



**THE EFFECT OF PQRST (PREVIEW, QUESTION, READ, SUMMARY,
TEST) METHOD ON STUDENTS' READING COMPREHENSION OF
NARRATIVE TEXT AT THE TENTH GRADE OF SENIOR HIGH
SCHOOL IN ACADEMIC YEAR 2020/2021**

A THESIS

Submitted to the Faculty of Tarbiyah and Teachers Training of State Islamic
University of North Sumatra (UINSU) Medan as a Partial Fulfillment of the
Requirements for the Degree of *Sarjana Pendidikan* (S-1)

By:

MIFTAHUL HUDA
0304162129

**DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF TARBIYAH AND TEACHERS TRAINING
STATE ISLAMIC UNIVERSITY OF NORTH SUMATRA**

MEDAN

2021



**THE EFFECT OF PQRS (PREVIEW, QUESTION, READ, SUMMARY,
TEST) METHOD ON STUDENTS' READING COMPREHENSION OF
NARRATIVE TEXT AT THE TENTH GRADE OF SENIOR HIGH
SCHOOL IN ACADEMIC YEAR 2020/2021**

A THESIS

Submitted to the Faculty of Tarbiyah and Teachers Training of State Islamic
University of North Sumatra (UINSU) Medan as a Partial Fulfillment of the
Requirements for the Degree of *Sarjana Pendidikan* (S-1)

By:

MIFTAHUL HUDA
0304162129

Approved By:

ADVISOR I

Rahmah Fithriani, Ph.D
NIP. 19790823 200801 2009

ADVISOR II

Dr. Utami Dewi, M.Hum
NIP. 19820227 200801 2009

**DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF TARBIYAH AND TEACHERS TRAINING
STATE ISLAMIC UNIVERSITY OF NORTH SUMATRA
MEDAN
2021**

Nomor : Istimewa
Lampiran : -
Perihal : Skripsi
a.n. Miftahul Huda

Medan, 25 Maret 2021
Kepada Yth:
Bapak Dekan Fakultas Ilmu
Tarbiyah dan Keguruan UIN
Sumatera Utara

di-

Medan

Assalamualaikum Wr.Wb

Setelah membaca, meneliti, mengkoreksi, dan memberi saran-saran perbaikan seperlunya terhadap skripsi saudara:

Nama : Miftahul Huda
NIM : 0304162129
Jurusan : Pendidikan Bahasa Inggris
Judul : The Effect of PQRST (Preview, Question, Read, Summary, Test) Method on Students' Reading Comprehension of Narrative Text at the Tenth Grade of Senior High School in Academic Year 2020/2021

Dengan ini kami menilai skripsi tersebut dapat disetujui untuk diajukan dalam sidang munaqasyah skripsi pada Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara.

Medan, 25 Maret 2021

Pembimbing I



Rahmah Fithriani, Ph.D
NIP. 19790823 200801 2009

Pembimbing II



Dr. Utami Dewi, M.Hum
NIP. 19820227 200801 2009

PERNYATAAN KEASLIAN SKRIPSI

Yang bertanda tangan di bawah ini:

Nama : Miftahul Huda

NIM : 0304162129

Jurusan : Pendidikan Bahasa Inggris

Judul : The Effect of PQRST (Preview, Question, Read, Summary, Test) Method on Students' Reading Comprehension of Narrative Text at the Tenth Grade of Senior High School in Academic Year 2020/2021

Menyatakan dengan sepenuhnya bahwa skripsi yang berjudul di atas adalah asli dan buah pikiran saya, kecuali kutipan-kutipan yang disebutkan di dalamnya sebagai sumbernya.

Apabila dikemudian hari saya terbukti atau dapat dibuktikan ini hasil jiplakan, maka gelar dan ijazah yang diberikan universitas batal saya terima.

Medan, 25 Maret 2021
Yang Membuat Pernyataan

Miftahul Huda
NIM: 0304162129

ABSTRACT

Miftahul Huda. Registration Number: 0304162129. The Effect of PQRST (Preview, Question, Read, Summary, Test) Method on Students' Reading Comprehension of Narrative Text at the Tenth Grade of Senior High School. A Thesis, English Education Program, Faculty of Tarbiyah and Teachers Training, State Islamic University of North Sumatera, 2021.

Reading comprehension has been highlighted as a problem among high school students. Many students are proficient text decoders but they have trouble in comprehending text. Selecting an appropriate method is needed in tackling of this problem. This present study aimed to find out whether there is a significant effect of implementing PQRST method on students' reading comprehension of narrative text at the tenth grade of Senior High School in academic year 2020/2021. This research was conducted in SMK Bina Satria Medan. Quantitative research with quasi-experimental design was used in this study. It involved 32 students of X1-MP and 32 students of X2-MP. Furthermore, X2 – MP was selected as experimental class and X1-MP as control class by using saturated sampling. In collecting the data, multiple choice test and essay were used in this study. Then, test were distributed into pre-test and post-test. From the analysis showed that tobserved (t_o) in experimental class is higher than ttable (t_t) in the significant level of 0,05 ($t_{observed} = 6,782 > t_{table} = 1,999$) at the degree of freedom (df) = 62. Hypothesis (H_a) was accepted and null hypothesis (H_0) was rejected. Therefore, it can be concluded that PQRST method gives significant effect on students' reading comprehension at the tenth grade of SMK Bina Satria Medan.

Key words: PQRST Method, Reading Comprehension, Senior High School.

ACKNOWLEDGMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Alhamdulillah all glory is given to Allah SWT, the Almighty God who has given us the ability, knowledge, health and time, so the writer is able to complete this research. Allah's blessings and grace be upon the Prophet Muhammad *Shallallahu 'alaihi wa salaam*, his family, relatives and followers.

The title of this thesis is “**The Effect of PQRST (Preview, Question, Read, Summary, Test) Method on Students’ Reading Comprehension of Narrative Text at the Tenth Grade of Senior High School in Academic Year 2020/2021**”. This thesis was written to fulfill one of the requirements to obtain bachelor degree (S-1) at English Education Department of Faculty of Tarbiyah and Teachers Training, State Islamic University of North Sumatra Medan.

In completing this thesis, the writer received many supports and help from many people. Therefore, an express gratitude was expressed to the following people:

1. **Prof. Dr. H. Syahrin Harahap, M.A** as the rector of State Islamic University of North Sumatra (UINSU).
2. **Dr. Mardianto, M.Pd** as the dean of Faculty of Tarbiyah and Teachers’ Training, State Islamic University of North Sumatra.
3. **Yani Lubis, S.Ag., M.Hum** as the head of English Education Department.
4. **Dr. Abdilla, M.Pd** as the secretary of English Education Department.
5. **Rahmah Fithriani, Ph.D** as the first advisor who has given guidance, correction and suggestion for this thesis from the beginning to the last.
6. **Dr. Utami Dewi, M.Hum** as the second advisor who has provided advice, idea and recommendation to complete in the process of finishing this thesis.

7. All of the lecturers in English Department who has shared their precious knowledge and experience during the writer's time of study.
8. **Rita Seroja Br. Ginting, S.Pd** as the reviewer and proof reader who has helped review and revise the drafts of this thesis.
9. Ir. Rosita, S.Pd, M.M, as the headmaster of SMK Bina Satria who has given an opportunity to the writer to conduct this research in the school.
10. The English teacher of SMK Bina Satria who has given time and opportunity for the writer to collect the data in her class for this thesis
11. All of the students in X-2 MP and X-2 MP at SMK Bina Satria Medan in academic year 2020/2021 who has enthusiastically participated in this study.
12. My lovely parents, **Drs. Irwansyah Daulay and Sari Banun**, big thanks for their everlasting love, support, motivation, advice and always pray for the success in finishing my study.
13. My beloved sister and brother, Maziah Azzahroh and M. baihaqi who always give their love and encouragement the writer to finish this thesis well.
14. My beloved best friends, M. Iqbal Siregar, Widya Hidayani, Sukron Royhan, Siti Rodhiyah, Lily Oktaviani, GT 16, and Gumarapus Team.
15. All my dearest friends in PBI-6 (2016). Thanks for a very memorable time during four years.

TABLE OF CONTENTS

ABSTRACT	i
ACKNOWLEDGMENT.....	ii
TABLE OF CONTENTS.....	iv
LIST OF FIGURES	viii
LIST OF APPENDIX	ix
CHAPTER I.....	ix
INTRODUCTION	1
A. The Background of the Study	1
B. The Identification of Problem.....	4
C. The Formulation of Problem.....	5
D. The Objectives of the Study	5
E. The Significances of the Study	5
CHAPTER II	7
REVIEW OF LITERATURE.....	7
A. Theoretical Framework	7
1. Reading as a Language Skill	7
a. Reading Comprehension	10
b. Level of Comprehension.....	11
c. Reading Comprehension Instruction in Indonesia EFL Context	12
2. Narrative Text as a Genre in EFL Context	14
a. Types of Narrative Text	16
b. The Generic Structure of Narrative Text	16
c. The Linguistic Features of Narrative Text	17
3. Method in Teaching Reading Comprehension	19
4. PQRST Method.....	20
a. Procedures of Teaching Reading by Using PQRST Method	21

b. Advantage and Disadvantage of PQRST Method	23
5. Related Studies.....	24
6. Conceptual Framework	26
7. Hypothesis	27
CHAPTER III.....	30
RESEARCH METHODOLOGY	30
A. Research Setting	30
B. Research Design	30
C. Research Subject.....	32
1. Population	32
2. Sample.....	33
D. Instrument of Data Collection.....	33
E. Validity and Reliability	34
F. Technique of Collecting Data	35
1. Pre-Test	326
2. Treatment	326
3. Post-Test.....	328
G. Technique of Data Analysis	38
1. Preliminary Analysis.....	48
2. Dependent Sample T-Test.....	48
3. Independent T-Test/Hyphothesis Test	48
CHAPTER IV	43
RESEARCH FINDING AND DISCUSSION	43
A. Descriptive Statistic.....	43
1. The Data of Pre-Test.....	43
2. The Data of Post-Test	44
3. The Gained Score	46

B. Inferential Analysis	48
1. Preliminary Analysis.....	48
a. Normality Test	49
b. Homogeneity Test	51
2. Dependent Sample T-Test.....	52
3. Independent T-Test/Hyphothesis Test	53
C. Discussion.....	53
CHAPTER V	57
CONCLUSION AND SUGGESTION	57
A. Conclusion	57
B. Suggestion.....	58
REFERENCES	59
APPENDIXES	64

LIST OF TABLES

Table 2.1. Example of Narrative Text	18
Table 3.1. Quasi-Experimental Design: Pre-Test and Post-Test	30
Table 3.2. Population of the Study	31
Table 3.3. Treatment in Experimental Class and Control Class.....	35
Table 3.4. Score of Control Class	38
Table 3.5. Score of Experimental Class.....	38
Table 4.1. Normality of Pre-Test	48
Table 4.2. Normality of Post-Test	49

LIST OF FIGURES

Figure 4.1. Score of Pre-Test	43
Figure 4.2. Score of Post-Test	44
Figure 4.3. The students gained score	45
Figure 4.4. Mean score of pre-test and post-test in control and experimental class.....	46

LIST OF APPENDIX

Appendix I	Lesson Plan (Control Class).....	47
Appendix II	Lesson Plan (Experimental Class).....	59
Appendix III	Reading Test.....	73
Appendix IV	Pre Test.....	78
Appendix V	Post Test.....	85
Appendix VI	Answer Key.....	93
Appendix VII	Initial Name of Students.....	112
Appendix VIII	Table of Score.....	114
Appendix IX	Normality Test Table.....	117
Appendix X	Students Result of Test.....	121
Appendix XI	L-Table, F-Table, and T-Table.....	123
Appendix XII	Documentation	125
Appendix XIII	Research Permission Letter.....	127
Appendix XIV	Research Response Letter.....	128

CHAPTER I

INTRODUCTION

This chapter presents background of study, identification of problem, formulation of problem, objective of study, and the significances of study.

A. The Background of the Study

As a result of globalization, English has become the most widely spoken language in the world for commerce, education, industry, and tourism.¹ Particularly in education, English is used in daily interaction in most universities and higher education institutes of the world.² Moreover, it is obvious that many studies are mostly revealed in English.³ Therefore, the status of English language has become a big part of education in every country.

Indonesia is one of the countries that is mandating English as a foreign language (EFL) that need to be taught starting from secondary school up to higher institutions as a major subject in national curriculum.⁴ Regarding to the regulation in curriculum of K13, teaching and learning process is designed to be in order with listening, speaking, writing, and reading as priorities activities.⁵ Regarding as essential skills at any English level among four skills, reading is crucial aspect for

¹ Rahmah Fithriani, (2018), “*Discrimination behind NEST and NNEST Dichotomy in ELT Professionalism*”, In: 1st Annual International Conference on Language and Literature, 18-19 April, Medan, Indonesia. p.741

² M. Samanth Reddy, (2016), “*Importance of English Language in today’s world*”, International Journal of Academic Research, Vol.3, Issue-4(2), p.180

³ *Ibid*, p.183

⁴ Urip Sulisit, (2016), “*English Language Teaching and EFL Teacher competence in Indonesia*”, ISELT, p. 397.

⁵ Ahmad Madkur, (2014), “*Teacher’s Voices on the 2013 Curriculum for English Instructional Activities*”, Indonesian Journal of English Education, Vol. 1, No.2, p. 122.

English learner.⁶ In accordance with demand of curriculum 2013, the teaching of reading is considered being important in order to make easier for students to learn new information from any type of text.⁷

Particularly at the tenth grade of Senior High School, students are required to be able to comprehend short functional text in all genres, analyze language features, identify social function such as main idea, supporting idea and another detail information.⁸ Therefore, there are some genres that students have to master in this grade, such as recount text, descriptive text, and narrative text. Narrative text is one of text that popular learning in reading. It is a kind of text to retell the story that happened in the past which the purpose and social function is to entertain or to amuse the readers or listeners about the story.⁹

However, in fact, it is found on Laily research, some problems that students face in reading narrative text. First, because their weakness in vocabulary and inadequate grammar, as a result, having poor vocabulary and grammar make students fail to answer the question of reading correctly. Second, students lack of habit in reading. Third, students have poor ability in catching the implied meaning of a sentence and unable to make summary of a text. Fourth, the teacher only uses one method namely a conventional method whether the teacher mostly explained about the material without engaging the students' participation. When teaching is

⁶ Jack Richard and Willy Renandya, (2002), "*Methodology in language Teaching*", New York, Cambridge University Press, p. 273.

⁷ Elsa Ernawati, (2018), "*The Teaching of Reading Comprehension Based on 2013 Curriculum at Senior High School*", Getsempena English Education Journal, Vol.5, No. 2, p. 193.

⁸ School-Based Curriculum, (2014), "*Syllabus at the tenth grade of SMA Muhammadiyah 1 Pekanbaru*", Pekanbaru : Unpublished, p.3.

⁹ Pradiyono, (2007), "*Pasti Bisa! Teaching Genre-Based Writing*". (Yogyakarta: Andi), p. 20.

conducted, most of students spend their activity by talking with friends or doing another thing that disturbed teaching process. Thus, students are still achieved low attainment and comprehension in English reading.¹⁰

Related to those problems that is stated above, selecting an appropriate method was a good solution for the students. As what Gerald states that method in teaching reading is necessary to be applied in increasing students' interest and encourage their comprehension.¹¹

PQRST method is one reading method standing for Preview, Question, Read, Summary, Test. Preview method is used to to identify the main ideas, Question to develop the question that you want to find, Read to comprehend the material, State to summarize the main ideas, Test to test yourself by answering the question given.¹² The purpose of the PQRST method is to improve reading comprehension and foster curiosity of students associated with the topic that will be read. As what Wormeli states, PQRST method may be able to increase students' score in a test and improve reading comprehension skills.¹³

Furthermore, some previous researches also proved that the implementation of PQRST method is effective on students' reading comprehension. Firstly, a research that conducted by Rahayu at SMA Babussalam Pekanbaru, it shows that the PQRST approach is appropriate for reading comprehension because it can improve student performance while also making them more involved and inspired. The result of pre-test and post-test showed

¹⁰ Ratih laily, (2018), "*The Analysis on Students' difficulties in Doing Reading Comprehension*", Metathesis: Journal of English Language Literature and Teaching, Vol.2, No.2,p. 261.

¹¹ Gerald G. Duffy, (2009), "*Explaining Reading: A resource for Teaching Concept, Skills, and Method*", New York: The Guilford Press,p. 101.

¹² Sulistiyo, (2011), "*Reading for Meaning*", Malang: Pustaka Kaiswaran, p. 94.

¹³ Rick wormeli, (2005), "*Summarization in Every Subject*", Virginia, p. 13.

which is the mean of the pre-test is 59.09 and the mean of post-test is 70.¹⁴ The second research is conducted by Nurul at SMP Diponegoro Depok, in which the results reveal that there is significance difference in students reading comprehension ability between those who are taught by using PQRST method and those who are not. It is proven by mean score post-test of experimental class is 75.56 and the mean of control class is 64.45, It shows that PQRST method is believed to be an effective method to improve students score.¹⁵

Therefore, this research was conducted to find the evidence that PQRST method could be applied in teaching reading especially in narrative text at Senior High School level. Assumed from background, this research aims to find out **“The Effect of PQRST (Preview, Question, Read, Summary, Test) Method on Students’ Reading Comprehension of Narrative Text at the Tenth Grade of Senior High School in Academic Year 2020/2021”**.

B. The Identification of Problem

Based on background of the study above, there were some points of problems that need to be tackled. Those problems was formulated as below:

1. Students had weakness in vocabulary and inadequate grammar.
2. Students hard in catching the implied meaning of a sentence.
3. Students were not capable to make summary of a the text.
4. The method which used is bordered by conventional method.

¹⁴ Widiya Tri Rahayu, (2012), A Thesis *“The Effect of Using PQRST Method Towards Students’ Reading Comprehension of the First Year Student at Islamic Senior High School Babussalam ”*, Pekanbaru,p. 63.

¹⁵ Yashinta Nurul Insani, (2013), A Thesis: *“The Effect Of using PQRST Method On Reading Comprehension Ability On The Seventh Grade Students Of SMP Diponegoro Depok”*,Yogyakarta, p.59.

C. The Formulation of Problem

Based on the research problem above, The formulation of the problem was formulated as follow: “Is there any significant effect of using PQRST method on students’ reading comprehension of narrative text at the tenth grade of Senior High School in Academic Year 2020/2021?”

D. The Objectives of the Study

In accordance with the formulation of study above, the objective of the study was to find out the significant effect of using PQRST method on students’ reading comprehension of narrative text at the tenth grade of Senior High School in Academic Year 2020/2021.

E. The Significances of the Study

There were two significance aspects that expected to provide some benefits, namely; theoretical and practical significances. For more explanation were offered below:

1. Theoretical Significance

The result of this research is expected can provide useful information and extensive knowledge for the readers, specifically related to PQRST method on students reading comprehension of narrative text.

2. Practical Significance

a. For students

This research is expected to give a lot of benefits for the tenth grade of Vocational High school students and help them to get better result in reading comprehension.

b. For English teachers

The result of this research is expected to give the information to decide whether the effective method can be applied. Furthermore, if the use of PQRST method is effective in helping students to increase their comprehension in reading, the teacher can use this method in teaching process.

c. For Further Researcher

This research is expected to provide great information and useful reference for researchers who are interested in doing further study related to this research.

CHAPTER II

REVIEW OF LITERATURE

This chapter discusses the theories related to the research. This chapter is divided into three main parts. It is including theoretical framework, related studies, and research hypothesis that are discussed and presented as following.

A. Theoretical Framework

The theories discussed in this chapter are necessary to support the understanding of the related literature topic of the research. The review is presented in some subheadings. First part discusses reading as a language skill. Second part discusses reading comprehension. Third, reading instruction in Indonesia EFL context. Fourth, narrative text as a genre in EFL context. Fifth, method in teaching reading. Sixth, PQRST method. and the last part describes procedures in teaching reading by using PQRST method.

1. Reading as a Language Skill

Reading is essential for us, because it allows us to expand and develop our knowledge. It is relevant to the first of holy Quran received by our Prophet Muhammad (peace be upon him). Allah said in the Holy Quran: (Al-Alaq: 1-5)

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

أَقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ ۝ خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ۝

أَقْرَأْ وَرَبُّكَ الْأَكْرَمُ ۝ الَّذِي عَلَّمَ بِالْقَلَمِ ۝ عَلَّمَ الْإِنْسَانَ

مَا لَمْ يَعْزَمِ ۝

In Al-Mishbah's tafsir book, surah Al- Alaq verses 1-5 states that Allah provides basic description about educational values about reading, learning unknown something, and all the thing must begin by mentioning the name of Allah.¹⁶

Based on the verses above, Allah order human being to reading as the first activity. Reading is a hands-on acitvity that relies on both an author's ability to express meaning thorough words and your ability to generate meaning from those word. To read effectively, you need to constantly connect what you already know about the information to the words written by the author.¹⁷

According to Sanggama, reading can be defined in a variety of ways depending on one's level of proficiency. For the classroom activities at school, it is thought to learn the formal aspect and principle of a language. Its level proficiency is to enable the students to use the language as a tool of communication in both spoken and written language.¹⁸

Jack states that reading entails a variety of special considerations for the reader or the students. Reading is often one of the most important goals for many students, who want to be able to read for information and enjoyment in order to advance in their careers and studies.¹⁹

According to Grellet, reading is continous process guessing. Furthermore, there are dynamic interactions from the reader to obtain the information based

¹⁶ Mahfudz Masduki, (2012), "*Tafsir Al-Mishbah M. Quraish Shihab: Kajian Atas Amsal Qur'an*", Yogyakarta: Pustaka Belajar,p. 275.

¹⁷ Deborah Daiek, (2004), "*Critical Reading for College and Beyond*", New York: Mc Graw-Hill,p. 5

¹⁸ Siahaan, Singgama, (2008), "*Issues in Linguistic*", Yogyakarta: Graha Ilmu, p. 105

¹⁹ Jack Richard and Willy Renandya, (2002), "*Methodology in language Teaching*", New York: Cambridge University Press,p.273.

on reader's intent and the process of guessing to interpret the text. Thus, reading is an active and receptive ability, rather than a passive skill, because the reader gets information or ideas from the text by doing knowledge in their brain..²⁰

Based on the explanation above, it can be concluded that reading is process of a reader grasping the writer's thoughts in order to extract information from the text and make a summary or conclusion.

Reading skill which is stated by Harmer is one of receptive skill. It means that when they are reading they will receive information through their eyes. Everyone should have the basic skill of reading if they want to learn language.²¹

The skill of reading is used to filter text information, organize and summary, and match output comprehension to the readers' goal. Every reader has their own way to get the comprehension of reading. The teacher should give some skills to the students to make them comprehend text easily. Using the skills, the students may increase the pleasure and effectiveness of reading activity.²²

Having a skill allows the students to solve any problem they encounter while reading a text. Reading skills can also improve the enjoyment and effectiveness of reading activity. When the students master reading skill, they will get benefit in all other subjects as well as in their personal and

²⁰ Frencoise Grellet, (1986), "*Developing Reading Skill*", New York: Cambridge University Press, p. 7.

²¹ Jeremy Harmer, (1998), "*An Introduction to the Practice of English Language Teaching*", England: Longman, p. 199.

²² Brown, (2004), "*Language Assesment: Principles and Classroom Practices*", London: Longman Published Group, p. 187.

professional lives. Being a proficient reader is not a simple effort. They must struggle and do any activity progressively any time in order to develop a good reader who can generate good concept from the information that obtained from the text read.²³

From many definitions above, it can be concluded that reading skill is an ability to combine information from a text and their own background knowledge to build meaning and make conclusion of a text in order to make students comprehend text easily.

a. Reading Comprehension

In learning reading, comprehension is the final goal of reading. Stone states that reading include the ability of reader in solving the problem and decode unknown and unfamiliar words, phrases, and expression to comprehend the complexities of what is being read.²⁴

According to Tankersley states that comprehension is a process not product. The inspiration, intelligence, cognitive skills, and experience of the reader filter comprehension..²⁵ Additionally, Brassell and Rasinski states that concept of reading comprehension means how someone demonstrates knowledge and understand the material from the text.²⁶

Therefore comprehension as interaction process of connected some

²³ *Ibid.*,p.189.

²⁴ Stone, (2009), “*Best Practices for Teaching Reading*”, USA:Library of Congress Cataloging-in-Publication Data,p. 39.

²⁵ Karen Tankersley,(2003), “*Thread of reading: strategies for literacy development*”, Virginia: ASCD, p. 108.

²⁶ Danny Brassell and Timothy Rasinski, (2008), “*Comprehension That Works:Taking Students Beyond Ordinary Understanding to Deep Comprehension*”, Huntington Beach: Shell Education,p. 18

components, which are background knowledge, strategy, reader, topic, and type of text.²⁷

From the theories above, it can be concluded that reading comprehension is a process in comprehending the whole of the text and getting the idea or meaning from the context.

b. Level of Comprehension

There are various levels of comprehension. Literal comprehension, interpretive comprehension, critical comprehension, and imaginative comprehension are the four stages of comprehension that Burn described as follow:²⁸

a. Literal Comprehension

The most apparent type of comprehension at this level is literal comprehension, which is concerned with surface meaning. Students may be asked to discover information and ideas that are expressly mentioned in the text at this level. The author's ideas are usually outlined, paraphrased, or summarized by the readers.

b. Interpretive Comprehension

Reading between the lines or making interferences is an example of interpretive reading. It is the process of deriving implied rather than explicitly stated ideas.

²⁷ M. Ness, (2010), *Explicit Reading Comprehension Instruction in Elementary Classroom: Teacher of Use Reading Comprehension Strategies*, Journal of Research in childhood Education, Vol 25, p. 100.

²⁸ Burn, (1984), "*Teaching Reading in Today's*", USA: Mifflin Company, p. 177

c. Critical Comprehension

Critical reading entails within a text, comparing the material's to known standards and drawing conclusion about its accuracy timelines.

d. Creative Comprehension

It is a text that extends beyond the material presented by the author. As they read, they had to think.²⁹

However in this research, the comprehension focused on literal level in which to know whether students can find information and idea that are explicitly stated in the text.

c. Reading Comprehension Instruction in Indonesia EFL Context

Heilman and Arthur state that reading comprehension instruction is a process of thinking a written concept through significant interpretation and interaction as a process that affected by thinking and language ability.³⁰ Reading as a foreign language (EFL reading) is commonly included in the teaching of reading comprehension in Indonesia. This is because it seeks to increase the ability of learners who can read in their native language and in EFL to comprehend the meaning of a written text.³¹

As what Renandya argues that reading comprehension ability has always been the primary objective of English instruction.³² Furthermore,

²⁹ *Ibid.*,p.178

³⁰ Heilman & Arthur, (1981), *“Principles and Practices of Teaching Reading”*, Columbus: Charles Publishing Company,p.242.

³¹ Bambang yudi,(2006), *“Teaching of EFL Reading in the Indonesian Context : The State of Art”*, Teflin Journal, Vol 17,No1, p.39.

³² Willy Renandya, (2004), *“Language Policies and Language Education: The Impact in East Asian Countries in the Next Decade”*, Singapore: Eastern University Press, p. 124.

the process teaching and learning reading comprehension in Indonesia that designed based on curriculum 2013 for senior high school students are expected to make reading a habit and to be able to comprehend the meaning of the text and to reflect what they have read in their own language. To put it another way, the purpose of teaching reading comprehension is to help students become independent readers.³³

However, in reality, many EFL students are still struggling to deal with their reading comprehension problems.³⁴ Laily in her journal states some problems that students in Indonesia commonly face in understanding reading text. First, because their weakness in vocabulary and inadequate grammar. As a result, having poor vocabulary and grammar make students fail to answer the question of reading correctly. Second, students lack of habit reading. Third, students have poor ability in catching the implied meaning of a sentence and unable to make summary of a text. Fourth, the teacher only uses one method namely a conventional method whether the teacher mostly explained about the material without engaging the students' participation. When teaching is conducted, most of students spend their activity by talking with friends or doing another thing that disturbed teaching process.³⁵ Thus, the explanation before can give the information that students are still achieved low attainment and comprehension in

³³ Elsa Ernawati, *Ibid*, p.193

³⁴ Stauffer, (1969), "*Directed-reading Maturity as a Cognitive Process*", New York:Harper & Row,p. 28.

³⁵ Ratih laily, (2018), "*The Analysis on Students' difficulties in Doing Reading Comprehension*", *Metathesis: Journal of English Language Literature and Teaching*, Vol.2, No.2,p. 261.

English reading. To overcome these problems, some efforts are needed to change students' reading conditions by selecting an appropriate method.

Furthermore, the guideline in curriculum 2013 states that basic competence in teaching reading at the tenth grade of students of Senior High School are required to be able comprehend short functional text in all genres, analyze language features, identify social function such as main idea, supporting idea and another detail information. In accordance with that, reading comprehension activity is expected for students able to comprehend the meaning of the text and express it in their own language.³⁶

2. Narrative Text as a Genre in EFL Context

Swales explains that genre involves more functional and different structure of text that serve important social and communicative purpose.³⁷ Moreover, Paltridge states that the notion of genre also explains how an English text can have a variety of purposes and rhetorical or generic structures. Furthermore, the concept of genre explains certain language characteristics, such as the use of different tenses and sentence patterns. Every genre of a text has different purpose, generic structure, and language feature.³⁸ Furthermore, Berger states that genre provides readers the insight about what text should be like, how it created, and how they have function for the readers.³⁹

³⁶ Elsa Ernawati, (2018), "*The Teaching of Reading Comprehension Based on 2013 Curriculum at Senior High School*", Getsempena English Educational Journal, Vol. 5, No. 2, p. 192.

³⁷ John M. Swales, (1990), "*Genre Analysis*", Cambridge: Cambridge University Press, p. 58

³⁸ Paltridge, B, (1996), "*Genre, text type, and the language learning classroom*", ELT Journal, Vol. 50, No. 3, p. 238.

³⁹ Arthur Asa Berger, (1992), "*Popular Culture Genres*", California: Sage Publications, p. xiii

According to Alderson, there are some genres, such as procedure text, descriptive text, recount text, report text, and narrative text.⁴⁰ In this research, the genre will focus on narrative text type because many students get difficulties in comprehending narrative text especially about non-fiction type.

Knapp and Watkins state that Narrative text is a text which is very appropriate to recount past activities or events, which high light the problematic experience and resolution with the intention to entertain the reader and often intended to give moral lessons to the reader.⁴¹

Mark and Anderson state that a piece of text that tells a story and entertains or informs the reader is known as a narrative. Fantasy novels, bedtime stories (spoken), historical fiction, and tales are all examples of narrative text.⁴²

Djuhari states that narrative text is a text that tells a story or tells a fairy tale with the intent of entertaining the reader. The main characteristic of a narrative text is about the problem and how to solve the problem, which is like a solution. The content of narrative text is about a fantasy or true tale to which some engineering story has been added.⁴³ Furthermore, Djuhari states that narrative is a type of genre that serves a social function by amusing, entertaining, and dealing with factual experiences in various ways. Narrative

⁴⁰ J. Charles Alderson, (2000), *Assessing Reading*, Cambridge: Cambridge University Press, p.39.

⁴¹ Peter Knapp & Megan Watkins, (2005), *Genre, Text, Grammar: Technologies for Teaching and Assessing Writing*, Sydney: University of New South Wales Press, p. 153

⁴² Anderson, M and Anderson, K, (1997), *Text types in English*, South Yarra: Macmillian Education,p. 88.

⁴³ Djuhari. (2008), *Genre* Bandung: CV Yrama Widya,p.41.

is concerned with problematic events that lead to a crisis, which then leads to a resolution.⁴⁴

Based on the definitions above, it can be concluded that narrative text is type text to tells the story of the past, with a storyline that includes the story's climax (complication) and resolution.

a. Types of Narrative Text

Narrative text are divided into two types by Joyce and Feez. First, non-fiction is a type of narrative text that tells the true story. It is often used to recount a person's life story, important historical event, or new stories. Second, fiction is a type of narrative text that tells untrue story. The story made up by the writer such as short story, comics, novels.⁴⁵ However, in this research, the type of narrative text that used was all the type of non-fiction story.

b. The Generic Structure of Narrative Text

Generic structure is the way in which elements of a text are arranged to match its purpose. Generic structure explains the purpose of the writers in writing the text and shows how the writer organize every ideas and make the ideas into the unity of text.⁴⁶

Narrative text has three main parts of generic structure. First, orientation is the introduction of what is inside and who is involves in the text. Second, complication tells about the sequence of events and it

⁴⁴ Djuhari, *Ibid.*, p.42.

⁴⁵ Joyce, H & Feez S. (2000). *Writing skills: Narrative and non-fiction text types*, Sydney: Phoenix Education Pty Ltd, P. 57

⁴⁶ *Ibid.*, p.59

explores the conflict among the character. Third, resolution tells where the character finally solves the problem in complication.⁴⁷

c. The Linguistic Features of Narrative Text

According to Feez, language features is a discussion of text that consists of conjunction, modality, conditional clause, and modal verbs.⁴⁸

According to Nunan, there are some language feature of narrative text as follows:

1. Use simple present tense or simple past tense (e.g. invite, gather, ran, cooked).
2. Using adverb of time (e.g. yesterday, once upon a time).
3. Specific participant is special characteristics object (e.g. Cinderella, Aladdin).
4. Use conjunction referring time (e.g. before, then, etc.)
5. Use action verb (e.g. sing, dance, etc)
6. Use adjectives to describe noun (e.g. angry, beautiful).⁴⁹

Here an example of narrative text:

Table 2.1

Example of Narrative Text

Generic Structure	Narrative Text
Orientation	Once upon a time there was a girl name Cinderella. She lived with her bad step-mother and

⁴⁷ Alifiyanti Nugrahani and Fernando, (2006), "*Language To Use English*", Jakarta: Piranti Darma Kalokatama, p. 147

⁴⁸ Feez, *Ibid.*, p.59.

⁴⁹ David Nunan, *Ibid.*, p. 70

	<p>two-step sisters. She had to do all the household chores.</p> <p>Linguistic Features:</p> <ol style="list-style-type: none"> 1. Uses adverb of time: e.g. Once upon a time 2. Uses simple past tense: e.g. was, had.
Complication	<p>Just then a fairy grandmother came, with her magic wand, she gave Cinderella a coach, two horses and footmen. She also gave Cinderella a lovely dress to wear the ball and a pair of glass slippers. She told Cinderella to come home before midnight.</p> <p>At the ball, Cinderella danced all night with the Prince. The Prince fell in love with her. At midnight, Cinderella ran home. Unfortunately, one of her slippers slipped off at the door. She did not have time to put it back on. The Prince was sad as she could not find Cinderella again that night. The next day, the Prince and his men brought along the glass slipper. They went all over the Kingdom to search for the owner.</p> <p>Linguistic Features:</p> <ol style="list-style-type: none"> 1. Use adverb of time: e.g. one day. 2. Use specific participant: e.g. Cinderella. 3. Use simple past tense: e.g. invited, gave, wear, went, left, etc. 4. Use conjunction referring time: e.g. then 5. Use action verb: e.g. cried, told, danced, fell. 6. Use adjectives to describe noun: e.g. bad step-mother, lovely dress.
Resolution	<p>After searching for a long time, finally they came to Cinderella's house. The slipper fit her. The Prince was very happy to find Cinderella again. They got</p>

	<p>married and lived happily ever after.</p> <p>Linguistic Features:</p> <ol style="list-style-type: none"> 1. Use conjunction referring time: e.g. after, finally. 2. Use simple past tense: e.g married, lived.
--	--

3. Method in Teaching Reading Comprehension

Method according to Merriam Webster is a procedure or process for attaining the object, such as systematic procedure, technique or mode and systematic plan followed in presenting material for instruction.⁵⁰ It means that method is teacher's teaching ways that has selected to facilitate teaching learning process.

Learning teaching process cannot run well without a method. The method is the form steps that should be followed by teacher in order to achieve the goal of learning teaching process. Teacher has to consider an appropriate method which are proper to goal of the learning process.⁵¹

There are some teaching methods that can be used in teaching reading. They are SQ3R, OK4R, RSVP, PQRS and speed reading method⁵² The method SQ3R stands for survey, question, read, recite, am review. The goal of this method is to increase students' engagement with the text when studying content material. It is effectively persuade the students to consume

⁵⁰ Webster, Merriam, (2004), "*Merriam Webster's Collegiate Dictionary*", United States of America: Merriam Webster Incorporated, p.115.

⁵¹ Brown, (2001), "*Teaching By Principles: An Interactive Approach to Language Pedagogy*", New York:Pearson Education,p. 16

⁵² Budinuryanto,(1997),"*Pengajaran Keterampilan Berbahasa*", Jakarta: Depdikbud, p. 11

information to answer question relate to the subject content.⁵³ Moreover, OK4R stands for overview, key ideas, read, recite, review, and reflect. The goals of this method is to increase the students understanding with the text when studying the context material.⁵⁴ The method of PQRST stands for preview, question, read, summary and test. The goal of this method is to improve the student's ability and remember materials presented in the textbooks.⁵⁵ The last one is speed reading method is one of method that can be used to improve reading habits of the students to read quickly. By applying this technique, the students able to concentrate better which leads to greater comprehension.⁵⁶

In this research, PQRST was used as a method teaching. PQRST was elected to make learning process be more interesting. PQRST (Preview, Question, Read, Summary and Test) was designed for overcoming the students' difficulties in learning individually.

4. PQRST Method

The PQRST (Preview, Question, Read, Summary, and Test) method, that described by Robinson. The PQRST method is used to increase a student's ability to recall information from textbooks. Students begin by previewing the chapter to gain an understanding of its subject and sections, then reading the chapter outlines, section headings, and summary. Each section follows the

⁵³ Annisa & Elia, (2012), "*The Effect of SQ3R Method on the Students' Ability in Reading Comprehension*",p.4.

⁵⁴ Adelia Pratiwi,(2019), "*Skripsi The Effect of OK4R Method on Students' Reading Comprehension*", Medan:UINSU,p.12.

⁵⁵ Dewi Syafitri, (2017). "*PQRST Technique Toward Reading Comprehension Of The Second Grade Students At SMAN 1 Kota Jambi*". *Journal of Linguistic, LEEA*,Vol 1 no.1,p. 18.

⁵⁶ Fushaathul Rizkoh,dkk, (2014), "*The Implementation of Speed Reading Technique to Improve Coprehension Achievement*", *Journal ELTS*,Vol.2,No.3,p.3.

second, third, and fourth stages. The PQRST method relies on the three basic principles in improving memory they are organizing the materials, elaborating the materials, and practicing retrieval.⁵⁷

From the explanation above, it can be concluded that the PQRST method helps to increase students' comprehension of a text. In teaching reading comprehension using PQRST method, there are some steps that should be done. First, the teacher introduces the method and its step. Then, teachers provides the text that will be comprehended. After that, the students will follow the PQRST steps. Last, evaluate the learning process by asking the students whether they comprehend the text or not and ask them to answer the question based on the context.

a. Procedures of Teaching Reading by Using PQRST Method

Using PQRST promote active reading in which students can pay more attention in reading activity, make an outline, find the main information, interpret the context, draw conclusion and summary. This method is promoting students to take part in the classroom. The teacher will not be teacher-centered but turn into students-centered.⁵⁸

Wormeli states that the procedures of teaching reading by using PQRST method can be presented as in the following:

1. Preview, students are asked to previewing the material. The students will skim over the title, the first paragraph, and the last paragraph to get a sense of the text's content. Its first step would

⁵⁷ Rune Petterson, (2002), *Information Design an Introduction*, Netherlands: Jhon Benjamin Publishing Co, p.242

⁵⁸ Dewi Syafitri, *Ibid.*, p.20.

train their brain to think about that subject. To the headings and sub-headings, underlined anything else that looks important.

2. Question, In this step, students are expected to be innovative by posing questions based on the text they are reading. They can read the question at the end of the text but cannot directly respond to it. When reading the materials, students may generate questions based on headings or a key concept.
3. Read, the third step is reading itself. Students can actually read the text. Take your time with it, consider the meaning, and identify the main idea and supporting ideas. Key sentences may be underlined or highlighted by students..
4. Summary, after finish reading a section of text, summarize the text by recalling the important ideas from the section that just read and record it into notes.
5. Test, the last step of PQRST is test. Students make sure they understand and remember what they've read. Then they respond to the text's question.⁵⁹

Thus, this procedure was applied during the implementation of PQRST in this research. The process of implementation PQRST in the classroom were still in accordance with the syllabus of the tenth grade of senior high school and curriculum 2013.

⁵⁹ Rick Wormeli, (2005), "*Summaryization in Any Subject*", Virginia USA: Associatin for Supervision and Curriculum Development, p. 131.

b. Advantage and Disadvantage of PQRST Method

PQRST had some advantages and disadvantages and it is proven by Insani and Ismiyanti research. There are some advantages of PQRST method. First, students become more flexible in managing their reading speed ability. Second, in reading out of the learning process, students can determine whether the material suits their need or not.⁶⁰ Third, PQRST helps students to focus and create curiosity toward the text, and it will motivate the students to read. Forth, When students read the text, they already have a goal in mind to read based on the question, which helps them stay focused and concentrate. Fifth, PQRST helps students to put text into their long time memory, and the last one, PQRST asks the students to recall all the specific information about the text.⁶¹

Besides the advantages, PQRST has several disadvantages. First, the PQRST strategy is very difficult to implement if the media such as text book are not available at school. Second, PQRST will be not effective if it implemented in big population of the class room. The last one, this method is time-consuming because it has several stages that should be done by students in reading.⁶²

⁶⁰ Yashinta Nurul Insani, (2013), *“The Effect Of Using PQRST Method On Reading Comprehension Ability Of The Seventh Grade Students Of SMP Diponegoro Depok In The Academic Year Of 2011/2012”*, Yogyakarta: Yogyakarta State University, p.19.

⁶¹ Nopri Malia, (2015), *“Using PQRST Strategy to Improve Students’ Reading Comprehension of Hortatory Exposition Texts”*, Journal English Language Teaching Vol. 1,p.51.

⁶² Tri Ismiyanti, (2017), *“Improving Students’ Ability In Reading Comprehension By Using PQRST Strategy”*, Medan : State Islamic University of North Sumatera,p.37

5. Related Studies

For additional information, there are some related studies that have same field with this research in which were conducted by using PQRST method for teaching reading as follows:

1. A research entitled “The Effect of Using PQRST Method on Reading Comprehension Ability of the Seventh Grade Students of SMP Diponegoro Depok in the Academic Year of 2011/2012” by Yashinta Nurul Insani (2013). The aim of this research was to find out whether there was significant effect of PQRST method. It was on the seventh grade students of SMP Diponegoro Depok. The sample of was class VII-B which consisted of 36 students in academic year 2011/2012. It was proven by the increase of students’ mean score between experimental class (75.56) and control class (64.45).⁶³
2. A research entitled “Teaching Narrative Text By Using Preview, Question, Read, State, and Test (PQRST) Technique” by Nurul Latifa and Abdul Manan (2018). The journal was aimed to investigate the effect of PQRST technique in teaching reading at first grade of MTS Insan Qur’ani Aneuk Batee, Aceh Besar. A quasi experimental research was used two classes as a sample. The data was found that

⁶³ Yashinta Nurul Insani, (2013), *“The Effect Of Using PQRST Method On Reading Comprehension Ability Of The Seventh Grade Students Of SMP Diponegoro Depok In The Academic Year Of 2011/2012”*, Yogyakarta: Yogyakarta State University, p.i..

there is different score between experimental class and control class.

The score was 79 (experimental class) and 55.5 (control class).⁶⁴

3. A research entitled “The Effect of PQRST Method on Reading Achievement in Seventh Grade Students at SMPN 3 Sawan” by Priyanti, and Padmadewi (2017). This research was aimed to investigate the effectiveness of PQRST method on reading achievement in seventh grade student. The sample of this research were two groups selected and every group had 27 students. The outcome of this research is there is difference mean score of the experimental class was 76.85 and control class was 60.93. It implies that PQRST method is effective in encouraging students’ reading achievement. 76.85 and control class was 60.93. It implies that PQRST method is effective in encouraging students’ reading achievement.⁶⁵

By three previous researches above, this research was conducted to verify whether there was significant effect of using PQRST method on students’ reading comprehension of narrative text in different level of the subjects which is at the tenth grade of Senior High School. In this research, the related studies above might have not the same form to this research. But those researches gave a lot of information and data to support this research.

⁶⁴ Nurul Latifa and Abdul Manan, (2018), “*Teaching Narrative Text By Using Preview, Question, Read, State, and Test (PQRST) Technique*”, Aceh: Syiah Kuala University,p.243.

⁶⁵ Priyanti and Padmadewi, (2017), “*The Effect Of PQRST Method On Reading Achievement In Seventh Grade Students At SMPN 3 Sawan*”,Singaraja: Ganesha University of Education, p.i.

6. Conceptual Framework

Reading is process of reader to understand the ideas between the reader and the writer to get information from the text and make summary or conclusion. In reading process, students should have reading skill to make them comprehend text easily. Reading comprehension means a process in comprehending the whole of the text and getting the idea or meaning from the context. Teaching reading comprehension in Indonesia is designed to make the students able to understand the text meaning and represent what they have read in their own language.

However, students are still struggling to deal with their reading comprehension problems, such as their weakness in vocabulary and inadequate grammar, hard in catching the implied meaning of a sentence, unable to make summary of a text, and the teacher only uses one method namely a conventional method.

For tackling these problems, selecting an appropriate method is needed to help students comprehend reading text easily. One of an effective method that has proven by the previous study is PQRST method. PQRST method is a method of reading the passage which consists of five activities; preview, question, read, state/summarize, and test and some additional activities that consist of discussing the questions, discuss the answers, determining the main sentence, sentences, main ideas, and ideas of explanatory.

Based on the previous study, PQRST method was appropriate to be used for reading comprehension, because it could increase students' achievement and also made the students more active and motivated. By applying this

method, this research was intended to be conducted to find the evidence whether there was a significant effect of using PQRST method on students' reading comprehension of narrative text.

7. Hypothesis

According to Creswell, hypothesis is a formal statement that presents the expected relationship between an independent variable and dependent variable.⁶⁶ It gives direction and provides a framework for reporting the conclusions of an investigation.⁶⁷

Regarding to the previous literature review, The hypothesis was formulated as follow:

1. Alternative Hypothesis (Ha): PQRST method has significant effect on students' reading comprehension in reading narrative text at tenth grade of SMA Darussalam Medan.
2. Null Hypothesis (Ho): PQRST method has no significant effect on students' reading comprehension in reading narrative text at tenth grade of SMA Darussalam Medan.

⁶⁶ Jhon Creswell, (1994), "*Research Design: Qualitative and Quantitative Approaches*", London: SAGE Publications, p. 37.

⁶⁷ Furchan, A, (2004), "*Pengantar Penelitian dalam Pendidikan*", Yogyakarta: Pustaka Belajar, p. 115.

CHAPTER III

RESEARCH METHODOLOGY

This chapter consists of research setting, research design, research subject, instrument of data collection, technique of collecting data and technique of data analysis.

A. Research Setting

This research was conducted in SMK Bina Satria Medan. It is located in Jl. Marelan IX No.1 Kel. Tanah Enam Ratus, Medan Marelan, Sumatra Utara. This school was chosen to be the site of research because it had obtained permission to conduct the research and also the location was accessible in funds and time. Thus, it was easy to access this school. The research was conducted started on 26th February 2021 until 20th March 2021. It was done in six meetings that consisted of one meeting for pre-test, four meetings for treatment and one meeting for post-test.

B. Research Design

The design that was used in this research was Quantitative research method. According to Leedy, he stated quantitative research is a method of inquiry that deals with numbers and everything that can be measured in a systematic manner between investigation and phenomena and their relationships. This approach was used to answer questions about observable relationships in order to describe, predict, and control phenomena.⁶⁸ It was related with the goal of this research was to find evidence the effect of PQRST

⁶⁸ Leedy, K.D, (1993), *“Practical Research : Planning and Design”*, New Jersey: Prentice- Hall, p. 11

method on students' reading comprehension of narrative text. This research was conducted by using quantitative research method with quasi-experimental design. Crasswell stated that quasi-experimental was experimental design in which the participants are assigned to groups but not randomly.⁶⁹ Furthermore, this design used control and experimental class. Both of the class obtained pre-test and post-test, Firstly, pre-test was conducted to both of the class and after that the treatment. The Experimental class got the treatment based on PQRST method, while the control class without PQRST method. After the treatment, both of experimental class and control class received the post-test to know the effect of PQRST on students' reading comprehension of narrative text. The research design can be viewed in table below.⁷⁰

Table 3.1
Quasi Experimental Design: Pre-test and Post-test

Group	Pre-test	Treatment	Post-test
Experimental Class	YES	Teaching Reading By applying PQRST Method	YES
Control Class	YES	Teaching Reading By Lecturing Method	YES

(Source: Donald Ary and Friends Introduction of Research in Education 10th edition).

⁶⁹ John W. Creswell, (2008), *“Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research”*, New Jersey: Pearson Education Ltd, p. 313.

⁷⁰ Jhon W. Creswell, (2011), *“Education Research: Planning, Conducting, and Evaluating, Quantitative and Qualitative Research”*. Boston: Pearson Education,p. 309.

C. Research Subject

1. Population

According to Edu, population is any collection of human being and non-human being such as objects, educational institution, geographical areas, etc.⁷¹ The population of this research was taken from the tenth grade students of SMK Bina Satria. According to Kurikulum 2013, Narrative text is taught in the tenth grade by the students, different with eleventh and twelfth grade which are on the syllabus design taught about the expository, recount, and descriptive text. Moreover, narrative text was chosen because in syllabus design of tenth grade in second semester, students were expected to comprehend folklore in narrative text effectively. There are 2 classes of the tenth grade which are X-1 MP and X-2 MP. The total of the student of the tenth grade was 64 students. The number of the students can be seen in the following table below:

Table 3.2
Population of the Study

No.	Class	Number of Students
1.	X-1 MP	32
2.	X-2 MP	32
	Total	64

⁷¹ Edu, M.A, (2002), “*Research Methodology*”, United Kingdom: J&K Publisher, p. 1

2. Sample

Sample is some elements of population that are used as object of research.⁷² In determining the sample, saturated sampling was chosen for the small population. In this school, tenth grade is only consisted of two classes. Due to the limited number, all population in this research automatically include as sample. It was like the statement from Sitoyo and Sodik, stated that saturated sampling is a sampling technique if all members of the populations are used as samples.⁷³ Thus, the entire tenth grade of this school was chosen to be the sample. Furthermore, the purposive sampling technique was used to determine the sample that take X-2 MP as the experimental group and X-1 MP as control group. This consideration was based on the English teacher's recommendation because students X-2 MP was harder to understand reading activity rather than X-1 MP.

D. Instrument of Data Collection

The instrument of research is a tool for measuring, observing, or documenting quantitative data.⁷⁴ This research was used test as the instrument of data collection. The test was basically used to measure how far the students have mastered reading comprehension of Narrative text. According to Brown, test was an instrument that used to measure person's ability, knowledge or

⁷² Edu, *op.cit*, p.2

⁷³ Sandu Siyoto & Ali Sodik, (2015), "*Dasar Metodologi Penelitian*", Yogyakarta: Literasi Media Publishing, p.66

⁷⁴ Jhon,C, (2012), "*Educational Research: planning, Conducting, Evaluating Quantitative and Qualitative Research*", USA : Pearson Educational, p. 14

performance.⁷⁵ The test for both pre-test and post-test was done in form of 25 multiple choices which consisted of five options: a, b, c, d, e and five essays. The students had to cross (X) in the correct answer multiple choice test. The item question were considered to the curriculum of tenth grade students, the reading text material were also based on English teacher's book as references. The books of resource of test were the books from another school, in order to make sure that questions were never been seen by the students. The students had 60 minutes to complete the test. In giving the score for students' test, it was calculated with the formula:

$$\frac{\text{The correct numbers}}{\text{Total numbers of items}} \times 100 = \text{Final Score}$$

E. Validity and Reliability

According to Heaton, validity is the most consideration in developing and evaluating measuring instruments. Historically, validity will define as the extent to which an instrument measured what it approved to measure.⁷⁶

Meanwhile, reliability reflects consistency and and replicability over time. A test is seen being reliable when it can be used by a number of different researchers under stable condition with consistent results.⁷⁷ According to McMillan & Schumacher, reliability is seen as the degree to which a test is

⁷⁵ Douglas Brown, (2004), *Principles of Language Learning and Teaching*, London: Longman, p. 4.

⁷⁶ J.B. Heaton, (1998), *Writing English Language Test*, New York: Longman, p. 159

⁷⁷ Fraenkel & Wallen, (2012), *How to Design and Evaluate Research in Education 8th*, Boston: McGraw-Hill Higher Education, p. 215.

free from measurement errors, since the more measurement errors occur the less reliable the test.⁷⁸

In this study, the validity test was not measured anymore because the test was taken by an English book at the tenth grade of Senior High School which was interpreted as valid test. As Thoha said, the test that was taken from the book already had validity and reliability as it had been checked and found to be feasible in terms of measuring the object..⁷⁹

F. Technique of Collecting Data

The data of this study was collected by using multiple choice essays test. To collect the data, this study used pre-test and post-test. Data of pre-test was administrated before the class treatment of control and experimental group, while data of post-test was administrated after the class treatment of control and experimental group. The steps were as follow:

1. Pre-Test

Lodico stated that pre-test is a test that is given before the experimental treatment to know how far the students have mastered reading comprehension of narrative text before taught by using PQRTS method.⁸⁰

The test that contain of 25 multiple choices and 5 essays were distributed.

The test must be done by students in 60 minutes. The material that tested

⁷⁸ McMillan, J.H. and Schumacher, S, (2001), *“Research in Education”*, New York: Longman, Inc, p. 396.

⁷⁹ Chotib Thoha, (1990), *“Teknik Pengukuran dan Evaluasi Pengajaran”*, Jakarta: PT. RajaGrafindo Persada,p. 22.

⁸⁰ Lodico & marguerite, (2006), *“Methods in Educational Research: From Theory and Practice”*, USA: A Wiley Inprint,p. 178.

were commonly about finding main idea, vocabulary, moral story of a text, and arrange the sentence based on grammar correctly.

2. Treatment

Next step was giving treatment after conducting pre-test for both classes. For experimental class, PQRST method is used in teaching learning process, meanwhile in control class, PQRST method was not applied in teaching learning process. The learning activities was explained in the table below:

Table 3.3
Treatment in teaching reading in Experimental Class and Control Class

Meeting	Control Class (Lecture Method)	Experimental Class (PQRST Method)
I	<p>Learning material: Definition, social purpose, a generic structure, and a language feature.</p> <p>Learning method:</p> <ul style="list-style-type: none"> - The learning material was explained by using lecturing method. - A text was distributed to students and asked them to identified the structure of narrative text that contain in the text. 	<p>Learning material: Definition, social purpose, a generic structure, and a language feature.</p> <p>Learning method:</p> <ul style="list-style-type: none"> - The learning material was explained using PQRST method. - A text was distributed to students and asked them to identified the structure of narrative text.
II	<p>Learning material: Legend of Surabaya.</p>	<p>Learning material: Legend of Surabaya.</p>

	<p>Learning method:</p> <ul style="list-style-type: none"> - The learning material was explained by using lecturing method. - A text entitled “Legend of Surabaya” was distributed to students and asked them to identified the structure of narrative text that contain in the text. 	<p>Learning method:</p> <ul style="list-style-type: none"> - The learning material was explained using PQRS method. - A text entitle “Legend of Surabaya” was distributed to students and asked them to analyzed and write the structure of that text. - Students summarized what they have written.
III	<p>Learning material: Golden Snail.</p> <p>Learning method:</p> <ul style="list-style-type: none"> - The learning material was explained by using lecturing method. - A text entitled “Golden Snail” was distributed to students and asked them to identified the structure of narrative text that contain in the text. 	<p>Learning material: Golden Snail.</p> <p>Learning method:</p> <ul style="list-style-type: none"> - The learning material was explained using PQRS method. - A text entitle “Golden Snail” was distributed to students and asked them to analyzed and write the structure of that text. - Students summarized what they have written.
IV	<p>Learning material: The Legend of Kemaro Island.</p> <p>Learning method:</p> <ul style="list-style-type: none"> - The learning material was explained by using lecturing method. - A text entitled “The Legend of Kemaro Island” was distributed to students and 	<p>Learning material: The Legend of Kemaro Island.</p> <p>Learning method:</p> <ul style="list-style-type: none"> - The learning material was explained using PQRS method. - A text entitle “The Legend of Kemaro Island” was distributed to students and asked them to analyzed and write the structure of that text.

	asked them to identified the structure of narrative text that contain in the text.	- Students summarized what they have written.
--	--	---

3. Post-Test

Post-test was the last step, it was held after all the treatments were done. According to Creswell, Post-test is a measure on some characteristics that is used to assess the changes of participant in an experiment after doing a treatment.⁸¹ The test items in the post-test were exactly the same as those in the pre-test. The post-test was done to see the final score and to know the differences of the students' score before obtained treatment and after obtained treatment. The goal of this test was to measure students' reading comprehension after being taught by using PQRST method.

G. Technique of Data Analysis

The data analysis was the next phase in the study. The results of the pre-test and post-test were counted to evaluate the data. The test result was written based on the students' grades from the pre-test and post-test. It was written down in the table below. (see the complete data in appendix VIII):

⁸¹ Jhon W Creswell, (2008), *“Research Design”*, Nj: Pearson Education, p.297.

Table 3.4
Score of Control Class

No.	Name of Students	Score	
		Pre-test	Post-test
	AA	34	60
	DA	48	62

Table 3.5
Score of Experimental Class

No.	Name of Students	Score	
		Pre-test	Post-test
	DDU	40	86
	NL	42	90

After the data was collected based on the table above, the data was analyzed. In analyzing the data, it was divided into some parts; preliminary analysis, dependent sample T-test and independent T-test/hypothesis test.

1. Preliminary Analysis

Preliminary analysis was the first thing that has to do in order to know whether or not the data were qualified before testing the t-test and hypothesis test. The preliminary analysis consisted of two test, namely: normality and homogeneity.

a. Normality Test

Normality test was used to determine whether or not a data distribution was normal.⁸² The data from the experimental and control classes were checked for normality using the normality test. Normality Test was done by using *Liliefors* technique and it was done by Microsoft Excel 2013 to calculate the score. *Liliefors* technique means checking frequency distribution of samples based on normal distribution on a single data or a single frequency data.⁸³ After getting L_o , it was compared to L_t with the significance (α): 0,05. The testing criteria can be seen as below:

- a. $L_{value} < L_{table}$, it means that the data is distributed normally.
- b. $L_{value} > L_{table}$, it means that the data is not distributed normally.

b. Homogeneity test

Homogeneity test was done in order to test the similarity of variance for each group of data.⁸⁴ For the homogeneity test, it was conducted Fisher Test. Homogeneity testing with Fisher's test was used because the data that tested only have two data groups or samples. The Fisher's test was done by comparing the largest data variant divided by the smallest data variant.⁸⁵ The criteria test as below:

- a. If $F_{value} < F_{table}$, H_o is accepted

⁸² Rusydi Ananda & Muhammad Fadhli, (2018), "*Statistik Pendidikan (Teori dan Praktik dalam Pendidikan)*", Medan: CV Widya Puspita, p.158

⁸³ *Ibid*, p.159

⁸⁴ *Ibid*, p.158

⁸⁵ *Ibid*, p.176

b. If $F_{value} > F_{table}$, H_0 is rejected

2. Dependent Sample T-test

The normality and the homogeneity were conducted to confirm the students' reading comprehension in narrative. After the test was complete, the data from experimental and control class were collected in order to know the significant effect of PQRST method on students' reading comprehension of narrative text. The purpose of dependent sample T-test was to know whether the hypothesis will be accepted or rejected. The formula of depending sample t-test as follow:

$$t = \frac{M_x - M_y}{\sqrt{\left[\frac{\sum x^2 + \sum y^2}{N_x + N_y - 2} \right] \left(\frac{1}{N_x} + \frac{1}{N_y} \right)}}$$

M_x = The mean value of experimental class

M_y = The mean value of control class

$\sum x$ = The standard deviation of experimental class

$\sum y$ = The standard deviation of control class

N_x = The total number sample of experimental class

N_y = The total number sample of control class.

3. Independent T-Test/Hypothesis Test

The Independent T-Test/Hypothesis Test was used to determine if a data sample is normal or atypical when compared to a population,

assuming that a population hypothesis we formulated is right.⁸⁶ The hypotheses of the research were:

- a. Ho (Null Hypothesis) $X_1 < X_2$ = There is no significant effect of PQRST method on students' reading comprehension in reading narrative text.
- b. Ha (Alternative Hypothesis) $X_1 > X_2$ = There is significant effect of PQRST method on students' reading comprehension in reading narrative text.

The formulation of the statistical hypothesis as follow:

- a. Ho: $t_{value} < t_{table}$
- b. Ha: $t_{value} > t_{table}$

⁸⁶ Frank Emmert-Streib and Mathias Dehmer, (2019), *Understanding Statistical Hypothesis Testing: The logic of Statistical Inference*, Machine Learning and Knowledge Extraction, 1, p.946

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. Description of Data

In this research, the quantitative data were achieved by using quasi experimental design. The data findings from the pre-test and post-test scores were obtained from 32 students in X-1 MP as control group that taught by lecturing method and 32 students in X-2 MP as experimental group that taught by PQRST method. These data were analyzed to see whether the PQRST method had significant effect on students' reading comprehension of narrative text. Both of the classes were given a test that consist of 25 multiple choice and 5 essays on the pre-test and post-test. The data of this research were taken from the mean of students' score, variant, and deviation standard of test.

1. The Data of Pre-Test

Pre-test was offered to both the control and experimental classes before giving treatment on 27th February 2021. Pre-test was conducted to assess how far the students' comprehension about reading. Following the distribution of the pre-test, the students' scores as a result of the pre-test were collected. The pre-test score in both the control and experimental classes can be seen as follow:

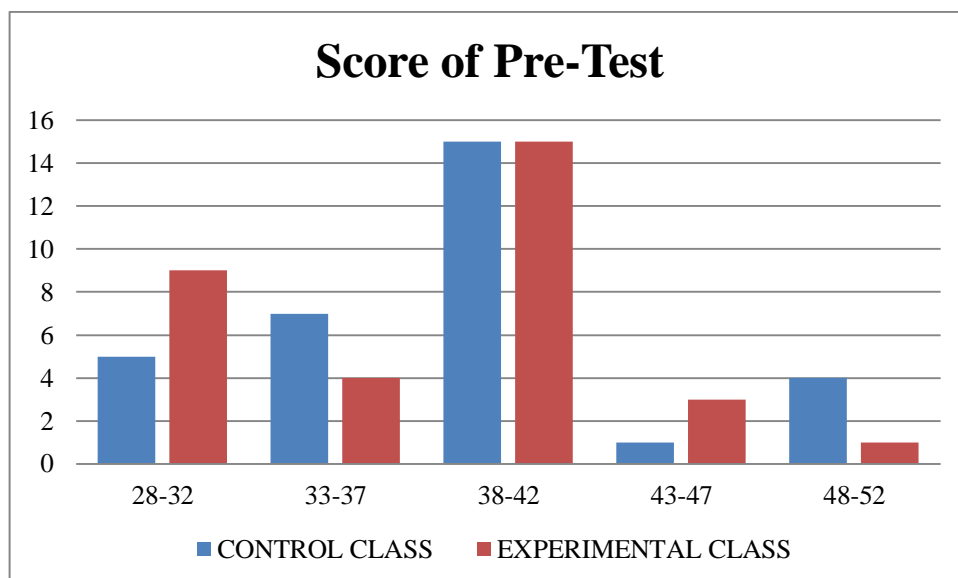


Figure 4.1 Score of pre-test

Based on figure above, it can be seen that the range of score in pre-test were almost the same, but they have different number of students in each range. The lowest score obtained was 28 and the highest was 52. In the figure above, it can be showed that in range of score 38-42 has the same number of students which is around 15 students. This range of score became the range with the most number of students in control class and experimental class. (See the complete data about the students' score in appendix VIII).

Based on the data above, it can be seen that control class mostly had the higher score rather than experimental class, it means that experimental class have low level of comprehending about reading topic before treatment rather than control class.

2. The Data of Post-Test

The post-test was given to the control and experimental classes after the treatment in class on 19th March 2021. Post-test was conducted to

assess the students' comprehension of the reading subject of narrative text that had already been taught in class by using PQRST method. After post-test was distributed, the scores of students were obtained as the result of post-test. The figure below shows the score of pre-test in both class of control and experimental. The score can be seen as follow:

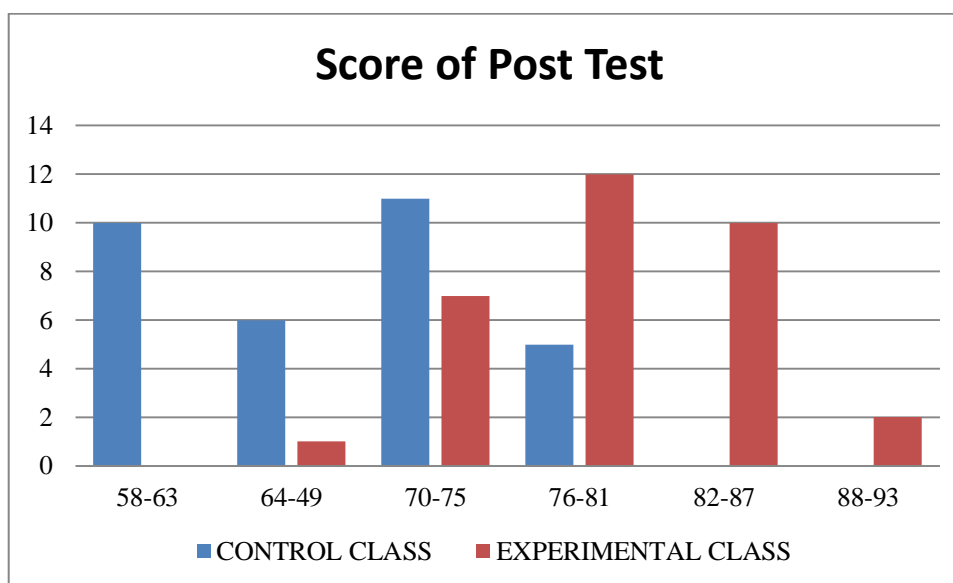


Figure 4.2 Score of post-test

Based on the figure above, it can be showed that in control class and experimental classes have different scores in lowest and highest range of score. In control class, the range lowest score is between 58-63. Meanwhile, the lowest range of score in experimental class is in the range of 49-53. But in this case, the number of students who get lowest score in control class is 10 students, then in experimental only one student.

Same with the lowest score, between control class and experimental class has different lowest and highest range of score. In control class, the highest range score is 76 with number of five students, meanwhile in

experimental class, the highest score in the range of 88-93. (See the complete data about the students' score in appendix VIII).

By looking the data above, it can be seen that there is significant differences score between control and experimental class that shown by highest score. The highest score which is 88-93 is only obtained by the students in experimental class which is taught by PQRST method. In addition, the highest score in experimental is higher rather than the score in control class. Therefore, it can be concluded that there is significant effect of using PQRST method in teaching reading activity.

3. The Gained Score

The purpose of gained score to know the effectiveness of using a method in research. Thus, the objective of gained score related to the objective of this research such as to find out the significant effect of using PQRST method in teaching reading. Therefore, gained score obtain the data by using the decrease of number between pre-test and post-test. The figure below shows the gained score:

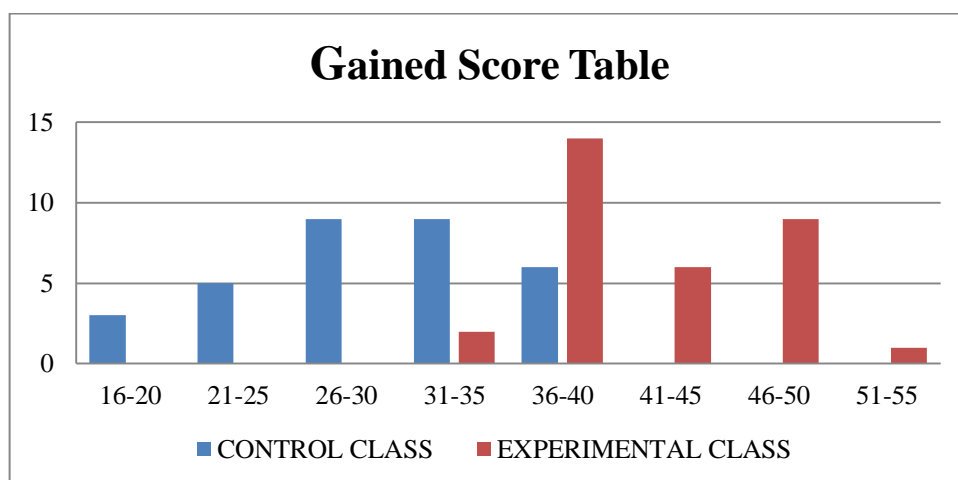


Figure 4.3 The students gained score

Based on the data above, it can be showed that the lowest range between control class and experimental are not the same. In control class, the lowest gained score is 16 - 18. Meanwhile the lowest range of gained score in experimental class is 40 – 42. The highest range score between both of the class are also different. The highest range of gained score in control class is 34 – 36. Meanwhile, the highest range of gained score in 53-55. (See the complete data about the students' score in appendix VIII).

Based on the data above, it can be seen that there is an improvement of score in experimental class. The students in the experimental class obtained the score higher than the control class. it can be concluded that there is significant effect of using PQRST method in teaching reading activity.

After gained score is collected, all of the results about the improvement of score is drawn by using diagram. The diagram can be seen below:

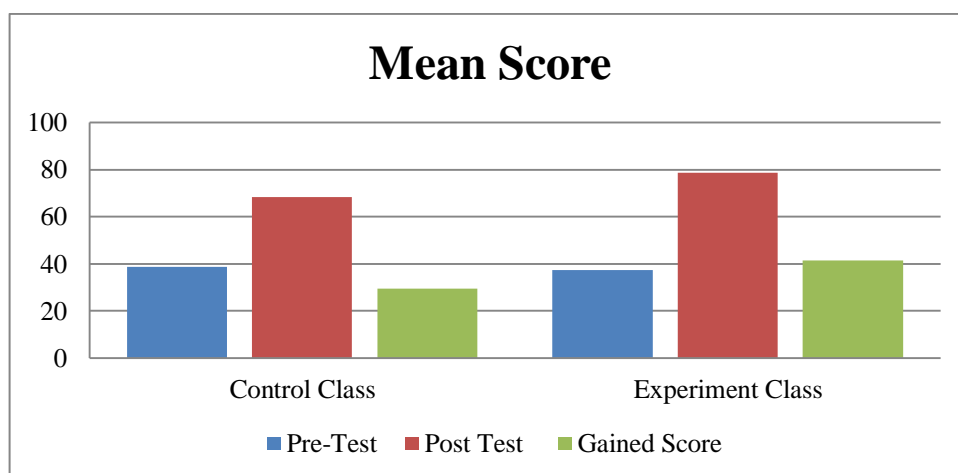


Figure 4.4 Mean score of pre-test and post-test in control and experimental class

By looking diagram above, it can be seen that there is an improvement between control and experimental class. It is proven from the difference mean score of pre-test, post-test, and gained score in both of the class. The mean score of pre-test in control class is 39, while in experimental class is 37. The mean score of post-test in control class is 68, while in experimental class is 79. Therefore, the gained score of control class is 29, while in experimental class is 42.

B. Inferential Analysis

To know the significant effect of using PQRST method in teaching reading activity, some part of data analysis are needed to find. The first data is to get Preliminary Analysis. It is as requirements for t-test and hypothesis test to know whether the data is accepted or not. There were two data in Preliminary Analysis; Normality and Homogeneity test. The next step is Dependent Sample T-test. It has purpose to get hypothesis that are proposed in this research. The last step is Independent T-test/hypothesis test. In this step, the result and conclusion are made by using statistical hypothesis. Independent T-test/Hypothesis test aims to determine whether there is the significance effect of using PQRST method in teaching reading activity or not. To complete the requirement for Dependent Sample T-test and Independent T-test/Hypothesis test, the first step to analyze the data is Preliminary Analysis.

1. Preliminary Analysis

Preliminary Analysis is the first step to find the data is accepted or not as requirement for t-test and hypothesis test. It consisted of normality and homogeneity test.

a. Normality Test

To get the data, normality test was calculated by using statistical form of Liliefors test. Microsoft Excel 2013 is used to calculate the score. Normality test is one of requirements in preliminary analysis step. Normality test is used to know the normality of the data from experimental class and control class. The result of normality pre-test can be seen in the table below:

Table 4.1
Normality of Pre-Test

	Liliefors Test ($\alpha=0,05$)		Result
	Lo	Lt	
Control Class	0,1547	0,1566	Normal
Experimental Class	0,12735	0,1566	Normal

Based on the table above, the Liliefors observation (Lo) in control class shows the result around 0,154 meanwhile Liliefors observation (Lo) in experimental class is 0,127 (See the complete data in appendix IX). It was found that the result of Liliefors table (Lt) with 32 samples of pre-test in each class and at the level of α in 0,05 is 0,156 (See in appendix IX). The coefficient of Liliefors observation in control and experimental class had to be smaller or equal with Liliefors table ($Lo < Lt$). It can be seen from the data in control class, Liliefors observation (Lo) were smaller than Liliefors table ($Lo > Lt$). It means the data pre-test in control class were normal. Otherwise in experimental class, Liliefors observation (Lo) is

smaller than Liliefors table ($Lo < Lt$). It means the data pre-test in experimental class are normal Therefore, it can be concluded that the data of pre-test in both of class were **normal**.

Table 4.2
Normality of Post-Test

	Liliefors Test ($\alpha=0,05$)		Result
	Lo	Lt	
Control Class	0,1490	0,1566	Normal
Experimental Class	0,1208	0,1566	Normal

Based on the table normality of post-test, the Liliefors observation (Lo) in control class shows the result around 0,149 meanwhile Liliefors observation (Lo) in experimental class is 0,120 (See the complete data in appendix IX). It was found that the result of Liliefors table (Lt) with 32 samples of pre-test in each class and at the level of α in 0,05 is 0,156 (See in appendix IX). The coefficient of Liliefors observation in control and experimental class has to be smaller or equal with Liliefors table ($Lo < Lt$). We can see the data in control class and experimental class are smaller than Liliefors table ($Lo < Lt$). It means the data pre-test in control class are normal Therefore, it can be concluded that the data of post-test in control class and experimental class were **normal**.

With all normality test result above, all of data of pre-test and post-test in both of class were normally distributed. The next step to find out the the preliminary test as the requirement is homogeneity test.

b. Homogeneity Test

In this research, the homogeneity test was conducted by Fisher Test. The statistical formulation of homogeneity test used variant in pre-test and post-test from control and experimental class. (See the complete data in appendix VIII).

The result of homogeneity test in pre-test can be seen as follows:

$$F = \frac{\textit{The Biggest Variant}}{\textit{The Smallest Variant}}$$

$$F = \frac{36,112903}{27,98387} = 1,29049$$

From the calculation above, the coefficient of Fcount (Fo) is 1,290. The value of Ftable at th level of α in 0,05 and degree of freedom two data is 1,850. It has result that coefficient of Fcount is smaller than Ftable (Fo = 1,290 < Ft = 1,850). It can be concluded that the variant data of pre-test in control and experimental class are **homogenous**.

Next is the result of homogeneity test in post-test can be seen as follows:

$$F = \frac{40,45161}{34,43548} = 1,174$$

From the calculation above, the coefficient of Fcount (Fo) is 1,174. The value of Ftable at th level of α in 0,05 and degree of freedom two data is 1,850. It has result that coefficient of Fcount is smaller than Ftable (Fo = 1,290 < Ft = 1,850). It can be concluded that the variant data of post-test in control and experimental class are **homogenous**.

In conclusion, all of the data in pre-test and post-test from these two classes were homogenous based on the homogeneity test above. The

requirement for t-test was completely done. The next step was dependent sample t-test.

2. Dependent Sample T-Test

After doing normality and homogeneity test, t-test was conducted. In this research, dependent sample t-test was calculated by using statistical formulation. Dependent sample T-test is used to know the significant effect of using PQRS method in teaching reading activity. The result of dependent sample t-test can be seen as below:

$$= \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{S_1^2}{n_1} + \frac{S_2^2}{n_2}}}$$

$$t = \frac{78,625 - 68,25}{\sqrt{\frac{34,435}{32} + \frac{40,4516}{32}}}$$

$$t = \frac{10,375}{\sqrt{\frac{74,8866}{32}}}$$

$$t = \frac{10,375}{\sqrt{2,3402}}$$

$$t = \frac{10,375}{1,5298}$$

$$t = \mathbf{6,782}$$

Based on the calculation above, the result of t observed is 6,782. In this testing hypothesis, the calculation of t table with the degree of freedom 62 ($df = N1 + N2 - 2$) and at the level of significant 0,05 shows that the critical value is 1,999 (See in Appendix IX). It can be concluded that t observed is higher than t table ($t_{\text{observed}} = 6,782 > t_{\text{table}} = 1,999$).

3. Independent T-test/Hypothesis Test

Independent T-test/Hypothesis Test was used to generate conclusion by using criteria of statistical hypothesis that can be seen as follow:

- a. H_0 (Null Hypothesis) $X_1 < X_2$ in significant degree of 0,05 =
There is no significant effect of using PQRST method on students' reading comprehension in reading narrative text.
- b. H_a (Alternative Hypothesis) $X_1 > X_2$ in significant degree of 0,05 =
= There is significant effect of using PQRST method on students' reading comprehension in reading narrative text.

Based on the calculation above, it can be seen that t-test is higher than t table ($t_{\text{observed}} = 6,782 > t_{\text{table}} = 1,999$). It showed that the conclusion of this research was H_a is accepted and H_0 is rejected. It means there is significant effect of using PQRST method on students' reading comprehension in reading of narrative text.

C. Discussion

Based on dependent sample t-test result, it showed that there is an effect of using PQRST method on students' reading comprehension in reading narrative text at the Tenth Grade of Senior High School in Academic Year 2020/2021. It had proved that the result or score in experimental class has higher score than control class. In addition, the result of this research also proved some theories and related studies. As Wormeli states, PQRST method may be able to increase students' score in a test and improve reading comprehension skills.⁸⁷ It can be proved by mean score in experimental class

⁸⁷Rick wormeli, *Ibid*, p. 13.

obtained the higher score rather than the control class. It showed mean score of post-test in control class was 68, while in experimental class was 79.

Moreover, According to Petterson, the PQRST method is used to improve the student's ability and remember materials presented in the textbooks.⁸⁸ It was proven that students able to answered the test that mostly consisted about finding main idea and vocabulary material.

The result with this study also related to the previous studies that had same field with this research in which were conducted by using PQRST method for teaching reading. Insani has researched to find out whether there was significant effect of PQRST method at seventh grade of SMP Dipenogoro Depok. She mentioned that the result in experimental class that used this application as medium was better than control class. It was proven by the increase of students' gained score between experimental class (42) and control class (29). In line with Insani, Latifa and Abdul Manan who mentioned their research by using Using Preview, Question, Read, State, and Test (PQRST) Technique. They stated that this technique had effect in teaching reading.

According to data above, it can be seen that all of the research have similar result which show the increase of score. It can be concluded that PQRST method as an effective method in teaching reading, because this method can improve the students' reading comprehension and increase the students' score.

As conclusion, the result of this research proved that there is significant effect of PQRST (Preview, Question, Read, Summary, Test) Method on Students' Reading comprehension of narrative text at the tenth grade of Senior

⁸⁸ Rune Petterson, *Ibid* p.242

High School in academic year 2020/2021 to solve the problem in teaching and learning process. PQRST is elected to make learning process be more interesting. PQRST (Preview, Question, Read, Summary and Test) is designed for overcoming the students' difficulties in learning individually.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result and discussion, it can be concluded that there is significant effect of PQRST (Preview, Question, Read, Summary, Test) Method on Students' Reading comprehension of narrative text at the tenth grade of Senior High School in academic year 2020/2021.

It can be seen there is the difference score of post-test from control and experimental class where the experimental class got the score higher than control class. The average of students' post-test in experimental class is 78,26, meanwhile the control class only can obtain 68,25. Then, from dependent sample t-test calculation, it can be seen that $t_{observed}$ (t_o) is higher than t_{table} (t_t) in the significant level of 0,05 ($t_{observed} = 6,782 > t_{table} = 1,999$). It shows that the conclusion of this research is H_a is accepted and H_o is rejected.

The better result proved that PQRST method could encourage students to develop their reading skills by previewing the material first. It had proved that the result or score in experimental class has higher score than control class. It showed mean score in experimental class obtained the higher score rather than the control class. It showed mean score of post-test in control class was 68, while in experimental class was 79. Furthermore, the PQRST method is used to improve the student's ability and remember materials presented in the textbooks and it was proven that students able to answered the test that mostly consisted about finding main idea and vocabulary material.

B. Suggestion

After doing the research, there were some suggestions presented for students, teachers and other researchers as follow:

1. Students should be more diligent in reading a text book. By applying PQRST method can help them to be easier in comprehending a text and finding idea while reading. PQRST method will make students feel more active and motivated because there are some steps to comprehend a text in reading, especially for narrative texts.
2. As the English teachers, they have to consider the using of creative and effective method based on students' background and learning material. There are many methods that can be used as an effective method in teaching reading effectively. One of them is PQRST. Therefore, the researcher suggests the English teachers to try to implement method in their classroom.
3. For other researchers who are interested in the same field, they can try to implement PQRST method on the different level of learners through different topic of learning to prove the effect of PQRST method on the students' reading comprehension especially in narrative text.

REFERENCES

- AlHilali, M. D., & Muhsin, K. M. *Translation of the meaning of the noble Qur'an in the English language*. Madinah: K.S.A.
- Alderson, J. C. (2000). *Assessing reading*. Cambridge: Cambridge University Press.
- Alifiyanti, N., & Fernando. (2006). *Language to use English*. Jakarta: Piranti Darma Kalokatama.
- Ananda, R., & Fadhli, M. (2018). *Statistik pendidikan (teori dan praktik dalam pendidikan)*. Medan: CV Widya Puspita.
- Anderson, M., & Anderson, K. (1997). *Text types in English*. South Yarra: Macmillian Education.
- Annisa & Elia. (2014). The effect of SQ3R method on the students' ability in reading comprehension. *Transform Journal of English Language Teaching and Learning*, 3, 1-10.
- Arikunto, S. (2013). *Prosedur penelitian: Suatu pendekatan praktik*. Jakarta: Rineka Cipta.
- Berger, A. A. (1992). *Popular culture genres*. California: Sage Publications.
- Brassell, D., & Timothy, R. (2008). *Comprehension that works: Taking students beyond ordinary understanding to deep comprehension*. Huntington Beach: Shell Education.
- Brown, H. D. (2001). *Teaching by principles: An interactive approach to language pedagogy*. New York: Pearson Education.
- Brown, H. D. (2004). *Language assesment: Principles and classroom practices*, London: Longman Published Group.
- Budinuryanto. (1997). *Pengajaran keterampilan berbahasa*. Jakarta: Depdikbud.
- Burn. (1984). *Teaching reading in Today's*. USA: Mifflin Company.
- Creswell, J. (1994). *Research design: Qualitative and quantitative approaches*. London: SAGE Publications.
- Creswell, J. W. (2011). *Education research: Planning, conducting, and evaluating, quantitative and qualitative research*. Boston: Pearson Education.

- Daiek, D. (2004). *Critical reading for college and beyond*. New York: Mc Graw-Hill.
- Djuhari. (2008). *Genre*. Bandung: CV Yrama Widya.
- Duffy, G. G. (2009). *Explaining reading: A resource for teaching concept, skills, and method*. New York: The Guilford Press.
- Edu, M. A. (2002). *Research methodology*. United Kingdom: J&K Publisher.
- Ernawati, E. (2018). The teaching of reading comprehension based on 2013 curriculum at Senior High School. *Getsempena English Education Journal*, 2 (5), 92-100.
- Fithriani, R. (2018). Discrimination behind Nest and Nnest dichotomy in ELT professionalism. In *The 1st Annual International Conference on Language and Literature*, KnE Social Science, pages-741-755. DOI 10.18502/KSS.V3i4.1982.
- Furchan, A. (2004). *Pengantar penelitian dalam pendidikan*. Yogyakarta: Pustaka Belajar.
- Grellet, F. (1986). *Developing reading skill*. New York: Cambridge University Press.
- Harmer, J. (1998). *An Introduction to The Practice of English Language Teaching*. England: Longman.
- Heaton, J. B. (1998). *Writing English language test*. New York: Longman.
- Heilman & Arthur. (1981). *Principles and practices of teaching reading*. Columbus: Charles Publishing Company.
- Insani, Y. N. (2013). A research: *The effect of using PQRST method on reading comprehension ability on the seventh grade students Of SMP Diponegoro Depok*. Yogyakarta: Yogyakarta University State.
- Irwin, J. W. (1986). *Teaching reading process*. California: Prentice-Hall.
- Ismiyanti, T. (2017). *Improving students' ability in reading comprehension by using PQRST strategy*. Medan: State Islamic University of North Sumatera.
- Joyce, H., & Feez, S. (2000). *Writing skills: Narrative and non-fiction text types*. Sydney: Phoenix Education Pty Ltd.

- Knapp, P., & Megan, W. (2005). *Genre, text, grammar: Technologies for teaching and assessing writing*. Sydney: University of New South Wales Press.
- Laily, R. (2018). The analysis on students' difficulties in doing reading comprehension. *Metathesis: Journal of English Language Literature and Teaching*, 2, 253-264.
- Latifa, N., & Abdul, M. (2018). *Teaching narrative text by using preview, question, read, state, and test (PQRST) technique*. Aceh: Syiah Kuala University.
- Leedy, K. D. (1993). *Practical research: Planning and design*. New Jersey: Prentice- Hall.
- Lodico & Marguerite. (2006). *Methods in educational research: From theory and practice*. USA: A Wiley Inprint.
- Lubis, Y. (2018). The effect of DRTA teaching strategy and learning style on students' achievement in reading comprehension at FITK UINSU. *Vision: Journal of Language, Literature & Education*, 13 (13), 1-27.
- Madkur, A. (2014). Teacher's voices on the 2013 curriculum for English instructional activities. *Indonesian Journal of English Education*, 2 (1) , 120-128.
- Masduki, M. (2012). *Tafsir al-mishbah M. Quraish Shihab: Kajian atas amtsal Qur'an*. Yogyakarta: Pustaka Belajar.
- Natsir & Yuliana. (2016). The matters in teaching reading comprehension to EFL students. *Studies in English Language and Education Journal*, 3, 65-78.
- Ness, M. (2010). Explicit reading comprehension instruction in elementary classroom: Teacher of use reading comprehension strategies. *Journal of Research in Childhood Education*, 25, 98-117.
- Nunan, D. (2003). *Practical language English teaching*. Singapore: McGraw Hill.
- Paltridge, B. (1996). Genre, text type, and the language learning classroom. *ELT Journal*, 50, 237-243.
- Petterson, R. (2002). *Information design an introduction*. Netherlands: Jhon Benjamin Publishing Co.
- Pradiyono. (2007). *PastiBisa!teaching genre-based writing*. Yogyakarta: Andi.

- Pratiwi, A. (2019). A research: *The Effect of OK4R method on students' reading comprehension*. Medan: UINSU.
- Priyanti & Padmadewi. (2017). *The effect of PQRST method on reading achievement in seventh grade students at SMPN 3 Sawan*. Singaraja: Ganesha University of Education.
- Rahayu, W. T. (2012). A thesis: *The effect of using PQRST method towards students' reading comprehension of the first year student at Islamic Senior High School Babussalam*. Pekanbaru: State Islamic University of Sultan Syarif Kasim.
- Rahayu, Y. (2016). Peningkatan kemampuan berbicara Bahasa Inggris siswa kelas VII SMPN 1 kota Blitar melalui games. *Jurnal Pendidikan*, 2, 45-56.
- Reddy, S. M. (2016). Importance of English language in today's world. *International Journal of Academic Research*, 3, 179-184.
- Richard, J., & Willy, R. (2002). *Methodology in language teaching*. New York: Cambridge University Press.
- Rizkoh, F. (2014). The implementation of speed reading technique to improve comprehension achievement. *e-Journal of English Language Teaching Society (ELTS)*, 3 (2), 1-15.
- School-Based Curriculum. (2014). *Syllabus at the tenth grade of SMA Muhammadiyah 1 Pekanbaru*. Pekanbaru: Unpublished.
- Siahaan, S. (2008). *Issues in linguistic*. Yogyakarta: Graha Ilmu.
- Siyoto, S., & Ali, S. (2015). *Dasar metodologi penelitian*. Yogyakarta: Literasi Media Publishing.
- Stauffer. (1969). *Directed-reading maturity as a cognitive process*. New York: Harper & Row.
- Stone, R. (2009). *Best practices for teaching reading*. USA: Library of Congress Cataloging-in Publication Data.
- Streib, F. E., & Mathias, D. (2019). Understanding statistical hypothesis testing: The logic of statistical inference. *Machine Learning and Knowledge Extraction Journal*, 1, 945-961.
- Sulistiyo. (2011). *Reading for meaning*. Malang: Pustaka Kaiswaran.
- Swales, J. M. (1990). *Genre analysis*. Cambridge: Cambridge University Press.

- Syafitri, D. (2017). PQRST technique toward reading comprehension of the second grade students at SMAN 1 kota Jambi. *Journal of Linguistic, LEEA*, 1 (1), 16-29.
- Syofia, D., & Yamat, H. (2017). An analysis of studies in teaching and learning reading in Indonesia. *Journal of Educational Science*, 4, 35-44.
- Tankersley, K. (2003). *Thread of reading: Strategies for literacy development*. Virginia: ASCD.
- Thoha, C. (1990). *Teknik pengukuran dan evaluasi pengajaran*. Jakarta: Raja Grafindo Persada.
- Webster, M. (1996). *Webster's third new international dictionary of the English language*. USA: G & C Merriam company publisher.
- Webster, M. (2004). *Merriam Webster's collegiate dictionary*. United States of America: Merriam Webster Incorporated.
- Wilson, B. A. (2009). *Memory rehabilitation*. New York: The Guilford Press.
- Wormeli, R. (2005). *Summarization in every subject*. Virginia.
- Yudi, B. (2006). Teaching of EFL reading in the Indonesian context: The State of Art. *Teflin Journal*, 17, 36-58.

APPENDIX I

LESSON PLAN (CONTROLLED CLASS)

School : SMK Bina Satria
Class/ Semester : X-1 MP
Subject : English
Topic : Narrative Text
Time Allocation : 2 x 40 minutes

A. Core Competence

KI 1 : Living and practicing the teachings of his religion.

KI 2 : Appreciating honesty, discipline, responsibility, care (tolerance, cooperation), good manner, confident, to interact effectively with social environment and nature in their association and existence.

KI 3 : Understanding knowledge (factual, conceptual, and procedural) based on their curiosity about science, technology, art, culture related to the real phenomena and incident.

KI 4 : Trying, processing, and presenting in concrete (use, analyze, string up, modify, and make) and abstract (write, read, count, draw, and create) in accordance with subject learnt in school and other source that has the same point of view/theory.

B. Basic Competence

3.8. : Distinguishing social functions, text structure, and linguistic elements of several oral and written narrative texts by giving and requesting information related to folk legends, simply, in accordance with the context of their use.

- 4.8. : Capturing contextual meaning related to social function, text structure, and linguistic elements of simple narrative, oral and written texts related to folk legends

C. Indicator

- a. Identifying sentences that contain parts of the legend in question.
- b. Identify similarities and differences in social functions, text structure and linguistic elements of narrative texts.
- c. Understanding the structure of narrative texts in giving and asking for information related to folk legends.
- d. Understanding the linguistics elements of narrative texts in giving and asking for information related to folk legends.
- e. Read legends with correct intonation, speech and emphasis by correcting each other.

D. Learning Objectives

At the end of learning, students are expected to be able:

- a. Reading aloud narrative text based on the correct pronunciation.
- b. Understanding narrative text.
- c. Identifying and analyze the purpose of communication, text structure, and language feature in narrative text.
- d. Finding the main information and retell narrative text.

E. Learning Materials

1. Social Function

Get entertainment, entertain, teach moral values, set an example.

2. Generic Structure

Include:

- a. Orientation
- b. Complications
- c. Resolution

1. Linguistic Features
 - a. Simple Past Tense.
 - b. Direct – Indirect Speech.
 - c. Adverb of Time.

F. Learning Method : Lecturing, Question answer and Assignment.

G. Learning Media :

Students text book “Bahasa Inggris When English Comes in Handy : english for Grade X” Bandung : Grafindo Media Pratama 2019.

H. Learning Activity

First Meeting

1. Initial Activities (10 minutes)

- a. The students greet the teacher and do pray.
- b. Teacher checks the attendance list.
- c. Teacher informs the topic learning.
- d. Teacher explains the goal of the topic learning.

2. Core Activities (60 minutes)

- a. Teacher guide the student for the learning material.
- b. Teacher explains function, generic structure, and language features of narrative text.
- c. Teacher asks the students to read narrative text individually
- d. Teachers and students make a discussion to discuss about the text.
- e. Teachers ask the students to answer the question.
- f. Teacher guide the students to discuss the answer.

3. Closing Activities (10 minutes)

- a. Teacher asks students whether they already understand the learning material or not.

- b. Teacher informs the students about the next material and says greeting.

Second Meeting

1. Initial Activities (10 minutes)

- a. The students greet the teacher
- b. Pray together
- c. Teacher checks the attendance list.
- d. Teacher informs the topic learning.
- e. Teacher explains the goal of the topic learning.

2. Core Activities (60 minutes)

- a. Teacher guides the student for the learning material.
- b. Teacher explains function, generic structure, and language features of narrative text.
- c. Teacher asks the students to read narrative text individually (Legend of Surabaya text).
- d. Teacher gives students a chance to ask a question about the material which is not understand well.
- e. Students have to identify the text individually.
- f. Students present their identification in front of the class
- g. Teacher gives feedback to the students.

3. Closing Activities (10 minutes)

- a. The teacher asks students whether they already understand the topic learning or not.
- b. Teacher informs the students about the next material and says greeting.

I. Assessment

1. Knowledge

- a. Assessment Technic : Reading test
- b. Forms of Instrument : Essay
- c. Assessment Instrument : Observing the texts and identify the generic structures that contain in the text.

2. Skill (In second meeting)

- a. Assessment Techniques : Reading Test
- b. Forms of Assessment : Multiple Choice & Essay
- c. Assessment Instrument : Worksheet

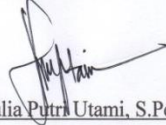
Indicator	Assessment Technique	Form of Assessment	Instrument
Identifying text that contain of function, generic structure, and language features of narrative texts.	Written Test	Essay	Worksheet
Identifying the main idea, meaning, and the vocabulary of the text.	Written Test	Multiple Choice	Worksheet

3. Rubric $\frac{\text{Score}}{\text{Highest Score}} \times 100 = \text{Final Score}$

Medan, 26 February 2021

Agreed by,

English Teacher,



Yulia Putri Utami, S.Pd

Researcher,

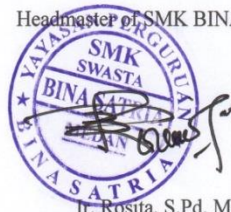


Miftahul Huda

NIM: 0304162129

Approved by,

Headmaster of SMK BINA SATRIA



Ir. Rosita, S.Pd, M.M

LESSON PLAN
(CONTROLLED CLASS)

School : SMK Bina Satria Medan

Class/ Semester : X-1 MP

Subject : English

Topic : Narrative Text

Time Allocation : 2 x 40 minutes

A. Core Competence

KI 1 : Living and practicing the teachings of his religion.

KI 2 : Appreciating honesty, discipline, responsibility, care (tolerance, cooperation), good manner, confident, to interact effectively with social environment and nature in their association and existence.

KI 3 : Understanding knowledge (factual, conceptual, and procedural) based on their curiosity about science, technology, art, culture related to the real phenomena and incident.

KI 4 : Trying, processing, and presenting in concrete (use, analyze, string up, modify, and make) and abstract (write, read, count, draw, and create) in accordance with subject learnt in school and other source that has the same point of view/theory.

B. Basic Competence

3.8. : Distinguishing social functions, text structure, and linguistic elements of several oral and written narrative texts by giving and requesting information related to folk legends, simply, in accordance with the context of their use.

4.8. : Capturing contextual meaning related to social function, text structure, and linguistic elements of simple narrative, oral and written texts related to folk legends.

C. Indicator

- a. Identifying sentences that contain parts of the legend in question.
- b. Identify similarities and differences in social functions, text structure and linguistic elements of narrative texts.
- c. Understanding the structure of narrative texts in giving and asking for information related to folk legends.
- d. Understanding the linguistics elements of narrative texts in giving and asking for information related to folk legends.
- e. Read legends with correct intonation, speech and emphasis by correcting each other.

D. Learning Objectives

At the end of learning, students are expected to be able:

- a. Reading aloud narrative text based on the correct pronunciation.
- b. Understanding narrative text.
- c. Identifying and analyze the purpose of communication, text structure, and language feature in narrative text.
- d. Finding the main information and retell narrative text.

E. Learning Materials

1. Social Function

Get entertainment, entertain, teach moral values, set an example.

2. Generic Structure

Include:

- a. Orientation
- b. Complications
- c. Resolution

3. Linguistic Features

- a. Simple Past Tense.
- b. Direct – Indirect Speech.
- c. Adverb of Time.

F. Learning Method : Lecturing, Question answer and Assignment.

G. Learning Media :

Students text book “Bahasa Inggris When English Comes in Handy : english for Grade X” Bandung : Grafindo Media Pratama 2019.

H. Learning Activity

Third Meeting

1. Initial Activities (10 minutes)

- a. The students greet the teacher and do pray.
- b. Teacher checks the attendance list.
- c. Teacher informs the topic learning.
- d. Teacher explains the goal of the topic learning.

2. Core Activities (60 minutes)

- a. Teacher guide the student for the learning material.
- b. Teacher explains function, generic structure, and language features of narrative text.
- c. Teacher asks the students to read narrative text individually (Golden Snail text).
- d. Teachers and students make a discussion to discuss about the text.
- e. Teachers ask the students to answer the question.
- f. Teacher guide the students to discuss the answer.

3. Closing Activities (10 minutes)

- a. Teacher asks students whether they already understand the learning material or not.
- b. Teacher informs the students about the next material and says greeting.

Fourth Meeting

1. Initial Activities (10 minutes)

- a. The students greet the teacher.
- b. Pray together.
- c. Teacher checks the attendance list.
- d. Teacher informs the topic learning.
- e. Teacher explains the goal of the topic learning.

2. Core Activities (60 minutes)

- a. Teacher guides the student for the learning material.
- b. Teacher explains function, generic structure, and language features of narrative text.
- c. Teacher asks the students to read narrative text individually (The Legend of Kamaro Island text).
- d. Teacher gives students a chance to ask a question about the material which is not understand well.
- e. Students have to identify the text individually.
- f. Students present their identification in front of the class
- g. Teacher gives feedback to the students.

3. Closing Activities (10 minutes)

- a. The teacher asks students whether they already understand the topic learning or not.
- b. Teacher informs the students about the next material and says greeting.

I. Assessment

1. Knowledge

- a. Assessment Technic : Reading test
- b. Forms of Instrument : Essay
- c. Assessment Instrument : Observing the texts and identify the generic structures that contain in the text.

2. Skill

- a. Assessment Techniques : Reading Test
- b. Forms of Assessment : Multiple Choice & Essay
- c. Assessment Instrument : Worksheet

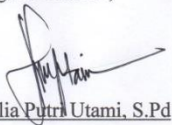
Indicator	Assessment Technique	Form of Assessment	Instrument
Identifying text that contain of function, generic structure, and language features of narrative texts.	Written Test	Essay	Worksheet
Identifying the main idea, meaning, and the vocabulary of the text.	Written Test	Multiple Choice	Worksheet

3. Rubric $\frac{\text{Score}}{\text{Highest Score}} \times 100 = \text{Final Score}$


Medan, 26 February 2021

Agreed by,

English Teacher,


Yulia Putri Utami, S.Pd

Researcher,


Miftahul Huda
NIM: 0304162129

Approved by,

Headmaster of SMK BINA SATRIA


Ir. Rosita, S.Pd, M.M

APPENDIX II

LESSON PLAN (EXPERIMENTAL CLASS)

School : SMK Bina Satria Medan
Class/ Semester : X- 2 MP
Subject : English
Topic : Narrative Text
Time Allocation : 2 x 40 minutes

A. Core Competence

KI 1 : Living and practicing the teachings of his religion.

KI 2 : Appreciating honesty, discipline, responsibility, care (tolerance, cooperation), good manner, confident, to interact effectively with social environment and nature in their association and existence.

KI 3 : Understanding knowledge (factual, conceptual, and procedural) based on their curiosity about science, technology, art, culture related to the real phenomena and incident.

KI 4 : Trying, processing, and presenting in concrete (use, analyze, string up, modify, and make) and abstract (write, read, count, draw, and create) in accordance with subject learnt in school and other source that has the same point of view/theory.

B. Basic Competence

3.8. : Distinguishing social functions, text structure, and linguistic elements of several oral and written narrative texts by giving and requesting information related to folk legends, simply, in accordance with the context of their use.

4.8. : Capturing contextual meaning related to social function, text structure, and linguistic elements of simple narrative, oral and written texts related to folk legends

C. Indicator

- a. Identifying sentences that contain parts of the legend in question.
- b. Identify similarities and differences in social functions, text structure and linguistic elements of narrative texts.
- c. Understanding the structure of narrative texts in giving and asking for information related to folk legends.
- d. Understanding the linguistics elements of narrative texts in giving and asking for information related to folk legends.
- e. Read legends with correct intonation, speech and emphasis by correcting each other.

D. Learning Objectives

At the end of learning, students are expected to be able:

- a. Reading aloud narrative text based on the correct pronunciation.
- b. Understanding narrative text.
- c. Identifying and analyze the purpose of communication, text structure, and language feature in narrative text.
- d. Finding the main information and retell narrative text.

E. Learning Materials

1. Social Function
Get entertainment, entertain, teach moral values, set an example.
2. Generic Structure
Include:
 - a. Orientation
 - b. Complications
 - c. Resolution

1. Linguistic Features
 - a. Simple Past Tense.
 - b. Direct – Indirect Speech.
 - c. Adverb of Time.

F. Learning Method :

PQRST (Preview, Question, Read, Summary, State) Method.

G. Learning Media :

Students text book “Bahasa Inggris When English Comes in Handy : english for Grade X” Bandung : Grafindo Media Pratama 2019.

H. Learning Activity

First Meeting

1. Initial Activities (10 minutes)

- a. The students greet the teacher and do pray.
- b. Teacher checks the attendance list.
- c. Teacher informs the topic learning.
- d. Teacher explains the goal of the topic learning with PQRST method.

2. Core Activities (60 minutes)

- a. Teacher guide the student for the learning material.
- b. Teacher explains PQRST method briefly.
- c. **P-preview.** Teacher gives students a text, and ask them to do brainstorming and analyze the topic of a text.
- d. **Q-question.** Students predict the information in the context by giving an argument about the topic or giving question by WH-Question.
Ex: Why chocolate is good for increasing our mood?
- e. **R-read.** Teacher asks the students to read the text individually and underline the important information and difficult words.

- a. **S-summary.** After reading the text, students have to make summary based on the text. Then, teacher and students discuss about difficult words and the information in the text. After that, students have to pronounce the difficult word correctly.
- b. **T-test.** Teacher asks the students to do an assignment individually, and then collect it.
- c. Teacher guides the students to discuss the answer.
- d. Teacher gives feedback to the students.

3. Closing Activities (10 minutes)

- a. Teacher asks students whether they already understand the learning material or not.
- b. Teacher conclude the material.
- c. Teacher informs the students about the next material and says greeting.

Second Meeting

1. Initial Activities (10 minutes)

- b. The students greet the teacher
- c. Pray together
- d. Teacher checks the attendance list.
- e. Teacher informs the topic learning.
- f. Teacher explains the goal of the topic learning.

2. Core Activities (60 minutes)

- a. Students are divided in pairs.
- b. Teacher gives a long text of narrative text (Legend of Surabaya text)
- c. **P-preview.** Teacher asks the students to do brainstorming and analyze the topic text Legend of Surabaya.

- d. **Q-question.** Students predict the information in the text together and giving an argument about the topic or making WH-Question that relate to the text. Ex: Who are Sura and Baya in that story?
- e. **R-read.** Each of students has to read the text and underline the main idea and difficult words.
- f. **S-summary.** Each of students make summary by their own words and at the time, a pair of the students have to combine their summary. Then, students discuss and find the meaning of difficult words together.
- g. **T-test.** Students do an assignment by discussing together. Then, teacher asks the student to present their discussion in front of the class and pronounce it correctly.
- h. Teacher gives feedback to the students. .

3. Closing Activities (10 minutes)

- a. The teacher asks students to reflect the material by giving a conclusion.
- b. Teacher informs the students about the next material and says greeting.

I. Assessment

- 1. Knowledge
 - a. Assessment Technic : Reading test
 - b. Forms of Instrument : Essay
 - c. Assessment Instrument : Identify the generic structures and language feature of the text.
- 2. Skill
 - a. Assessment Techniques : Reading Test
 - b. Forms of Assessment : Multiple Choice & Essay
 - c. Assessment Instrument : PQRST guide and Worksheet.

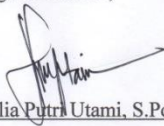
Indicator	Assessment Technique	Form of Assessment	Instrument
Identifying narrative texts that contain function, generic structure, and language features.	Reading Test	Essay	Worksheet
Identifying the main idea, meaning, and the vocabulary of the text.	Reading Test	Multiple Choice	Worksheet

3. Rubric $\frac{\text{Score}}{\text{Highest Score}} \times 100 = \text{Final Score}$

Medan, 26 February 2021

Agreed by,

English Teacher,


Yulia Putri Utami, S.Pd

Researcher,


Miftahul Huda
NIM: 0304162129

Approved by,

Headmaster of SMK BINA SATRIA


Ir. Rosita, S.Pd, M.M

LESSON PLAN
(EXPERIMENTAL CLASS)

School : SMK Bina Satria

Class/ Semester : X- 2 MP

Subject : English

Topic : Narrative Text

Time Allocation : 2 x 40 minutes

A. Core Competence

KI 1 : Living and practicing the teachings of his religion.

KI 2 : Appreciating honesty, discipline, responsibility, care (tolerance, cooperation), good manner, confident, to interact effectively with social environment and nature in their association and existence.

KI 3 : Understanding knowledge (factual, conceptual, and procedural) based on their curiosity about science, technology, art, culture related to the real phenomena and incident.

KI 4 : Trying, processing, and presenting in concrete (use, analyze, string up, modify, and make) and abstract (write, read, count, draw, and create) in accordance with subject learnt in school and other source that has the same point of view/theory.

B. Basic Competence

3.8. : Distinguishing social functions, text structure, and linguistic elements of several oral and written narrative texts by giving and requesting information related to folk legends, simply, in accordance with the context of their use.

4.8. : Capturing contextual meaning related to social function, text structure, and linguistic elements of simple narrative, oral and written texts related to folk legend

C. Indicator

- a. Identifying sentences that contain parts of the legend in question.
- b. Identify similarities and differences in social functions, text structure and linguistic elements of narrative texts.
- c. Understanding the structure of narrative texts in giving and asking for information related to folk legends.
- d. Understanding the linguistics elements of narrative texts in giving and asking for information related to folk legends.
- e. Read legends with correct intonation, speech and emphasis by correcting each other.

D. Learning Objectives

At the end of learning, students are expected to be able:

- a. Reading aloud narrative text based on the correct pronunciation.
- b. Understanding narrative text.
- c. Identifying and analyze the purpose of communication, text structure, and language feature in narrative text.
- d. Finding the main information and retell narrative text.

E. Learning Materials

1. Social Function

Get entertainment, entertain, teach moral values, set an example.

2. Generic Structure

Include:

- a. Orientation
- b. Complications
- c. Resolution

3. Linguistic Features

- a. Simple Past Tense.
- b. Direct – Indirect Speech.
- c. Adverb of Time.

F. Learning Method :

PQRST (Preview, Question, Read, Summary, State) Method.

G. Learning Media :

Students text book “Bahasa Inggris When English Comes in Handy : english for Grade X” Bandung : Grafindo Media Pratama 2019.

H. Learning Activity**Third Meeting****1. Initial Activities (10 minutes)**

- a. The students greet the teacher and do pray.
- b. Teacher checks the attendance list.
- c. Teacher informs the topic learning.
- d. Teacher explains the goal of the topic learning with PQRST method.

2. Core Activities (60 minutes)

- a. Teacher guides the student for the learning material.
- b. Teacher explains that reading activity will be implemented by PQRST method.
- c. **P-preview.** Teacher asks the students to do brainstorming and analyze the topic text Golden Snail.
- d. **Q-question.** Students predict the information in the text together and giving an argument about the topic or making WH-Question that relate to the text. Ex: what is golden snail?
- e. **R-read.** Each of students has to read the text individually and underline the main idea and difficult words
- f. **S-summary.** After reading the text, students have to make summary based on the text. Then, teacher and students discuss about difficult words and the information in the text. After that, students have to pronounce the difficult word correctly.

- a. **T-test.** Teacher asks the students to do an assignment individually, and then collect it.
- b. Teacher guides the students to discuss the answer.
- c. Teacher gives feedback to the students.

3. Closing Activities (10 minutes)

- a. Teacher asks students whether they already understand the learning material or not.
- b. Teacher conclude the material.
- c. Teacher informs the students about the next material and says greeting.

Fourth Meeting

1. Initial Activities (10 minutes)

- a. The students greet the teacher.
- b. Pray together.
- c. Teacher checks the attendance list.
- d. Teacher informs the topic learning.
- e. Teacher explains the goal of the topic learning.

2. Core Activities (60 minutes)

- a. Students are divided in pairs.
- b. Teacher gives a long text of narrative text (The Legend Kemaro Island).
- c. **P-preview.** Teacher asks the students to do brainstorming and analyze the topic text The Legend Kemaro Island.
- d. **Q-question.** Students predict the information in the text together and giving an argument about the topic or making WH-Question that relate to the text. Ex: Will Tan Bun Ann marry Siti Fatimah?
- e. **R-read.** Each of students has to read the text and underline the main idea and difficult words

- a. **S-summary.** Each of students make summary by their own words and at the time, a pair of the students have to combine their summary. Then, students discuss and find the meaning of difficult words together.
- b. **T-test.** Students do an assignment by discussing together. Then, teacher asks the student to present their discussion in front of the class.
- c. Teacher asks the student to present their discussion in front of the class.
- d. Teacher gives feedback to the students. .

3. Closing Activities (10 minutes)

- a. The teacher asks students to reflect the material by giving a conclusion.
- b. Teacher informs the students about the next material and says greeting.

I. Assessment

1. Knowledge

- a. Assessment Technic : Reading test
- b. Forms of Instrument : Essay
- c. Assessment Instrument : Identify the generic structures and language feature of the text.

2. Skill

- a. Assessment Techniques : Reading Test
- b. Forms of Assessment : Multiple Choice and Essay
- c. Assessment Instrument : PQRSST guide and Worksheet.

Indicator	Assessment Technique	Form of Assessment	Instrument
Identifying text that contain of function, generic structure, and language features of narrative texts.	Reading Test	Essay	Worksheet
Identifying the main idea, meaning, and the vocabulary of the text.	Reading Test	Multiple Choice	Worksheet

1. Rubric $\frac{\text{Score}}{\text{Highest Score}} \times 100 = \text{Final Score}$


Medan, 26 February 2021

Agreed by,

English Teacher,


Yulia Putri Utami, S.Pd

Researcher,


Miftahul Huda
NIM: 0304162129

Approved by,

Headmaster of SMK BINA SATRIA



Ir. Rosita, S.Pd, M.M

APPENDIX III

READING TEST

Legend of Surabaya

A long time ago in east Java there were two strong animals, Sura and Baya. Sura was a shark and Baya was a crocodile. They lived in the sea. Actually they were friends. But when they were hungry, they were very greedy. They did not want to share their food. They would fight for it and never stop fighting until one of them gave up.

It was very hot day. Sura and Baya were looking for some food. Suddenly, Baya saw a goat.

“Yummy, this is my lunch.” said Baya.

“No! This is my lunch. You are greedy!” said Sura.

Then Sura and Baya fought again. After several hours, they were very tired. Sura had a plan to stop their bad behavior.

“I’m tired for fighting Baya,” said Sura.

“Me too. What should we do to stop fighting? Do you have any idea?” asked Baya.

“Yes, I do. Let’s share our territory. I live in the water, so I look for food in the sea. And you live on the land, right? So, you look for the food also on the land. The border is the beach, so we will never meet again. Do you agree?” asked Sura.

“Hmmm....let me think about it. OK, I agree. From today, I will never go to the sea again. My place is on the land,” said Baya.

Then they both lived in the different places. But one day, Sura went to the land and looked for some food in the river. He was very hungry and there was not much food in the sea. Baya was very angry when he knew that Sura broke the promise.

“Hey what are you doing here? This is my place. Your place is in the sea!”

“But, there is water in the river, right? So, this is also my place!” said Sura.

Then Sura and Baya fought again. They both hit each other. Sura bit Baya’s tail. Baya did the same thing to Sura. He bit very hard until Sura finally gave up. He went back to the sea. Baya was very happy. He had his place again.

The place where they were fighting was a mess and then people named the place Surabaya, it’s from Sura, the shark, and Baya, the crocodile. People also put their war as the symbol of Surabaya city.

Golden Snail

Have you heard the story of Golden Snail? The story begins when Prince Raden Putra and Dewi Limaran were husband and wife. They lived in a palace. The prince's father was the king of the kingdom.

One day, Dewi Limaran was walking around in the place garden. Suddenly she saw a snail. It was ugly and disgusting.

"Yuck!" said Dewi Limaran and then she threw it away into a river. She did not know that the snail was actually an old and powerful witch. She could transform herself into anything. The witch was angry to Dewi Limaran. The witch put a spell on her and changed her into a golden snail. The witch then threw it away into the river.

The golden snail was drifting away in the river and got caught in a net. An old woman was fishing and used her net to catch some fish. She was surprised to see a golden snail in her net. She took it and brought it home. When the old woman woke up next morning, she was surprised that the house was in the better condition. The floor was mopped. And she also had food on the table. She asked herself.

"Who did this to me? The person is very kind." It happened again and again every morning.

The old woman was very curious. One night she decided to stay up late. She was peeping from her room to know who cooked for her. Then, she could not believe what she saw. The golden snail she caught in the river turned into a beautiful woman. The old woman approached her.

"Who are you, young girl?"

"I am Dewi Limaran. Ma'am. A witch cursed me. I can change back as human only at night," explained Dewi Limaran.

"The spell can be broken if I hear the melody from the holy Gamelan," continued Dewi Limaran. The old woman then rushed to the palace. She talked to Prince Raden Putra about her wife.

Prince Raden Putra was so happy. He had been looking for his wife everywhere. He then prayed and meditated. He asked the God to give him the holy Gamelan. He wanted to break the witch's spell. After several days of praying and meditating, finally the gods granted his wish.

The Legend of Kemaro Island

Have you ever been to Palembang in South Sumatera? There is an interesting place in the middle of Musi River called Kemaro Island. Do you want to know story?

A long time ago, there was a kingdom in South Sumatera. The king had a beautiful daughter. Her name was Siti Fatimah. She was single. Many young men fell in love with her. However, they did not have any courage to purpose her. The king wanted his daughter only marry a rich man.

One day, a ship from China arrived. The captain of the ship was Tan Bun Ann. He was a prince. He came to South Sumatera to do business. He was a merchant. He planned to stay for several months. He came to the palace to meet the king. He wanted to ask the king's permission. "I will let you stay here and do this business. But remember, you have to share your profit. You have to give half of your profit to Kingdom." said the king.

"I agree, your majesty," said Tan Bun Ann

Since then, Tan Bun Ann often came to the palace. He met Siti Fatimah for several times. He really admired her beauty. He tried to find out more about her. He asked his man to ask people about her.

After several days, Tan Bun Ann finally got information about Siti Fatimah. He knew that she was single and the king only wanted to have a rich son in law. The information made Tan Bun Ann worked harder. He wanted to be richer.

Tan Bun Ann also approached Siti Fatimah secretly. Siti Fatimah really admired his patience and his spirit to work hard. She also fell in love with him. They secretly had a relationship. After a while, Tan Bun Ann felt it was time for him to purpose Siti Fatimah. He talked to the king.

"I will let you marry my daughter. But there is one thing you have to do. Give me nine big jars filled with gold," said the king.

Tan Bun Ann wrote a letter to his parents in China and told them about Siti Fatimah. The parents agreed and sent him nine big jars filled with gold. To cover the gold from the thieves, the parents put some vegetables on top of the gold.

Later, the nine big jars arrive at the pier of Musi River. Tan Bun Ann immediately looked for the jars. He was so surprised. When he opened the cover of the jar, he saw rotten vegetables. He only looked at the top of the jar. He did not search at the bottom of the jars.

“Hmm...maybe the gold is in the second jar,” thought Tan Bun Ann. Again he did not find the gold. He was so angry. He threw the jars into the river. Every time he did not see any gold in the jar, he always threw it to the river. And finally he opened the last jar. Again, he did not see any gold. This time he was so tired. He did not have any power to throw the jar into the river. Instead he smashed the jar with a big stone.

When the jar was broken, Tan Bun Ann found the gold. He knew he made a mistake. He immediately jumped into the river. He wanted to collect the gold. Siti Fatimah saw what was happening. She waited for Tan Bun Ann at the river bank, but he never showed up. She was impatient. She also wanted to jump and help him. Before she jumped, she told her guards a message, “if you see a pile of soil on the river bank, and that means it is my grave.” Then she jumped into the river. The guards waited and waited, and several days the people saw a pile of soil.

The soil was getting bigger and bigger. It finally became an island. The people named it Kemaro Island. Kemaro is from the word Kemarau, it means drought season. People named it that because the island is never drowned although the level of the water in Musi River is high.

APPENDIX IV
PRE-TEST

Name :

Class :

I. Multiple Choice

Choose A, B, C, D or E for the correct answer by crossing (X)

Questions numbers 1 – 4 are based on the following text.

The Rabbit's Revenge

Long, long time ago a rabbit and a lion were neighbors. The lion was very proud, and was fond of boasting about his strength. And though they were such close neighbors, the lion, looked down upon the rabbit, and used to bully and frighten her. Finally, the rabbit could not stand it any longer and wanted to get on her own back. One day she went to the lion and said, "Good day, respected elder brother. Imagine it, I met an animal over there who looked exactly like you, and he said to me, "Is there anyone in the world who dares standup to me? If there is, let him come and have a duel me. If there is no one, all of you have to submit to my rule and be my servants! "Oh, he was an intolerable braggart He is so puffed up with pride that his eyes can't even light on anyone!" added the rabbit. "Oho" the lion said, "Didn't you mention me to him?"

"Yes, indeed." the rabbit replied. But it would have been better if hadn't. When I described how strong you were, he just sneered and said dreadfully rude things. He even went so far as to say that he wouldn't take you for his attendant! The lion flew into a rage and roared, "Where is he? Where is he?" So the rabbit look the lion behind a hill and, not going to new herself, pointed to a deep well from distance and said, "He is down there, in the well,"

The lion hastened to the well and glared angrily into it. Yes, there was his rival who even glared back at him angrily. The Lion roared, and his enemy roared back. The lion became so furious that he showed his teeth and lashed out with his paws to scare his rival and his enemy in the well retaliated! In a fit of anger the lion sprang into the air with all his might and then... flung himself in the enemy in the well. The result was that the proud lion was instantly drowned.

1. In your opinion what animal is in the well?
 - A. his neighbor
 - B. the image of the lion himself
 - C. a stronger animal
 - D. an intolerable braggart
 - E. another lion
2. What was the lion proud of?
 - A. his eyes
 - B. his teeth
 - C. his hair
 - D. his strength
 - E. his paws
3. What can we learn from the story?
 - A. Don't be so arrogant
 - B. Be good neighbor
 - C. A friend in need is a friend
 - D. We must help each other
 - E. An enemy can be a good friend,
4. *The lion became so furious that he showed his teeth ...* What is the anonym of *furious*?
 - A. angry
 - B. elated
 - C. fierce
 - D. raging
 - E. incensed
5. Who gave the gold and silver axes to the woodcutter?
 - A. the spirit
 - B. the merchant
 - C. the owner of the pond
 - D. the people
 - E. no one
6. What is the suitable title for the story?
 - A. Honest Woodcutter
 - B. Miracle Axe
 - C. Cried Woodcutter
 - D. Spirit of the Pond
 - E. Unfortunate Merchant

7. What is moral of the story?
- A. A rich man never gets silver axe.
 - B. Never trust someone
 - C. Getting a golden axe is not easy
 - D. Honestly will bring fortune
 - E. Hard worker never gives up
8. “That one is mine!” (Part 2). What does the underlined words mean?
- A. Silver axe
 - B. Deep Pond
 - C. Plain wooden axe
 - D. Golden axe
 - E. Axes
9. What is the purpose of the text?
- A. Give information
 - B. Entertain the readers
 - C. Tell the truth
 - D. Persuade the readers
 - E. Announce an event
10. One day, a fox was _____ around the wander forest
- A. Wander
 - B. Wandered
 - C. Been wandering
 - D. Wandering
 - E. Wanders

Questions number 11-15 are based on the following text.

Unfortunately, he ¹²⁾ _____ into a well, He ¹³⁾ _____ all that he ¹⁴⁾ _____ to come out of the well, but he ¹⁵⁾ _____ get out. There was no choice except to stay there until morning. The next day, a goat walked in that way. He peeped in the well and saw the fox.

11. A. Falls
- B. Fell
 - C. Was falling
 - D. Felt
 - E. Was Falling
12. A. Tried
- B. Was trying
 - C. Trying
 - D. Try
 - E. Tries

13. A. Can
B. Can be
C. Could
D. Could be
E. Can not
14. A. Can
B. Can not
C. Could
D. Could be
E. Could not

15. *There was no choice except for staying there until morning.*

What tense is used in the sentence?

- A. Simple Past Tense
B. Past Perfect Continuous Tense
C. Past Continuous Tense
D. Present Continuous Tense
E. Past Perfect Tense

A. A fox once saw a crow with a slice of cheese in its beak.

16. The fox was trying to climb the tree when she _____ the goat.

- A. Does not meet
B. Meeting
C. Meet
D. Meets
E. Met

17. One day, a lion fell asleep and a little mouse started to run upon him. This woke the lion up. Surprised by the little mouse, the lion placed his paw upon the little mouse and he was ready to swallow the little mouse.

Why did the lion wake up?

- A. The lion woke up because The mouse ran up and down upon him.
B. The lion woke because the little to was mining up and down upon him.
C. The lion wakes up because the mouse runs up and down upon him.
D. The lion did wake up because the mouse did run up and down him.
E. The lion was waking up because the mouse ran up and down upon him.

18. The ant was collecting food for the winter

The negative form of the sentence is?

- A. The ant doesn't collect food for winter
- B. The ant didn't collect food for winter
- C. The ant isn't collecting food for winter
- D. The ant wasn't collecting food for winter
- E. The ant weren't collecting food for winter

Question 19-25 are based on the text below

A scorpion and the frog meet on the bank of a stream and the scorpion asks the frog to carry him across on its back. The frog asks, "How do I know you won't sting me?" The scorpion says, "Because if I do, I will die too."

The frog is satisfied, and they set out, but in midstream, the scorpion stings the frog. The frog feels the onset of paralysis and starts to sink, knowing they both will drown, but has just enough time to gasp. The frog asks, "Why?" Replies the scorpion: "It's my nature..."

19. What is the most suitable title for the text?

- A. The Scorpion
- B. The Frog
- C. The Smart Scorpion
- D. The Fool Frog
- E. The Scorpion and the Frog

20. Where do the scorpion and the frog meet?

- A. In the riverside
- B. In the sea lane
- C. In the beach
- D. on the bank of a stream
- E. outside the house

21. How does the story end?

- A. They lived happy
- B. They accused the stream
- C. They swam together
- D. They sink and die
- E. They discussed

24. "It's my nature." What does the word *nature* mean?

- A. environment
- B. earth
- C. body
- D. character
- E. duty

25. What do you get from the text?

- A. Do your job thoroughly?
- B. We should trust each other
- C. It's hard to change character
- D. Play dirty is acceptable
- E. Be grateful for your own body.

B. Essay

1. Likes – she – young – man – handsome – really – a – American
2. Chair – unique – used to – mother – collect – wooden
3. An – broke – he – glass – blue – antique – vase
4. Thick – a – chemistry – students – book – bought
5. Wears – expensive – she – bag – new – an

APPENDIX V

POST-TEST

Name :

Class :

Choose A, B, C, D or E for the correct answer by crossing (X)

I. Multiple Choice

Questions 1-3 are based on the following text.

The Little One

At a quarter to three one afternoon, a little girl, about seven years old, was found wandering outside a police station in Jenderal Sudirman Street. She was wearing a light blue night dress and shoes that were too large for her.

“What's your name? Where do you live?” a kind policeman asked her. But the little girl looked at him and didn't say anything. No one seemed to know this lost child. Since the police couldn't get any information from her, they sent her to Yogya Children's Center.

At the Children's Center, the little remained silent and didn't talk to anyone. As the people didn't know her name, they began to call her Little One', Little One' underwent a medical examination which showed that she was not a normal, healthy child. Although she was not dumb, she remained silent for four days. It was only then that she began to talk.

The nurse looked after her just as they did to other children, and “Little One” seemed quite happy and contented. She was always cheerful and responsive, although she was a bit slow in understanding instructions. When she was allowed to go out of her ward, her face beamed with curiosity and excitement.

Meanwhile, the police tried to find her parents. Their efforts proved worthless when no one came to claim her. She was ‘nobody's child’. ‘Little One’ had no place to go. The Center became her home.

1. What does the story talk about?
 - A. a funny girl
 - B. a lost girl
 - C. a cute girl
 - C. a smart girl
 - E. a talkative girl
2. Why is the girl called the "Little One"?
 - A. She is small
 - B. She is talkative
 - C. She cannot sing
 - D. She loves story telling
 - E. She doesn't want to talk
3. Their efforts proved worthless...." (paragraph 5)
What does the sentence mean?
 - A. The police is impatient
 - B. The police is convinced
 - C. The police is unsuccessful
 - D. The police is doubtful
 - E. The police is confident
4. What does the text talk about?
 - A. the excited fair experience for taufik in the fair
 - B. the unpleasant experience for taufik in the fair
 - C. the excited traveling for taufik in the fair
 - D. the nice dinner for taufik with his family
 - E. the good chip and drink for Taufik in the fair
5. How is the situation in the fair that night?
 - A. Many people bought some chips and drink
 - B. There was the man brought his chips and drink
 - C. Many people swarmed around footstalls
 - D. There were crowds of people riding some horses
 - E. Many people displayed the dozens of rides
6. What did Taufik do before going to the fair?
 - A. He changed into his jeans and sneakers
 - B. He ate his dinner with his family

- C. He came home very late
 D. He was waiting for his dad at the window
 E. He ran all way to the fair
7. What happened to Taufik's wallet in the fair?
 A. it was given by his father was birthday
 B. It was used to save his pocket money for weeks
 C. It might be taken by the person
 D. It was used to buy his food and tink
 E. It was put on the counter and carefully
8. "...his wallet had vanished!" (last paragraph).
 What is the meaning of the undelined word?
 A. dismiss suddenly
 B. disclose quickly
 C. distract quickly
 D. disguise suddenly
 E. disappeared suddenly

For questions 9-13, fill the sentence correct words.

9. Yesterday Mr Benny _____ about recount text
 A. Teach
 B. Teaches
 C. taught
 D. doesn't teach
 E. was not teach
10. She _____ at the bus station earlier than I did
 A. Arrives
 B. Arrive
 C. Arrived
 D. arriving
 E. doesn't arrive
11. She _____ a bit of sightseeing in Makassar.
 A. Go
 B. Do
 C. Did
 D. Goes
 E. Went
12. We _____ sunny side up egg for breakfast.
 A. Have
 D. eaten

- B. Had
C. eat
- E. eating
13. Last week, my sister and I _____ much money redecorating our room.
- A. Spent
B. Spend
C. Spends
- D. Spending
E. Are spending
14. What is moral value?
- A. the price of a book after publication
B. the morality of the characters in the story
C. the behavior of the main character
D. the value of a story among the other stories
E. the positive message that the texts tries to say to the reader

Questions 15-18 are based on the following text.

Once upon a time, there was a fisherman who lived in the Land of Batak. He was called Batara Guru Sahala. One day, when he was fishing he caught a fish. To his surprise, the fish could talk. Then, he released the fish. The fish suddenly turned into a beautiful woman. Batara Guru Sahala fell in love with her and asked her to marry him. The woman agreed to marry Batara Guru Sahala and told him to keep the secret about the woman's origin.

They lived happily and finally had two daughters. Every morning his daughters always brought Batara Guru lunch whenever he was fishing. One day Batara Guru was very angry because his daughters had eaten the lunch before he got it. They ate the lunch because of their hunger. Batara Guru yelled at them and said that they were daughters of a fish. His daughters were hurt by their father's words and told their mother about them. Their mother accused Batara Guru breaking his promise by saying so. She could not forgive Batara Guru. She was very angry that the earth cracked and the mountain exploded. Eventually, Lake Toba was formed because of the explosion.

15. What is the suitable title for the text
- A. The Angry Fisherman
 - B. A Happy Family
 - C. The Legend of Lake Toba
 - D. The Legend of Land of Batak
 - E. How Lake is Formed
16. What is the name of the fisherman
- A. Batara Kala
 - B. Batara Surya
 - C. Batara Guru Sahala
 - D. Bumi Batara
 - E. Batara Raja
17. Why was Batara Guru angry?
- A. the earth cracked
 - B. he yelled at his daughters
 - C. Batara Guru broke his promise
 - D. his daughters finished all of his food
 - E. he met a beautiful girl
18. According to the legend of Lake Toba, how was the lake formed?
- A. Batara Guru married to a fish
 - B. The earth cracked because Batara was angry to his daughters
 - C. The earth cracked and the mountain exploded because Batara Guru's wife was very angry.
 - D. Batara Guru was angry to his daughter and the mountain exploded.
 - E. Batara Guru broke his promise
19. *Their mother accused Batara Guru breaking his promise by saying so.*
What is the synonym of accused?
- A. Discharged
 - B. Cleared
 - C. praised
 - D. blamed
 - E. acquitted
20. What is true information about folklore?
- A. It is not a history of places

- B. It can always predict the future
 - C. It usually has moral value that is good for the readers
 - D. It talks about general or international story
 - E. It was passed down mostly in form of books.
21. Which one is folklore?
- A. The Story of Lutung Kasarung
 - B. The Planet Earth
 - C. The Crocodile and the Scorpion
 - D. Steps to Make a Bookshelf
 - E. Rafflesia Arnoldi
22. What is character?
- A. a person who writes, tells or reads stories
 - B. a person believed to have committed a crime or done cause something wrong
 - C. someone which has been hurt, damaged or killed or his suffered, either because of someone or something else
 - D. someone who pretends to be someone elsee while performing in film, theatrical performance, or television or radio program
 - E. The particular combination of qualities in a person or place that makes them different from others
23. What is the synonym of complication?
- A. Confusion
 - B. Obstacle
 - C. Entanglement
 - D. Simplicity
 - E. Intricacy
24. Which is not a characteristic of narrative text?
- A. To entertain
 - A. Legend
 - B. Step by step
 - C. Character

D. Moral value

25. What part of narrative structure which sets the scene and introduces the participants?

A. Introduction

B. Orientation

C. Conflict

D. Complication

E. Resolution

II. Essay

1. Spend – free – some – they – outdoor – time – activities – by doing
2. Decided – to – gardening – Sunday – we – bright – do – in – the
3. People – meeting – am – happy – so – interesting – I – many
4. Beautiful – garden – red – the – are – the – flowers – very – in
5. So – lost – huge – get – place – because – people – the – is – can

APPENDIX VI

ANSWER KEY

Pre-Test

Post-Test

I. Multiple choice

I. Multiple choice

- | | |
|-------|-------|
| 1. B | 16. A |
| 2. D | 17. D |
| 3. A | 18. E |
| 4. E | 19. A |
| 5. C | 20. D |
| 6. A | 21. E |
| 7. A | 22. D |
| 8. D | 23. C |
| 9. C | 24. A |
| 10. D | 25. E |
| 11. D | |
| 12. A | |
| 13. E | |
| 14. A | |
| 15. B | |

- | | |
|-------|-------|
| 1. B | 16. C |
| 2. E | 17. D |
| 3. C | 18. C |
| 4. C | 19. D |
| 5. C | 20. A |
| 6. A | 21. D |
| 7. C | 22. A |
| 8. E | 23. B |
| 9. C | 24. B |
| 10. C | 25. B |
| 11. E | |
| 12. B | |
| 13. A | |
| 14. E | |
| 15. C | |

II. Essay (Pre -Test)

1. She really likes a handsome young American man.
2. Mother used to collect unique wooden furniture.
3. He broke an antique blue glass vase.
4. Students bought a thick Chemistry book.
5. She wears an expensive new bag.

II. Essay (Post -Test)

1. They spend free times by doing some outdoor activities.
2. We decided to do gardening in the bright Sunday.
3. I am so happy meeting many interesting people.
4. The red flowers in the garden are very beautiful.
5. People can get lost because the place is so huge.

APPENDIX VII

INITIAL NAME OF STUDENTS

1. Initial name of students in control class (X-1 MP)

No.	Name
1.	AA
2.	ADC
3.	APN
4.	CA
5.	DA
6.	DTF
7.	HN
8.	IB
9.	JTH
10.	LL
11.	MA
12.	MS
13.	MMP
14.	MSD
15.	NCB
16.	NN
17.	NA
18.	PR
19.	PAS
20.	RJT
21.	RF
22.	RRW
23.	SK
24.	SDH
25.	STN
26.	SAP
27.	SV
28.	SL
29.	SM
30.	SP
31.	WY
32.	WS

2. Initial name of students in experimental class (X-2 MP)

No.	Name
1.	AS
2.	AP
3.	AA
4.	AN
5.	DP
6.	DDU
7.	HY
8.	HK
9.	IR
10.	KN
11.	LN
12.	LA
13.	MNK
14.	MP
15.	NLS
16.	NA
17.	NL
18.	NH
19.	NF
20.	PA
21.	PMH
22.	RA
23.	RR
24.	SAP
25.	SS
26.	SA
27.	SL
28.	SAN
29.	TB
30.	TA
31.	WR
32.	ZSZ

APPENDIX VIII

TABLE OF SCORE

1. The table of Score in Control Class (X-1 MP)

No.	Initial name of students	Score	
		Pre-test	Post-test
1.	AA	34	60
2.	ADC	46	70
3.	APN	40	62
4.	CA	32	62
5.	DA	48	62
6.	DTF	30	62
7.	HN	40	78
8.	IB	52	68
9.	JTH	42	64
10.	LL	40	70
11.	MA	38	60
12.	MS	32	62
13.	MMP	28	58
14.	MSD	36	66
15.	NCB	38	72
16.	NN	40	68
17.	NA	36	70
18.	PR	40	74
19.	PAS	36	70
20.	RJT	40	76
21.	RF	38	74
22.	RRW	42	78
23.	SK	40	80
24.	SDH	34	60
25.	STN	30	60
26.	SAP	34	66
27.	SV	42	80
28.	SL	36	70
29.	SM	38	72
30.	SP	52	68
31.	WY	40	72
32.	WS	50	70
Σ		1244	2184
Mean		38,875	68,25
Deviation Standard (S)		6.009401	6,360158
Variant		36.1129	40,452

2. The table of Score in Experimental Class (X-2 MP)

No.	Initial name of students	Score	
		Pre-test	Post-test
1.	AS	36	72
2.	AP	32	70
3.	AA	42	86
4.	AN	32	68
5.	DP	38	76
6.	DDU	40	86
7.	HY	34	70
8.	HK	28	80
9.	IR	38	80
10.	KN	38	82
11.	LN	28	49
12.	LA	32	70
13.	MNK	38	80
14.	MP	32	80
15.	NLS	30	78
16.	NA	38	72
17.	NL	42	90
18.	NH	38	72
19.	NF	44	84
20.	PA	30	76
21.	PMH	40	76
22.	RA	42	88
23.	RR	40	78
24.	SAP	42	82
25.	SS	32	82
26.	SA	34	78
27.	SL	42	80
28.	SAN	36	72
29.	TB	48	84
30.	TA	44	86
31.	WR	40	76
32.	ZSZ	46	84
Σ		1196	2516
Mean		37,375	78,625
Deviation Standard (S)		5,289978	5,868176
Variant		27,98387	34,43548

3. The Table of Gained Score in Control and Experimental Class

No.	Students	Score	
		Control Class	Experimental Class
1.	S1	26	36
2.	S2	24	38
3.	S3	22	44
4.	S4	30	36
5.	S5	24	38
6.	S6	32	46
7.	S7	38	36
8.	S8	16	54
9.	S9	22	42
10.	S10	30	44
11.	S11	22	48
12.	S12	30	38
13.	S13	30	42
14.	S14	30	48
15.	S15	34	48
16.	S16	28	34
17.	S17	34	48
18.	S18	34	34
19.	S19	34	40
20.	S20	36	46
21.	S21	36	36
22.	S22	36	46
23.	S23	40	38
24.	S24	26	40
25.	S25	30	50
26.	S26	32	44
27.	S27	36	38
28.	S28	34	36
29.	S29	34	46
30.	S30	16	42
31.	S31	32	36
32.	S32	20	38
Σ		948	1330
Mean		29. 625	41. 5625

APPENDIX IX

NORMALITY TEST TABLE

1. Normality testing of Pre-Test in Control Class

No	X	Z	F(Z)	S(Z)	Mutlak F(z)-S(z)
1	28	-1.80966	0.0351	0.03125	0.00385
2	30	-1.47685	0.0694	0.0625	0.0069
3	30	-1.47685	0.0694	0.09375	0.02435
4	32	-1.14404	0.1271	0.125	0.0021
5	32	-1.14404	0.1271	0.15625	0.02915
6	34	-0.81123	0.2090	0.1875	0.0215
7	34	-0.81123	0.2090	0.21875	0.00975
8	34	-0.81123	0.2090	0.25	0.041
9	36	-0.47842	0.3156	0.28125	0.03435
10	36	-0.47842	0.3156	0.3125	0.0031
11	36	-0.47842	0.3156	0.34375	0.02815
12	36	-0.47842	0.3156	0.375	0.0594
13	38	-0.14561	0.4404	0.40625	0.03415
14	38	-0.14561	0.4404	0.4375	0.0029
15	38	-0.14561	0.4404	0.46875	0.02835
16	38	-0.14561	0.4404	0.5	0.0596
17	40	0.187207	0.5753	0.53125	0.04405
18	40	0.187207	0.5753	0.5625	0.0128
19	40	0.187207	0.5753	0.59375	0.01845
20	40	0.187207	0.5753	0.625	0.0497
21	40	0.187207	0.5753	0.65625	0.08095
22	40	0.187207	0.5753	0.6875	0.1122
23	40	0.187207	0.5753	0.71875	0.14345
24	40	0.187207	0.5753	0.75	0.1547
25	42	0.520019	0.6985	0.78125	0.08275
26	42	0.520019	0.6985	0.8125	0.114
27	42	0.520019	0.6985	0.84375	0.14525
28	46	1.185642	0.8830	0.875	0.008
29	48	1.518454	0.9357	0.90625	0.02945
30	50	1.851266	0.9678	0.9375	0.0303
31	52	2.184078	0.9854	0.96875	0.01665
32	52	2.184078	0.9854	1	0.0146

2. Normality testing of Pre-Test in Experimental Class

No	X	Z	F(Z)	S(Z)	F(z)-S(z)
1	28	-1.77222	0.0375	0.03125	0.00625
2	28	-1.77222	0.0375	0.0625	0.025
3	30	-1.39415	0.0823	0.09375	0.01145
4	30	-1.39415	0.0823	0.125	0.0427
5	32	-1.01607	0.1539	0.15625	0.00235
6	32	-1.01607	0.1539	0.1875	0.0336
7	32	-1.01607	0.1539	0.21875	0.06485
8	32	-1.01607	0.1539	0.25	0.0961
9	32	-1.01607	0.1539	0.28125	0.12735
10	34	-0.638	0.2611	0.3125	0.0514
11	34	-0.638	0.2611	0.34375	0.08265
12	36	-0.25993	0.3974	0.375	0.0224
13	36	-0.25993	0.3974	0.40625	0.00885
14	38	0.118148	0.5478	0.4375	0.1103
15	38	0.118148	0.5478	0.46875	0.07905
16	38	0.118148	0.5478	0.5	0.0478
17	38	0.118148	0.5478	0.53125	0.01655
18	38	0.118148	0.5478	0.5625	0.0147
19	38	0.118148	0.5478	0.59375	0.04595
20	40	0.496221	0.6915	0.625	0.0665
21	40	0.496221	0.6915	0.65625	0.03525
22	40	0.496221	0.6915	0.6875	0.004
23	40	0.496221	0.6915	0.71875	0.02725
24	42	0.874295	0.8106	0.75	0.0606
25	42	0.874295	0.8106	0.78125	0.02935
26	42	0.874295	0.8106	0.8125	0.0019
27	42	0.874295	0.8106	0.84375	0.03315
28	42	0.874295	0.8106	0.875	0.0644
29	44	1.252368	0.8944	0.90625	0.01185
30	44	1.252368	0.8944	0.9375	0.0431
31	46	1.630441	0.9484	0.96875	0.02035
32	48	2.008515	0.9778	1	0.0222

3. Normality testing of Post-Test in Control Class

No	X	Z	F(Z)	S(Z)	F(z)-S(z)
1	58	-1.6116	0.0537	0.03125	0.02245
2	60	-1.29714	0.0968	0.0625	0.0343
3	60	-1.29714	0.0968	0.09375	0.00305
4	60	-1.29714	0.0968	0.125	0.0282
5	60	-1.29714	0.0968	0.15625	0.05945
6	62	-0.98268	0.1635	0.1875	0.024
7	62	-0.98268	0.1635	0.21875	0.05525
8	62	-0.98268	0.1635	0.25	0.0865
9	62	-0.98268	0.1635	0.28125	0.11775
10	62	-0.98268	0.1635	0.3125	0.1490
11	64	-0.66822	0.2514	0.34375	0.09235
12	66	-0.35376	0.3632	0.375	0.0118
13	66	-0.35376	0.3632	0.40625	0.04305
14	68	-0.03931	0.4840	0.4375	0.0465
15	68	-0.03931	0.4840	0.46875	0.01525
16	68	-0.03931	0.4840	0.5	0.016
17	70	0.27515	0.6103	0.53125	0.07905
18	70	0.27515	0.6103	0.5625	0.0478
19	70	0.27515	0.6103	0.59375	0.01655
20	70	0.27515	0.6103	0.625	0.0147
21	70	0.27515	0.6103	0.65625	0.04595
22	70	0.27515	0.6103	0.6875	0.0772
23	72	0.589608	0.7224	0.71875	0.00365
24	72	0.589608	0.7224	0.75	0.0276
25	72	0.589608	0.7224	0.78125	0.05885
26	74	0.904066	0.8159	0.8125	0.0034
27	74	0.904066	0.8159	0.84375	0.02785
28	76	1.218523	0.8888	0.875	0.0138
29	78	1.532981	0.9370	0.90625	0.03075
30	78	1.532981	0.9370	0.9375	0.0005
31	80	1.847438	0.9678	0.96875	0.00095
32	80	1.847438	0.9678	1	0.0322

4. Normality testing of Post-Test in Experimental Class

No	X	Z	F(Z)	S(Z)	F(z)-S(z)
1	68	-1.81061	0.0351	0.03125	0.00385
2	70	-1.46979	0.0668	0.0625	0.0043
3	70	-1.46979	0.0668	0.09375	0.02695
4	70	-1.46979	0.0668	0.125	0.0582
5	72	-1.12897	0.1292	0.15625	0.02705
6	72	-1.12897	0.1292	0.1875	0.0583
7	72	-1.12897	0.1292	0.21875	0.08955
8	72	-1.12897	0.1292	0.25	0.1208
9	76	-0.44733	0.3264	0.28125	0.04515
10	76	-0.44733	0.3264	0.3125	0.0139
11	76	-0.44733	0.3264	0.34375	0.01735
12	76	-0.44733	0.3264	0.375	0.0486
13	76	-0.44733	0.3264	0.40625	0.07985
14	78	-0.10651	0.4562	0.4375	0.0187
15	78	-0.10651	0.4562	0.46875	0.01255
16	78	-0.10651	0.4562	0.5	0.0438
17	80	0.234315	0.5910	0.53125	0.05975
18	80	0.234315	0.5910	0.5625	0.0285
19	80	0.234315	0.5910	0.59375	0.00275
20	80	0.234315	0.5910	0.625	0.034
21	82	0.575136	0.7190	0.65625	0.06275
22	82	0.575136	0.7190	0.6875	0.0315
23	82	0.575136	0.7190	0.71875	0.00025
24	82	0.575136	0.7190	0.75	0.031
25	84	0.915958	0.8212	0.78125	0.03995
26	84	0.915958	0.8212	0.8125	0.0087
27	84	0.915958	0.8212	0.84375	0.02255
28	86	1.256779	0.8962	0.875	0.0212
29	86	1.256779	0.8962	0.90625	0.01005
30	86	1.256779	0.8962	0.9375	0.0413
31	88	1.5976	0.9452	0.96875	0.02355
32	90	1.938422	0.9738	1	0.0262

APPENDIX X

STUDENTS' RESULT OF TEST

PRE-TEST

Name: Cindy Aulia

Class : XI MR



I. Multiple Choice

Choose A, B, C, D or E for the correct answer by crossing (X)

Questions numbers 1 – 4 are based on the following text.

The Rabbit's Revenge

Long, long time ago a rabbit and a lion were neighbors. The lion was very proud, and was fond of boasting about his strength. And though they were such close neighbors, the lion, looked down upon the rabbit, and used to bully and frighten her. Finally, the rabbit could not stand it any longer and wanted to get on her own back. One day she went to the lion and said, "Good day, respected elder brother. Imagine it, I met an animal over there who looked exactly like you, and he said to me, "Is there anyone in the world who dares stand up to me? If there is, let him come and have a duel me. If there is no one, all of you have to submit to my rule and be my servants! "Oh, he was an intolerable braggart He is so puffed up with pride that his eyes can't even light on anyone!" added the rabbit. "Oho" the lion said, "Didn't you mention me to him?"

"Yes, indeed." the rabbit replied. But it would have been better if hadn't. When I described how strong you were, he just sneered and said dreadfully rude things. He even went so far as to say that he wouldn't take you for his attendant! The lion flew into a rage and roared, "Where is he? Where is he?" So the rabbit look the lion behind a hill and, not going to new herself, pointed to a deep well from distance and said, "He is down there, in the well,"

The lion hastened to the well and glared angrily into it. Yes, there was his rival who even glared back at him angrily. The Lion roared, and his enemy roared back. The lion became so furious that he showed his teeth and lashed out with his paws to scare his rival and his enemy in the well retaliated! In a fit of anger the lion sprang into the air with all his might and then... flung himself in the enemy in

the well. The result was that the proud lion was instantly drowned.

1. In your opinion what animal is in the well?
 - A. his neighbor
 - B. the image of the lion himself
 - C. a stronger animal
 - D. an intolerable braggart
 - E. another lion
2. What was the lion proud of?
 - A. his eyes
 - B. his teeth
 - C. his hair
 - D. his strength
 - E. his paws
3. What can we learn from the story?
 - A. Don't be so arrogant
 - B. Be good neighbor
 - C. A friend in need is a friend
 - D. We must help each other
 - E. An enemy can be a good friend,
4. What is the main idea of paragraph 2?
 - A. The lion was challenged by a strong animal
 - B. The rabbit was successful in defeating the lion
 - C. The rabbit and the lion went to a hill to fight the strong animal
 - D. The lion was too furious that he challenged the other animal to fight
 - E. The rabbit told the lion that a strong animal challenged him to duel
5. The lion became so furious that he showed his teeth ... What is the anonym of *furious*?
 - A. angry
 - B. elated
 - C. fierce
 - D. raging
 - E. incensed

PRE-TEST

Name: LIZA WADIA

Class : X II MP

R 28

I. Multiple Choice

Choose A, B, C, D or E for the correct answer by crossing (X)

Questions numbers 1 – 4 are based on the following text.

The Rabbit's Revenge

Long, long time ago a rabbit and a lion were neighbors. The lion was very proud, and was fond of boasting about his strength. And though they were such close neighbors, the lion, looked down upon the rabbit, and used to bully and frighten her. Finally, the rabbit could not stand it any longer and wanted to get on her own back. One day she went to the lion and said, "Good day, respected elder brother. Imagine it, I met an animal over there who looked exactly like you, and he said to me, "Is there anyone in the world who dares stand up to me? If there is, let him come and have a duel me. If there is no one, all of you have to submit to my rule and be my servants! "Oh, he was an intolerable braggart He is so puffed up with pride that his eyes can't even light on anyone!" added the rabbit. "Oho" the lion said, "Didn't you mention me to him?"

"Yes, indeed." the rabbit replied. But it would have been better if hadn't. When I described how strong you were, he just sneered and said dreadfully rude things. He even went so far as to say that he wouldn't take you for his attendant! The lion flew into a rage and roared, "Where is he? Where is he?" So the rabbit look the lion behind a hill and, not going to new herself, pointed to a deep well from distance and said, "He is down there, in the well."

The lion hastened to the well and glared angrily into it. Yes, there was his rival who even glared back at him angrily. The Lion roared, and his enemy roared back. The lion became so furious that he showed his teeth and lashed out with his paws to scare his rival and his enemy in the well retaliated! In a fit of anger the lion sprang into the air with all his might and then... flung himself in the enemy in

the well. The result was that the proud lion was instantly drowned.

1. In your opinion what animal is in the well?
 - A. his neighbor
 - B. the image of the lion himself
 - C. a stronger animal
 - D. an intolerable braggart
 - E. another lion
2. What was the lion proud of?
 - A. his eyes
 - B. his teeth
 - C. his hair
 - D. his strength
 - E. his paws
3. What can we learn from the story?
 - A. Don't be so arrogant
 - B. Be good neighbor
 - C. A friend in need is a friend
 - D. We must help each other
 - E. An enemy can be a good friend,
4. What is the main idea of paragraph 2?
 - A. The lion was challenged by a strong animal
 - B. The rabbit was successful in defeating the lion
 - C. The rabbit and the lion went to a hill to fight the strong animal
 - D. The lion was too furious that he challenged the other animal to fight
 - E. The rabbit told the lion that a strong animal challenged him to duel
5. *The lion became so furious that he showed his teeth ...* What is the anonym of *furious*?
 - A. angry
 - B. elated
 - C. fierce
 - D. raging
 - E. incensed

POST-TEST

Name: Salsa Kurana

Class: XI MP

Choose A, B, C, D or E for the correct answer by crossing (X)

I. Multiple Choice

Questions 1-3 are based on the following text.

The Little One

At a quarter to three one afternoon, a little girl, about seven years old, was found wandering outside a police station in Jenderal Sudirman Street. She was wearing a light blue night dress and shoes that were too large for her.

“What’s your name? Where do you live?” a kind policeman asked her. But the little girl looked at him and didn’t say anything. No one seemed to know this lost child. Since the police couldn’t get any information from her, they sent her to Yogya Children’s Center.

At the Children’s Center, the little remained silent and didn’t talk to anyone. As the people didn’t know her name, they began to call her ‘Little One’. ‘Little One’ underwent a medical examination which showed that she was not a normal, healthy child. Although she was not dumb, she remained silent for four days. It was only then that she began to talk.

The nurse looked after her just as they did to other children, and “Little One” seemed quite happy and contented. She was always cheerful and responsive, although she was a bit slow in understanding instructions. When she was allowed to go out of her ward, her face beamed with curiosity and excitement.

Meanwhile, the police tried to find her parents. Their efforts proved worthless when no one came to claim her. She was ‘nobody’s child’. ‘Little One’ had no place to go. The Center became her home.

1. What does the story talk about?
- A. a funny girl a smart girl
 B. a lost girl E. a talkative girl
 C. a cute girl
2. Why is the girl called the "Little One"?
- A. She is small
 B. She is talkative
 C. She cannot sing
 D. She loves story telling
 E. She doesn't want to talk
3. Their efforts proved worthless...." (paragraph 5)
 What does the sentence mean?
- A. The police is impatient
 B. The police is convinced
 C. The police is unsuccessful
 D. The police is doubtful
 E. The police is confident

Questions 4-8 are based on the following text.

Taufik's Experience

It was the night of the fair, and the children at Taufik's school were really excited. They ran down the path out of school as fast as they could. Taufik ran all the way home, and changed into his jeans and sneakers. He ate his dinner quickly, and sat at the window waiting for his dad to come home. He couldn't wait for six o'clock when the fair would begin. He had been saving his pocket money for weeks.

When Taufik and his family arrived at the fair, it had just opened. Already there were crowds of people swarming around footstalls, displays and dozens of rides. "Can I buy some chips and a drink?" asked Taufik.

"Okay," said Taufik's dad. "But hang on tightly to your wallet, there's a lot of people around. "I'll be fine," said Taufik impatiently. He found a footstall, and

POST-TEST

Name: Nadila LufantiClass: X 2 mg

Choose A, B, C, D or E for the correct answer by crossing (X)

R go

I. Multiple Choice

Questions 1-3 are based on the following text.

The Little One

At a quarter to three one afternoon, a little girl, about seven years old, was found wandering outside a police station in Jenderal Sudirman Street. She was wearing a light blue night dress and shoes that were too large for her.

"What's your name? Where do you live?" a kind policeman asked her. But the little girl looked at him and didn't say anything. No one seemed to know this lost child. Since the police couldn't get any information from her, they sent her to Yogya Children's Center.

At the Children's Center, the little remained silent and didn't talk to anyone. As the people didn't know her name, they began to call her 'Little One'. 'Little One' underwent a medical examination which showed that she was not a normal, healthy child. Although she was not dumb, she remained silent for four days. It was only then that she began to talk.

The nurse looked after her just as they did to other children, and "Little One" seemed quite happy and contented. She was always cheerful and responsive, although she was a bit slow in understanding instructions. When she was allowed to go out of her ward, her face beamed with curiosity and excitement.

Meanwhile, the police tried to find her parents. Their efforts proved worthless when no one came to claim her. She was 'nobody's child'. 'Little One' had no place to go. The Center became her home.

ordered his food. When the man brought his chips and drink, without thinking, Taufik put his wallet on the counter and picked up his food and drink. When he glanced back, his wallet had vanished! Taufik desperately looked around him, but it was no use. All his pocket money was gone. If only he'd listened to his dad.

4. What does the text talk about?
- A. the excited fair experience for Taufik in the fair
- B. the unpleasant experience for Taufik in the fair
- C. the excited traveling for Taufik in the fair
- D. the nice dinner for Taufik with his family
- E. the good chip and drink for Taufik in the fair
5. How is the situation in the fair that night?
- A. Many people bought some chips and drink
- B. There was the man brought his chips and drink
- C. Many people swarmed around footstalls
- D. There were crowds of people riding some horses
- E. Many people displayed the dozens of rides
6. What did Taufik do before going to the fair?
- A. He changed into his jeans and sneakers
- B. He ate his dinner with his family
- C. He came home very late
- D. He was waiting for his dad at the window
- E. He ran all way to the fair
7. What happened to Taufik's wallet in the fair?
- A. it was given by his father was birthday
- B. It was used to save his pocket money for weeks
- C. It might be taken by the person
- D. It was used to buy his food and tink
- E. It was put on the counter and carefully

APPENDIX XI

L-TABLE, F-TABLE AND T-TABLE

1. L-TABLE

Nilai Kritis L Untuk Uji Lilliefors					
Ukuran	Taraf Nyata (α)				
Sampel (n)	0,01	0,05	0,10	0,15	0,20
4	0,417	0,381	0,352	0,319	0,300
5	0,405	0,337	0,315	0,299	0,285
6	0,364	0,319	0,294	0,277	0,265
7	0,348	0,300	0,276	0,258	0,247
8	0,331	0,285	0,261	0,244	0,233
9	0,311	0,271	0,249	0,233	0,223
10	0,294	0,258	0,239	0,224	0,215
11	0,284	0,249	0,230	0,217	0,206
12	0,275	0,242	0,223	0,212	0,199
13	0,268	0,234	0,214	0,202	0,190
14	0,261	0,227	0,207	0,194	0,183
15	0,257	0,220	0,201	0,187	0,177
16	0,250	0,213	0,195	0,182	0,173
17	0,245	0,206	0,189	0,177	0,169
18	0,239	0,200	0,184	0,173	0,166
19	0,235	0,195	0,179	0,169	0,163
20	0,231	0,190	0,174	0,166	0,160
25	0,200	0,173	0,158	0,147	0,142
30	0,187	0,161	0,144	0,136	0,131
> 30	$\frac{1,031}{\sqrt{n}}$	$\frac{0,886}{\sqrt{n}}$	$\frac{0,805}{\sqrt{n}}$	$\frac{0,768}{\sqrt{n}}$	$\frac{0,736}{\sqrt{n}}$

Sumber: Sudjana, *Metoda Statistika*, Bandung, Tarsito, 1989.

2. F-TABLE

Tabel Distribusi F

TABEL DISTRIBUSI F DENGAN Alpha = 5%																					
F	Derajat Bebas Pembilang, df 2																				
	1	2	3	4	5	6	7	8	9	10	12	15	20	24	30	40	60	120	∞		
Derajat Bebas Penyebut, df 1	1	161	200	216	225	230	234	237	239	241	242	244	246	248	249	250	251	252	253	254	
	2	18,50	19,00	19,20	19,20	19,30	19,30	19,40	19,40	19,40	19,40	19,4	19,4	19,4	19,5	19,5	19,5	19,5	19,5	19,5	19,5
	3	10,10	9,55	9,28	9,12	9,01	8,94	8,89	8,85	8,81	8,79	8,74	8,7	8,66	8,64	8,62	8,59	8,57	8,55	8,53	8,53
	4	7,71	6,94	6,59	6,39	6,26	6,16	6,09	6,04	6,00	5,96	5,91	5,86	5,80	5,77	5,75	5,72	5,69	5,66	5,63	5,63
	5	6,61	5,79	5,41	5,19	5,05	4,95	4,88	4,82	4,77	4,74	4,68	4,62	4,56	4,53	4,50	4,46	4,43	4,40	4,37	4,37
	6	5,99	5,14	4,76	4,53	4,39	4,28	4,21	4,15	4,10	4,06	4,00	3,94	3,87	3,84	3,81	3,77	3,74	3,70	3,67	3,67
	7	5,59	4,74	4,35	4,12	3,97	3,87	3,79	3,73	3,68	3,64	3,57	3,51	3,44	3,41	3,38	3,34	3,30	3,27	3,23	3,23
	8	5,32	4,46	4,07	3,84	3,69	3,58	3,50	3,44	3,39	3,35	3,28	3,22	3,15	3,12	3,08	3,04	3,01	2,97	2,93	2,93
	9	5,12	4,26	3,86	3,63	3,48	3,37	3,29	3,23	3,18	3,14	3,07	3,01	2,94	2,90	2,86	2,83	2,79	2,75	2,71	2,71
	10	4,96	4,10	3,71	3,48	3,33	3,22	3,14	3,07	3,02	2,98	2,91	2,85	2,77	2,74	2,70	2,66	2,62	2,58	2,54	2,54
	11	4,84	3,98	3,59	3,36	3,20	3,09	3,01	2,95	2,90	2,85	2,79	2,72	2,65	2,61	2,57	2,53	2,49	2,45	2,40	2,40
	12	4,75	3,89	3,49	3,26	3,11	3,00	2,91	2,85	2,80	2,75	2,69	2,62	2,54	2,51	2,47	2,43	2,38	2,34	2,30	2,30
	13	4,67	3,81	3,41	3,18	3,03	2,92	2,83	2,77	2,71	2,67	2,60	2,53	2,46	2,42	2,38	2,34	2,30	2,25	2,21	2,21
	14	4,60	3,74	3,34	3,11	2,96	2,85	2,76	2,70	2,65	2,60	2,53	2,46	2,39	2,35	2,31	2,27	2,22	2,18	2,13	2,13
	15	4,54	3,68	3,29	3,06	2,90	2,79	2,71	2,64	2,59	2,54	2,48	2,40	2,33	2,29	2,25	2,20	2,16	2,11	2,07	2,07
	16	4,49	3,63	3,24	3,01	2,85	2,74	2,66	2,59	2,54	2,49	2,42	2,35	2,28	2,24	2,19	2,15	2,11	2,06	2,01	2,01
	17	4,45	3,59	3,20	2,96	2,81	2,70	2,61	2,55	2,49	2,45	2,38	2,31	2,23	2,19	2,15	2,10	2,06	2,01	1,96	1,96
	18	4,41	3,55	3,16	2,93	2,77	2,66	2,58	2,51	2,46	2,41	2,34	2,27	2,19	2,15	2,11	2,06	2,02	1,97	1,92	1,92
	19	4,38	3,52	3,13	2,90	2,74	2,63	2,54	2,48	2,42	2,38	2,31	2,23	2,16	2,11	2,07	2,03	1,98	1,93	1,88	1,88
	20	4,35	3,49	3,10	2,87	2,71	2,60	2,51	2,45	2,39	2,35	2,28	2,20	2,12	2,08	2,04	1,99	1,95	1,90	1,84	1,84
	21	4,32	3,47	3,07	2,84	2,68	2,57	2,49	2,42	2,37	2,32	2,25	2,18	2,10	2,05	2,01	1,96	1,92	1,87	1,81	1,81
	22	4,30	3,44	3,05	2,82	2,66	2,55	2,46	2,40	2,34	2,30	2,23	2,15	2,07	2,03	1,98	1,94	1,89	1,84	1,78	1,78
	23	4,28	3,42	3,03	2,80	2,64	2,53	2,44	2,37	2,32	2,27	2,20	2,13	2,05	2,01	1,96	1,91	1,86	1,81	1,76	1,76
	24	4,26	3,40	3,01	2,78	2,62	2,51	2,42	2,36	2,30	2,25	2,18	2,11	2,03	1,98	1,94	1,89	1,84	1,79	1,73	1,73
	25	4,24	3,39	2,99	2,76	2,60	2,49	2,40	2,34	2,28	2,24	2,16	2,09	2,01	1,96	1,92	1,87	1,82	1,77	1,71	1,71
	30	4,17	3,32	2,92	2,69	2,53	2,42	2,33	2,27	2,21	2,16	2,09	2,01	1,93	1,89	1,84	1,79	1,74	1,68	1,62	1,62
	40	4,08	3,23	2,84	2,61	2,45	2,34	2,25	2,18	2,12	2,08	2,00	1,92	1,84	1,79	1,74	1,69	1,64	1,58	1,51	1,51
	60	4,00	3,15	2,76	2,53	2,37	2,25	2,17	2,10	2,04	1,99	1,92	1,84	1,75	1,70	1,65	1,59	1,53	1,47	1,39	1,39
120	3,92	3,07	2,68	2,45	2,29	2,18	2,09	2,02	1,96	1,91	1,83	1,75	1,61	1,61	1,55	1,50	1,43	1,35	1,25	1,25	
∞	3,84	3,00	2,60	2,37	2,21	2,10	2,01	1,94	1,88	1,83	1,75	1,67	1,52	1,52	1,46	1,39	1,32	1,22	1,00	1,00	

3. T-TABLE

Titik Persentase Distribusi t (df = 41 – 80)

df \ Pr	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
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

Catatan: Probabilita yang lebih kecil yang ditunjukkan pada judul tiap kolom adalah luas daerah dalam satu ujung, sedangkan probabilitas yang lebih besar adalah luas daerah dalam kedua ujung

APPENDIX XII
DOCUMENTATION



Picture 1: Teaching in Experimental Class by using PQRST method



Picture 2: Giving text of reading to students



Picture 3: Teaching in Control Class using Lecturing method



Picture 4: Teaching in Control Class using Lecturing method

APPENDIX XIII

RESEARCH PERMISSION LETTER



KEMENTERIAN AGAMA REPUBLIK INDONESIA
 UNIVERSITAS ISLAM NEGERI SUMATERA UTARA MEDAN
 FAKULTAS ILMU TARBIYAH DAN KEGURUAN
 Jl. Williem Iskandar Pasar V Medan Estate 20371
 Telp. (061) 6615683-6622925 Fax. 6615683

Nomor : B-2730/ITK/ITK.V.3/PP.00.9/02/2021

22 Februari 2021

Lampiran : -

Hal : Izin Riset

Yth. Bapak/Ibu Kepala YAYASAN PERGURUAN BINA SATRIA

Assalamulaikum Wr. Wb.

Dengan Hormat, diberitahukan bahwa untuk mencapai gelar Sarjana Strata Satu (S1) bagi Mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan adalah menyusun Skripsi (Karya Ilmiah), kami tugaskan mahasiswa:

Nama : Miftahul Huda
 NIM : 0304162129
 Tempat/Tanggal Lahir : Medan, 28 Juni 1998
 Program Studi : Pendidikan Bahasa Inggris
 Semester : IX (Sembilan)
 Alamat : JALAN KARYA DAME GG. AYEM NO.50 Kelurahan karang berombak Kecamatan medan barat

untuk hal dimaksud kami mohon memberikan Izin dan bantuannya terhadap pelaksanaan Riset di Jl. Marelan IX. No. 1 Kel. Tanah Enam Ratus, Medan Marelan, guna memperoleh informasi/keterangan dan data-data yang berhubungan dengan Skripsi (Karya Ilmiah) yang berjudul:

The Effect of PQRST (Preview, Question, Read, Summary, Test) Method on Students' Reading Comprehension of Narrative Text at The Tenth Grade of Senior High School in Academic Year 2020/2021

Demikian kami sampaikan, atas bantuan dan kerjasamanya diucapkan terima kasih.

Medan, 22 Februari 2021
 a.n. DEKAN
 Ketua Program Studi Pendidikan
 Bahasa Inggris



Yani Lubis, M.Hum
 NIP. 197006062000031006

Tembusan:

- Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara Medan

APPENDIX XIV
RESEARCH RESPONSE LETTER



YAYASAN PENDIDIKAN BINA SATRIA
SEKOLAH MENENGAH KEJURUAN
SMK BINA SATRIA
TEKNIK KENDARAAN RINGAN - ADMINISTRASI PERKANTORAN
TEKNIK KOMPUTER DAN JARINGAN, TEKNIK SEPEDA MOTOR
STATUS : TERAKREDITASI "A"
NSS : 324076010036 NDS : G.17074301 NPSN : 10211071

Jln. Marelan IX No. 1 Kel. Tanah Enam Ratus Kec. Medan Marelan - Medan 20245 Telp.Fax : 061-6853280 Web: www.yp-binasatria.sch.id E-mail : smkbinasatria@gmail.com

SURAT KETERANGAN SELESAI RISET
217/YPBS-SMK/SK/Riset/III/2021

Yang bertanda tangan di bawah :


Nama : Ir. Rosita, S.Pd, MM
Nip. : -
Jabatan : Kepala Sekolah
Unit Kerja : SMK Swasta Bina Satria

Dengan ini menerangkan dengan sebenarnya bahwa :

Nama : MIFTAHUL HUDA
N I M : 0304162129
Tempat/Tanggal Lahir : Medan, 28 Juni 1998
Program Studi : Pendidikan Bahasa Inggris
Semester : IX / Sembilan
A l a m a t : Jalan Karya Dame Gg.Ayem No.50
Kel. Karang Berombak Kec. Medan Barat

Benar mahasiswa tersebut di atas telah selesai melaksanakan Riset di SMKS Bina Satria dengan Skripsi yang berjudul : *The Effect of PQRST (Preview, Question, Read, Summary, Test) Method on Students' Reading Comprehension of Narrative Text at The Tenth Grade of Senior High School in Academic Year 2020/2021*, terhitung sejak tanggal 26 Pebruari s/d 20 Maret 2021.

Demikian Surat Keterangan Selesai Riset ini kami sampaikan dengan sebenarnya, agar dapat digunakan sebagaimana mestinya. Atas kerjasamanya diucapkan terima kasih.



Mengetahui,
Swasta SMK Bina Satria Medan
Ir. Rosita, S.Pd, MM