THE EFFECT OF DIRECT INTERACTION STRATEGY IN TEACHING READING COMPREHENSION AT EIGHT GRADE OF MTS PONPES DARUL QURAN MEDAN

A THESIS

Submitted to Faculty of Tarbiyah Science and Teacher Training UIN-SU Medan as Partial Fulfillment of the Requirements for S-1 Program

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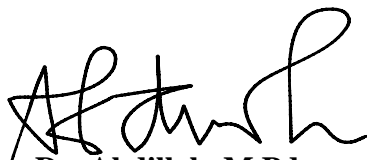
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TARBIYAH AND TEACHERS TRAINING FACULTY

STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA

MEDAN

2021

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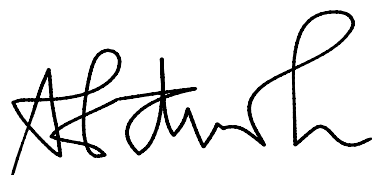
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       Dengan ini kami telah menilai skripsi tersebut dapat disetujui untuk diajukan dalam Sidang Munaqasah Skripsi pada Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara.

Wassalamualaikum Wr. Wb.

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SURAT PENGESAHAN

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Menyatakan dengan sebenar-benarnya bahwa skripsi yang berjudul diatas adalah asli dari buah fikiran saya, kecuali kutipan-kutipan didalamnya sebagai sumbernya.

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

Medan,17 Maret 2021

Yang Membuat Pernyataan

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ABSTRACT

THE EFFECT OF DIRECT INTERACTION STRATEGY IN TEACHING READING COMPREHENSION AT EIGHT GRADE OF MTS PONPES DARUL QURAN MEDAN IN 2020/2021 ACADEMIC YEAR

Skripsi, Medan: Department Of English, Faculty Of Tarbiyah Science and Teachers Training, State Islamic University Of North Sumatera, Medan 2020

Keyword: Teaching Reading Comprehension, Narrative Text, Direct Interaction Strategy.

This research aimed to find out The Effect of Direct Interaction Strategy in Teaching Reading Comprehension in Narrative Text at the Eight Grade of MTS Ponpes Darul Quran Medan in 2020/2021 Academic Year. The population of the research was the eight grade student that amount 53 students consist of two classes. The research methodology was an experimental research, which conducted the experimental class (VII1 -1) and control class (VII1-2) as sample. The result of the research shown that The Effect of Direct Interaction Strategy In Teaching Reading Comprehension at Eight Grade of MTS Ponpes Darul Quran Medan in 2020/2021 Academic Year can be describe as below: the average of the score 76,55 with the highest score is 92 and the lowest score is 62 (by using Direct Interaction Strategy) and the average of the score is 59,45 with the highest score is 86 and the lowest score is 54 (by using Conventional Method)The test consist of two types, namely pre-test and post-test, the data were analized by using t-test formula. After analyzing the data, the result of the research show that the value of t-count wash higher than the value of t-table 11,277> 2,000 at the level significant of a =0.05 and at the degree of freedom (df)= 51. It was indicated there is the significant effect of direct interaction strategy in teaching reading comprehension, and the alternative hypothesis (H_a) was accepted and hypothesis (H_o) was rejected.

ACKNOWLEDGEMENT

بِسْمِ اللهِ الرَّحْمٰنِ الرَّحِيْمِ

Praise and thanks to Allah almighty, the Lord of Universe, who always comes to help me every time. Because of His guidance and blessing, this academic writing has been completed. Thanks to Prophet Muhammad a peace is upon him as our leader who always gives many contribution in human life.The writing of this *skripsi* entitled *"The Effect of Direct Interaction Strategy in Teaching Reading Comprehension at MTS Darul Quran Medan* 2020/2021 Academic Year". This *skripsi* is written to fulfill one of the requirements to obtain the *Sarjana Pendidikan degree* at the Department of English Education, Faculty of Tarbiyah and Teachers Training, State Islamic University of North Sumatera.

In finding the research, I have encountered some difficulties such as collecting the references, finding the data and especially in analyzing the data. I realized that without much help from numerous people, this thesis wouldn't finish effectively. That's why obviously I would like to thanks to the following people:

1. **My Dearest Parent**, my dearest father Makmun and my dearest mother Ida Saputri, my dearest young sister and all my family who always give me advices, suggestions, and spirit. So that I can finishing this final task and also their prayer as the greatest power on this earth that make me easy to do this thesis, big thanks for your endless love.

2. **Prof.Dr.H Syahrin Harahap, MA.** as the rector of state islamic university of North Sumatera.

3. **Dr.Mardianto, M.Pd** as a dean of faculty of Tarbiyah and Teachers' Training State Of Islamic University Of North Sumatera and all of the administration staff.

4. **Yani Lubis, S.Ag, M.Hum.** as head mater of English Department for the facilities that given to me during the completion this thesis.

5. **Dr. Abdilah, M.Pd.** as the fist advisor who providing careful guidence, helful, corrections, great advice as well as as suggestion and encouragement during the consultation.

6. **Siti Ismahani, M.Hum.** as the second advisor who patiently guided and helped the writer to finish this thesis.

7. Muji Burrahman Nasution,M,Pd**.** as the headmaster of MTs PonPes Darul Quran Medan who had given me the change and permission to conduct the research at that school

8. Nurima Rizki, S.Pd.M.Hum and Heridayani,S.Pd.M.Hum as the english teachers of Mts PonPes Darul Quran who given a wonderful participation during the research. It was amazing moment, and never forger to all student ar VIII-1 and VIII-2 for the nice participation in completing this thesis to get the data.

9. All lecture in the English Department for teaching precious knowledge, sharing philosophy of life, and giving wonderful study experience.

10. To my beloved friends Yulianti Fitri Sagala, Moni Astuti Siregar, Irma Suryani Siregar, Siska Selvianti, Anggi Anggraini Nasution ,and Melati

Matondang , always to listen my problems,so to give me support and motivation about this thesis.

11. And for all who helped and gave me sprit when doing this thesis. May Allah protect and give the great blessing for them . Aamiin

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CHAPTER I

INTRODUCTION

1.1 Background of the Study

The global world requires the similarity of languages, and so far what has been recognized as a world language is English. The mastery of English is important to be able to access information that is always changing rapidly. So, that people can survive it is necessary to apply an effective English learning approach. English learning includes four aspects of skills, namely: listening, speaking reading, and writing. All four aspects of this skill need to be mastered by students, so, student can have English competence both oral and written. One of language skills that is needed in accessing knowledge through print media is reading. Reading can be thought of as a way to draw information from a text and to from an interpretation of that information. Reading does not only read the words but also understand the information. The main purpose of reading is comprehension. Comprehension is a process of understanding meaning of the text.

According to Eddie C Kennedy, reading is the ability of an individual to recognize a visual form, associate the form with a sound or meaning acquaired in the past, and on the basis of past experience, understand and interpret its meaning [1]. Sukirah Sutaryo states that reading is the instantancous recognition of various written symbols, simultaneous association of these symbols with existing knowledge , and comprehension of the information and ideas communicated.

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[1] Eddie C Kennedy. (1981). *Methods in Teaching Development Reading 2nd Edition*. (USA: F.E. Peacock Publisher). P. 5.

When a reader interacts with print, his prior knowledge combined with the print and the visual (written) information results in his comprehending the messages [2].

In learning English as a second language, reading is an active cognitive process of interacting with print to build up meaning.. Linse defines reading as : a set of skills that involves making sense and deriving meaning from printed word [3]. Stone says that reading is a fundamental goal that children must master in order to be successful in school and life [4].

Currently the teaching and learning process of reading in the classroom is usually the teacher only confronts books or some text to students, and after that the teacher usually asks students to only read the text and answer the question. As for the teaching and learning process like this usually makes it more difficult for students to understand the content of the text they read and students are more likely to be passive in the class. Therefore as a teacher in the class they must be able to use strategies that are in accordance with the learning material, so that students are more active, and easier to understand the material presented by teacher in the class.

Based on my observation, why students not interest in learning English and the difficulties of students in understanding a reading text at that school there are some factors, like limited vocabulary, difficult concentraiting in reading English text, not understanding good grammar, and lack of interest in reading.. While teaching andlearning process happened, most students were not interested in

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[2] Sukirah Kustaryo. (1988).(*Reading Techniques for Colllege Students*. (Jakarta: P2LPTK). P. 2.

[3] Linse, Caroline T. (2005) *Practical ELT: Young Learners*. (Singapore: McGraw Hill). p. 69

[4] Stone, Randi. (2009). *Best Practices for Teaching Reading : What Award Winning Classroom Teachers Do*. (California: Corwin Press). p. 39

learning English, and some students not attention with their teacher in front of the class like they read Holy Quran, sleeping in the class, and talking with their friend, because the teacher only used traditional method, the teacher just asked the students for reading text and answering the question then they read by reading the text from beginning to the end only. But, when they found some difficult word, they stopped to read and began to look forward meaning in dictionary. They did word per word translation . It was difficult for them to comprehend the text or to find out the information of the text. This fact showed that many students failed to comprehend reading text. The students also had low motivation, some students didn't so interested in learning and teaching process happened, they only sat and didn't pay much attention of the explanation. The teacher should give motivation to students in order to make them active and interested while the learning process.

One of strategy that can be used in teaching reading comprehension especially in narrative text is Direct Interaction Strategy. Direct interaction is absed on two basic principles: 1)all students can learn when taught correctly, regardle of past history and background. 2) all teachers can be successful if given effective teaching materials and presentation techniques. There have been many studies on direct interaction showing that the two principles are achievable in any classroom when implemented correctly.

Using strategy when the learning process in the classroom will help students understand the material presented by the teacher more easily, especially during the learning process reading class, and can solve problems that often occur in the class when learning to read, such as lack of interest in reading, lack of vocabulary, not paying attention to the teacher, sleepy, etc. So, the teacher can use one of the

staregies that are appropriate for the reading class such as direct interaction strategy. As for the purpose is to provide long tern support for the development of students' reading comprehension in the classroom.

Based on the background of study above, the researcher wants to conduct a research entitled "THE EFFECT OF DIRECT INTERACTION STRATEGY ON STUDENTS' READING COMPREHENSION AT SEVENTH GRADE OF MTS PONPES DARUL QURAN MEDAN".

1.2 Identification of the Study

1. The students have the less interesting in English, the difficulties to comprehending the reading text, and lacks of vocabulary .

2. The students have low ability in reading comprehension.

1.3 Limitation of the Study

The research is focused to the investigation on the, the effect of direct interaction strategy in teaching reading comprehension in narrative text.

1.4 Formulation of the Study

1. How is the students' reading comprehension in reading text after being taught by using conventional method?

2. How is the students' reading comprehension in reading text after being taught by using direct interaction strategy?

3. Is there the significant effect of direct interaction strategy in teaching reading comprehension at eight grade of MTS Ponpes Darul Quran Medan ?

1.5 Objective of the Study

1. To know the students' reading comprehension in reading text after being taught by using conventional method.

2. To know the students' reading comprehension in reading text after being taught by using direct interaction strategy.

3. To find out the significant effect of direct interaction strategy in teaching reading comprehension at eight grade of MTS Ponpes Darul Quran Medan.

1.6 Significant of the Study

1. The students, to improve their skill and stimulate them to improve their ability in reading comprehension.

2. English teacher, to increase their ability in teaching reading comprehension by direct interaction strategy.

3. The other researcher . to update their information or knowledge and to master the ability in reading comprehension.

CHAPTER II

THEORETICAL REVIEW

2.1 Theoritical Framework

To conduct a research, there are some theories are needed to explain some

concepts and terms applied in the research concerned. This research also uses

some concerns and terms that need to the theoretical explained. The theoretical

elaboration on the concept and terms will be presented in the following part:

2.1.1 Definition of Reading

Reading is the meaningful interpretation of printed or written verbal symbols [5] .

According to Willliam Grabe reading is the skill to draw sense from the mold page

and explain this information properly [6]. Here are several of matter you may have

written: reading is a shape of communication, employing written language or

symbols (text), reading is two-way communication between an writer and a

reader, reading is exegesis and understanding, reading is a process (processes),

and reading is thinking [7].

Allah said in Holy Qur'an (Al-Alaq: 1-5)

اِقْرَأْ بِاسْمِ رَبِّكَ الَّذِى خَلَقَ (١) خَلَقَ الْإِنْسَنَ مِنْ عَلَقٍ (٢) اِقْرَأْ وَرَبُّكَ

الْأَكْرَمُ(٣) الَّذِى عَلَّمَ بِالْقَلَمِ (٤) عَلَّمَ الْإِنْسَنَ مَالَمْ يَعْلَمْ(٥)

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[5] Albert J. Harris and Edward R. Sipay . (1980).*How to Increase Reading Ability*. (Neew York and London: Longman). p.8

[6] William Grabe and Fredricke I, Stoller. (2002). *Teaching and Researching Reading*. (England.:Longman). P. 9

[7] Deborah Daiek, and Nancy Anter, *Ibid* .

The meaning: "Read! In the name of your King Who has maked (all that exist), Has maked man from a clot (a piece of thick coagulated blood), Read! And your burden is the Most Kindly, Who has taught (the writing) by pen, He has taught man that which he knew not[8].

Based on the explanation above, we can see that the first word of the verse is Iqra' which means reading. The word reading has a very big meaning for us as God's creation, as we know reading is one of the four important aspects of the English language, and Allah also commands us as His creatures to read, because we can get knowledge from reading, by reading we can get information and get new knowledge, and reading is also not just reading without understanding what we read, where the purpose of reading is to understand what is written in the text.

Based on the explanation above, it can be concluded that reading ability is an important aspect of learning, especially in learning English. By reading well we can achieve the learning objectives themselves. Reading is process of communication between the writer and the reader, where the writer can convey messages to the reader through the content of the text that is read by the reader, where a writer has a message that is cointaned in what he wrote through ideas, feelings, and experiences.

According to Nunan, Reading is one of the most important skills that we have to learn in order to mastering English. Reading a fluent process of readers

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[8] Abdullah Yusuf Ali, (2007). *The Holy Qur'an,* (India: Lahooti Fine Art press) .

combining information from a text and their own background knowledge to build meaning [9].

So, I can conclude the reading from Nunan: reading is one of the four language skills (listening, speaking, reading, and writing) is significant to be learned and mastered by every human . Reading is a manner to obtain information from something that was written. Reading involves the introduction of symbols that make up a language. Read and hear is the second most common manner to obtain information, and information collect from reading. Reading is not an simple learning activities. Many factors affect student success in can reading.

2.1.2 Types of Reading

The kind of performance is get more the multiple of kind than from the kind of over types performance. According to Brown, kinds of reading are [10].

1. Perceptive

   Perceptive reading task involve attending to the components of larger stretches of discourse: latters, words, punctuation and other graphemes symbols bottom-up processing is implicit.

2. Selective

   In order to ascertain one's reading recognition of lexical, grammatical or discourse features of language within a very short streecth of language, certain typical task are used: picture cued task, matching, true/ false, multiple choice, etc. Stimuli include sentences, brief

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[9] David Nunan, (2003). *Practical English Language Teaching* (New York: McGraw Hill,) , p. 68 .

[10] Brown, Douglas. (2004). (*Language Assessment Principle and Classroom Practice.* (United State of Americaa: Longman.). p. 189

paragraphs, and simple charts and graphs. Brief responses are intended as well. A combination of bottom-up and top-down processing may be used.

3. Interactive

    Include among interactive reading types are stretches of language of several paragraphs to one page or more in which the reader must, in a psycholinguistics sense, interact with the text. Reading is process negotiating meaning, the reader brings to the text a set of schemata for understanding it, and in take is the product of that interaction. Typical genres that lend themselves to interactive reading are anecdotes, short narrative and descriptions, except from longer texts, questionnares, memos announcements, directions, recipes and the like. The focus of an interactive task is to identify relevant features (lexical, symbolic, grammatical and discourse) within texts of moderatelt short length with the objective of reataining the information that processed. Top down processing is typical of such task, although some instances of buttom-up performance may be necessary.

4. Extensive

    Extensive reading, applies to texts of more than a page, up to and including professional articles, eyes, essays, technical reports, shorts stories, and books.

2.1.3 Process of Reading

The reading process commence with decoding words, that is, analyze the letters that make up individual words. But reading is more than only processing letters and sounds. The obvious meaning of a text lies in the connection the words have with each other. Reading well need us to acknowledge these connection and to put together the meaning of the text.

When you thing about everything that goes on simultaneously in the invidual idea as one reads, the process not only defines simple explanation but too takes on almost magical qualities. exile the stride makes the process appartently mechanical or reducible to a formula. But nothing about reading is mechanical or formu [11].

In any difficult reading, the problem is to translate it into your own language. You have to (a) utilize a dictionary as required, (b) receive help from an doctrine or from some textbook when a dictionary fails to help, and particularly (c) announcement what ray the entire of a difficult declaration print on the meanings of the words utilized it. In the following discussion we will do all three thing [12]. let's look at the techniques of reading you must learned:

1. In a difficult piece of reading, you perhaps have to make utilize of your dictionary, and sometimes every portion of it.

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[11] Deanne Spears, (2006). *Developing Critical Reading Skills Seventh Edition* (New York: McGraw-Hill) , p. 2.
[12] William J. Kerrigan, (1979). *Reading For The Point* (USA: Harcourt Brace Javanovich, Inc) , p. 16.

2. Your dictionary possible bestow some meanings for word you have to choice the one that fits, by examining what the rest of the portion is saying. From the time that there may be more than one unknown word, easy to talk with you to consolidate unknowns with unknown, the circumstance offers something of the same defiance as a jigsaw puzzle.

3. In fact when you have picked the right one between several dictionary definitions, you have to at the same time figure out how a writer is utilizing the word here and now.

4. The only method you able establish what a writer is indicate to by a word he is utilizing here and now, is from seeing how it correlate with what has gone before and, in some cases, with what comes after.

2.1.4 The Purpose of Reading

Grabe and Stoller (2001)classify the purpose of reading based on personal reasonas follow [13] :

1. Reading for Survival

   Reading for survival is reading a text that is very crucial for life. For example, a warning sign, an admonition sign, etc. survival reading observes immediate needs.

2. Reading for learning

   The readers need to translate the text, literally or metaphorically, to learn vocabulary, to identify useful structures or collacations, to use a text as a

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[13] Grabe W and Stoller. (2001). *Reading for Academic Purposes: Guidelines for the ESL/ EFLTeacher*. (USA: Heinle and Heinle).

model for writing and practice pronounciation. For instant, someone reads
a text, after that analyzes it and makes the same kind of the text.

3. Reading for Pleasure

Reading for pleasure is reading within purpose to get happiness. The
reader wants to enjoy the sound, and rhyhm or rhyme of the text. The text
being read is written originally to offer enjoyment. For example, reading
narrative text or novel.

2.1.5 Reading Comprehension

Reading for common comprehension is, in its most real taste, the
capability to know information in a text and interpret it properly. However,
comprehension capabilities are much more complex than this definition
recommend. Reading comprehension is an active, astute, strategic, and process
that readers utilize to take in new meaning from the written text and fit (or file) it
into their existing knowledge structures (files) [14]. It is a process by which
individual beings learn. It is the occupation of teachers to aid students be
conscious , or get, and employ this process in their own reading.

Reading comprehension is a process in which the reader idea meaning
utilizing as the develop materials the information on the printed page and the
knowledge have inside in the reader's mind. It incriminate deliberate thinking,
while which meaning is developed through influence between text and reader [15].
Furthermore, Heilman and Blair state that reading comprehension is a process of

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[14] Book Club, *Reading Comprehension: Definitions, Research, and Considerations*
p. 10.
[15] Duke and Pearson, (2001). *Reading Comprehension Strategy* (That Work) , p.
423.

manufacturing meaning of written ideas through sense interpretation and influence with language [16]. In conclusion, reading comprehension an influence between idea and language to obtain the sense or comprehend a text.

2.1.6 Strategy in Teaching Reading Comprehension

Strategy is the important method for the teacher increasing their capability in teaching their students, to manufacture the students more active and simple to understand about the subject. According to H. Douglas Brown, strategies are specific way of approaching a matter or task, mods of operation for attaining a particular end, planned designs for controlling and manipulating definite information. They are contextualized combat plans that might vary from moment to moment, or day to day, or year to year. Method vary intra individually, each of us a number of possible strategy to solve a particular matter and we opt one or some in combination for a given matter [17].

From the text above , we can conclude that strategy is a decision action using the skills of teachers and educational resources available to achieve the goal. So a teacher here sued as managers of learning which required his expertise in designing, selecting, and implementing various strategies that match their interests, talent and level of development of students including the use of various sources of learning media to ensure effective learning.

The strategy is very important in the teaching and learning process. If in the education process does not use the right strategy, the hope of achieving

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[16] Heilman, B, (1981). *Principles and Practices of Teaching Reading,* 5th ed. (Ohie: Bell & Howell Company) , p. 242.

[17] H. Douglas Brown. (2000). *Principle of language Learning and Teaching*. (New York: Pearson Education). P. 113.

educational goals will be difficult to achieve. In the Qur'an and some hadist also recommended using strategies in the learning process.

Allah SWT said in Holy Quran (Taha : 44)

فَقُوْلاَ لَه قَوْلاً لَيِّناً لَعَلَّهُ يَتَذَكَّرُ أَوْ يَخْشَى (طه: ٤٤)

Meaning: so speak the two of you to him with meek words, hopefully he will remember or be afraid. (Taha : 44).

We summarize text from above is the teaching and learning process can run well and smoothly when there is a conducive influence between the teacher and students. Astute and wise communication bestow a within influence to students, so that the teacher oriented will change to student oriented. Wise teacher will always provide opportunities and chance for their students to develop.

عَنْ أَبِي مُوْسَى قَالَ كَانَ رَسُوْلُ اللهِ صَلَى اللهُ عَلَيْهِ وَسَلَّمَ إِذَا بَعَثَ أَحَدًا

مِنْ أَصْحَابِهِ فِي بَعْضِ أَمْرِهِ قَالَ بَشِّرُوْا وَلاَ تُنَفِّرُوْا وَيَسِّرُوْا وَلاَتُعِسِّرُوْ ا

(رواه مسلم)

Meaning: From Abu Burdah from Musa, he said Rasullullah SAW when sending one of his commandment, Rasulullah SAW said to give them good news and don't make them run away and make it easy for people in religious matters and don't make it difficult for them. (HR. Muslim)

The Prophet's command above provides a lesson to educators that in carrying out educational tasks, teachers / educators are required to create a learning process that is conducive and fun, trying to make students feel at home and happy to live in school with him, and not the other way around it gives an impression. It is scary so that students are afraid and reluctant to actually make students feel uncomfortable living in school and all the knowledge or education that is given to them.

The hadith above punctuate that the learning process must be made as simple as possible and at the same time happy so that students are not psychologically dejected and feel tired of with the atmosphere in the classroom. By selecting an appropriate and appropriated method, the learning process will be easy and fun for students. This easy and fun learning atmosphere will affect students' interest in learning to be actively involved in the learning process so that learning objectives can be maximally achived.

2.1.7 Level of Reading Comprehension

According to Burns, there are four phases of reading comprehension, namely literal comprehension, inferential comprehension, critical comprehension, and creative comprehension.

1. Literal Comprehension

Literal comprehension talk the capability to understand what is clarify by the writer or taking the ideas and truth that is immediately clarify on the printed page. The reader able easy go back to emphasize the information wish. The literal

phase is the easiest phase of reading comprehension because a reader is not needed to obtain beyond what is the properly said.

2. Inferential Comprehension

Inferential comprehension focuses on the ideas and information not immediately clarify in the text. It is the process of driving ideas that are implicit somewhat than immediately clarify. At this phase, readers go beyond what is said and read for deeper meaning. They have to can see the connection between ideas.

3. Critical Comprehension

Critical comprehension is evaluating written material comparing the ideas found in the material with understand measure and picture conclusion about their precision, proper, and right time. Critical comprehension discuss the capability to manufacture opinion about ideas and information a writer offers. The critical reader have to be an active reader questioning, searching for facts, and adjourning opinion to he or she has mulled all of the material.

4. Creative Comprehension

Creative comprehension incriminate going beyond the material introduced by the author. It needs readers to think as they read, just as critical comprehension does, and it also needs them to utilize their fantasy. The capability for creative reader include understanding because effect connection on a story, solving problems, and making new ideas [18].

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[18] Burn et all , (1984). (*Teaching Reading in Todays Elementary School* (Boston: Houghton Mifflin) , p. 178 .

2.1.8 The Measurement of Reading Comprehension

Reading comprehension is an activity of connecting the students' ideas. It means reading without comprehension cannot be connected as reading to attain comprehension. Grellet (1986:3) stated that reading comprehension is that students attempt to understand a written text by extracting the meaning that needed information from it as effeiciently as possible. It can be said that what the students do in reading activity is to discover the valuable information from the text [19].

So, I can conclude the reading comprehension is an understanding about what has been read. It is an active thingking process that only on comprehension skills but also on experience and students' knowledge. Comprehension always plays an important role in reading because the primary reason of reading is that students understand what they read. Students cannot obtain any idea written in a text or book if they do not understand what they have already read, and reading without comprehension is useless.

2.2 Definition of Direct Interaction

Ellis (1990) stated that interaction is meaning- focused and carried out to facilitate the process of making a change of information and prevent communication breakdowns. Interaction is required in classroom activity. It helps the teaching learning process run smoothly and improves learners' communicativeness. Classroom interaction as a system of verbal and non-verbal communication and the kinds of social relationship which occur within classroom.

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[19] F. Grellet. (1986). *Developing Reading Skill. A Practical Guide to Reading Comprehesnion Exercise*. (London: Cambridge University). P. 3

In EFL classroom, verbal interaction means a communication which occur utilizing teacher and students talk. While, non-verbal interaction covers gestures or facial expression by teacher and learners when they communicate without utilizing words [20].

Direct interaction is a reciprocal and meaningful interaction among the teacher and students that happens in the classroom. By interaction, learners develop their language ability. It is in the interaction what communication all about is found. In interactive classes, students can participate a discussion, problem solving tasks, or dialogue journals. The shape of the activities can be pair works or group works. In the direct interaction, teacher and students have a reciprocal influence upon each other through which they say and do. Meaningful interaction with others in the target language in the classroom is much more significant in language learning. The description of the interaction among the teacher and student is seen from the teacher and student talk. The teacher talks are receiving feeling, commending or encouraging, receiving or utilizing ideas of students, asking question, lecturing, offering directions, and criticizing or justifying authority. The student talks are student talking response, student initiation, and silence or confusion.

Interaction is a important portion in communication. The communication is in the shape of interpersonal, intrapersonal, group an cultural. The participations and roles of the elements in each from have influence on the success of the communication. The quantity and the quality of teacher students interaction are influenced by the communication climate in the classroom. Intrapersonal

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[20] Eliis. (1990). *Instructed Second Language Acquisition*. Oxford: Basil Blackwell .

communication takes place within the individual. In classroom, there are two types of the intrapersonal communication. Those are teacher to self (within a single teacher) or student to self (within a single student). Interpersonal communication incriminates two individuals. The types of the interpersonal communication are teacher to student, student to teacher, and student to student. Group communication incriminates communication among the teacher and some students, among some students and the teacher, or among a single student and some students. Cultural communication is the most abstract shape of classroom communication. In the classroom, the culture communicates to the teachers as well as to the students. The effect of culture is also found in group, interpersonal, and intrapersonal communication. Culture contains moral values, ethical consideration, and educational values which effect perception of the communication setting (Barker, 1982: 14) [21].

Interaction is not limited in the shape of verbal response. A non verbal interaction may also happen. Another possibility is the combination amonh verbal and non verbal interaction. As the response to the teacher, students may answer by saying words expressing their idea, agreement or disagreement. It can also be in the shape of written. Students may also offer answer by nodding, eye contact, facial expressions, body language, etc. Students can also offer answer by body language followed by saying some expression (Wilson, 1999) [22].

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[21] Larry Barker. (1982). *Communication in the Classroom*. (Englewood Cliffs: Prentice hall Inc). P.14.
[22] Julie Wilson. (1999 *). High and Low Achievers' Classroom Interaction Patterns in an Upper Primary Classroom*. http://www.aare.edu.au/99pap/wil99741.htm.

In the classroom, the main purpose of the interaction among the teacher and the students is transferring knowledge or information. Interaction is the main of communication (Douglas, 2001: 165). It is in the interaction what communication all about is found. It can be in the shapes of sending messages, accepting them, construe them, or negotiating meanings. Communication plays a central role in all classroom activities. Classroom communication is equality to other communication shapes. But, the classroom communication different as a function of unique objectives, surroundings, and participation shapes [23].

In teaching and learning activities both at school and outside of school, interaction between teachers and students who have a purpose is needed. In order for this goal to be achieved in accordance with the target of the teacher himself, it is necessary to have positive interactions that occur between teachers and students. In this interaction, it is very necessary for the teacher to make the interaction between to the two parties fun and not boring. This is in addition to achieving the target of the teacher itself, students also become fun in teaching and learning activities, and feel more friendly with the teacher who teaches.

Teachers who view students as different from other students will be different from teachers who see students as the same creature and there is no difference in everything. So it is important to correct wrong views in assessing students. It is better if teachers view students as individuals with all their differences, so that it is easy to approach teaching.

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[23] Douglas, H. Brown. (2001). *Teaching by Principles: An Interactive Approach to Language Pedagody*. (New York: Addison Wesley Longman). P.165.

2.2.1 The Approach in Teaching and Learning Activities

There are several approaches proposed in this discussion with the hope of helping teachers solve various problems in teaching and learning activities. The following is the explanation [24]:

1. Individual Approach

   The individual approach is a direct approach taken by the teacher to his students to solve their students'cases. The individual approach has a very important meaning for the sake of teaching. Classroom management desperately needs this individual approach. The choice of method cannot simply ignore the use of an individual approach, so that teachers in carrying out their duties always take an individual approach to students in the classroom. The problem of learning difficulties for children is easier to solve using an individual approach, althgouh one day a group approach is needed.

2. Group Approach

   The group approach is an approach taken by the teacher by grouping their students according to the criteria in order to achieve teaching and learning activities. When the teacher wants to use a group approach, the teacher must already consider that it is not against the goal. Supporting learning facilities, the methods to be used have been mastered, and the material to be given to students are indeed suitable to be approached with a group

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[24]Drs. Syaiful Bahri Djamarah, M.Ag, dkk. (2016). *Strategy Belajar Mengajar.* (Jakarta: Rineka Cipta). P. 53-57.

aapproach. Therefore, the group approach cannot be done carelessly, but must consider other things that influence its use.

2.3 The Strategies of Promoting Classroom Direct Interaction

Jia (2013) foundthat there are five strategies of promoting classroom direct interaction. They are as follows [25]:

a. Improving questioning strategies

The attention of the teacher to the learners can activate the teacher learner interaction. The teacher should ask the question that can be responsed by the learners then the teacher adjust his questions to the phases or capabilities of the learners.

b. Implementing Cooperative Learning

Working cooperatively can helps development of learner's social skills. Cooperative learning means that every member of the group is included and differences between group member are resolved by the group members.

c. Building Positive Teacher Learner Rapport

Mutual respectful among teacher and learners is essential part of education. The dynamic qualities of classroom learning require the responsible from both of teacher and learner.

d. Reducting Classroom Anxiety

The teacher helps the learners to urge their self-appreciate and self-confidence and make confortable and non-menacing surroundings.

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[25] Jia. (2013). *The Application of Classroom Interaction in English Lesson*. (http://www.atlantis-press.com/php/download-paper.php?id=7895).z

A. Improving Questioning Strategies

The techniques that you should utilize in questioning depends on the grade phase, subject problem, and lesson purpose. Here are several of the top questioning techniques you should take into consideration to utilize in the classroom.

a. Pair and Share

After posing a question to the class, give your students several time to think about the answer on their own. Then, have them turn to their neighbor to discuss the answer. They can process of making a change their ideas with their friends. Doing so helps students prepare their answer and share it in pairs and then with the rest in the class.

b. Teacher Random Selection

If you have the same several students answering all of your questions, you can choose the student who will answer the question. You may like to write the name of each student on cards. Then, draw a name to establish who will answer the question. Doing so boost all students to think of the answer and prepare to share their ideas with the whole class.

c. Selecting Particular Students

Select brilliant students to sit in front of the class. These students will answer some questions. You can ask the questions and ask them to answer. Then, ask the other students to repeat the answers from the brilliant student. If one brilliant students is struggling to answer, allow him/her to"phone a partner" asking someone else in the class for help.

d. Asking in Sequence

Think about having a list of students commanded alphabetically. As you ask questions to the class, try to move from one to another utilizing their order in the alphabetical list. In this case, you may like to follow Bloom's Taxonomy moving from the most basic kind of questions to more complicated ones (evaluation). By doing so with your questions utilizing this method, your students will have the time to prepare their answer.

e. Selecting the Raised Hand Students

Post the question to the whole class asking students who know the answer to raise their hands. Doing so offer students to think and prepare the answer. Choose one of the raised hand students to answer. After obtaining the correct answer, praise the students and ask one of the those who don't raise their hands to repeat the correct answer.

f. Selecting After Modelling the Answer

Ask a question and then kind the answer by yourself. Then, choose one student to say the kind answer. Doing so helps students know how to answer questions perfectly and raise their confidence when answering questions. Also, this method allows bashful learners to follow in answering questions.

g. Asking Questions for Homework

Write several questions on the board asking some students to read them aloud to the class. Then, ask students to prepare the answer for these questions at home. This allows time for students to think of the answer and possible they will share ideas to increase the answers. At the starting

of the next time, check that they have done the homework and obtain the answers from as many students as possible offering them your feedback, clarifying, and correcting anything.

B.   Implementing Cooperative Learning

Cooperative learning is a good instrument to utilize in your classroom. Cooperative learning helps students be able to communicate effectively with the others, work well with others, and have several responsibilities in your classroom. utilizing cooperative learning will help your students be more engaged in what you are teaching.

These basis can be seen in the cooperative learning technique, there are four steps :

1. Each student in a group of two-four members.
2. The teacher or a student asks a question based on the text the class is reading.
3. Each group works to develop a response, they check that everybody in their group can offer and illustrate their group's response.
4. The teacher calls a number at random, the person with that number in each group may be choosed to offer and illustrate their group's answer to the class or to another group.

Everybody can illustrate push successful group functioning cause all members require to know and be ready to explain their group's answer and cause when students help their groupmates, they help themselves and their whole group, cause

the response given belongs to the whole group, not just to the group member giving it.

C. Building Positive Teacher Learner Rapport

Good communication among teacher and students required to easy teaching and learning activity. Having influence and communication in the classroom will build a relationship among teacher and students. This connection expansion is a relate to in deciding teaching and learning activity in classroom. The language learning process in the classroom could be easy through relationship building. Building relationship could become effective method in communicating with students in target language to motivate them in learning. One method to build the teacher students relationship is through having positive influence among teacher and students. Influence among the teacher and the students establish the success of teaching and learning activity. Good classroom influence is categorized as a significant factor in student learning and increasing effective teaching and learning activity. In develop a relationship, a teacher requires to focus on two factors effect the relationship development. One factor influencing relationship the most is respectful;. Respectful is a vital element get in touch with any genre of matter deed emerge in classroom. Any matter deed may emerge cause of the unrealistic learning purpose defend in the classroom which can be too complicated or too easy for the students. Offering respectful on their ideas is also important to defend good relationship. It includes the demeanor of the teacher in responding the student's talk. The method of teacher say to students influences the respect of students. One example of teacher say commonly happened in classroom is in

offering feedback. Teacher requires to mull in not false the error carefully without losing any positive exertion from the students.

To defend the relationship, the EFL teacher requires to discover exact methods to be apply in the classroom. some methods in defend teacher students relationship has been developed by expert, Brown (2001) recommends 7 activities to teacher in deciding the teacher students' rapport by:[26]

a. Indicating interest in each student as a person.

b. Offering feedback on each person's development.

c. Openly demanding students' ideas and tasting.

d. Valuing and respectfuling what students opinion and say.

e. Laughing with them and not at them.

f. Working with them as a group and not oppose them.

g. Progressing a real meaning of vicarious joyful when they learn something or otherwise succeed.

Additional activities in developing relationship are also promoted by Harmer (2007). He promote 4 activities the teacher can utilize to foster the rapport among the teacher and the students also progress a successful classroom influence by:[27]

a. Identifying the students' name, character, and background.

b. Listening obviously to the students as an individual.

c. Having respect to the students.

d. Being same and fair in treatment and offering notice to the students.

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[26] Brown, H. (2001). *Teaching by Principles: an Interactive Approach to Language Pedagogy*. Englewood Cliffs: Prentice Hall.
[27] Harmer, J. (2007). *The Practice of English Language Teaching*. ,Malaysia: Pearson Education Limited.

D. Reducing Classroom Anxiety

Anxiety is natural reaction and important admonition reply in humans. It can become a enfeeble confusion when it is excessive, overbearing, and uncontrollable, when it needs no specific external kick, and when it commences to indicate itself through a broad variety of physical and affective indications, as well as become different in cognitive capabilities and behavior. Studies have indicated that discomfort and strain can negatively influence the body and emotions of students and can build to many defiance problems such as school absenteeism, low self concept, verbal and nonverbal issues, deficiencies in academic exhibition, decrease in focus and concentration, attitude matters, heightened dependence, adult notice seeking attitude, and difficulties staying on task.

There are degrees resulting from different reactions and behaviors as with all human emotions. Typical anxiety happens when people react appropriately to a situations or event that cause anxiety. Anxiety does not always necessarily affect language learners negatively, but exsessive level of anxiety can have a negative effect on learning and teaching process. It can inhibit their ability to learn effectively. Consequently, it causes emotional stress and lower self-esteem and self confidance.

2.3 Related Study

1. Kasim (2004). Classroom Interaction in the English Department Speaking Class at State University of Malang.

   That problems of the research were the teacher and students who were taking speaking II class at the English department of state university of

Malang. The outcome of the research showed that classroom interaction is the realization of a lesson which is organized in system of classroom interaction. The most dominant pattern is students-students classroom interaction. Nine strategies are utilized by the teacher and ten methods utilized by the students..

2. Nambiar, Ibrahim, and Rido (2014). Investigating EFL Master Teacher's Classroom Interaction Strategies: A Case study in Indonesian Secondary Vocational School.

The subject of the study was a master teacher who have attended a master collaqium and been awarded a professional certificate from the ministry of education and culture republic of Indonesia, He\ she also had 10 years teaching experiences and is recommended by the principal or his\ her fellow teacher and agreed to participate in the study. The outcome refered that the master teacher utilized four kinds of interaction methods such as control of interaction or interaction management , elicitation or questioning, speech modification or feedback, and repairing or error treatment methods, those methods were able to promote interactive learning.

The conclusion from above is the outcome of studies in order to see classroom interaction. Interaction is required in a classroom. The effective interaction which happens in the classroom can improve students' language performance. Not only students obtain the impact of the importance of good interaction but the teacher can also increase their teaching and learning process in the classroom.

2.4 Conceptual Framework

The success in teaching reading is effect by the approach utilized in the teaching process. The teacher can choose the precise approach in teaching reading comprehension. The understanding of the meaning of interaction can be achieved from several aspects. It can be seen from the definition, the characteristics, the roles of the language learners, and the categorization.

Direct interaction is a complex prosess in the class that is effect by several factors: the teacher, the students, or the classroom surroundings. Effective interaction is required in the second language learning. It is related with the utilize of the language to communicate. The teacher and the students feel pleasant in expressing their information, knowledge, ideas, opinion, or anything utilizing the language.

The successful message or content transmission among teacher and students is the purpose of the classroom interaction. The message can be transferred verbally or non-verbally. One of the factors that cannot be evaded is a unpredictable destructor that is found in the classroom surroundings. Both the teacher and students cannot evade the destructor. What they can do it try to minimize the influence of the destructor in the purpose of the teacher –students interaction.

The purpose of Direct Interaction can be utilized to facilitate students in communication in the real interactive situations. Through question, teacher can join student actively in the lesson and defiance their thinking. Most the questions are provided to get an answer, the used of teacher question will stimulate students

to talk while answering questions. At the individual level, questions can be utilized to build students confidence to speak.

The researcher conducted to find out whether teaching utilizing direct interaction strategy is there any effective method to improve and effect students'motivation in reading comprehension. The problem that students often face in reading comprehension are the factor of understanding vocabulary, poor mastery of grammar, the difficult and lack of media learning. Therefore, the rearcher assumes that the utilize of direct interaction strategy can stimulus their interest and motivation in reading comprehension, especially in narrative text it can help them to improve up in reading comprehension. This research used two types of variable, the first is direct interaction strategy as the"X" variable, and the second is the teaching reading comprehension as the "Y" variable.

Furthemore, the researcher applied quasi experimental. The sample consisted of two classes: experimental class and control class and gave pre-test and post test to both classes, but treatment was applied only to the experimental class . Then control class was without using direct interaction strategy.

2.5 Hypothesis

In accordance with theoretical and conceptual frame, the hypothesis is formulated as follows:

1. Ho   : There is no significant effect of Direct Interaction Strategy on reading comprehension.

2. Ha   : There is a significant effect of Direct Interaction Strategy on reading comprehension.

CHAPTER III

METHODOLOGY OF RESEARCH

3.1 Location of the Study

This research was conducted MTS PonPes Darul Quran Medan. The research was conducted at the second semester academic year 2020/2021.

Some reason of choosing the location are :

1. It was found that the most students in MTS PonPes Darul Quran Medan still had low ability in reading comprehension.

2. The same title hadn't never done before.

3. The researcher found interesting field practice experience.

3.2 Population and Sample

3.2.1 Population

A population is describe as all members of any well-describe class of person, events, or objects. Population is the whole object which will be researched [28]. Population is a number of all subjects that it has prepare data which is required in the research. As Arikunto states that population is all of subject research [29] .

The population of this research was done of MTS Ponpes Darul Quran Medan in 2020/2021 academic year. The total of the population is 53 students were distributed in two classes. The spread of the students' classes could be seen on the table.

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[28] Syahrum and Salim, (2007). *Metodologi Penelitian Kuantitatif* (Bandung: Citapustaka Media) , p. 113 .

[29] Suharsimi Arikunto, (2006). *Prosedur Penelitian Suatu Pendekatan Praktek* (Jakarta: Rineka Cipta) , p. 108 .

Tabel 3.1

The Population of Research

Class	Total of Students
VIII-I	29
VIII-II	24
Total	53

3.2.2 Sample

A sample is a part of a population.[30] In getting the sample, the random sampling technique will be utilized in this research. The researcher will be utilized cluster random sampling by applying the lottery technique. This type of probability sampling is indicated to as cluster sampling cause the unit chosen is not an individual but, rather a group of individuals who are naturally together. These individuals constitute a cluster insofar as they are alike with respect to characteristics relevant to the variables of the study.

Table 3.2

The Sample of Research

Class	Population	Sample
Experiment Class (X)	VII- 1	29
Control Class (Y)	VII-3	24
Jumlah	-	53

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[30] Donald Ary, (2010). *Introduction to Research in Education* (USA: Wadsworth) , p. 148 .

3.3 Research Design

Kind of research in this research is experimental, which is conducted with two randomized groups, pre test and post test design. The design is applied in order to investigate the effect of direct interaction strategy on reading comprehension. For the simplest experiment, you require two groups of subjects: the experimental group and the control group. The experimental group accepts a specific treatment; the control group accepts no treatment. Utilizing a control group enables the researcher to discount many alternative explanations for the influence of treatment.

Experimental research involves a study of the effect of the systematic manipulation of one variable (s) on another variable. According to Donald Ary, that is the manipulated variable is called the experimental treatment or independent variable. The observed and measures variable is called the dependent variable. The independent variable is manipulated or change by the experimenter, the variable upon which the effect of the changes are called the dependent variable which is observed but not manipulated by the experimenter.[31]

Table 3.3

Quasi Experimental Design

Randomly Assigned	Pre Test	Treatment	Post Test
Experimental Class	✓	Direct Interaction Stretegy	✓
Control Class	✓	Conventional Method	✓

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[31] Donald Ary, *Ibid,* p. 45.

The experimental group undergone the treatment (X), the experimental groups was taught by using Direct Interaction Strategy. The treatment is expected to effect in reading comprehension skill. Meanwhile, the control one using another approach, the students in control group do not make any annotation and not ponder the annotation, even though they are also read and encode the text. Before the treatment conducted, pre test was administrated into the two groups to ensure the quality or homogeneity. After the treatment has done, a post test was administrated.

3.4   Data Collecion

3.4.1   Research instrument

For collecting data, a writting test was utilized as the instrument in this research by using pretest and postest in the experimental class and control class. The topic of pre test and posttets is about to describe people with the title my best friend and my english teacher. The experimental and control was taught by using different method, the student in the experimental class learn descriptive text by using dice game while the student in the control class learn descriptive text without using dice game.

1. Validity

   Validity is the extent to which it measures what it is supposed to measure. For obtain the validity of test, the face and content validity were by adjusting the test with SKKD (*Standar Kompetensi dan Kompetensi Dasar*) . "validity" is a noun , while valid is an adjective. For

example a test is called valid if the test can precisely measure what is being measured.[32]

2. Reliability

Reliability is a necessary characteristc of any good test, for it to be valid at all a test must first be reliable as measuring test.[33] Then to make the test reliable, an analytical scale is use as the students' assesment in writing. It asseses some aspects, such as content, organization, vocabulary, language use, and mechanics.

3.5   Technique of Data Collecting

Data collecting technique to determine the magnitude of the effect using direct interaction strategy in teaching reading comprehension at MTS PonPes Darul Quran is using test techniques and instruments in form of an multiple choice and essay. The students was instructed to answer the questions based on the topic given by the researcher.

3.6   Technique of Data Analysis

Data analysis technique utilized in this research is decriptive statistical analysis technique. According to Sugiyono descriptive statistic are statistic utilized to analyze data by way of describing the data that has been collected is without intending to make conclusions that apply to the public or generalization. [34] There are some strides to establish the hypothesis, as the following formula.

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[32]Suharimi Arikunto. (1993). *Dasar-Dasar Evaluasi Pendidikan*. Jakarta:Bumi Aksara.P.56.

[33]Sugiyono. (2017). *Metode Penelitian Pendidikan. Bandung: Alfabeta*, p.446
[34]*Ibid,*.p.446

3.6.1   Normality test

According to Sudjana a normality test was conducted to find out the population and the sample study was normally distributed or not. This test utilized by utilizing the liliefors test. The strides are as follows:

Observation X1,X2,X3,X....,Xn are presented raw numbers ZI,Z2,Z3 ,..ZNn by using formula:

$$Zi\frac{xi - \bar{x}S}{s}$$

with $\bar{X}$ = Average

S   = Standart sample deviation

For each of these ras numbers utilizing the normal distribution is calculated the probabilityF (Zi) = P (Z ≥ Zi)

Next is calculated the proportion of smaller or equal to Zi. If that proportion states with S (zi) , then

$$S\ (Zi)\ \frac{Z1,\ Z2,\ Z3,\ \dots\ ,\ Zn+ \leq\ Zi}{n}$$

Calculating F (Zi) - S (Zi) then determined the absolute price. Takes the absolute gretest price (L0) to accept or reject the hypothesis , then compare L0 with the critical value taken, from the list, for the the real level α = 0.05.

By criterion

if L0 <Ltabel, then the sample is normally distributed

if L0> Ltabel, then the sample is not normally distributed

3.6.2 Homogeineity Test

Arikunto, said that homogeineity test is done to test the similarity of varience. The homogeneity test used is the largest varience way compared to the smallest varience, with the following steps.[35]

Write Ha and H0 in sentence form.

Write Ha and H0 in statistical form.

Find Fcount by the formula:

Fcount = $greatest variance th$ Set α to 0.05.

Calculate Ftable = F (n variance large - 1, n the smallest variance - 1)

Compare Fcount with Ftable

Define the test criteria if Fcount< Ftableso Habe accepted (homogen)

Making conclusion.

3.6.3 t-Test

To test the hypothesis whether the truth is acceptable or not , used in tthis study with a real level of α is 0,05.The test formula is as follows :

Alternative selection of t test

If the data comes from a homogenous population σ1 = σ2 and σ is unknown), then the t test formula is used:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{S\sqrt{\frac{1}{n1} + \frac{1}{n2}}}$$

with $S2 = \frac{(n_1-1) S_1{}^2 + (n_2-1) S_2{}^2}{n_1 + n_2 - 2}$ If the data comes from a non-homogeneous population (σ1 ≠ σ2 and σ unknown), then the t test formula is used:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{S\sqrt{\frac{1}{n1} + \frac{1}{n2}}}$$

[35]Arikunto. S.(2010).*Metode Penelitian Kualitatif*. Jakarta: Bumi Aksara, p.32

Information:

t = wide area achieved

n1 = Many students in the experimental group sample

n2 = Many students in the control group sample

S1 = Standard deviation experimental group

S2 = Standard deviation of the control group

S2 = Combined variance of S1 and S2

$\overline{X}_1$ = Average student scores of the experimental group

x_2 = Average score of control group students

Testing criteria are: accept H0 so tcount< ttable with dk = (n1 + n2 − 2) with

opportunities (1- α) and the real level α = 0,05. For other t prices H0 rejected

or received Ha.

H0 accepted if price tcount< ttable and Ha rejected.

Ha accepted if price tcount> ttable and H0 rejected.

3.7   Research Procedure

3.7.1   Pretest

The pre-test was carried out before the learning process to measure students' understanding about narrative text. So this was held in the fisrt meeting. The same pre-test was given to both experimental class and control class in order to investigate the students reading ability.Both experimental and control group were asked to read a narrative text based on the topic given.

3.7.2   Treatment

In the treatrment was conducted after giving pre-test and teaching-learning activity with the students in both experimental and control class in second meetings. In this teaching and learning process, experimental class using direct interaction strategy and the control class using conventional method. Both of experimental class and control class were taught with the same material.

3.7.3   Post-Test

The last is post-test. The post-test was carried to know the progression between the experimental and control class, after the teacher give treatments to the students. In this last meeting, research give to the test to the students in experimental and control class. The way ask the test was similiar pre-test. In analyzing and assesing the students' reading ability.

3.7.4. Scoring Test

In scoring the test, this research used score from 0-100 by counting the correct answer and applying this formula:

$$S = \frac{R}{N} \times 100$$

Where:

S = Score of the Test

R = Number of the Correct Answer

N = Number of Test Items

CHAPTER IV

DATA ANALYSIS AND RESEARCH FINDING

4.1 The Description of Data

This research was conducted by applying an experimental research. There were two classes in this research, namely experimental class and control class. In order to obtain the data of the research, first, pre-test and post-test was administrated to both classes and given to the students. The treatment was conducted to the experimental class. Finally, the post-test, similar to the pre-test, was administrated to both classes. After the data were collected , the researcher obtained the students' score in pre-test and post-test from: both experimental and control classes. For more detail, it can be seen in the table.

Table 4.1

The Score of the Pre-Test and Post-Test by the Students of the Experimental

Class

No.	Name	Pre-Test	Post-Test
1.	Amanda Shaqila Dwi Arsy	40	66
2.	Aulia Maulidani	60	76
3.	Biana Rheiba Harahap	38	62
4.	Husnayati	72	82
5.	Husna Alawiyah	70	76
6.	Intan Zulaiha	50	64
7.	Izzati Zahra	72	78
8.	Kayla Hani Fadhilah Harahap	74	80

9.	Lathifatun Istiqomah Janish	40	62
10.	Malika Assyyifa	82	90
11.	Maisarah	46	68
12.	Mutia Anisa Al-Quriah	58	80
13.	Mutia Pratiwi Sihotang	52	68
14.	Najwa Wibowo	74	80
15.	Nabila Suci Ramadani	70	76
16.	Nadia Syafira	62	70
17.	Nielza Shazwina Aufa	74	82
18.	Nikeisya Aulia Wibowo	58	70
19.	Rachmy Khairunnisa Ritonga	70	88
20.	Safa Sakinah Setiawan	56	92
21.	Sarah Fadiyah Akmal	34	66
22.	Salwa Fakhirah	58	86
23.	Surya Tatik Yusra	46	72
24.	Syifa Aulia	70	90
25.	Syifa Aqila Faihani	58	80
26.	Wan Baidatun Adawiyyah	60	78
27.	Wan Mutiara	56	70
28.	Windy Fadhilah Rachma	58	76
29.	Zhakirah Ikrah Ahmad	66	92
	Total	1724	2220
	Mean	59.45	76.55

Based on the table above, the students' reading comprehension in narrative text in experimental class refered that the lowest score of pre-test was 38, and the highest score of pre-test was 82 and the mean of pre-test was 59,45. On the other hand the lowest score of post –test was 62, and the highest score of post-test was 92 and the mean of post-test was 76,55.

Table 4.2

The Score of the Pre-Test and Post-Test by the Students of the Control Class

No.	Name	Pre-Test	Post-Test
1.	Ahmad Al-Kautsar	58	76
2.	Ahmad Aufa Althaf	66	72
3.	Athar Athaillah Hidayat SRG	48	70
4.	Ayyub Hidayatullah Alfikri	66	86
5.	Fadlan Habib Ramadhan	40	64
6.	Fahmi Idris Nasution	52	64
7.	Fahrizi Al-Rosyid	42	66
8.	Fahrefy	52	74
9.	Haikal Rafli Lubis	52	70
10.	Ilyas Maulana Nasution	54	70
11.	Maulana Al-Akhyar	44	80
12.	Muhammad Abid Raditya	50	64
13.	Muhammad Imam Fikri	40	54
14.	Muhammad Fikri Alwi	48	60
15.	Muhammad Zaki Hilman	50	62

16.	M. Raditya Harahap	40	66
17.	Rafid Arif Maulana	48	60
18.	Raihan Taqiuddin Luthfi	48	66
19.	Raka Fatihal Hajar	48	62
20.	Reza Abdi	50	64
21.	Satria Yellow Razzaq	54	68
22.	Taufik Nasution	40	58
23.	Tondi Ramadhan NST	70	82
24.	Wathan Mujahada	50	62
	Total	1.210	1.644
	Mean	50.41	68.5

Based on the table above, the students' reading comprehension in narrative text in control class refered that the lowest score of pre-test was 40, and the highest score of pre-test was 70 and the mean of pre-test was 50,41. On the other hand the lowest score of post –test was 54, and the highest score of post-test was 86 and the mean of post-test was 68,5.

4.2 Data Analysis

4.2.1 Normality Testing

Normality testing utilized to determine if the data set is well –modeled by a normal distribution and how to compute how likely it is for a random variable underlying the data set to be normally distributed.

1. **Normality Testing of Experimental Class**

Table 4.3

Frequency Distribution of Pre-Test in Experimental Class

No	Xi	Fi	FiXi	Xi2	FiXi2
1	34	1	34	1156	1156
2	38	1	38	1444	1444
3	40	2	80	1600	3200
4	46	2	92	2116	4232
5	50	1	50	2500	2500
6	52	1	52	2704	2704
7	56	2	112	3136	6272
8	58	5	290	3364	16820
9	60	2	120	3600	7200
10	62	1	62	3844	3844
11	66	1	66	4356	4356
12	70	4	280	4900	19600
13	72	2	144	5184	10368
14	74	3	222	5476	16428
15	82	1	82	6724	6724
Total		**29**	**1724**	**52104**	**106848**

Based on the data above, the result of $F_i x_i^2$ is 106848 and $F_i x_i$ is 1724.

Then the following is the calculation of mean, variant and standart deviation.

a. **Mean**

$$\bar{x} = \frac{\sum fi.xi}{\sum fi}$$

Where :

$\bar{x}$ $\quad\quad\quad$ = Mean of variable x

$\sum$FiXi   = Total number of score

$\sum$F$_i$ = Number of sample

So,

$$\bar{x} = \frac{1724}{29}$$

$$\bar{X} = 59{,}45$$

b. Variant

Where

S^2 =Variant

N   = Number of sample

So,

$$S^2 = \frac{n \sum fixi^2 - (\sum fixi)^2}{n(n-1)}$$

$$S^2 = \frac{29.(106848) - (1724)^2}{29(29-1)}$$

$$S^2 = \frac{3.098.592 - 2.972.176}{29(28)}$$

$$S^2 = \frac{126.416}{812}$$

$$S^2 = 155.684$$

c. **Standart Deviation**

$S= \sqrt{S^2}$

$S= \sqrt{155.684}$

$S= 12,48$

After obtaining the calculation of mean, variant and standart deviation, and then the next step is to found the normality of the test. It means that the test was given to the students is observed by liliefors test. The calculation of normality writing descriptive text can be seen in the following table:

Table 4.4

Normality Testing of Pre-test in Experimental Class

No.	X	Zi	F(zi)	S(zi)	IF(zi)-S(zi)I	IF(zi)-S(zi)I
-	1	2	3	4	5	6
1	34	-2.03926282	0.0207119	0.03448276	-0.013770857	0.013770857
2	38	-1.71875	0.04282995	0.06896552	-0.026135566	0.026135566
3	40	-1.55849359	0.05955814	0.13793103	-0.078372891	0.078372891
4	40	-1.55849359	0.05955814	0.13793103	-0.078372891	0.078372891
5	46	-1.07772436	0.14057839	0.20689655	-0.066318159	0.066318159
6	46	-1.07772436	0.14057839	0.20689655	-0.066318159	0.066318159
7	50	-0.75721154	0.22446157	0.24137931	-0.016917741	0.016917741
8	52	-0.59695513	0.27526867	0.27586207	-0.000593399	0.000593399
9	56	-0.27644231	0.39110418	0.34482759	0.046276596	0.046276596
10	56	-0.27644231	0.39110418	0.34482759	0.046276596	0.046276596
11	58	-0.1161859	0.45375261	0.51724138	-0.063488773	0.063488773
12	58	-0.1161859	0.45375261	0.51724138	-0.063488773	0.063488773
13	58	-0.1161859	0.45375261	0.51724138	-0.063488773	0.063488773
14	58	-0.1161859	0.45375261	0.51724138	-0.063488773	0.063488773
15	58	-0.1161859	0.45375261	0.51724138	-0.063488773	0.063488773
16	60	0.044070513	0.5175759	0.5862069	-0.068630995	0.068630995
17	60	0.044070513	0.5175759	0.5862069	-0.068630995	0.068630995

18	62	0.204326923	0.58095098	0.62068966	-0.039738671	0.039738671
19	66	0.524839744	0.7001527	0.65517241	0.044980286	0.044980286
20	70	0.845352564	0.80104299	0.79310345	0.007939541	0.007939541
21	70	0.845352564	0.80104299	0.79310345	0.007939541	0.007939541
22	70	0.845352564	0.80104299	0.79310345	0.007939541	0.007939541
23	70	0.845352564	0.80104299	0.79310345	0.007939541	0.007939541
24	72	1.005608974	0.84269815	0.86206897	-0.019370818	0.019370818
25	72	1.005608974	0.84269815	0.86206897	-0.019370818	0.019370818
26	74	1.165865385	0.87816556	0.96551724	-0.08735168	**0.08735168**
27	74	1.165865385	0.87816556	0.96551724	-0.08735168	0.08735168
28	74	1.165865385	0.87816556	0.96551724	-0.08735168	0.08735168
29	82	1.806891026	0.96461036	1	-0.035389636	0.035389636
Mean	59.44828				Lo	0.087
SD	12.47737				Lt	0.161

From the table above, the L $_{observation}$ (L_0) value is obtained which is taken from the L value which is the largest among the differences, from the table above L $_{observation}$ (L_0) =**0,087,** after knowing Liliofers observation ¸ it is consulted through the liliofers table as the significance level α = 0.05 and n = 29 from the list of critical value of liliofer table (L_t) = **0,161** .So it can conclude that coefficient the data distribution L_0(0.087) < L_t(0.161). Therefore, it means that th e data pre-test in experiment class is **Normal**

a. Finding Z score

Formula : Zi 1 = $=\dfrac{xi-\bar{\text{x}}}{s}$

Zi 1 = $\dfrac{34-59,45}{12.48}$ = -2.039

Zi 2 = $\dfrac{38-59,45}{12.48}$ = -1.718

Zi 3 = $\dfrac{40-59,45}{12.48}$ = -1.558

Zi 4= $\frac{46-59,45}{12.48}$ = -1.077

Zi 5 = $\frac{50-59,45}{12.48}$ = -0.757

Zi 6 = $\frac{52-59,45}{12.48}$ = -0.596

Zi 7= $\frac{56-59,45}{12.48}$ = -0.276

Zi 8 = $\frac{58-59,45}{12.48}$ = -0.116

Zi 9 = $\frac{60-59,45}{12.48}$ = 0.044

Zi 10= $\frac{62-59,45}{12.48}$ = 0.204

Zi 11 = $\frac{66-59,45}{12.48}$ = 0.524

Zi 12 = $\frac{70-59,45}{12.48}$ = 0.848

Zi 13 = $\frac{72-59,45}{12.48}$ = 1.005

Zi 14 = $\frac{74-59,45}{12.48}$ = 1.165

Zi 15 = $\frac{82-59,45}{12.48}$ = 1.806

b. Finding S(Zi)

S(Zi) = $\frac{fkum}{N}$ =

$\frac{1}{29}$ = 0.034

$$\frac{2}{29} = 0.068$$

$$\frac{4}{29} = 0.137$$

$$\frac{6}{29} = 0.206$$

$$\frac{7}{29} = 0.241$$

$$\frac{8}{29} = 0.275$$

$$\frac{10}{29} = 0.344$$

$$\frac{15}{29} = 0.517$$

$$\frac{17}{29} = 0.586$$

$$\frac{18}{29} = 0.620$$

$$\frac{19}{29} = 0.655$$

$$\frac{23}{29} = 0.793$$

$$\frac{25}{29} = 0.862$$

$$\frac{28}{29} = 0.862$$

$$\frac{29}{29} = 1$$

Table.4.5

Frequency Distribution of Post-Test In Experimental Class

No	Xi	Fi	FiXi	Xi2	FiXi2
1	62	2	124	3844	7688
2	64	1	64	4096	4096
3	66	2	132	4356	8712
4	68	2	136	4624	9248
5	70	3	210	4900	14700
6	72	1	72	5184	5184
7	76	4	304	5776	23104
8	78	2	156	6084	12168
9	80	4	320	6400	25600
10	82	2	164	6724	13448
11	86	1	86	7396	7396
12	88	1	88	7744	7744
13	90	2	180	8100	16200
14	92	2	184	8464	16928
Total		29	2220	83692	172216

Based on the data above, the result of $F_i x_i^2$ is 172216 and $F_i x_i$ is 2220.

Then the following is the calculation of mean, variant and standart deviation.

a. **Mean**

$$\bar{x} = \frac{\sum fi.xi}{\sum fi}$$

Where :

$\bar{x}$ $=$ Mean of variable x

$\sum$FiXi $\quad$ = Total number of score

$\sum$Fi $\quad$ = Number of sample

So,

$$\bar{x} = \frac{2220}{29}$$

$$\bar{X} = 76.55$$

b. Variant

Where

S^2 $\quad$ =Variant

N $\quad$ = Number of sample

So,

$$S^2 = \frac{n \sum fixi^2 - (\sum fixi)^2}{n(n-1)}$$

$$S^2 = \frac{29.(172216) - (2220)^2}{29(29-1)}$$

$$S^2 = \frac{4.994.264 - 4.928.400}{29(28)}$$

$$S^2 = \frac{65.864}{812}$$

$$S^2 = 81.11$$

c. **Standart Deviation**

$S= \sqrt{S^2}$

$S= \sqrt{81.11}$

$S= 9.01$

After obtaining the calculation of mean, variant and standart deviation, and then the next step is to found the normality of the test. It means that the test was given to the students is observed by liliefors test. The calculation of normality writing descriptive text can be seen in the following table:

Table 4.6

Normality Testing of Post-Test in Experimental Test

No	X	Zi	F(zi)	S(zi)	IF(zi)-S(zi)I	IF(zi)-S(zi)I
-	1	2	3	4	5	6
1	62	-1.614872364	0.053169169	0.068965517	-0.015796348	0.015796348
2	62	-1.614872364	0.053169169	0.068965517	-0.015796348	0.015796348
3	64	-1.392896781	0.081825503	0.103448276	-0.021622773	0.021622773
4	66	-1.170921199	0.120815227	0.172413793	-0.051598566	0.051598566
5	66	-1.170921199	0.120815227	0.172413793	-0.051598566	0.051598566
6	68	-0.948945616	0.171324136	0.24137931	-0.070055174	0.070055174
7	68	-0.948945616	0.171324136	0.24137931	-0.070055174	0.070055174
8	70	-0.726970033	0.233622157	0.344827586	-0.11120543	**0.11120543**
9	70	-0.726970033	0.233622157	0.344827586	-0.11120543	0.11120543
10	70	-0.726970033	0.233622157	0.344827586	-0.11120543	0.11120543
11	72	-0.504994451	0.306781367	0.379310345	-0.072528978	0.072528978
12	76	-0.061043285	0.475662368	0.517241379	-0.041579011	0.041579011
13	76	-0.061043285	0.475662368	0.517241379	-0.041579011	0.041579011
14	76	-0.061043285	0.475662368	0.517241379	-0.041579011	0.041579011
15	76	-0.061043285	0.475662368	0.517241379	-0.041579011	0.041579011
16	78	0.160932297	0.563926638	0.586206897	-0.022280259	0.022280259
17	78	0.160932297	0.563926638	0.586206897	-0.022280259	0.022280259

18	80	0.38290788	0.649105966	0.724137931	-0.075031965	0.075031965
19	80	0.38290788	0.649105966	0.724137931	-0.075031965	0.075031965
20	80	0.38290788	0.649105966	0.724137931	-0.075031965	0.075031965
21	80	0.38290788	0.649105966	0.724137931	-0.075031965	0.075031965
22	82	0.604883463	0.727371784	0.793103448	-0.065731664	0.065731664
23	82	0.604883463	0.727371784	0.793103448	-0.065731664	0.065731664
24	86	1.048834628	0.852872882	0.827586207	0.025286675	0.025286675
25	88	1.270810211	0.898101912	0.862068966	0.036032947	0.036032947
26	90	1.492785794	0.932253366	0.931034483	0.001218884	0.001218884
27	90	1.492785794	0.932253366	0.931034483	0.001218884	0.001218884
28	92	1.714761376	0.956805507	1	-0.043194493	0.043194493
29	92	1.714761376	0.956805507	1	-0.043194493	0.043194493
Mean	76.5517				Lo	0.111
SD	9.00629				Lt	0.161

From the table above, the L $_{observation}$ (L_0) value is obtained which is taken from the L value which is the largest among the differences, from the table above L $_{observation}$ (L_0) =**0,111,** after knowing Liliofers observation ¸ it is consulted through the liliofers table as the significance level $\alpha = 0.05$ and n = 29 from the list of critical value of liliofer table (L_t) = **0,161** .So it can conclude that coefficient the data distribution L_0(0.111) < L_t(0.161). Therefore, it means that the data pre-test in experiment class is **Normal**

a. **Finding Z score**

Formula : Zi 1 = $=\dfrac{xi-\bar{x}}{s}$

Zi 1 $= \dfrac{62-76.55}{9.01} = -1.614$

Zi 2 $= \dfrac{64-76.55}{9.01} = -1.392$

Zi 3 $= \dfrac{66-76.55}{9.01} = -1.170$

Zi 4= $\frac{68-76.55}{9.01} = -0.948$

Zi 5 = $\frac{70-76.55}{9.01} = -0.726$

Zi 6 = $\frac{72-76.55}{9.01} = -0.504$

Zi 7= $\frac{76-76.55}{9.01} = -0.061$

Zi 8 = $\frac{78-76.55}{9.01} = 0.160$

Zi 9 = $\frac{80-76.55}{9.01} = 0.382$

Zi 10= $\frac{82-76.55}{9.01} = 0.604$

Zi 11 = $\frac{86-76.55}{9.01} = 1.048$

Zi 12 = $\frac{88-76.55}{9.01} = 1.270$

Zi 13 = $\frac{90-76.55}{9.01} = 1.492$

Zi 14 = $\frac{92-76.55}{9.01} = 1.714$

b. Finding S(Zi)

S(Zi) = $\frac{fkum}{N}$ =

$\frac{2}{29}$ = 0.068

$\frac{3}{29}$ = 0.103

$$\frac{5}{29} = 0.172$$

$$\frac{7}{29} = 0.241$$

$$\frac{10}{29} = 0.344$$

$$\frac{11}{29} = 0.379$$

$$\frac{15}{29} = 0.517$$

$$\frac{17}{29} = 0.586$$

$$\frac{21}{29} = 0.724$$

$$\frac{23}{29} = 0.793$$

$$\frac{24}{29} = 0.827$$

$$\frac{25}{29} = 0.862$$

$$\frac{27}{29} = 0.931$$

$$\frac{29}{29} = 1$$

Table. 4.7

Frequency Distribution of Pre-Test In Control Class

No	Xi	Fi	FiXi	Xi2	FiXi2
1	40	4	160	1600	6400
2	42	1	42	1764	1764
3	44	1	44	1936	1936
4	48	5	240	2304	11520
5	50	4	200	2500	10000
6	52	3	156	2704	8112
7	54	2	108	2916	5832
8	58	1	58	3364	3364
9	66	2	132	4356	8712
10	70	1	70	4900	4900
Total		24	1210	28344	62540

Based on the data above, the outcome of $F_i x_i^2$ is 62540 and $F_i x_i$ is 1210.

Then the following is the calculation of mean, variant and standart deviation.

a. Mean

$$\bar{x} = \frac{\sum fi.xi}{\sum fi}$$

Where :

$\bar{X}$ $=$ Mean of variable x

$\sum FiXi$ $=$ Total number of score

$\sum F_i$ $=$ Number of sample

So,

$$\bar{x} = \frac{1210}{24}$$

$$\bar{X} = 50,41$$

b. Variant

Where

S^2 =Variant

N   = Number of sample

So,

$$S^2 = \frac{n \sum fixi^2 - (\sum fixi)^2}{n(n-1)}$$

$$S^2 = \frac{24.(62540) - (1210)^2}{24(24-1)}$$

$$S^2 = \frac{1.500.960 - 1.464.100}{24(23)}$$

$$S^2 = \frac{36860}{552}$$

$$S^2 = 66,77$$

c. Standart Deviation

$$S = \sqrt{S^2}$$

$$S = \sqrt{66,77}$$

$$S = 8,17$$

After obtaining the calculation of mean, variant and standart deviation, and then the next step is to found the normality of the test. It means that the test was given to the students is observed by liliefors test. The calculation of normality writing bdescriptive text can be seen in the following table:

Table 4.8

Normality Test of Pre Test in Control Class

No.	X	Zi	F(zi)	S(zi)	IF(zi)-S(zi)I	IF(zi)-S(zi)I
-	1	2	3	4	5	6
1	40	-1.275397797	0.101084239	0.166666667	-0.065582428	0.065582428
2	40	-1.275397797	0.101084239	0.166666667	-0.065582428	0.065582428
3	40	-1.275397797	0.101084239	0.166666667	-0.065582428	0.065582428
4	40	-1.275397797	0.101084239	0.166666667	-0.065582428	0.065582428
5	42	-1.030599755	0.151364275	0.208333333	-0.056969058	0.056969058
6	44	-0.785801714	0.215991831	0.25	-0.034008169	0.034008169
7	48	-0.29620563	0.383536525	0.458333333	-0.074796809	0.074796809
8	48	-0.29620563	0.383536525	0.458333333	-0.074796809	0.074796809
9	48	-0.29620563	0.383536525	0.458333333	-0.074796809	0.074796809
10	48	-0.29620563	0.383536525	0.458333333	-0.074796809	0.074796809
11	48	-0.29620563	0.383536525	0.458333333	-0.074796809	0.074796809
12	50	-0.051407589	0.479500369	0.625	-0.145499631	0.145499631
13	50	-0.051407589	0.479500369	0.625	-0.145499631	0.145499631
14	50	-0.051407589	0.479500369	0.625	-0.145499631	0.145499631
15	50	-0.051407589	0.479500369	0.625	-0.145499631	0.145499631
16	52	0.193390453	0.576673404	0.75	-0.173326596	0.173326596
17	52	0.193390453	0.576673404	0.75	-0.173326596	0.173326596
18	52	0.193390453	0.576673404	0.75	-0.173326596	0.173326596
19	54	0.438188494	0.669375176	0.833333333	-0.163958157	0.163958157
20	54	0.438188494	0.669375176	0.833333333	-0.163958157	0.163958157
21	58	0.927784578	0.823240337	0.875	-0.051759663	0.051759663
22	66	1.906976744	0.9717382	0.958333333	0.013404867	0.013404867
23	66	1.906976744	0.9717382	0.958333333	0.013404867	0.013404867
24	70	2.396572827	0.991725398	1	-0.008274602	0.008274602
Mean	50.4167				Lo	0.173
SD	8.17162				Lt	0.173

From the table above, the L $_{observation}$ (L$_0$) value is obtained which is taken from the L value which is the largest among the differences, from the table above L $_{observation}$ (L$_0$) =**0,173,** after knowing Liliofers observation ˌ it is consulted through the liliofers table as the significance level $\alpha = 0.05$ and n = 24 from the list of critical value of liliofer table (L$_t$) = **0,173** .So it can conclude that coefficient the data distribution L$_0$(0. 173) < L$_t$(0.173). Therefore, it means that the data pre-test in experiment class is **Normal.**

a. **Finding Z score**

Formula : Zi 1 = $= \dfrac{xi - \overline{x}}{s}$

Zi 1 $= \dfrac{40 - 50.42}{8.17} = -1.275$

Zi 2 $= \dfrac{42 - 50.42}{8.17} = -1.030$

Zi 3 $= \dfrac{44 - 50.42}{8.17} = -0.785$

Zi 4$= \dfrac{48 - 50.42}{8.17} = -0.296$

Zi 5 $= \dfrac{50 - 50.42}{8.17} = -0.051$

Zi 6 $= \dfrac{52 - 50.42}{8.17} = 0.193$

Zi 7$= \dfrac{54 - 50.42}{8.17} = 0.438$

Zi 8 $= \dfrac{58 - 50.42}{8.17} = 0.927$

Zi 9 $= \dfrac{66 - 50.42}{8.17} = 1.906$

Zi 10= $\frac{70-50.42}{8.17}$ = 2.396

b. Finding S(Zi)

S(Zi) = $\frac{fkum}{N}$ =

$\frac{4}{24}$ =0.166

$\frac{5}{24}$ = 0.208

$\frac{6}{24}$ = 0.25

$\frac{11}{24}$ = 0.458

$\frac{15}{24}$ = 0.625

$\frac{18}{24}$ = 0.75

$\frac{20}{24}$ = 0.833

$\frac{21}{24}$ = 0.875

$\frac{23}{24}$ = 0.958

$\frac{24}{24}$ = 1

Table.4.9

Frequency Distribution of Post-Test In Control Class

No	Xi	Fi	FiXi	Xi2	FiXi2
1	54	1	54	2916	2916
2	58	1	58	3364	3364
3	60	2	180	3600	10800
4	62	3	124	3844	7688
5	64	4	256	4096	16384
6	66	3	198	4356	13068
7	68	1	68	4624	4624
8	70	3	210	4900	14700
9	72	1	72	5184	5184
10	74	1	74	5476	5476
11	76	1	76	5776	5776
12	80	1	80	6400	6400
13	82	1	82	6724	6724
14	86	1	86	7396	7396
Total		**24**	**1618**	**68656**	**110500**

Based on the data above, the result of $F_i x_i^2$ is 110500 and $F_i x_i$ is 1618.

Then the following is the calculation of mean, variant and standart deviation.

a. **Mean**

$$\bar{x} = \frac{\sum fi.xi}{\sum fi}$$

Where :

$\bar{X}$ = Mean of variable x

$\sum FiXi$ = Total number of score

$\sum F_i$ = Number of sample

So,

$$\bar{x} = \frac{1618}{24}$$

$$\bar{X} = 67,42$$

b. Variant

Where

S^2 =Variant

N   = Number of sample

So,

$$S^2 = \frac{n \sum fixi^2 - (\sum fixi)^2}{n(n-1)}$$

$$S^2 = \frac{24.(110500) - (1618)^2}{24(24-1)}$$

$$S^2 = \frac{2.652.000 - 2.617924}{24(23)}$$

$$S^2 = \frac{34076}{552}$$

$$S^2 = 61.73$$

c. **Standart Deviation**

$S = \sqrt{S^2}$

$S = \sqrt{61.73}$

$S = 7.78$

Table 4.8

Normality Test of Post Test in Control Class

No.	X	Zi	F(zi)	S(zi)	IF(zi)-S(zi)I	IF(zi)-S(zi)I
-	1	2	3	4	5	6
1	54	-1.735218509	0.041351055	0.041666667	-0.000315612	0.000315612
2	58	-1.221079692	0.111027924	0.068965517	0.042062407	0.042062407
3	60	-0.964010283	0.167520385	0.137931034	0.029589351	0.029589351
4	60	-0.964010283	0.167520385	0.137931034	0.029589351	0.029589351
5	62	-0.706940874	0.239801611	0.291666667	-0.051865056	0.051865056
6	62	-0.706940874	0.239801611	0.291666667	-0.051865056	0.051865056
7	62	-0.706940874	0.239801611	0.291666667	-0.051865056	0.051865056
8	64	-0.449871465	0.326401562	0.458333333	-0.131931771	0.131931771
9	64	-0.449871465	0.326401562	0.458333333	-0.131931771	0.131931771
10	64	-0.449871465	0.326401562	0.458333333	-0.131931771	0.131931771
11	64	-0.449871465	0.326401562	0.458333333	-0.131931771	0.131931771
12	66	-0.192802057	0.423556996	0.583333333	-0.159776337	**0.159776337**
13	66	-0.192802057	0.423556996	0.583333333	-0.159776337	0.159776337
14	66	-0.192802057	0.423556996	0.583333333	-0.159776337	0.159776337
15	68	0.064267352	0.525621326	0.625	-0.099378674	0.099378674
16	70	0.321336761	0.626022399	0.75	-0.123977601	0.123977601
17	70	0.321336761	0.626022399	0.75	-0.123977601	0.123977601
18	70	0.321336761	0.626022399	0.75	-0.123977601	0.123977601
19	72	0.57840617	0.718505035	0.791666667	-0.073161631	0.073161631
20	74	0.835475578	0.798275004	0.833333333	-0.035058329	0.035058329
21	76	1.092544987	0.862703186	0.875	-0.012296814	0.012296814
22	80	1.606683805	0.945938126	0.916666667	0.029271459	0.029271459
23	82	1.863753213	0.968821816	0.958333333	0.010488482	0.010488482
24	86	2.377892031	0.991294038	1	-0.008705962	0.008705962

Mean	67.5				Lo	0.159
SD	7.78516				Lt	0.173

From the table above, the L $_{observation}$ (L$_0$) value is obtained which is taken from the L value which is the largest among the differences, from the table above L $_{observation}$ (L$_0$) =**0,159,** after knowing Liliofers observation , it is consulted through the liliofers table as the significance level $\alpha = 0.05$ and $n = 24$ from the list of critical value of liliofer table (L$_t$) = **0,173** .So it can conclude that coefficient the data distribution L$_0$(0. 159) < L$_t$(0.173). Therefore, it means that the data pre-test in experiment class is **Normal.**

c. **Finding Z score**

Formula : Zi 1 = $= \dfrac{xi - \bar{x}}{s}$

Zi 1 = $\dfrac{54 - 67.5}{7.78} = -1.735$

Zi 2 = $\dfrac{58 - 67.5}{7.78} = -1.221$

Zi 3 = $\dfrac{60 - 67.5}{7.78} = -0.964$

Zi 4= $\dfrac{62 - 67.5}{7.78} = -0.706$

Zi 5 = $\dfrac{64 - 67.5}{7.78} = -0.449$

Zi 6 =$\dfrac{66 - 67.5}{7.78} = -0.192$

Zi 7= $\dfrac{68 - 67.5}{7.78} = 0.064$

Zi 8 = $\dfrac{70 - 67.5}{7.78} = 0.321$

Zi 9 = $\frac{72-67.5}{7.78}$ = 0.578

Zi 10= $\frac{74-67.5}{7.78}$ = 0.835

Zi 11 = $\frac{76-67.5}{7.78}$ = 1.092

Zi 12 = $\frac{80-67.5}{7.78}$ = 1.606

Zi 13 = $\frac{82-67.5}{7.78}$ = 1.863

Zi 14 = $\frac{86-67.5}{7.78}$ = 2.377

d. Finding S(Zi)

S(Zi) = $\frac{fkum}{N}$ =

$\frac{1}{24}$ =0.041

$\frac{2}{24}$ = 0.068

$\frac{4}{24}$ = 0.137

$\frac{7}{24}$ = 0.291

$\frac{11}{24}$ = 0.458

$\frac{14}{24}$ = 0.583

$\frac{15}{24}$ = 0.625

$$\frac{18}{24} = 0.75$$

$$\frac{19}{24} = 0.791$$

$$\frac{20}{24} = 0.833$$

$$\frac{21}{24} = 0.875$$

$$\frac{22}{24} = 0.916$$

$$\frac{23}{24} = 0.958$$

$$\frac{24}{24} = 1$$

4.2.2 Homogeneity Testing

Homegeneity testing is to analyze whether or not the scores of population is homogeneous. The researcher applied the variance homogeneity test to test the varience of two samples, thet are experimental class and controul class.

1. Homegeneity Testing of Pre-test

$$F = \frac{Highest\ Varian}{Lowest\ Varian}$$

$$= \frac{12.47}{8.17} = 1.52$$

F_{table} for dk numerator (V1) = n-1= 29-1= 28 and dk denominator (V2)= n-1= 24-1= 23 at significant level α = 0.05 is not contained in the table. Therefore we used the formula = FINV (probability;deg_freedom1;_deg_freedom2) in Microsoft excel, so that that the F_{table} is 1.96. If the F_{table} price is compared with

F_{count}, $F_{count} < F_{table}$ or $1.52 < 1.96$. Then it can be said that the data for both classes is **homogenous**

   2. Homogeneity Testing Of Post-Test

$$F = \frac{HightestVariant}{LowestVariant}$$

$$\frac{9.04}{7.78} = 1.16$$

Then F_{table} for dk numerator (V1) = n-1= 29-1= 28 and dk denominator (V2)= n-1= 28-1= 24 at significant level α = 0.05 is not contained in the table. There for we use the formula = FINV (probability;deg_freedom1;_deg_freedom2) in Microsoft excel, so that that the F_{table} is 1.834. If the F_{table} price is compared with F_{count}, $F_{count} < F_{table}$ or $1.16 < 1.96$. Then it can be said that the data for both classes is **homogenous.**

4.2.3 Hypothesis Testing

Having finished doing data processing above, the next step is by doing hyphotesis test. Based on the result of test of normality and homogeneity test that have been conducted, the data showed normal and homogeneous. So, that it can continue testing balance or avarage similarity test using t-test.

And the analysis was computed by applying the t-test formula to discover the hypothesis of this research was accepted or rejected. The formula stated as the following:

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

with :

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

Where:

t = wide area achieved

n1 = Many students in the experimental group sample

n2 = Many students in the control group sample

S_1^2 = Standard deviation experimental group

S_2^2 = Standard deviation of the control group

S^2 = Combined variance of S1 and S2

$\bar{X}_1$ = Average student scores of the experimental group

X_2 = Average score of control group students

from processing of the data is known:

$\bar{X}1 = 76.55$

$\bar{X}2 = 67.5$

$S1^2 = 9.04$

$S_2{}^2 = 7.78$

$n_1 = 29$

$n_2 = 24$

combined varience (S^2) :

$$S2 = \frac{(n_1-1)\, S_1{}^2 + (n_2-1)\, S_2{}^2}{n_1 + n_2 - 2}$$

$$S2 = \frac{(29-1)9.04 + (24-1)7.78}{29 + 24 - 2}$$

$$S2 = \frac{253.12 + 178.94}{29 + 24 - 2}$$

$$S2 = \frac{432.06}{51}$$

$$S2 = 8.47$$

$$S = \sqrt{8.47}$$

$$S = 2.91$$

$$t\ count = \frac{\bar{X}1 - \bar{X}2}{S\sqrt{\frac{1}{n1} + \frac{1}{n2}}}$$

$$tcount = \frac{76.55 - 67.5}{2.91\sqrt{\frac{1}{29} + \frac{1}{24}}}$$

$$tcount = \frac{9.05}{(2.91).(0.0761)}$$

$$tcount = \frac{9.05}{(2.91).(0.0761)}$$

$$tcount = \frac{9.05}{0.8025}$$

$$tcount = 11.277$$

from the computation above, it can be seen that $t_{observed} = 11.277$. The testing hypothesis is conducted in order to find out whether that hypothesis is accepted or rejected. The basis of testing hypothesis is that H_a is accepted if the $t_{count} > t_{table}$. In this study the calculation of the scores uses t-test for the degree of

freedom 51 (df= 29+24-2) at the level of significant 0.05 that the critical value is 2.000.

after the scores were calculated, it was found that in this study the $t_{count}$is higher than the t_{table}. It can be seen as follow:

t_{count}> t_{table}($\alpha = 0.05$) with df 51

$11.277 > 2.000$

From this result showed that null hypothesis was rejected, the hypothesis fomulated as " there is significant influence of using direct interaction strategy in teaching reading comprehension". It means that interaction strategy significantly influence students'reading comprehension in narrative text. It was shown by the data from post-test in experiment class (76.55) is higher than post-test in control class (67.5).

4.3 DISCUSSION

There was a significant difference on students' reading comprehension in reading narrative test by using Interaction strategy in teaching reading comprehension. The students that were taught by using Interaction Strategy in teaching reading comprehension have higher score than were taught by conventional method.

It was explained in Chapter II that the purpose of Direct Interaction Strategy is teacher and students have a reciprocal effect upon each other through which they say and do. It is supported by Douglas said: In the classroom, the main goal of the interaction between the teacher and the students is transferring knowledge or information. Interaction is the heart of communication. It is in the

interaction what communication all about is found. It can be in the forms of sending messages, receiving them, interpreting them, or negotiating meanings. Communication plays a central role in all classroom activities. Classroom communication is similar to other communication forms. But, the classroom communication differs as a function of unique purposes, environment, and participation form

From the calculation above it found that t-observed = 11,277 whereas the t-table = 2,000. It shows that students' reading comprehension in reading narrative text by using direct interaction strategy was significant at $\alpha = 0,05$. From the result, the researcher found that there was significant of the students' reading comprehension in reading narrative text that were taught by direct interaction strategy. This means that the students' reading comprehension that were taught by direct interaction strategy was better than taught by conventional method.

CHAPTER V

CONCLUSION AND SUGESTION

5.1 Conclusion

Based on the the result of the research, it can be concludes that by using Direct Interaction Strategy in Teaching Reading Comprehension at Eight Grade in MTS Ponpes Darul Quran Medan in academic year of 2020/2021 the researcher takes the conclusion as follow:

1. The students' comprehension in reading text that was taught by using conventional method got mean 50,41 in pre-test with the minimum score was 40 and maximum score was 70. While in post-test got mean 68,5 with the minimum score was 54 and maximum score was 86.

2. The students' comprehension in reading text that was taught by using direct interaction strategy got mean 59,45 in pre-test with the minimum score was 38 and maximum score was 82. While in post-test got mean 76,55 with the minimum score was 62 and maximum score was 92.

3. There is significant effect of using direct interaction strategy in teaching reading comprehension at eight grade. This suppport from The analysis of data, it can be seen the coefficient of $t_{count} = 11,277$ with the level $\alpha = 0.05$, $dk = n_1 + n_2 - 2$. So, $dk = 29 + 24 - 2 = 51$, which the real level of $t_{table} = 2.000$. It was found that the value of $t_{count}(11,277)$ is higher than the value of t_{table} (2,000). It can be seen as follow: 11,277> 2,000 this result showed that null hypothesis was rejected, the hypothesis formulated as" there is significant effect of using direct

interaction strategy in teaching reading comprehension in narrative text."

5.2 Suggestion

Based on the conlclusion, the researcher give some suggestions:

1. For the English teachers are suggested to use direct interaction strategy in teaching reading text in order to increase Students' Reading Comprehension in Narrative Text.

2. For the students to increase the ability in reading comprehension by using direct interaction strategy in reading text because it can make students more easily to understand the text, to motivate the students, add the science knowledge, overcome their difficulties in reading text and provide long term support for students's development of reading comprehension.

3. For other researcher who are interested in conducting same research have to explore knowledge in order to give benefit on the research result.

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LESSON PLAN

EXPERIMENT CLASS

School   **: MTS Ponpes Darul Quran Medan**

Subject   **: English**

Class/ Semester **: VIII-1 / 1**

Language Skill **: Reading**

Topic   **: Cinderella**

Time Allocation **: 2x40 Minutes**

A. Comptence Standard

  To understand the meaning of short narrative text in daily live context and access knowledge.

B. Basic Competence

  To answer the meaning in the essay that utilizes type written text precisely, eloquently, and accurately in daily live context and access knowledge.

C. Indicator

 1. To know the social function of narrative text.

 2. To know the specific information of narrative text.

 3. To know content of narrative text.

D. Teaching Objectives

At the end of the learning process, it is hopped that:

1. Students are can know the social function of narrative text.

2. Students are can know the specific information of narrative text.

3. Students are can know content of narrative text.

E. Teaching Material

Narrative Text : A story with complication or problematic events and it tries to find the resolutions to solve the problems.

Social Function　　　: To entertain the reader with the story.

Generic Structure　　:

1. Orientation : Where and when the story happened and introduces the participant of the story, who and what is influenced by b to the story.

2. Complication: Recount the beginning of the matters which leads to the crisis of the main participants.

3. Resolution : The matter is resolved, either in a happy ending or in a sad ending.

4. Re-orientation　　 : Closing remark to the story and it is choose. It is consist of a moral lesson, admonition or teaching from the writer.

Language Feature

1. Utilizing partion action verb

Example　　 : climbed, turned, etc.

2. Utilizing specific noun as pronoun of person, animal in the story.

Example　　 : The king, the queen, etc.

3. Utilizing adjectives which are for noun phrase.

Example   : long black hair, two red apples, etc.

4. Utilizing time connectives and conjunction to arrange the events.

Example   : Then, before, after, etc.

5.   Utilizing adverb and adverbial phrase to show the location of events.

Example   : Here, in the mountain, ever after, etc.

6. Utilizing dialogue to obtain an emotional answer from the reader.

7. Utilizing past tense.

8. Utilizing of kind of simple, compound and complex sentences.

F. Teaching Method

Direct Interaction Strategy

G. Teaching Learning Activities

No.	Activity	Time
1.	**Opening Activities** • Teacher greets the students by asking "Good morning? How are you? Teacher requires the class monitor to lead the prayer for beginning the study. • Teacher checks students' attendance. • Teacher illustrates about what the class is going to do in the meeting.	5 Minutes
2.	**Main Activities** • Teacher will offer several texts to students, and then the	40 Minutes

	students will choose one of the texts.	
	• Teacher will offer an object to students will observes and personalize the object.	
	• Teacher will summon the students to inform all the questions in their opinion about the object.	
	• Teacher and students read the text together with, teacher read aloud. There will be a rich discussion and interaction around the text.	
	• Students look for the information about the topic for additional questions and for answer to questions.	
	• Students share information and opinion through the utilize of group projects, or oral report what they have learned.	
3.	**Closing** • Teacher concludes the material of the lesson. Teacher will offer repair and strengthening to the students. • Teacher close the class and reminds the students to study again at home what they have learned in the class.	**5 Minutes**

H.   Material / Source

1. Material

    - Cinderella

    - Snow White

    - The lion and the mouse

2. Source

    - English Book

    - Narrative Text

    - Internet

I. Assessment

    - Technique   : Test

    - Form   : Answer question

    - Instrument   :

Cinderella

Upon a time, there was a young girl named Cinderella. She lived with her step mother and two step sisters.

The step mother and sisters were arrogant and bad tempered. They treated Cinderella not good. Her step mother made Cinderella do the hardest works in the house; like scrubbing brush, washing the plates and preparing breakfast and dinner for the family. The two step sisters did not work about the house like Cinderella did. Their mother just gave to the two step sisters many beautiful dresses to wear.

One day, the two step sister accepted an invitation to the ball that the king's son was going to give at the palace. They were excited about this and spent so much time choosing the dresses they would wear. At last, the day of the ball came, and away went the sisters to it. Cinderella could not help crying after they had left.

"Why are crying, Cinderella?" a voice asked. She looked up and saw her fairy godmother standing beside her, "because I want so much to go to the ball" said Cinderella. "Well" said the godmother, 'you've been such a cheerful, hardworking, uncomplaining girl that I am going to see that you do go to the ball".

Magically, the fairy godmother become different a pumpkin into a fine coach and mice into a coachman and two footmen. Her godmother tapped Cinderella's raged dress with her wand, and it became a beautiful ball gown. Then she gave her a pair of pretty glass slippers. "Now, Cinderella", she said; "You must leave before midnight". Then away she drove in her beautiful coach.

Cinderella was having a wonderfully good time. She danced again and again with the king's son. Suddenly the clock began to strike twelve, she ran toward the door as quickly as she could. In her hurry, one of her glass slipper was left behind. A few days later, the king' son declared that he would marry the girl whose feet fitted the glass slipper. Her step sisters tried on the slipper but it was too small for them, no problem how hard they push dwon their toes into glass slipper. In the end, the king's page let Cinderella try on the slipper. She stuck out her foot and the page slipped the slipper on. It fitted perfectly. Finally, she was

driven to the palace. The king's son was very happy to see Cinderella again. They were married and live happily ever after.

Answer the question based on the text about!

1. With whom did Cinderella live?

2. Who did invite all of the girls in the kingdom for a ball in the castle?

3. Why did Cinderella feel sad and begin to cry?

4. Who did help Cinderella go to the ball?

5. With whom did the Prince finally marry?

Scoring Guide:

$$S = \frac{R}{N} \times 100$$

Where :

S = Score of the test

R = Number of the Correct Answer

N = Number of Test Items

Mengetahui: Medan, 09 November 2020

Kepala Madrasah MTS Darul Quran   Guru Mata Pelajaran

Muji Burrahman Nasution,M.Pd   **Heridayani,S.Pd.M.Hum**

NIP.   NIP.

Mahasiswa

Omivia Mada

Nim.0304162150

LESSON PLAN II

School	**: MTS Ponpes Darul Quran Medan**
Subject	**: English**
Class/ Semester	**: VIII-1 / 1**
Language Skill	**: Reading**
Topic	**: Snow White**
Time Allocation	**: 2x40 Minutes**

A. Comptence Standard

To understand the meaning of short narrative text in daily live context and access knowledge.

B. Basic Competence

To answer the meaning in the essay that utilizes type written text precisely, eloquently, and accurately in daily live context and access knowledge.

C. Indicator

1. To know the social function of narrative text.

2. To know the specific information of narrative text.

3. To know content of narrative text.

D. Teaching Objectives

At the end of the learning process, it is hopped that:

1. Students are able to know the social function of narrative text.

2. Students are able to know the specific information of narrative text.

3. Students are able to know content of narrative text.

E. Teaching Material

Narrative Text : A story with complication or problematic events and it tries to find the resolutions to solve the problems.

Social Function : To entertain the reader with a story.

Generic Structure :

1. Orientation : Where and when the story happened and introduces the participant of the story, who and what is involved to the story.

2. Complication : Recounts the beginning of the matters which leads to the crisis of the main participants.

3. Resolution : The matter is resolved, either in a happy ending or sad ending.

4. Re-orientation : closing remark to the story and it is optional. It is consists of a moral lesson, admonition or teaching from the writer.

Language Feature

1. Utilizing kind action verb

2. Utilizing specific noun as pronoun of person, animal in the story.

3.Utilizing adjectives which are for noun phrase.

4. Utilizing time connectives and conjunction to arrange the events.

5. Utilizing adverb and adverbial phrase to show the location of events.

6. Utilizing dialogue to elicit an emotional response from the reader.

7. Utilizing past tense.

8. Utilizing of type of simple, compound and complex sentences.

F. Teaching Method

Direct Interaction Strategy

G. Teaching Learning Activities

No.	Activity	Time
1.	**Opening Activities** • Teacher greets the students by asking "Good morning? How are you? Teacher requires the class monitor to lead the prayer before starting the lesson. • Teacher checks students' attendance Teacher explanations about what the class is going to do in the meeting.	**5 Minutes**
2.	**Main Activities** • Teacher will offer several texts to students, and then students will choose one of the texts. • Teacher will give an object to the students will observes and personalize the object. • Teacher will invite the students to inform all questions in their opinion about the object in front of class. • Teacher and students read the	**40 Minutes**

	text together with, teacher read aloud. There will be a rich discussion and interaction around the text. • Students looking for the information about the topic for additional questions and for answer to questions. • Students share information and opinion through the utilize of group projects, or oral report what they have learned in the class.	
3.	**Closing** • Teacher concludes the material of the lesson. Teacher will give improvement and reinforcement to the students. • Teacher close the class and reminds the students to study at home again what have learned in the class.	**5 Minutes**

H. Material / Source

1. Material

- Cinderella

- Snow White

- The lion and the mouse

2. Source

- English book

- Narrative text

- Internet

3. Assessment

- Technique   : Test

- Form   : Answer question

- Instrument

Snow White

Once upon a time there lived a little girl named Snow White. Snow White lived with her Aunt and Uncle because her parents were dead. One day she heard her Uncle and Aunt discussing about leaving her in the castle because they both wanted to go to America and they didn't have much money to take Snow White.

Snow White did not want her Uncle and Aunt leaving her,so Snow White established it would be best if she ran away. The next morning she ran away from home when her Aunt and Uncle were having breakfast. She ran away into the woods.

Then she saw this little cottage. She knocked but no one answered so she went inside and fell asleep. Meanwhile, the seven dwarfs were coming home from

work. They went inside. There they found Snow White sleeping. Then Snow White woke up. She saw the dwarfs. The dwarfs said, "What is your name?" Snow White said, "My name is Snow White."

Then, Snow White told the dwarfs the whole story. The dwarfs said, "If you want, you may live here with us.'' Snow White answered, "Oh could I? Thank you." Finally, Snow White and the seven dwarfs lived happily ever after.

Answer the question based on the text about!

1. What type of the text is used by writer?

2. Why Snow White ran away to the woods?

3. When did Snow White run away to the woods?

4. Where did Snow White live after she ran away to the woods?

5. What is the purpose of this text ?

- **Scoring Guide:**

$$S = \frac{R}{N} \times 100$$

Where :

S = Score of the test

R = Number of the Correct Answer

N = Number of Test Items

Mengetahui: Medan, 09 November 2020

Kepala Madrasah MTS Darul Quran   Guru Mata Pelajaran

Muji Burrahman Nasution,M.Pd   **Heridayani,S.Pd.M.Hum**

NIP.   NIP.

                                            Mahasiswa

                                            Omivia Mada

                                            Nim.0304162150

LESSON PLAN III

School   **: MTS Ponpes Darul Quran Medan**

Subject   **: English**

Class/ Semester   **: VIII-1 / 1**

Language Skill   **: Reading**

Topic   **: The Lion and The Mouse**

Time Allocation   **: 2x40 Minutes**

A. Competence Standard

To understand the meaning of short narrative text in daily live context and access knowledge.

B. Basic Competence

To respond the meaning in the essay that uses various written text accurately, fluently, and appropriately in daily live context and access knowledge.

C. Indicator

1. To identify the social function of narrative text.

2. To identify the specific information of narrative text.

3. To identify content of narrative text.

D. Teaching Objectives

At the end of the learning process, it is hopped that:

1. Students are able to identify the social function of narrative text.

2. Students are able to identify the specific information of narrative text.

3. Students are able to identify content of narrative text.

E. Teaching Material

Narrative Text : A story with complication or problematic events and it tries to find the resolutions to solve the problems.

Social Function : To amuse or to entertain the reader with a story.

Generic Structure :

1. Orientation: Where and when the story happened and introduces the participant of the story, who and what is involved to the story.

For example : Once when a lion was asleep, a little mouse began running up and down upon him, this soon awoke the lion, who placed his huge paw upon him and open his big jaws to swallow him.

2. Complication: Tells the beginning of the problems which leads to the crisis of the main participants.

For example : "Pardon, O king," cried the little mouse, "Forgive me this time, I shall never forget it; perhaps I may be able to do you a good turn some of these days".

3. Resolution : The problem (the crisis) is resolved, either in a happy ending or in a sad (tragic) ending.

For example : Sometimes after, the lion was caught in a trap. Some hunters, who wanted to carry him alive to the King, tied him to a tree while they went in search of a wagon to carry him in. Just then, the little mouse happened to pass by the see the sad plight in which the lion was. The little mouse went up to him and soon gnawed away the ropes that bounded the king of the beasts.

4. Re-orientation : closing remark to the story and it is optional. It is consists of a moral lesson, advice or teaching from the writer.

For example : Soon after the little mouse had finished gnawing away the ropes, he asked the lion to run away.

Language Feature

1. Using part action verb

Examples : climbed, turned, brought, etc.

2. Using specific noun as pronoun of person, animal in the story.

 Examples : The king, the queen, etc.

3.Using adjectives which are for noun phrase.

 Examples : long black hair, two red apples, etc.

4. Using time connectives and conjunction to arrange the events.

Examples : Then, before, after, soon, etc.

5.Using adverb and adverbial phrase to show the location of events.

 Examples : Here, in the mountain, ever after, etc.

6. Using dialogue to elicit an emotional response from the reader.

7. Using past tense.

8. Using of variety of simple, compound and complex sentences.

F. Teaching Method

Direct Interaction Strategy

G. Teaching Learning Activities

No.	Activity	Time
1.	**Opening Activities** • Teacher greets the students by asking "Good morning? How are you? What is your feeling	**5 Minutes**

		today?"	
		• Teacher asks the class monitor to lead the prayer.	
		• Teacher checks students' attendance by asking: Who is absent today? Where is she/he?	
		• Teacher explanations about what the class is going to do in the meeting.	
2.	**Main Activities**		**40 Minutes**
	• Teacher will give some texts, then students will choose one of the texts.		
	• Teacher will give an object to the students will observes and personalize the object.		
	• Teacher will invite the students to convey all questions in their mind about the object.		
	• Teacher and students read the text together, teacher read aloud. There will be a rich discussion and interaction around the text.		

	• Students search information about the topic for additional questions and for answer to questions. • Students create graphic organizers to integrate information learned. • Students share information and idea through the use of posters, diagrams, group projects, or oral report what they have learned.	
3.	**Closing** • Teacher concludes the material of the lesson. Teacher will give improvement and reinforcement to the students. • Teacher close the class and reminds the students to study at home.	**5 Minutes**

H. Material / Source

1. Material

- Cinderella

- Snow White

- The lion and the mouse

2. Source

- English book

- Narrative text

- Internet

3. Assessment

- Technique   : Test

- Form   : Answer question

- Instrument   :

The Lion and the Mouse

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

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

Sometimes after, the lion was caught in a trap. Some hunters, who wanted to carry him alive to the King, tied him to a tree while they went in search of a wagon to carry him in. Just then, the little mouse happened to pass by the see

the sad plight in which the lion was. The little mouse went up to him and soon gnawed away the ropes that bounded the king of the beasts. Soon after the little mouse had finished gnawing away the ropes, he asked the lion to run away.

Answer the question based on the text about!

1. What is the best title of the text?

2. What is the moral value of the text?

3. What is the paragraph three mainly tell us?

4. What did the title mouse do to prove his words?

5. What is the second paragraph called?

- **Scoring Guide:**

$$S = \frac{R}{N} \text{ x } 100$$

Where :

S = Score of the test

R = Number of the Correct Answer

N = Number of Test Items

Mengetahui: Medan, 09 November 2020

Kepala Madrasah MTS Darul Quran   Guru Mata Pelajaran

Muji Burrahman Nasution,M.Pd   **Heridayani,S.Pd.M.Hum**

NIP.   NIP.

Mahasiswa

Omivia Mada

Nim.0304162150

School   : MTS Ponpes Darul Quran Medan

Subject   : English

Class/Semester   : VIII-3/1

Language Skills   : Reading

Topic   : Cinderella

Time Allocation   : 2x40 Minutes

A. Comptence Standard

To understand the meaning of short narrative text in daily live context and access knowledge.

B. Basic Competence

To respond the meaning in the essay that uses various written text accurately, fluently, and appropriately in daily live context and access knowledge.

C. Indicator

1. To identify the social function of narrative text.

2. To identify the specific information of narrative text.

3. To identify content of narrative text.

D. Teaching Objectives

At the end of the learning process, it is hopped that:

1. Students are able to identify the social function of narrative text.

2. Students are able to identify the specific information of narrative text.

3. Students are able to identify content of narrative text.

E. Teaching Material

Narrative Text   : A story with complication or problematic events and it tries to find the resolutions to solve the problems.

Social Function   : To amuse or to entertain the reader with a story.

Generic Structure :

1. Orientation   : Where and when the story happened and introduces the participant of the story, who and what is involved to the story.

For example   : Upon a time, there was a young girl named Cinderella. She lived with her step mother abd two step sisters.

2. Complication   : Tells the beginning of the problems which leads to the crisis of the main participants.

For example   : One day, the two step sisters received an invitation to the ball that the king's son was going to give at the place. They were excited about this and spent so much time choosing the dresss they would wear. At last, the day of the ball came, and away went the sisters to it. Cinderella could not help crying after they had left.

3. Resolution   : The problem is resolved, either in a happy ending or in a sad (tragic) ending.

For example   : Magically, the fairy godmother changed a pumpkin into a fine coach and mice into a coachman and two footmen. Her godmother tapped Cinderella's raged dress with her wand, and it became a beautiful ball gown.

Then she gave her a pair of pretty glass slippers. Now, Cinderella, she said :

You must leave before midnight. Then away she drove in her beautiful coach.

4. Re-orientation   : Closing remark to the story and it is optional. It is consist

   of a moral lesson, advice or teaching from the writer.

   For example   : Finally, she was driven to the palace. The king's son was

   overjoyed to see her again. They were married and live happily ever after.

Language Feature

1.   Using part action verb

Example   : climbed, turned, brought, etc.

2.   Using specific noun as pronoun of person, animal in the story.

Example   : The king, the queen, etc.

 3. Using adjectives which are for noun phrase.

 Example   : long black hair, two red apples, etc.

4.   Using time connectives and conjunction to arrange the events.

Example   : Then, before, after, soon, etc.

5.   Using adverb and adverbial phrase to show the location of events.

Example   : Here, in the mountain, ever after, etc.

6. Using dialogue to elicit an emotional response from the reader.

7.   Using past tense.

8.   Using of variety of simple, compound and complex sentences.

F. Teaching Method

Conventional Method

G. Teaching Learning Activities

No.	Activity	Time
1.	**Opening Activities** • Teacher greets the students by asking "Good morning? How are you? What is your feeling today?" • Teacher asks the class monitor to lead the prayer. • Teacher checks students' attendance by asking: Who is absent today? Where is she/he? • Teacher explanations about what the class is going to do in the meeting.	**5 Minutes**
2.	**Main Activities** • Teacher will give text to the students. • Teacher will ask the students to read the text. • Teacher will explain about the reading passage and will ask the students to listen carefully, because they have to be able to	**40 Minutes**

	comprehend the text.		
	• Teacher will ask the students to translate the passage and will answer the question.		
	• Teacher will ask students to find out the difficult words and will answer the question from the text.		
	• Teacher will students to give his answer and other students will check the answer.		
	• Teacher will try to close the students were asked to mention vocabulary and will try to find out some difficult words. The function is to know how far the students comprehend the text.		
3.	**Closing** • Teacher concludes the material of the lesson. • Teacher close the class and reminds the students to study at home.	**5 Minutes**	

H. Material / Source

1. Material

- Cinderella

- Snow White

- The lion and the mouse

2. Source

- English Book

- Narrative Text

- Internet

3. Assessment

- Technique   : Test

- Form   : Answer question

- Instrument   :

Cinderella

Upon a time, there was a young girl named Cinderella. She lived with her step mother and two step sisters.

The step mother and sisters were conceited and bad tempered. They treated Cinderella very badly. Her step mother made Cinderella do the hardest works in the house; such as scrubbing the floor, cleaning the pot and pan and preparing the food for the family. The two step sisters, on the other hand, did not work about the house. Their mother gave them many handsome dresses to wear.

One day, the two step sister received an invitation to the ball that the king's son was going to give at the palace. They were excited about this and spent so much time choosing the dresses they would wear. At last, the day of the ball

came, and away went the sisters to it. Cinderella could not help crying after they had left.

"Why are crying, Cinderella?" a voice asked. She looked up and saw her fairy godmother standing beside her, "because I want so much to go to the ball" said Cinderella. "Well" said the godmother, 'you've been such a cheerful, hardworking, uncomplaining girl that I am going to see that you do go to the ball".

Magically, the fairy godmother changed a pumpkin into a fine coach and mice into a coachman and two footmen. Her godmother tapped Cinderella's raged dress with her wand, and it became a beautiful ball gown. Then she gave her a pair of pretty glass slippers. "Now, Cinderella", she said; "You must leave before midnight". Then away she drove in her beautiful coach.

Cinderella was having a wonderfully good time. She danced again and again with the king's son. Suddenly the clock began to strike twelve, she ran toward the door as quickly as she could. In her hurry, one of her glass slipper was left behind. A few days later, the king' son proclaimed that he would marry the girl whose feet fitted the glass slipper. Her step sisters tried on the slipper but it was too small for them, no matter how hard they squeezed their toes into it. In the end, the king's page let Cinderella try on the slipper. She stuck out her foot and the page slipped the slipper on. It fitted perfectly. Finally, she was driven to the palace. The king's son was overjoyed to see her again. They were married and live happily ever after.

Answer the question based on the text about!

1. With whom did Cinderella live?

2. Who did invite all of the girls in the kingdom for a ball in the castle?

3. Why did Cinderella feel sad and begin to cry?

4. Who did help Cinderella go to the ball?

5. With whom did the Prince finally marry?

Scoring Guide:

$$S = \frac{R}{N} \text{ x } 100$$

Where :

S = Score of the test

R = Number of the Correct Answer

N = Number of Test Items

Mengetahui:	Medan, 09 November 2020
Kepala Madrasah MTS Darul Quran	Guru Mata Pelajaran

Muji Burrahman Nasution,M.Pd   **Heridayani,S.Pd.M.Hum**

NIP.   NIP.

Mahasiswa

Omivia Mada

Nim.0304162150

LESSON PLAN II

School   : MTS Ponpes Darul Quran Medan

Subject   : English

Class/ Semester   : VIII-3 / 1

Language Skill   : Reading

Topic   : Snow White

Time Allocation   : 2x40 Minutes

A. Comptence Standard

To understand the meaning of short narrative text in daily live context and access knowledge.

B. Basic Competence

To respond the meaning in the essay that uses various written text accurately, fluently, and appropriately in daily live context and access knowledge.

C. Indicator

4. To identify the social function of narrative text.

5. To identify the specific information of narrative text.

6. To identify content of narrative text.

D. Teaching Objectives

At the end of the learning process, it is hopped that:

4. Students are able to identify the social function of narrative text.

5. Students are able to identify the specific information of narrative text.

6. Students are able to identify content of narrative text.

E. Teaching Material

Narrative Text : A story with complication or problematic events and it tries to find the resolutions to solve the problems.

Social Function : To amuse or to entertain the reader with a story.

Generic Structure :

5. Orientation : Where and when the story happened and introduces the participant of the story, who and what is involved to the story.

For example : Upon a time, there was a young girl named Cinderella. She lived with her step mother abd two step sisters.

6. Complication : Tells the beginning of the problems which leads to the crisis of the main participants.

For example : One day she heard her Uncle and Aunt talking about leaving Snow White in the castle because they both wanted to go to America and they didn't have enough money to take Snow White.

7. Resolution : The problem (the crisis) is resolved, either in a happy ending or in a sad (tragic) ending.

For example : Snow White did not want her Uncle and Aunt to do this so she decided it would be best if she ran away. The next morning she ran away from home when her Aunt and Uncle were having breakfast. She ran away into the woods.

8. Re-orientation : closing remark to the story and it is optional. It is consists of a moral lesson, advice or teaching from the writer.

For example : Finally, Snow White and the seven dwarfs lived happily ever after.

Language Feature

1. Using part action verb

Examples : climbed, turned, brought, etc.

2. Using specific noun as pronoun of person, animal in the story.

Examples : The king, the queen, etc.

3.Using adjectives which are for noun phrase.

Examples : long black hair, two red apples, etc.

4. Using time connectives and conjunction to arrange the events. Examples :

Then, before, after, soon, etc.

5. Using adverb and adverbial phrase to show the location of events. Examples :

Here, in the mountain, ever after, etc.

6. Using dialogue to elicit an emotional response from the reader.

7. Using past tense.

8. Using of variety of simple, compound and complex sentences.

I. **Teaching Method**

Conventional Method

J. **Teaching Learning Activities**

No.	Activity	Time
1.	**Opening Activities** • Teacher greets the students by asking "Good morning? How are you? What is your feeling	**5 Minutes**

	today?" • Teacher asks the class monitor to lead the prayer. • Teacher checks students' attendance by asking: Who is absent today? Where is she/he? • Teacher explanations about what the class is going to do in the meeting.	
2.	**Main Activities** • Teacher will give text to the students. • Teacher will ask the students to read the text. • Teacher will explain about the reading passage and will ask the students to listen carefully, because they have to be able to comprehend the text. • Teacher will ask the students to translate the passage and will answer the question. • Teacher will ask students to find out the difficult words and	**40 Minutes**

	will answer the question from the text.	
	• Teacher will students to give his answer and other students will check the answer.	
	• Teacher will try to close the students were asked to mention vocabulary and will try to find out some difficult words. The function is to know how far the students comprehend the text.	
3.	**Closing** • Teacher concludes the material of the lesson. • Teacher close the class and reminds the students to study at home.	**6 Minutes**

F. Material / Source

4. Material

• Cinderella

• Snow White

• The lion and the mouse

5. Source

- English book

- Narrative text

- Internet

6. Assessment

- Technique   : Test

- Form   : Answer question

- Instrument

Snow White

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

Snow White did not want her Uncle and Aunt to do this so she decided it would be best if she ran away. The next morning she ran away from home when her Aunt and Uncle were having breakfast. She ran away into the woods.

Then she saw this little cottage. She knocked but no one answered so she went inside and fell asleep. Meanwhile, the seven dwarfs were coming home from work. They went inside. There they found Snow White sleeping. Then Snow White woke up. She saw the dwarfs. The dwarfs said, "What is your name?" Snow White said, "My name is Snow White."

Then, Snow White told the dwarfs the whole story. The dwarfs said, "If you want, you may live here with us.'' Snow White answered, "Oh could I? Thank you." Finally, Snow White and the seven dwarfs lived happily ever after.

Answer the question based on the text about!

1. What type of the text is used by writer?

2. Why Snow White ran away to the woods?

3. When did Snow White run away to the woods?

4. Where did Snow White live after she ran away to the woods?

5. What is the purpose of this text ?

- **Scoring Guide:**

$$S = \frac{R}{N} \times 100$$

Where :

S = Score of the test

R = Number of the Correct Answer

N = Number of Test Items

Mengetahui: Medan, 09 November 2020

Kepala Madrasah MTS Darul Quran   Guru Mata Pelajaran

Muji Burrahman Nasution,M.Pd   **Heridayani,S.Pd.M.Hum**

NIP.   NIP.

Mahasiswa

Omivia Mada

Nim.0304162150

LESSON PLAN III

School   **: MTS Ponpes Darul Quran Medan**

Subject   **: English**

Class/ Semester   **: VIII-3 / 1**

Language Skill   **: Reading**

Topic   **: The Lion and The Mouse**

Time Allocation   **: 2x40 Minutes**

A. Competence Standard

To understand the meaning of short narrative text in daily live context and access knowledge.

B. Basic Competence

To respond the meaning in the essay that uses various written text accurately, fluently, and appropriately in daily live context and access knowledge.

C. Indicator

4. To identify the social function of narrative text.

5. To identify the specific information of narrative text.

6. To identify content of narrative text.

D. Teaching Objectives

At the end of the learning process, it is hopped that:

4. Students are able to identify the social function of narrative text.

5. Students are able to identify the specific information of narrative text.

6. Students are able to identify content of narrative text.

E. Teaching Material

Narrative Text : A story with complication or problematic events and it tries to find the resolutions to solve the problems.

Social Function   : To amuse or to entertain the reader with a story.

Generic Structure   :

5. Orientation: Where and when the story happened and introduces the participant of the story, who and what is involved to the story.

For example   : Once when a lion was asleep, a little mouse began running up and down upon him, this soon awoke the lion, who placed his huge paw upon him and open his big jaws to swallow him.

6. Complication: Tells the beginning of the problems which leads to the crisis of the main participants.

For example   : "Pardon, O king," cried the little mouse, "Forgive me this time, I shall never forget it; perhaps I may be able to do you a good turn some of these days".

7. Resolution : The problem (the crisis) is resolved, either in a happy ending or in a sad (tragic) ending.

For example   : Sometimes after, the lion was caught in a trap. Some hunters, who wanted to carry him alive to the King, tied him to a tree while they went in search of a wagon to carry him in. Just then, the little mouse happened to pass by the see the sad plight in which the lion was. The little mouse went up to him and soon gnawed away the ropes that bounded the king of the beasts.

8. Re-orientation : closing remark to the story and it is optional. It is consists of a moral lesson, advice or teaching from the writer.

For example : Soon after the little mouse had finished gnawing away the ropes, he asked the lion to run away.

E. Language Feature

1. Using part action verb

Examples : climbed, turned, brought, etc.

2. Using specific noun as pronoun of person, animal in the story.

Examples : The king, the queen, etc.

3.Using adjectives which are for noun phrase.

Examples : long black hair, two red apples, etc.

4. Using time connectives and conjunction to arrange the events.

Examples : Then, before, after, soon, etc.

5.Using adverb and adverbial phrase to show the location of events.

Examples : Here, in the mountain, ever after, etc.

6. Using dialogue to elicit an emotional response from the reader.

7. Using past tense.

8. Using of variety of simple, compound and complex sentences.

F. Teaching Method

Conventional Method

G. Teaching Learning Activities

No.	Activity	Time
1.	**Opening Activities** • Teacher greets the students by asking "Good morning? How are you? What is your feeling	**5 Minutes**

		today?"	
		• Teacher asks the class monitor to lead the prayer.	
		• Teacher checks students' attendance by asking: Who is absent today? Where is she/he?	
		• Teacher explanations about what the class is going to do in the meeting.	
2.	**Main Activities**		**40 Minutes**
	• Teacher will give text to the students.		
	• Teacher will ask the students to read the text.		
	• Teacher will explain about the reading passage and will ask the students to listen carefully, because they have to be able to comprehend the text.		
	• Teacher will ask the students to translate the passage and will answer the question.		
	• Teacher will ask students to find out the difficult words and		

	will answer the question from the text. - Teacher will students to give his answer and other students will check the answer. - Teacher will try to close the students were asked to mention vocabulary and will try to find out some difficult words. The function is to know how far the students comprehend the text.		
3.	**Closing** - Teacher concludes the material of the lesson. - Teacher close the class and reminds the students to study at home.	**7 Minutes**	

H.   Material / Source

4. Material

- Cinderella

- Snow White

- The lion and the mouse

5. Source

- English book

- Narrative text

- Internet

6. Assessment

- Technique   : Test

- Form   : Answer question

- Instrument   :

The Lion and the Mouse

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

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

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

Answer the question based on the text about!

1. What is the best title of the text?

2. What is the moral value of the text?

3. What is the paragraph three mainly tell us?

4. What did the title mouse do to prove his words?

5. What is the second paragraph called?

- **Scoring Guide:**

$$S = \frac{R}{N} \times 100$$

Where :

S = Score of the test

R = Number of the Correct Answer

N = Number of Test Items

Mengetahui: Medan, 09 November 2020

Kepala Madrasah MTS Darul Quran   Guru Mata Pelajaran

Muji Burrahman Nasution,M.Pd   **Heridayani,S.Pd.M.Hum**

NIP.   NIP.

Mahasiswa

Omivia Mada

Nim.030416215

Name :

Class :

Time   : 45 Minutes

PRE TEST

Based on the text below! Choose the correct answer based on the following text.

Text 1

This text for question no 1-5

Cinderella

Upon a time, there was a young girl named Cinderella. She lived with her step mother and two step sisters.

The step mother and sisters were conceited and bad tempered. They treated Cinderella very badly. Her step mother made Cinderella do the hardest works in the house; such as scrubbing the floor, cleaning the pot and pan and preparing the food for the family. The two step sisters, on the other hand, did not work about the house. Their mother gave them many handsome dresses to wear.

One day, the two step sister received an invitation to the ball that the king's son was going to give at the palace. They were excited about this and spent so much time choosing the dresses they would wear. At last, the day of the ball came, and away went the sisters to it. Cinderella could not help crying after they had left.

"Why are crying, Cinderella?" a voice asked. She looked up and saw her fairy godmother standing beside her, "because I want so much to go to the ball" said

Cinderella. "Well" said the godmother, 'you've been such a cheerful, hardworking, uncomplaining girl that I am going to see that you do go to the ball".

Magically, the fairy godmother changed a pumpkin into a fine coach and mice into a coachman and two footmen. Her godmother tapped Cinderella's raged dress with her wand, and it became a beautiful ball gown. Then she gave her a pair of pretty glass slippers. "Now, Cinderella", she said; "You must leave before midnight". Then away she drove in her beautiful coach.

Cinderella was having a wonderfully good time. She danced again and again with the king's son. Suddenly the clock began to strike twelve, she ran toward the door as quickly as she could. In her hurry, one of her glass slipper was left behind. A few days later, the king' son proclaimed that he would marry the girl whose feet fitted the glass slipper. Her step sisters tried on the slipper but it was too small for them, no matter how hard they squeezed their toes into it. In the end, the king's page let Cinderella try on the slipper. She stuck out her foot and the page slipped the slipper on. It fitted perfectly. Finally, she was driven to the palace. The king's son was overjoyed to see her again. They were married and live happily ever after.

Question and Answer

1. With whom did Cinderella live ?

    a. Her father and her stepmother

    b. Her stepmother and her stepsister

    c. Her stepmother and her stepfather

    d. Her step mother and her two stepsisters

2. Who did invite all of the girls in the kingdom for a ball in the castle ?

   a. The King's son

   b. The Prince

   c. The Princess

   d. The Knight

3. Why did Cinderella feel sad and begin to cry ?

   a. Because her stepsisters angry with her

   b. Because she was invited to go to the ball and she did't come it

   c. Because her stepmother asked her to join the ball

   d. Because her stepsisters asked her to stay at home and do a lot of housework

4. Who did help Cinderella go to the ball

   a. Fairy godmother

   b. Her price

   c. Her stepsisters

   d. The king

5. With whom did the Price finally marry ?

   a. Cinderella's stepsister

   b. Cinderella

   c. Cinderella's stepmother

   d. Fairy godmother

Text II

This text for question number 6-10

Snow White

Once upon a time there lived a little girl named Snow White. She lived with her Aunt and Uncle because her parents were dead.

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

Snow White did not want her Uncle and Aunt to do this so she decided it would be best if she ran away. The next morning she ran away from home when her Aunt and Uncle were having breakfast. She ran away into the woods.

She was very tired and hungry. Then she saw this little cottage. She knocked but no one answered so she went inside and fell asleep.

Meanwhile, the seven dwarfs were coming home from work. They went inside. There they found Snow White sleeping. Then Snow White woke up. She saw the dwarfs. The dwarfs said, "What is your name?" Snow White said, "My name is Snow White."

Then, Snow White told the dwarfs the whole story. The dwarfs said, "If you want, you may live here with us.'' Snow White answered, "Oh could I? Thank you." Finally, Snow White and the seven dwarfs lived happily ever after.

Question and Answer

6. What type of the text is used by the writer ?

   a. Narrative

   b. Report

c. Anecdote

d. Comparative

7. Why Snow White run away to the woods ?

a. Her parents passed away

b. Her uncle was angry

c. Her uncle and aunt would go to America

d. Snow White was happy to run away

8. When did Snow White run away to the woods ?

a. In the afternoon

b. In the morning

c. In the evening

d. In the full moon

9. Where did Snow White live after she run away to the woods ?

a. She lived in the cave

b. She lived in the lion nest

c. She lived everywhere in the woods

d. She lived in the dwarfs' cottage

10. The communicative purpose of this text is……

a. To inform the readers about important and newsworthy events

b. To entertain readers with fairy tale

c. To share an account of an unusual event

d. To persuade readers to accept his / her opinions

TEXT III

This text for question 10-15

The Lion and the Mouse

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

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

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

Question and Answer

11. What is the best title of the text ?

    a. Lion and Mouse

    b. The little mouse

    c. The lion and the mouse

    d. The little lion

12. What is the moral value of the text ?

    a. Don't look at someone because of his clothes

b. It is best fir prepare for the days of necessity

c. Common people may prove great ones

d. United we stand , divided we fall

13. Paragraph three mainly tells us that......

a. The little mouse asked for forgiveness

b. The hunters carried the lion alive to the king

c. The lion was tied to a tree by the hunters

d. The little mouse could prove that he could help the lion

14. What did the little mouse do to prove his words ?

a. He would never forget the lion

b. He tried hard to help the lion free

c. He run up and dlown upon the lion

d. He asked for apology to the King of the best

15. The second paragraph is called....

a. Orientation

b. Complication

c. Resolution

d. Identification

Essay: Read the Above Text and Answer the Questions!

1. With whom did Snow White live?

2. What made the lion woke up from his sleep?

3. Why Snow White ran away to the woods?

4. What the mouse said the lion after rescuing him from the hunter's trap?

5. Who helped the lion from the trap of some hunters?

6. What the fairy godmother said to Cinderella after giving a beautiful pair of glass slippers to Cinderella?

7. What did the King's son feel after seeing Cinderella again?

Name :

Class :

Time   : 45 Minutes

POST TEST

Based on the text below! Choose the correct answer based on the following text

Text 1

This text for question 1-5

The Lion and the Mouse

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

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

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

Question and Answer

1. The second paragraph is called…….

   a. Orientation

   b. Complication

   c. Resolution

   d. Identification

2. What is the best title of the text ?

   a. Lion and Mouse

   b. The little Mouse

   c. The Lion and the Mouse

   d. The little Lion

3. Paragraph three mainly tells us that……

   a. The little mouse asked for forgiveness

   b. The hunters carried the lion alive to the king

   c. The lion was tied to a tree by the hunters

   d. The little mouse could prove that he could help the lion

4. What is the moral value of the text ?

   a. Don't look at someone because of his clothes

   b. It is best for prepare for the days of necessity

   c. Common people may prove great ones

   d. United was stand divided we fall

5. What did the little mouse do to prove his words ?

   a. He would never forget the lion

   b. He tried hard to help the lion free

  c. He ran up and down upon the lion

  d. He asked for apology to the king of the best

Text II

This text for question No.6-10

<div align="center">

Cinderella
</div>

  Upon a time, there was a young girl named Cinderella. She lived with her step mother and two step sisters.

  The step mother and sisters were conceited and bad tempered. They treated Cinderella very badly. Her step mother made Cinderella do the hardest works in the house; such as scrubbing the floor, cleaning the pot and pan and preparing the food for the family. The two step sisters, on the other hand, did not work about the house. Their mother gave them many handsome dresses to wear.

  One day, the two step sister received an invitation to the ball that the king's son was going to give at the palace. They were excited about this and spent so much time choosing the dresses they would wear. At last, the day of the ball came, and away went the sisters to it. Cinderella could not help crying after they had left.

  "Why are crying, Cinderella?" a voice asked. She looked up and saw her fairy godmother standing beside her, "because I want so much to go to the ball" said Cinderella. "Well" said the godmother, 'you've been such a cheerful, hardworking, uncomplaining girl that I am going to see that you do go to the ball".

Magically, the fairy godmother changed a pumpkin into a fine coach and mice into a coachman and two footmen. Her godmother tapped Cinderella's raged dress with her wand, and it became a beautiful ball gown. Then she gave her a pair of pretty glass slippers. "Now, Cinderella", she said; "You must leave before midnight". Then away she drove in her beautiful coach.

Cinderella was having a wonderfully good time. She danced again and again with the king's son. Suddenly the clock began to strike twelve, she ran toward the door as quickly as she could. In her hurry, one of her glass slipper was left behind. A few days later, the king' son proclaimed that he would marry the girl whose feet fitted the glass slipper. Her step sisters tried on the slipper but it was too small for them, no matter how hard they squeezed their toes into it. In the end, the king's page let Cinderella try on the slipper. She stuck out her foot and the page slipped the slipper on. It fitted perfectly. Finally, she was driven to the palace. The king's son was overjoyed to see her again. They were married and live happily ever after..

Question and Answer

6. With whom did the price finally marry ?

   a. Cinderella's stepsister

   b. Cinderella

   c. Cinderella

   d. Fairy godmother

7. With whom did Cinderella live ?

   a. Her father and her stepmother

   b. Her stepmother and her stepsister

c. Her stepmother and her stepfather

d. Her step mother and her two stepsisters

8. Who did invite all of the girls in the kingdom for a ball in the castle ?

a. The King's son

b. The Prince

c. The Princess

d. The Knight

9. Why did Cinderella feel sad and begin to cry ?

a. Because her stepsisters angry with her

b. Because she was invited to go to the ball and she did't come it

c. Because her stepmother asked her to join the ball

d. Because her stepsisters asked her to stay at home and do a lot of housework

10. Who did help Cinderella go to the ball

a. Fairy godmother

b. Her price

c. Her stepsisters

d. The king

TEXT III

This text for question number 10-15

Snow White

Once upon a time there lived a little girl named Snow White. She lived with her Aunt and Uncle because her parents were dead.

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

Snow White did not want her Uncle and Aunt to do this so she decided it would be best if she ran away. The next morning she ran away from home when her Aunt and Uncle were having breakfast. She ran away into the woods.

She was very tired and hungry. Then she saw this little cottage. She knocked but no one answered so she went inside and fell asleep.

Meanwhile, the seven dwarfs were coming home from work. They went inside. There they found Snow White sleeping. Then Snow White woke up. She saw the dwarfs. The dwarfs said, "What is your name?" Snow White said, "My name is Snow White."

Then, Snow White told the dwarfs the whole story. The dwarfs said, "If you want, you may live here with us.'' Snow White answered, "Oh could I? Thank you." Finally, Snow White and the seven dwarfs lived happily ever after.

Question and Answer

11. The communicative purpose of this text is….

   a. To inform the readers about important and newsworthy events

   b. To entertain readers with fairy tale

c. To share an account of an unusual event

d. To persuade readers to accept his / her opinions

12. What type of the text is used by the writer ?

a. Narrative

b. Report

c. Anecdote

d. Comparative

13. When did Snow White run away to the woods ?

a. In the afternoon

b. In the morning

c. In the evening

d. In the full moon

14. Where did Snow White live after she ran away to the woods ?

a. She lived in the cave

b. She lived in the lion nest

c. She lived everywhere in the woods

d. She lived in the dwarf's cottage

15. Why Snow White run away to the woods ?

a. Her parents passed away

b. Her uncle was angry

c. Her uncle and aunt would go to America

d. Snow White was happy to run away

Essay: Read the Above Text and Answer the Question!

1. With whom did Snow White live?

2. What made the lion woke up from his sleep?

3. Why Snow White ran away to the woods ?

4. What the mouse said to the lion after rescuing him from the hunter's trap?

5. Who helped the lion from the trap of some hunters?

6. What the fairy godmother said to Cinderella after giving a beautiful pair of glass slippers to Cinderella?

7. What did the King's son feel after seeing Cinderella again?

APPENDIX 5

THE STUDENTS' INITIAL NAME OF EXPERIMENT CLASS

No	Initial Name	Gender
1	ASDA	F
2	AM	F
3	BRH	F
4	H	F
5	HA	F
6	IZ	F
7	IZ	F
8	KHFH	F
9	LIJ	F
10	MA	F
11	M	F
12	MAA	F
13	MPS	F
14	NW	F
15	NSR	F
16	NS	F
17	NSA	F
18	NAW	F
19	RKR	F
20	SSS	F
21	SFA	F
22	SF	F
23	STY	F
24	SA	F
25	SAF	F
26	WBA	F
27	WM	F
28	WFR	F
29	ZIA	F
Total	**Female = 29**	

APPENDIX 6 :

THE STUDENTS' INITIAL NAME OF CONTROL CLASS

No	Initial Name	Gender
1	AA	M
2	AAA	M
3	AAHS	M
4	AHA	M
5	FHR	M
6	FIN	M
7	FA	M
8	F	M
9	HRL	M
10	IMN	M
11	MA	M
12	MAR	M
13	MIF	M
14	MAFA	M
15	MZH	M
16	MRH	M
17	RAM	M
18	RTL	M
19	RFH	M
20	RA	M
21	SYR	M
22	TN	M
23	TRN	M
24	WM	M
Total	Male = 24	

APPENDIX 7

THE CRITICAL VALUE LILIEFORS TEST

Ukuran Sampel	Taraf Nyata (α)				
	0,01	0,05	0,10	0,15	0,20
n = 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	0,022	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
n > 30	$\dfrac{1,031}{\sqrt{n}}$	$\dfrac{0,886}{\sqrt{n}}$	$\dfrac{0,805}{\sqrt{n}}$	$\dfrac{0,768}{\sqrt{n}}$	$\dfrac{0,736}{\sqrt{n}}$

Source : Sudjana. 2005. *Merode Stattitika*. Bandung: Trasito

APPENDIX 8

TABLE OF T DISTRIBUTION

$v = dk$
(Bilangan Dalam Badan Daftar Menyatakan tp)

v	$t_{0.995}$	$t_{0.99}$	$t_{0.975}$	$t_{0.95}$	$t_{0.90}$	$t_{0.80}$	t_{075}	t_{070}	$t_{0.60}$	$t_{0.55}$
1	63,66	31,82	12,71	6,31	3,08	1,376	1,000	0,727	0,325	0,158
2	9,92	6,96	4,30	2,92	1,89	1,061	0,816	0,617	0,289	0,142
3	5,84	4,54	3,18	2,35	1,64	0,978	0,765	0,584	0,277	0,137
4	4,60	3,75	2,78	2,13	1,53	0,941	0,741	0,569	0,271	0,134
5	4,03	3,36	2,75	2,02	1,48	0,920	0,727	0,559	0,267	0,132
6	3,71	3,14	2,45	1,94	1,44	0,906	0,718	0,553	0,265	0,131
7	3,50	3,00	2,36	1,90	1,42	0,896	0,711	0,549	0,263	0,130
8	3,36	2,90	2,31	1,86	1,40	0,889	0,706	0,546	0,262	0,130
9	3,25	2,82	2,26	1,83	1,38	0,883	0,703	0,543	0,261	0,129
10	3,17	2,76	2,23	1,81	1,37	0,879	0,700	0,542	0,260	0,129
11	3,11	2,72	2,20	1,80	1,36	0,876	0,697	0,540	0,260	0,129
12	3,06	2,68	2,18	1,78	1,36	0,873	0,695	0,539	0,259	0,128
13	3,01	2,65	2,16	1,77	1,35	0,870	0,694	0,538	0,259	0,128
14	2,98	2,62	2,14	1,76	1,34	0,868	0,692	0,537	0,258	0,128
15	2,95	2,60	2,13	1,75	1,34	0,866	0,691	0,536	0,258	0,128
16	2,92	2,58	2,12	1,75	1,34	0,865	0,690	0,535	0,258	0,128
17	2,90	2,57	2,11	1,74	1,33	0,863	0,689	0,534	0,257	0,128
18	2,88	2,55	2,10	1,73	1,33	0,862	0,688	0,534	0,257	0,127
19	2,86	2,54	2,09	1,73	1,33	0,861	0,688	0,533	0,257	0,127
20	2,84	2,53	2,09	1,72	1,32	0,860	0,687	0,533	0,257	0,127
21	2,83	2,52	2,08	1,72	1,32	0,859	0,686	0,532	0,257	0,127
22	2,82	2,51	2,07	1,72	1,32	0,858	0,686	0,532	0,256	0,127
23	2,81	2,50	2,07	1,71	1,32	0,858	0,685	0,532	0,256	0,127
24	2,80	2,49	2,06	1,71	1,32	0,857	0,685	0,531	0,256	0,127
25	2,79	2,48	2,06	1,71	1,32	0,856	0,684	0,531	0,256	0,127
26	2,78	2,48	2,06	1,71	1,32	0,856	0,684	0,531	0,256	0,127
27	2,77	2,47	2,05	1,70	1,31	0,855	0,684	0,531	0,256	0,127
28	2,76	2,47	2,05	1,70	1,31	0,855	0,683	0,530	0,256	0,127
29	2,76	2,46	2,04	1,70	1,31	0,854	0,683	0,530	0,256	0,127
30	2,75	2,46	2,04	1,70	1,31	0,854	0,683	0,530	0,256	0,127
40	2,70	2,42	2,02	1,68	1,30	0,851	0,681	0,529	0,255	0,126
60	2,66	2,39	2,00	1,67	1,30	0,848	0,679	0,527	0,254	0,126
120	2,62	2,36	1,98	1,66	1,29	0,845	0,677	0,526	0,254	0,126
∞	2,58	2,33	1,96	1.645	1,28	0,842	0,674	0,524	0,253	0,126

Source: Sudjana. 2005. *Metoda Statistika*. Bandung: Tarsito

APPENDIX 9

DOCUMENTATION

The process of teaching in experimental class

The Process of Teaching Activity in the Control Class

APPENDIX 10

LETTER OF RESPONSE

MADRASAH TSANAWIYAH
PONDOK PESANTREN DARUL QUR'AN
YIC DARUL QUR'AN JEND. BESAR DR. H. ABD. HARIS NASUTION

Sekretariat: Jl. Dusun I Desa Bandar Klippa Kec. Percut Sei Tuan-Kab. Deli Serdang Sumut Kode Pos 20371
Nomor Statistik Madrasah

1	2	1	2	1	2	0	7	0	1	3	7

SURAT KETERANGAN
Nomor: 718/MTs/PPDQ/XI/2020

Yang bertanda tangan dibawah ini Kepala Madrasah Tsanawiyah Swasta Pondok Pesantren Darul Qur'an, menerangkan dengan sesungguhnya bahwa:

Nama	: Omivia Mada
NIM	: 0304162150
Tempat/Tanggal Lahir	: Terutung Payung, 23 Juni 1997
Program Studi	: Pendidikan Bhs. Inggris

telah kami beri izin untuk melakukan **Riset** di Madrasah Tsanawiyah Swasta Pondok Pesantren Darul Qur'an Kecamatan Percut Sei Tuan pada tanggal 26 Oktober 2020 s/d 09 November 2020 sesuai dengan Surat Izin Kampus Universitas Islam Negeri Sumatera Utara Medan dengan No. **B-12925/ITK/ITK/ITK.V.3/PP.00.9/10/2020**, tanggal 09 Oktober 2020

Demikian keterangan ini dibuat, untuk diketahui dan dipergunakan sebagaimana mestinya

Deli Serdang, 11 November 2020
Kepala Madrasah,

Muji Burahman Nasution, M.Pd

APPENDIX 11 STUDENT WORKSHEET

Experiment Class

Appendix 2

My Name is : Aulia Meutidam

Class : VIII - 1

Time : 15 Minutes

PRE TEST

Based on the text below! Choose the correct answer based on the following text.

Text 1

This text for question no 1-5

Cinderella

Upon a time, there was a young girl named Cinderella. She lived with her step mother and two step sisters.

The step mother and sisters were conceited and bad tempered. They treated Cinderella very badly. Her step mother made Cinderella do the hardest works in the house; such as scrubbing the floor, cleaning the pot and pan and preparing the food for the family. The two step sisters, on the other hand, did not work about the house. Their mother gave them many handsome dresses to wear.

One day, the two step sister received an invitation to the ball that the king's son was going to give at the palace. They were excited about this and spent so much time choosing the dresses they would wear. At last, the day of the ball came, and away went the sisters to it. Cinderella could not help crying after they had left.

"Why are crying, Cinderella?" a voice asked. She looked up and saw her fairy godmother standing beside her, "because I want so much to go to the ball" said

Name : Wan mutiara
Class : VII - I
Time : 30 Minutes

POST TEST

Based on the text below! Choose the correct answer based on the following text

Text 1

This text for question 1-5

The Lion and the Mouse

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

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

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

Question and Answer

1. The second paragraph is called.......
   a. Orientation
   b. Complication
   c. Resolution
   d. Identification

Control Class

B-6
F-9

Appendix 2

Name : Raihan Taqiuddin Luthfi

Class : VIII-A

Time : 15 Minutes

PRE TEST

Based on the text below! Choose the correct answer based on the following text.

Text 1

This text for question no 1-5

Cinderella

Upon a time, there was a young girl named Cinderella. She lived with her step mother and two step sisters.

The step mother and sisters were conceited and bad tempered. They treated Cinderella very badly. Her step mother made Cinderella do the hardest works in the house; such as scrubbing the floor, cleaning the pot and pan and preparing the food for the family. The two step sisters, on the other hand, did not work about the house. Their mother gave them many handsome dresses to wear.

One day, the two step sister received an invitation to the ball that the king's son was going to give at the palace. They were excited about this and spent so much time choosing the dresses they would wear. At last, the day of the ball came, and away went the sisters to it. Cinderella could not help crying after they had left.

"Why are crying, Cinderella?" a voice asked. She looked up and saw her fairy godmother standing beside her, "because I want so much to go to the ball" said

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APPENDIX 3

Name : MHD. ZAKI ULLMAN

Class : VIII - A

Time : 30 Minutes

POST TEST

Based on the text below! Choose the correct answer based on the following text

Text 1

This text for question 1-5

The Lion and the Mouse

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

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

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

Question and Answer

1. The second paragraph is called.......
   a. Orientation
   b. Complication
   c. Resolution
   d. Identification

APPENDIX 12 CURRICULUM VITAE OF RESEARCHER

CURRICULUM VITAE OF RESEARCHER

A. Personal Details

Name   : Omivia Mada

Addres   : DesaAlur Langsat, Kec Tanoh Alas,Kabuapaten

Aceh Tenggara.

Phone   : -

Place &Date of Birth : Terutung Payung, 23 Juni 1997

Religion   : Islam

Nationality   : Indonesia

Gender   : Female

B. Education Details

SDN Lawe Dua   :2003-2009

MTSN Engkeran   :2009-2012

MAS PonPes Ar-Raudhatul Hasanah Medan   :2012-2016

Universitas Islam Negeri Sumatera Utara   :2016-2020

C. Computer Skills

Misrosoft word, Microsoft Exel, Microsoft Power point.