 | 2.08596 | 2.52798 | 2.84534 | 3.55181 |
| 21 | 0.68635 | 1.32319 | 1.72074 | 2.07961 | 2.51765 | 2.83136 | 3.52715 |
| 22 | 0.68581 | 1.32124 | 1.71714 | 2.07387 | 2.50832 | 2.81876 | 3.50499 |
| 23 | 0.68531 | 1.31946 | 1.71387 | 2.06866 | 2.49987 | 2.80734 | 3.48496 |
| 24 | 0.68485 | 1.31784 | 1.71088 | 2.06390 | 2.49216 | 2.79694 | 3.46678 |
| 25 | 0.68443 | 1.31635 | 1.70814 | 2.05954 | 2.48511 | 2.78744 | 3.45019 |
| 26 | 0.68404 | 1.31497 | 1.70562 | 2.05553 | 2.47863 | 2.77871 | 3.43500 |
| 27 | 0.68368 | 1.31370 | 1.70329 | 2.05183 | 2.47266 | 2.77068 | 3.42103 |
| 28 | 0.68335 | 1.31253 | 1.70113 | 2.04841 | 2.46714 | 2.76326 | 3.40816 |
| 29 | 0.68304 | 1.31143 | 1.69913 | 2.04523 | 2.46202 | 2.75639 | 3.39624 |
| 30 | 0.68276 | 1.31042 | 1.69726 | 2.04227 | 2.45726 | 2.75000 | 3.38518 |
| 31 | 0.68249 | 1.30946 | 1.69552 | 2.03951 | 2.45282 | 2.74404 | 3.37490 |
| 32 | 0.68223 | 1.30857 | 1.69389 | 2.03693 | 2.44868 | 2.73848 | 3.36531 |
| 33 | 0.68200 | 1.30774 | 1.69236 | 2.03452 | 2.44479 | 2.73328 | 3.35634 |
| 34 | 0.68177 | 1.30695 | 1.69092 | 2.03224 | 2.44115 | 2.72839 | 3.34793 |
| 35 | 0.68156 | 1.30621 | 1.68957 | 2.03011 | 2.43772 | 2.72381 | 3.34005 |
| 36 | 0.68137 | 1.30551 | 1.68830 | 2.02809 | 2.43449 | 2.71948 | 3.33262 |
| 37 | 0.68118 | 1.30485 | 1.68709 | 2.02619 | 2.43145 | 2.71541 | 3.32563 |
| 38 | 0.68100 | 1.30423 | 1.68595 | 2.02439 | 2.42857 | 2.71156 | 3.31903 |
| 39 | 0.68083 | 1.30364 | 1.68488 | 2.02269 | 2.42584 | 2.70791 | 3.31279 |
| 40 | 0.68067 | 1.30308 | 1.68385 | 2.02108 | 2.42326 | 2.70446 | 3.30688 |

Percentage Points of the t Distribution

| Pr | 0.25 | 0.10 | 0.05 | 0.025 | 0.01 | 0.005 | 0.001 |
|-----------|-------------|-------------|-------------|--------------|-------------|--------------|--------------|
| df | 0.50 | 0.20 | 0.10 | 0.050 | 0.02 | 0.010 | 0.002 |
| 41 | 0.68052 | 1.30254 | 1.68288 | 2.01954 | 2.42080 | 2.70118 | 3.30127 |
| 42 | 0.68038 | 1.30204 | 1.68195 | 2.01808 | 2.41847 | 2.69807 | 3.29595 |
| 43 | 0.68024 | 1.30155 | 1.68107 | 2.01669 | 2.41625 | 2.69510 | 3.29089 |
| 44 | 0.68011 | 1.30109 | 1.68023 | 2.01537 | 2.41413 | 2.69228 | 3.28607 |
| 45 | 0.67998 | 1.30065 | 1.67943 | 2.01410 | 2.41212 | 2.68959 | 3.28148 |
| 46 | 0.67986 | 1.30023 | 1.67866 | 2.01290 | 2.41019 | 2.68701 | 3.27710 |
| 47 | 0.67975 | 1.29982 | 1.67793 | 2.01174 | 2.40835 | 2.68456 | 3.27291 |
| 48 | 0.67964 | 1.29944 | 1.67722 | 2.01063 | 2.40658 | 2.68220 | 3.26891 |
| 49 | 0.67953 | 1.29907 | 1.67655 | 2.00958 | 2.40489 | 2.67995 | 3.26508 |
| 50 | 0.67943 | 1.29871 | 1.67591 | 2.00856 | 2.40327 | 2.67779 | 3.26141 |
| 51 | 0.67933 | 1.29837 | 1.67528 | 2.00758 | 2.40172 | 2.67572 | 3.25789 |
| 52 | 0.67924 | 1.29805 | 1.67469 | 2.00665 | 2.40022 | 2.67373 | 3.25451 |
| 53 | 0.67915 | 1.29773 | 1.67412 | 2.00575 | 2.39879 | 2.67182 | 3.25127 |
| 54 | 0.67906 | 1.29743 | 1.67356 | 2.00488 | 2.39741 | 2.66998 | 3.24815 |
| 55 | 0.67898 | 1.29713 | 1.67303 | 2.00404 | 2.39608 | 2.66822 | 3.24515 |
| 56 | 0.67890 | 1.29685 | 1.67252 | 2.00324 | 2.39480 | 2.66651 | 3.24226 |
| 57 | 0.67882 | 1.29658 | 1.67203 | 2.00247 | 2.39357 | 2.66487 | 3.23948 |
| 58 | 0.67874 | 1.29632 | 1.67155 | 2.00172 | 2.39238 | 2.66329 | 3.23680 |
| 59 | 0.67867 | 1.29607 | 1.67109 | 2.00100 | 2.39123 | 2.66176 | 3.23421 |
| 60 | 0.67860 | 1.29582 | 1.67065 | 2.00030 | 2.39012 | 2.66028 | 3.23171 |
| 61 | 0.67853 | 1.29558 | 1.67022 | 1.99962 | 2.38905 | 2.65886 | 3.22930 |
| 62 | 0.67847 | 1.29536 | 1.66980 | 1.99897 | 2.38801 | 2.65748 | 3.22696 |
| 63 | 0.67840 | 1.29513 | 1.66940 | 1.99834 | 2.38701 | 2.65615 | 3.22471 |
| 64 | 0.67834 | 1.29492 | 1.66901 | 1.99773 | 2.38604 | 2.65485 | 3.22253 |
| 65 | 0.67828 | 1.29471 | 1.66864 | 1.99714 | 2.38510 | 2.65360 | 3.22041 |
| 66 | 0.67823 | 1.29451 | 1.66827 | 1.99656 | 2.38419 | 2.65239 | 3.21837 |
| 67 | 0.67817 | 1.29432 | 1.66792 | 1.99601 | 2.38330 | 2.65122 | 3.21639 |
| 68 | 0.67811 | 1.29413 | 1.66757 | 1.99547 | 2.38245 | 2.65008 | 3.21446 |
| 69 | 0.67806 | 1.29394 | 1.66724 | 1.99495 | 2.38161 | 2.64898 | 3.21260 |
| 70 | 0.67801 | 1.29376 | 1.66691 | 1.99444 | 2.38081 | 2.64790 | 3.21079 |
| 71 | 0.67796 | 1.29359 | 1.66660 | 1.99394 | 2.38002 | 2.64686 | 3.20903 |
| 72 | 0.67791 | 1.29342 | 1.66629 | 1.99346 | 2.37926 | 2.64585 | 3.20733 |
| 73 | 0.67787 | 1.29326 | 1.66600 | 1.99300 | 2.37852 | 2.64487 | 3.20567 |
| 74 | 0.67782 | 1.29310 | 1.66571 | 1.99254 | 2.37780 | 2.64391 | 3.20406 |
| 75 | 0.67778 | 1.29294 | 1.66543 | 1.99210 | 2.37710 | 2.64298 | 3.20249 |
| 76 | 0.67773 | 1.29279 | 1.66515 | 1.99167 | 2.37642 | 2.64208 | 3.20096 |
| 77 | 0.67769 | 1.29264 | 1.66488 | 1.99125 | 2.37576 | 2.64120 | 3.19948 |
| 78 | 0.67765 | 1.29250 | 1.66462 | 1.99085 | 2.37511 | 2.64034 | 3.19804 |
| 79 | 0.67761 | 1.29236 | 1.66437 | 1.99045 | 2.37448 | 2.63950 | 3.19663 |
| 80 | 0.67757 | 1.29222 | 1.66412 | 1.99006 | 2.37387 | 2.63869 | 3.19526 |
| ∞ | | | | | | | |

Appendix 27

RESEARCH DOCUMENTATION

PRE TEST OF EXP. CLASS



PRE TEST OF CONTROL CLASS



CURRICULUM VITAE



A. Identity

Name : AFRIANI RANGKUTI
NIM : 16 203 00048
Place and Birthday : Sigalapang Julu, April 21st, 1998
Gender : Female
Religion : Islam
Address : Sigalapang Julu, Kec. Panyabungan Kota, Kab.
Mandailing Natal

B. Parent

1. Father's name : Ahmad Arwin Rangkuti
2. Mother's name : Nur Cahaya

C. Educational Background

1. Elementary School : SD N No 145605 Sigalapang Julu 2004-2010
2. Junior High School : SMP N 5 Panyabungan 2010-2013
3. Senior High School : SMA N 1 Panyabunga 2013-2016
4. College : IAIN Padangsidempuan 2016-2020



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
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Jalan T. Rizal Nurdin Km. 4,5 Silitang 22733
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16 September 2019

Nomor : 74 /In.14/E.6a/PP.00.9/09/2019
Lamp : -
Perihal : Pengesahan Judul dan Pembimbing Skripsi

Kepada Yth:

1. Eka Sustri Harida, M.Pd (Pembimbing I)
2. Fitri Rayani Siregar, M.Hum (Pembimbing II)

di -Padangsidempuan

Assalamu'alaikum Wr. Wb.

Dengan hormat, sehubungan dengan hasil sidang bersama tim pengkaji judul skripsi Program Studi Tadris/Pendidikan Bahasa Inggris (TBI) Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidempuan. Maka dengan ini kami mohon kepada Bapak/Ibu agar dapat menjadi pembimbing skripsi dan melakukan penyempurnaan judul bilamana perlu untuk mahasiswa dibawah ini dengan data sebagai berikut:

Nama : Apriani Rangkuti
NIM : 1620300048
Fak/Jurusan : Tarbiyah dan Ilmu Keguruan/ Tadris Bahasa Inggris
Judul Skripsi : The Effect of Synthesizing Strategy On Students' Reading Comprehension at XI Grade SMA N 1 Panyabungan

Demikian disampaikan, atas kesediaan dan kerjasama yang baik dari Bapak/Ibu kami ucapkan terima kasih.

Ketua Program Studi Tadris Bahasa Inggris

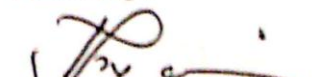

Fitri Rayani Siregar, M.Hum.
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~~BERSEDIA/TIDAK BERSEDIA~~
Pembimbing II


Fitri Rayani Siregar, M.Hum
NIP. 19820731 200912 2 004



KEMENTERIAN AGAMA REPUBLIK INDONESIA
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Hal : Izin Penelitian
Penyelesaian Skripsi.

29 November 2019

Yth. Kepala SMA N 1 Panyabungan
Kabupaten Mandailing Natal

Dengan hormat, bersama ini kami sampaikan bahwa :

Nama : Apriani Rangkuti
NIM : 1620300048
Program Studi : Tadris/Pendidikan Bahasa Inggris
Fakultas : Tarbiyah dan Ilmu Keguruan
Alamat : Sigalayang Julu Kec. Panyabungan Kab. Mandailing Natal

adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidempuan yang sedang menyelesaikan Skripsi dengan Judul "The Effect of Synthesizing to Students' Reading Comprehension at IX Grade SMA N 1 Panyabungan".

Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin penelitian sesuai dengan maksud judul diatas.

Demikian disampaikan, atas kerja sama yang baik diucapkan terimakasih.

a.n. Dekan
Wakil Dekan Bidang Akademik



Dr. Ahmad Nizar Rangkuti, S.Si., M.Pd.
NIP. 19800413 200604 1 002



PEMERINTAH PROVINSI SUMATERA UTARA
DINAS PENDIDIKAN
SEKOLAH MENENGAH ATAS (SMA) NEGERI 1 PANYABUNGAN

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Panyabungan, 5 Maret 2020

Nomor : 422/ 861 /SMA.01/2020
Lampiran : 1 (satu) berkas
Hal : Izin Mengadakan Penelitian
Kepada : Yth. Bapak Wakil Dekan Bidang Akademik
Di
Padangsidempuan

Sehubungan dengan permohonan izin Pelaksanaan Pra Penelitian di SMA Negeri 1 Panyabungan dari mahasiswa tersebut dibawah ini :

Nama : APRIANI RANGKUTI
NIM : 1620300048
Program Studi : Tadris/ Pendidikan Bahasa Inggris
Fakultas : Tarbiyah dan Ilmu Keguruan

Pada prinsipnya dapat kami izinkan untuk melaksanakan Penelitian di SMA Negeri 1 Panyabungan sepanjang tidak mengganggu pelaksanaan kegiatan belajar mengajar siswa yang sudah terjadwal. Kepada mahasiswa yang bersangkutan agar mematuhi ketentuan yang berlaku

Demikian kami sampaikan agar dapat dipergunakan seperlunya

Kepala SMA Negeri 1 Panyabungan

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