



**THE EFFECT OF PRE-READING PLAN (PREP) STRATEGY ON
STUDENTS' READING COMPREHENSION AT THE SECOND GRADE
STUDENTS OF MTs AL-JAM'İYATUL WASHLIYAH TEMBUNG IN
ACADEMIC YEAR 2018/2019**

THESIS

**Submitted to the Faculty of Tarbiyah and Teachers Training State Islamic
University of North Sumatera as a Partial Fulfillment of the Requirements
for the Degree of S-1 Program**

By:

PUTRI SRI HANDAYANI PULUNGAN
34.13.1.086

**DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF TARBIYAH AND TEACHERS' TRAINING
STATE ISLAMIC UNIVERSITY
OF NORTH SUMATERA
2019**



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2019



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Skripsi yang berjudul : "The Effect Of Pre- Reading Plan (PREP) Strategy On Students' Reading Comprehension At The Second Grade Students Of MTs Al-Jam'iyatul Washliyah Tembung In Academic Year 2018/2019" oleh Putri Sri Handayani Pulungan, yang telah dimunaqasyakan dalam sidang munaqasah Sarjana Strata (S1) Fakultas Ilmu Tarbiyah dan Keguruan Universitas Islam Negeri Sumatera Utara Medan pada tanggal:

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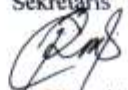
dan telah diterima sebagai persyaratan untuk memperoleh gelar Sarjana Pendidikan (S.Pd) pada jurusan Pendidikan Bahasa Inggris Fakultas Ilmu Tarbiyah dan Keguruan Universitas Islam Negeri Sumatera Utara Medan.

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Dengan ini kami menilai skripsi tersebut dapat disetujui untuk diajukan
dalam sidang Munaqasyah Skripsi pada Fakultas Ilmu Tarbiyah dan Keguruan
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Menyatakan dengan sebenarnya bahwa skripsi yang saya serahkan ini benar-benar merupakan hasil karya sendiri. Kecuali kutipan-kutipan dari ringkasan-ringkasan yang semuanya telah saya jelaskan sumbernya. Apabila dikemudian hari saya terbukti atau dapat dibuktikan skripsi ini hasil jiplakan, maka gelar dan ijazah yang diberikan oleh Universitas batal saya terima.



September 2019

Putri Sri Handayani Pulungan

34.13.1.086

ABSTRACT

SRI HANDAYANI, PUTRI, 2019. THE EFFECT OF PRE-READING PLAN (PREP) STRATEGY ON STUDENTS' READING COMPREHENSION AT THE SECOND GRADE STUDENTS OF MTs AL-JAM'İYATUL WASHLIYAH TEMBUNG IN ACADEMIC YEAR 2018/2019. STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA.

-

This research was intended to find out the effect of Pre reading Plan (PREP) Strategy on the students' reading comprehension at grade VIII at MTs Al-Jam'iyatul Washliyah Tembung. The population of this research were the class VII, VIII, IX. The samples of this research were taken from 40 students of experimental group (class VIII-4) and 40 students of control group (class VIII-3). The instrument for collecting data were multiple choice test. In the finding, researcher analyzing by t-test. After analyzing the data, the researcher got; (1) The students' achievement in reading comprehension by got the mean 89.625 and standard deviation was 5.70509 (2) The students' achievement in reading comprehension by using the Conventional method approach got the mean 77,5 and standard deviation was 11,767 The value of t_{observed} was higher than t_{table} . It means that there was significant effect of Pre Reading (PREP) strategy on the students' achievement in reading comprehension.

Keyword : Pre-Reading Plan Strategy, Student's Achievement in Reading

Comprehension.

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Medan, September 2019



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CHAPTER I

INTRODUCTION

A. The Background of the Study

Reading is one of the important aspects that influence the students' success in learning English because by reading students can increase their vocabulary and mainly goals of the teaching English in Indonesia to enable the students to use English for communication and to read English and references in English. For the students who want to develop and extend their knowledge, Reading Comprehension skill is a fundamental skill in obtaining progress.

the students can extend their knowledge by reading books. Through reading, the students can improve their knowledge in many fields and sciences.

Holly Qur'an Al-Alaq verse 1-5. Itsays: QS: Al-Alaq: 1-5

اِقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ (١)

خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ (٢)

اِقْرَأْ وَرَبُّكَ الْأَكْرَمُ (٣)

الَّذِي عَلَّمَ بِالْقَلَمِ (٤)

عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ (٥)

1) In the name of Allah the most gracious the most merciful 2) Createth man from a clot 3) And thy Lord is the Most Bounteous 4) Who teacheth by the pen 5) Teacheth man that which he knew not.¹

Reading is an active process of identifying important ideas, comparing, evaluating and applying them. Therefore, in reading, we have to try to comprehend the main idea of the reading material, without comprehending the

¹QS. Al-Alaq Verse:1-5

text, it will be difficult to understand what we have read or what the writer means or what reading material. In teaching and learning English reading process, the comprehension toward the material is the main goals.

But the fact show that the majority of the students encounter the problem in comprehending the English texts. By looking at this fact, the English teachers are expected to always make some effort to help the students to improve their reading comprehension, teachers must give variation in teaching them in reading class. If the students are only taught to read and memorize the grammatical pattern, they will get bored.

So variations are really needed to overcome boredom states that students seem to learn better when they are engaged. In teaching reading the teachers find some problems. States that it is the fact that the students who study English may be fluent readers in their native language, but they cannot transfer the skills in reading English. When they read an English text, they tend to know or focus to the words rather than on the entire text and they are laid to their dictionary.

Therefore they read slowly, word by word and have lack of understanding the text. One of the effective ways to solve this problem is by applying Pre-Reading Plan, where students are trained to free associate on key vocabulary words, reflect on these associations, discuss their associations as a group and then reformulate their knowledge based on the discussion. This is based on a study by which is concern about an effort to integrate instructional assessment with pre reading instruction. The writer choose The Pre-Reading Plan because it help the students to prepare their mind for reading, so that they can perform their the best,

get the most out of it, and increase your comprehension. Before reading the text, ask the students what you already know about its topic. This is believed as a concept or picture to stimulate a discussion.

By having the students say anything that initially comes to mind and having that information recorded on the blackboard, participants are able to see the associations. By asking the students questions, such as, “What made you think of?” they become aware of their network of associations. The students also have the opportunity to listen to other explanations and interact with other students.

This interactive process also provides students with the opportunity to accept, reject or alter their own initial associations and to integrate them into more accurate pictures of the target concept. After that is the reformulation of knowledge, which provides the opportunity for students to verbalize any changes of modifications of their associations that may have occurred during the discussion.

Pre-Reading Plan strategy can help the students to prepare their mind for reading, so that they can perform their the best, get the most out of it and increase your comprehension. Before reading the text, ask the students what you already know about its topic. This is believed as a concept or picture to stimulate a discussions.

This activating prior knowledge about the topic will help the students to gain the message or the content of the reading text and the motivation of the student will also increase, because they have a preceding information, what the reading text will talk about. The Pre Reading Plan strategy provides a teacher with

a means to prepare students to read a text selection and, at the same time, analyze their responses so as to tailor subsequent instruction to students need.

Based on the explanation above, the researcher is interested in finding out the effect of Pre-Reading Plan (PRpP) Strategy on Students' Reading Comprehension at The Second Grade Students of Mts Al-Jam'iyatul Washliyah in Academic year 2019/2020.

B. Identification of problem

In the relation to the background, the problem of this research will be identified as the following:

1. The teacher teach a reading comprehension to the students but the students still have difficulties to understand how to comprehend the topic well.
2. The students get bored in learning reading comprehension.

C. Limitation of study

To clarify the problem of study, the problem of this research is focused on Pre-Reading Plan as Strategy in teaching reading comprehension.

D. Statement of Problems

Based on background of the study above, the problem of investigated is stated as follow:

Does the Pre-Reading Plan strategy significantly affect on the students' reading comprehension?

E. The objective of the study

The objective of of this study is to find out whether Pre-Reading Plan strategy significantly affect on students' reading comprehension.

F. Significances of the study

The significances of the research is as follow:

Theoretically, the result of this research is intended to give a feed back to the writer in the application of the knowledge which is got theoretically.

Practically, the writer hopes that this research will be useful fo English teachers, students, and for other researchers.

1. For Teacher, to provide the information of the students' reading comprehension when they teach reading.
2. For students, to increase their ability, especially in reading comprehension.
3. For researcher, be useful as a reference in the learning process in future.

CHAPTER II

REVIEW OF LITERATURE

A. Review of Literature

In conducting a research, some important terms used have to be made clearly in order not to raise ambiguity and to avoid misinterpretation to readers the following terms are applide in this research.

1. READING

a. Definition of Reading

Reading is the process of constrcting meaning from written texts.It is a complex skill requiring the coordination of a number of information. Reading is the process of constructing meaning through the dynamic interaction among : the readers' existing knowledge, the information suggested by the text being read and the context of reading situation².Older, mechanistic definitions of reading as the translations of printed symbols intro oral language equivalents are in complete, given the progress made in understanding the nature of the reading process.

There is widespread agreement that without the activation of relevant prior knowledge by a cognitively active reader and the melding of that prior knowledge with the text information, there can be no reading of text.Reading which is one of the major avenues of communication, is an essential skill for English as a second or a foreign language and reading is the most important skill to master.With strengthened reading skill, readers will make greater

²Wixson Peters, Weber and Roeber,*Citing The New Definition of Reading for Michigan*(Newyork:Michigan state university press,1989).

progress and attain greater development in all academic area. Reading is an active fluent process which involves the reader and the reading material in building meaning. It involves skill, thinking, but considered in its broader sense it affects the entire personality.

Reading involves two processes, the reader is helped to establish what the writer of the reading material has said and he or she must follow what the writer meant. Most people see reading as a simple process with the reader processing each letter in turn, producing the appropriate sounds and forming words.

Some people considered reading as a thinking process through which meaning is obtained from printed symbols. But reading is not just a mechanical process of word-calling or “decoding”; simply saying words or recognizing them in silent reading does not constitute reading. Rather, reading requires the use of all individual’s capabilities in deriving meaning from printed material. This is the point of reading from the beginning. Reading is the process of recognition, interpretation and perception of written or printed material. Further more it is said reading is a process of communication from the writer to the reader.

According to Kenneth Goodman reading is a receptive language process. It is a psycholinguistic process in that it starts with a linguistic surface representation encoded by a writer and ends with meaning which the reader construct.

b. Kinds of Reading

There are some kinds of reading, they are :

1) Skimming

This is the easiest and fastest kind of reading. If a reader skims reading material, he just reads the sign posts or clues in the selection such as the heading and the topic sentence. It is a rapid reading and you are only focusing on the title, headings, topic sentence, signs post to get the main idea. Examples: Surveying a chapter/article, reviewing something you've read, choosing a magazine/book to buy in the bookstore.

2) Scanning

When the reader's purpose is to locate a particular information in the text, he resorts to this kind of reading- scanning. He does this by browsing over the pages and giving a quick look over them. It's also a rapid reading in which you're only getting the keywords. Usually it answered by what, who, where, when, how. Examples: looking for a word meaning in the dictionary, getting a document from the filing cabinet, looking through the yellow pages.

3) Idea reading

This is to get the main idea of the material. This involves the three psychological processes of reading- Sensation, Perception and Comprehension. you're only getting the main idea on the paragraph.

4) Exploratory reading

This is done when the reader wants to know how the whole selection is presented. it aims to get the accurate picture of the whole presentation of ideas.

How the whole selection is presented. It is referring to structure, method of paragraph development. Examples: Long articles in magazines, short stories, descriptive text.

5) Analytic reading

A careful examination of each work to identify word relationship is the main purpose of analytic reading. It is a careful attention to each word and its importance in relation to other words in the sentence or the paragraph. Examples: Reading mathematical problems, scientific formulas and certain definitive statements of key ideas that require a questioning/inquisitive mind.

6) Critical reading

This makes the reader weigh facts, information or ideas presented in the selection, so that he too can perform judgements or conclusions about them. In this, you are questioning, analysing and evaluating the text using your critical thinking skills. Examples: Reading done in periodicals, books, ads which are loaded with propaganda devices designed to sway opinions.

7) Narcotic reading

This is done by a person who wants to get rid of his everyday troubles, depressions, frustrations, problems, through reading magazines, stories, novels, essays, and others. This is done by those people who are frustrated and depressed and they use reading as their hobby to get rid of their problems.

8) Extensive reading

If the reader spends his leisure time by reading any kind of material that is interesting to him, he will consider his act of reading extensive reading. It is

reading for pleasure and the main purpose of this is to relax and enjoy. Examples: comics, humorous stories, tales, novels, short articles in the newspapers and magazines, jokes and other forms of light reading materials.

9) Intensive reading

10) Doing serious reading books, periodicals, and other library materials for research work or a report is the main concern of this kind of reading. It is a careful or in-depth reading. Examples: the kind of reading you do when you study, prepare a term paper or an oral report.

11) Developmental reading

In case the reading activities of a person are under a comprehensive reading program that consists of several stages starting from the reader's preschool period to his collegiate level developmental reading is the kind of reading that this reader submits to himself. It is done when a reader is under a comprehensive reading program that lets him go through stages & monitors him.

2. Comprehension

a. Definition

Comprehension is an active process that involves the child integration of prior knowledge with information the text in order to comprehend that text. Among the major goals of reading instruction today is the development of learner who understand. Student need these abilities to understand concept presented in print, to think about material, read and to use that which is read for relevant purpose.

Comprehension is a process by which a person understand the meaning of the written or spoken language through the process of listening seriously and it can

make him to be understood the meaning of written or spoken language.³

Comprehension is the relationship among the element of reading skills, they are competence reading technique and good comprehension.it means it is dependent on several cognitive processes, including decoding, word recognition and knowledge.⁴

Comprehension means different things to different people. Indeed, comprehension is not a unitary phenomenon but rather a family of skills and activities.The different types of comprehension share a common core set of processes.A general component in many definitions of comprehension is the interpretation of the information in the text, the use of prior knowledge and, ultimately, the construction of a coherent representation of picture in the reader"s mind of what the text is about.

Comprehension is one of the five core components of reading, which has been a hot topic for the last few years. Teachers are always in search for enhanced methods of comprehension strategy instruction.⁵ Comprehension is a complex process that requires students to use multiple cognitive skills, such as auditory processing. Students also need to have direct instruction of strategies, which can help develop reading comprehension.

Comprehension consists of a variety of strategies that children must know and manipulate in order to understand readings; struggling readers often have

³Jack Richard, John platt and Heidi weber,*Longman Dictionary of Applied Linguistics*(England:Longman,1998),p.558.

⁴Danielle S McNamara,*Reading Comprehension Strategies*(New York: Lawrence Erlbaum Associates,2007), p.28.

⁵Ortlieb, Joy and Earl , *An analysis of Teacher Efficacy and Perspective About Elementary Literacy Instruction*,(USA:Current Issues in Education, 20013),vol.16.

difficulty comprehending texts that they are reading because they lack these skills. Although it is also difficult for teachers lack these skills. Although it is also difficult for teachers to teach strategies, according to Dymock there could possibly be more improvements in students' understanding when reading text.

Because of the increase of teachers making a point to teach strategies. Many children do not have the foundational skills such as word recognition, vocabulary development, and prior experiences that are considered necessary to connect text with meaning.

3. Reading Comprehension

There are some topics about reading comprehension that will be :

a. Defenition of Reading Comprehension

Reading comprehension is a process in which the reader constructs meaning using as the building materials the information on the printed page and the knowledge stored in the reader's head. It involves intentional thinking, during which meaning is constructed through interactions between text and reader. Comprehension is what reading is all about. Decoding without comprehension is simply word barking being able to articulate the word correctly without understanding its meaning.

Effective comprehenders not only make sense of the text they are reading, they can also use the information it contains.⁶ Reading comprehension refers to the fact that a reader reaches new conception by synthesizing what has been learned and visualized from the sources (visual and written). The readers

⁶Duke, Nell K, and P. David Pearson, *Reading Comprehension: Strategies that work*. 2001, 1, p. 423 from https://www.hand2mind.com/pdf/miriam/grades_1_2.pdf

encountered using their prior knowledge. Learning how to read does not mean to directly understand the text for students.

For this reason, students should be trained about reading comprehension. Various techniques and strategies are used for teaching the reading comprehension. Introducing these strategies through appropriate texts will contribute to the development of the students' reading comprehension skills. Tools that can improve the students' academic performance The reading comprehension strategies are the cognitive where comprehension is difficult.

According to the literature review, there are a number of reading comprehension strategies and different classifications of these effective personal reading comprehension strategies as strategies. Duke and Pearson categorized follows:

1. Predicting
2. Thinking Aloud
3. Text Structure
 - a. Story structure
 - b. Informative text structure
4. Visual Presentation of text
5. Summarizing
6. Question/ questioning⁷

Reading comprehension is the process of making meaning from text. The goal, therefore, is to gain an overall understanding of what is described in the text

⁷ Sonmez, Yasemin., and Suleman Surkam Sulak (Universal Journal of Educational Research 6(1): 168-172, 2018)from <http://www.hrpub.org>

rather than to obtain meaning from isolated words or sentences. In understanding read text, information children develop mental models or representations of meaning of the text ideas during the reading process.⁸ Reading is a complicated skill that demands considerable time and practice to develop.

The ability “to read” involves more than merely decoding a text. In addition to the practical skill of putting letters together, turning them into words, one is also supposed to understand what is read: one has to combine decoding; the ability of putting words together, with comprehension; the result of interpreting linguistic elements.⁹ Philip B. Gough and William Tunmer explain reading comprehension as the formula:

“Decoding (D) x Language Comprehension (LC) = Reading Comprehension (RC)”.¹⁰

The multiplication relates to the fact that everything that is done to facilitate reading will multiply the result, in addition to alluding to that if one of the elements is missing, the result will be zero. Hence, if there is no understanding of what is read, there is no actual reading, there is no reading comprehension. When this first goal of reading is achieved, one has to add further elements to the reading process in order to become a proficient reader.

The next steps on the way to full reading ability are motivation, empathy, and metacognitive ability. When a reader manages all these elements, he/she reads with high proficiency. According to Ivar Braten & Helge Stromso, reading is

⁸Kintsch, Walter, *Comprehension: A paradigm for Cognition* (Cambridge: Cambridge University Press, 1998), p. 461.

⁹Lundahl, Bo. *Läsa på främmande språk* (Lund: Studentlitteratur, 1998)

¹⁰G, Philip b, *Decoding, Reading and reading disability: Remedial and special education*, (RASE features articles, 1986).

often described as an interactive process, where comprehension is a result of joint efforts from the author and the reader .

The author has to formulate the content so that it is interpretable, whereas the reader must mobilize the skills and knowledge needed to comprehend the text – a joint venture. However, the reader is the one most likely to spoil the process; fail to understand, give in, and stop reading. Hence, the reader is considered to be the one most responsible for gaining comprehension. This questions the interactivity of reading.¹¹ Reading strategies and learning strategies are tightly intertwined, and what is considered vital in learning processes is further applicable to reading comprehension.

Hence, many researchers refer to the two concepts as one and the same. If one fails to understand the content of texts or tasks, learning and fulfilling of tasks will be difficult, if not impossible. As the students grow older, the requirements for reading with accuracy and proficiency steadily increase. In lower secondary, the subjects become harder than in elementary school, and the amount of theory to be read is vast.

This is further fortified in higher education. Nowadays, many students face several years of higher education, and good reading strategies are essential. To be able to read with fluency and accuracy and to understand what is read is essential in all learning. Louise Rosenblatt argues that comprehension is a result of a transaction between the reader and the text, and explains reading a text as: “an event involving a particular individual and a particular text, happening at a

¹¹Beers, Kylene, *When Kids Can't Read: What Teachers Can Do* (Portsmouth, NH: Heinemann, 2003) p. 101.

particular time, under particular circumstances, in a particular social and cultural setting, and as part of the ongoing life of the individual and the group”.

This quote portrays well the full challenge of reading, and it shows the immense variety of elements that are vital in understanding. Many factors affect a child’s ability to comprehend text. These include:

1. Motivation/purpose/goals/engagement
2. Vocabulary/word knowledge/background knowledge
3. Automaticity of decoding fluent reading
4. Understanding and use of strategies employed by effective readers
5. the nature of the text itself (difficulty and interest)
6. the type or genre of text (e.g., fiction, nonfiction, poetry)
7. the amount of reading done.

4. Pre- Reading Plan

a. Definition

A Pre-Reading Plan (PReP) was designed to provide an easy-to-use format that includes both an assessment component and an instructional component. Aspects of this plan will be familiar to many teachers and may bring to mind teaching strategies suggested by Earle and Herber. However, what Pre-reading plan provides that is new and helpful is an organization of activities within a structured framework based on recently expended understandings of how knowledgs's structured in memory, how it is retrieved and how it is used to facilitate comprehension.

While Pre-reading plan Strategy is a very straight forward teaching strategy, an understanding of why it works is essential to implementing it successfully. Thus, before describing the Pre-reading plan itself, some back-ground information about memory and comprehension processes will be presented. The Pre-reading plan or Pre-reading plan strategy is a before reading strategy that helps teachers assess students's prior knowledge is organized can be determined as well as the quality and quantity of language that students use to express their knowledge about a particular topic.

The Pre-reading plan is a 3-step assessment/instructional procedure for teachers to use before assigning text book reading to their classes. It is a group discussion activity (approximately 10 students) which helps both teachers and students gain information about students' text-related prior knowledge. The assessment aspect of the activity helps the teacher to determine the amount of prior information a reader has about a specific topic.¹²

As well as how the reader has organized this information to become more aware of the language student uses to express knowledge about a given subject and to make judgments about how much additional background information and vocabulary is needed before students can successfully comprehend the text.¹³ Some teachers might think simply telling students about a text is a sufficient pre-reading strategy, but it is incorrect to assume that only a brief lecture about

¹²Langer, Judith A, *From Theory to Practice: A Pre Reading Plan*(California:School of Education University of California-Barkeley Tolman Hall, 1981). From : <https://files.eric.edu.govED197283.pdf>

the reading will push struggling readers to engage with the text in their own minds.

In fact, relying solely on such a practice will only enable struggling readers to continue to be dependent on the teacher to make meaning of the text. In addition to fostering self-sufficiency, you must remind struggling readers “that comprehension begins prior to reading and extends into the discussions they have after they’ve finished reading. Many dependent readers think of comprehension only as answering questions correctly after reading the text.

Pre-reading plan strategy that focus on active engagement with the text help struggling readers do what good readers do think all throughout the reading process, not just at the conclusion.”¹⁴as the name suggests, pre-reading strategies actively involve students in the themes, concepts, and vocabulary of the text before they even pick up the article, textbook passage, or piece of literature.

Effective pre-reading strategies also stimulate students’ prior knowledge about a topic when the knowledge that we already have in our heads about a topic or a related topic is pushed to the forefront of our minds, it is easier to make connections between what we are learning from the text and what we already know, make predictions about what will happen next, and organize what we read into the mental= file folders that already exist in our brains.¹⁵

¹⁵Ibid.

b. Phase

There are three phases in the Pre-Reading Plan Strategy procedure:

1. Initial Associations With the Concept

In this first phase the teacher says, "Tell anything that comes to mind when..."(e.g., "...you hear the word "congress"). As each student tells what ideas initially came to mind, the teacher jots each response on the board. It is during this phase that the students have their first opportunity to find associations between the key concept and their prior knowledge. Student brainstorm what they know about about the topic or a key vocabulary term and hear their classmates' associations,

This activity helps students think about what they already know and sets the stage for more critical analysis of content.

2. Reflections on Initial Associations

During the second phase of the pre reading plan the students are asked, "What made you think of (the response given by a student)." This phase helps the students develop awareness of their network of associations. They also have the opportunity to listen to each other's explanations, to interact and become aware of their changing ideas. Through this procedure they have an opportunity to weigh, reject, accept, revise and integrate some of the ideas that came to mind. Students are asked to reflect on the initial associations with questions such as, what made you think of? or why did this response come to mind?.

3. Reformulation of Knowledge

After the discussion and before reading, ask for new ideas, students have the opportunity to verbalize associations that have been elaborated or changed. The

discussion helps students understand how others are constructing meaning. Because they have had a chance to probe their memories to elaborate their prior knowledge, the responses elicited during the third phase are often more refined than the responses elicited during phase one.

c. Level of Response

The nature and organization of students' prior knowledge leads to three distinguishable levels of response during the Pre-Reading Plan. There are three levels of responses to these questions:

1. Responses at the first level indicate students have “much prior knowledge” about the concept or topic being discussed. Student responses during the three phases will be of main idea-type concepts, definitions, analogies, or linkages of one concept to another.
2. Responses at the second level indicate “some prior knowledge” about the concept or topic. Students are able to discuss the concept in terms of examples, attributes, or characteristics. Students responding at this level and the first level should be able to successfully comprehend text with some guidance by the teacher.
3. Responses at the third level indicate “little prior knowledge” of the concept or topic being discussed. The students do not have the prior knowledge needed to establish connections to the topic. Responses exemplify low-level associations such as words that sound like the targeted word, or unrelated experiences. Students responding in this manner will need additional information to fill in gaps in prior knowledge to make sure they are understanding the text.

Table 2.1
Level of Respons Pre-Reading Plan

Much	Some	Little
Superordinate concepts	Examples	Associations
Defiritions	Defining Charaterics	Morphemes
Analogies	Atributes	Sound Alikes
Linking		First Hand Experiences
		No Apparent Prior Knowledge

If the student has much prior knowledge about the concept being discussed, responses during Pre-Reading Plan usually take the form of superordinate concepts, definitions, analogies or linking of that concept with another concept.

If the student has some prior knowledge about the concept being discussed, responses generally take the form of examples, attributes or defining characteristics. If the student has little prior information about the concept, responses generally focus on such low level associations as morphemes (prefixes, suffixes, and root words), words which sound like the stimulus word, or first hand (and not quite relevant) experiences, If we look at Bill's responses, we can see that "important people" was a low level association response and showed little priorknowledge, yet his "lawmakers of America" response in phase three represented a defining characteristic and therefore showed some prior knowledge. Danette's "Washington D.C." response was an attribute of congress and therefore fell in the some prior knowledgecategory while her response to phase three, "U.S. government part that makes laws," was a definition and thus showed much prior

knowledge. This dialogue between prior knowledge and new information greatly increases the student's ability to comprehend a text and to retain new information.¹⁶

d. Role of Pre-Reading Plan (PreP) Strategy

- 1) Select a reading passage for the class. Identify its central concept and state it in a brief sentence. Share this statement with the class as the springboard for their pre-reading activities.
- 2) Divide the class up into small groups. Ask each group to list words and phrases from their prior knowledge that are associated with the central concept of the reading selection. Have the students group the ideas into logical categories. Have the groups share their list of associated terms with the class.
- 3) Have the students reflect on the specific relationship of each term they listed to the central theme. Ask the following questions to help students clarify these associations: "What made you think of this association?" "How is the specific word related to the general concept?"
- 4) Encourage students to refine their word list by eliminating any words that do not relate as previously thought and by adding words that better relate to the central concept.
- 5) With the list of associated words in hand, have students read the passage carefully. After reading, students should revisit the list of associated terms again, evaluating how well their prior knowledge relates to the information in the reading selection.

¹⁶ Ibid 6

e. The Application of Pre-Reading Plan Strategy In Reading Comprehension

Before students read a book, it is imperative for teachers to activate their prior knowledge to help them connect the information to their new found knowledge. There are various methods for teachers to activate students' prior knowledge. Beers found that, most teachers were introducing stories by telling students something about the text.¹⁷

In preparation for the discussion, the teacher using Pre-Reading Plan examines the text and selects a key word, phrase, or picture to stimulate group discussion. For example, if the text deals with the democratic form of government, "congress," "checks and balances," or "bicameral" might be selected. A detailed picture of a courtroom scene might be used for a text about the judicial system. The teacher tells the student's the topic they will be reading about and then begins the Pre Reading Plan strategy.

Though it is vital that teachers give information about the text, activating students' prior knowledge to increase their comprehension is more than giving them a short summary.

Students need to be engaged and associate the information to their schema. It is evident that comprehension is a reading process, however struggling readers tend to rely on comprehension as answering questions correctly after reading the text. It is important for teachers to enforce that pre-reading strategies will help

¹⁷Bradbeer, John ed: *"Undergraduate Geographers' Understandings of Geography, Learning and Teaching: A Phenomenographic Study* (Journal of Geography in Higher Education 28-1, 2004)p.17-35.

students understand the information and engage them in reading. Teachers recognize that comprehension is vital to reading.

This topic will benefit teachers by providing the importance of activating and engaging students before reading. Students who are not able to connect to the topic before reading will have no previous knowledge and therefore be unable to comprehend the book at the same level as students who's prior knowledge is activated. Without this research, teachers will be less likely to give students appropriate connections prior to reading the topic of the book and students will not comprehend the information to their fullest potential.

f. Teach Reading Comprehension

Teaching students to make connections to their reading is done in a similar way. The teacher reads a passage aloud, stops at a certain point, then says how they can relate what they have read to their own life. The teacher does this often, then gets the students involved by asking questions. All four of these strategies are sometimes combined to create one larger strategy once they have all been taught and mastered separately.

Reading is one of the most important skills a person may ever acquire, it is important that students know what they are reading. If teaching reading Comprehension will help students understand and gain meaningful information from what they are reading, then that is what teachers should do. Teaching students reading comprehension will not just help students be more successful in school but it will also help them be more successful in general if they are consequently better able to understand text.

When teaching reading comprehension using plan, students use a concept map that the teacher has created specifically for the reading selection. It has some information about the selection already filled in and identifies other information that they student needs to get from the text.

The first step is predict, students make predictions about the text based on the title, heading, subtitles and graphics. The second step is locate. Students are required to locate the information requested on the concept map as well as identify the information already given to them on the map. The third step is add. During this step, students must add additional information to the map that is not already on it.

The final step is note, in which students have to make additional notes on their map and identify whether or not their original predictions were correct Educational Research,2008.¹⁸

g. The Advantages and the Disadvantage of Pre Reading Plan Strategy

1. The Disadvantages

- a. Lesson is straight to the point.
- b. Many rules can be more explicitly and quickly explained.
- c. Allow more time for practice and aplication.
- d. Time saving.
- e. Meaningful, memorable and lesson students' cognitive.
- f. Active lesson.

¹⁸Harvey,Michele.*Reading Comprehension: Strategies for Elementary and SecondarySchool Students.* (Lynchburg College 2013).vol.8.from <https://www.lyncburg.edu/wp-content/uploads/volume-8-2013/HarveyM-Reading-Comprehension-Elementary-Secondary.pdf>

2. The Disadvantages

1. Quite formal
2. Encourages the belief that learning a language is a simply a case of knowing the rules
3. Passive and boring lesson-teacher –centered (one way communication)
4. Time taking.
5. Learning styles/ inability to discover themselves
6. Students may reach false conclusions on grammar rules.
7. Place heavy and organise the data careful.¹⁹

B. Conceptual Framework

Reading does not draw on one kind of cognitive skill, nor does it have a straight forward outcome most texts are understood in different ways by different readers.

Reading comprehension is a complex topic. Predicting success in comprehension requires knowing about the reader, about the text being read, about the task being undertaken, and about the sociocultural context in which the reading is occurring. Since reading comprehension shades into learning, constructing a worldview, and discipline-specific literacy practices, it is difficult to establish firm boundaries around comprehension; nonetheless, it is clear that more attention to comprehension is needed across the grades.

Students need explicit instruction in how texts are constructed and how language cues signal meaning at sentential and discourse levels, as well as practice and support in wrestling with content-rich texts for well defined and

¹⁹ <https://doclecture.net/1-29338.html>

engaging purposes. The Pre Reading Plan strategy provides a teacher with a means to prepare students to read a text selection and, at the same time, analyze their responses so as to tailor subsequent instruction to students need.

Reading is a receptive language skill that is not owned students from birth. That is, to be able to read the necessary exercise or learning. One type of reading that students must master is reading comprehension skills. By mastering reading skills understanding allows students to understand various kinds of basic ideas, the details of a reading, and an understanding of the entire passage. Students' reading ability is influenced by quality the learning he follows.

Many factors affect quality learning, including learning strategies used. Prep Technique can be used to improve skills reading students' understanding. This learning technique can be a tool for teachers in preparing the students before reading the understanding already determined, while analyzing student responses so as to determine next instruction. This technique gives students to develop associate and create ideas and reformulate these ideas.

This technique can be used to help students how far knowledge is students before reading. Thus, students' initial knowledge about a topic can be known and the teacher can arrange learning steps which corresponds to the level of prior knowledge of the student. Use of Prep strategy is expected to spur students' initial response and measure as far as possible where the level of students' understanding of the reading.²⁰

²⁰Ibid.

C. Hypothesis

The research hypothesis is formulated as follows:

H_a : “ There is a significant effect of Pre- Rading Plan on the students’ reading comprehension.

H_0 : “There is no a significant effect of Pre- Reading Plan on the students’ Reading Comprehension.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This study will be conducted in quantitative experimental research design. Experimental research design can be interpreted as research methods used to find the effect of certain treatment in control conditions.²¹ This research will be conducted with pre-test and post-test design. The design will be applied in order to investigate the effect of using Pre-Reading Plan Strategy on students' achievement in Reading comprehension.

This research consists of two different groups, namely experimental group and control group. The research design can be seen on the below table:

Table 3.1
Research Design

Group		Treatment	
Experimental Group	Pre-test	Pre-Reading Plan	Post-test
Control Group	Pre-test	Conventional method	Post-test

B. Location and Time of the Study

This research will be conducted at the second grade of MTs Al-Jam'iyatul Washliyah Tembung at Jl. Besar tembung lingkungan IV No.78 Percut Sei Tuan in academic 2018/2019 class VIII-3 and VIII-4.

²¹ Sugiono, *Metode Penelitian Kuantitatif, Kualitatif dan R & D*, (Bandung : Alfabeta, 2016), p. 72

C. Population and Sample

The writer will do at the eighth grade of MTs Al-Jam'iyatul Washliyah Tembung that involved in the process of teaching reading using pre-reading plan as an experiment.

1. Population

After the researcher identification the analysis unit, so the researcher will identification the target population. Identifying the target population require the decision criteria to determine the case which one be participate and which one not be participate.²²

Population is the whole object which will be researched. Population is a number of all subjects or objects that it has supply data which is needed in the research as. Suharsimi Arikunto states that opinion.

The population of this study is the students in the grade VIII MTs Al-Jam'iyatul Washliyah Tembung. The population of this research is the second year students of MTs Al- Jam'iyatul Washliyah Tembung. There are 9 classes of the second year students in academic 2019/2020.

2. Sample

Sample is small proportion of a population selected for observation and analysis.²³ The selecting sample that happend if the population is large and the researcher unable to learn all of the population.²⁴

²²Syaukani, (2015). *Metode penelitian pedoman praktis dalam bidang pendidikan*, (medan: perdana publishing), p.24

²³ Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktek*, (Jakarta: PT Rineka Cipta, 1993), p.131

The sample of this research is VIII-3 and VIII-4. Those classes consisted of 40 students in VIII-3 and 40 students in VIII-4.

Table 3.2
Sample

No	Class	Number
1	VIII-3	40
2	VIII-4	40
	Total	60

D. Data Collection

In collecting the data, the reading comprehension test will be given to the students. The students instructed to answer the test correctly. In this case, the researcher gave a topic. The test will be given to both groups experimental and control groups. They were pre-test and post-test.

1. Pre-Test

Both of groups, the experimental group and control group are given before treatment. It was intended to know whether the students' in both groups were relatively homogenous in their ability.

2. Treatment

There are two groups has taught, they are experimental group and control group. Experimental group was taught by using Pre-Reading Plan strategy. Control group was taught by using conventional media. These are five meetings in this research included pre-test and post-test.

²⁴Indra Jaya & Ardat, *Penerapan Statistik Untuk Pendidikan* (Bandung: Citapustaka Media Perintis, 2013),p.32

3. Post-Test

After conducted the treatment, the post-test will be given to find out the result of teaching presentation in both groups. The aim is to measure the students competence in reading comprehension after the treatment. The result of this test was analyzed to evaluate the two groups.

a. Instrument of the Data Collection

The instrument in this study is test. According to Arikunto, test are questions of practice and other tool that are used to measure skills, intelligence, or a gift that is possessed by someone on group. The researcher use reading comprehension test in multiple choice. In conducting the research, the researcher uses test. The type of test is Multiple Choice test. In test the students will be giving the pre-test and post-test.

The students will instruction to answer the questions based on the task that will be giving by the researcher. The tests will give to both group; experimental group (VIII-4) and control group (VIII-3). The test giving to the students aimed to collect the data in analyzing the students' achievement in learning reading comprehension. The time will be giving about 40 minutes. Their result is evaluating and scoring. Students get score 100 points in which the score of.

b. Research Method

In this study, experimental research method will be using. To collect the data, the sample can divide into two classes. The researcher will expose one group of participants (the experimental or treatment group) and the other group (the control or comparison group).

Experimental group is the group that receives treatment, while the control group is a separate group that receives conventional method or a different treatment than the experimental group.²⁵ The procedure of administering the assignment as the instrument of the study is the test administering to both sample groups before they are teaching about text. Then, the same assignment is administering to both sample groups after they are teaching about text.

E. Technique of Analyzing Data

The data of this study will be analyzing by using t-test formula because it uses to find out the differences between students' pre-test, and post-test score in each of experimental and control group. Before analyzing the data by using t-test, first will be testing with normality test using formula Lilliefors and Homogeneity test using formula the comparison of Variances.

1. The Normality Test

The normality test has meaning as data variabel research composed the normal distribution. The data that composed the normal distribution if the number of upper and under the data is same.

The steps of Lilliefors' formula of normality is following:

- a. Create the H_a and H_0
- b. Account the mean and deviation of data by using formula:

$$\bar{X} = \frac{\sum Xi}{n} \text{ dan } S = \sqrt{\frac{n \sum X^2 - (\sum X)^2}{n(n-1)}}$$

²⁵Marguerite G. Lodico, et al. *Methods In Educational Research From Theory to Practice second edition*, (San Fransisco: Jossey-Bass, 2010).,p.229 & 234

- c. Each the data $X_1, X_2, \dots, X_n$ are made standart value of $Z_1, Z_2, \dots, Z_n$ with the formula $Z_{\text{score}} = \frac{Xi - \bar{X}}{S}$, ($\bar{X}$ and S as the mean and deviation of sample).
- d. For each standart coefficient, using absolute normal standard distribution , then account the $F_{(Zi)} = P (z \leq zi)$.
- e. Then, account the propotion of $Z_1, Z_2, \dots, Z_n$ which smaller or equal to Zi. If the propotion stated by S(zi). So, $S_{(Zi)} = \frac{\text{Banyaknya } Z_i, Z_2, \dots, Z_n \text{ yang } \leq Z_i}{n}$. To easier of accounting the propotion of data should be sequenced from the smaller to the bigger.
- f. Account the deviation $F(zi) - S(zi)$ then determine the absolute value.
- g. Take the higher value among the deviation absolute value. This is called by L_0 . To accept and reject the Nul hypothesis, we should compare between L_0 and L crisis for obvious level $\alpha = 0,05$. Accepted the H_0 if L_0 smallest than L table.

2. The Homogeneity Test

The meaning of homogeneity test is the data compared of a kind between the proportion of homogen data. The formula of comparision the varians as following:²⁶

$$F_{\text{account}} = \frac{\text{The biggest of Varians}}{\text{The Smallest of Varians}}$$

3. The Reliability Test

A reliable test is consistent and dependable. Sources of unreliability may in the test itself or in the scoring of the test, known respectively as test reliability and rater (or scores) reliability. If you give the same test to the same subject or

²⁶Indra Jaya & Ardat. *Penerapan Statistik Untuk Pendidikan. Ibid.,* P. 250-261

matched subjects on two different occasions, the test itself should yield similar result; it should have test reliability.²⁷

The test in this study by using writing test form. The scoring of the writing test involve the subjectively, thus find out whether the test is reliable, the writer uses the inter-rater reliability. The formula as following:

$$r = \frac{N(\sum XY) - (\sum X)(\sum Y)}{\sqrt{[N(\sum x^2) - (\sum x)^2][N(\sum y^2) - (\sum y)^2]}}$$

where:

r : the reliability of the test
N : Number of Students.
 $\sum x$: sum of rater 1 (R1)
 $\sum y$: sum of rater 2 (R2)

4. The Validity of the Test

Validity was the most important consideration in developing and evaluating measuring instrument. An invalid or valid instrument has high validity, the instruments are less valid means to have validity.²⁸ The formula applied to find out the validity of the test is:

$$r_{xy} = \frac{\sum XY}{\sqrt{(\sum x^2)(\sum y^2)}}$$

Where:

x : $X - \bar{X}$
y : $Y - \bar{Y}$
X : Skor rata-rata dari X
Y : Skor rata-rata dari Y

²⁷Paul A. Gaeng. *Introduction to The Principles of Language*. (New York; Harper & Row publisher, 1971),p.386

²⁸Suharsimi Arikunto, *Op.cit.*, p. 211

5. *T*het – test

To analyze the data, t-test is using. T-test is the statistic analysis that used to know whether there is the significance differences between two Mean Sample or not.²⁹ The formula of of t-test as following:

$$t \text{ test} = \frac{X_1 - X_2}{\sqrt{\left(\frac{S_1^2 + S_2^2}{N_1 + N_2 - 2}\right)\left(\frac{1}{N_1} + \frac{1}{N_2}\right)}}$$

Where;

t = the effect

X₁ = the mean of experimental group

X₂ = the mean of control group .

S₁² = standart deviation of Post-test of experimental group

S₂² = standart deviation of Post-test of control group

N₁ = the total sample of experimental group

N₂ = the total sample of control group³⁰

F. Research Procedure

There are some procedure of the research, there are :

1. The researcher observed the location and population were carried out. The research will be conducted in two classes (experimental class and control class). Before treating the students using Pre- reading plan strategy, the researcher administered the pre-test to the students in both classes with the same instrument.
2. The treatment is teaching recount text by using pre-reading plan in VIII-4 class as the experimental class and treatment. by using conventional media in VIII-3 as the control class. The presentation of the lesson will do by the researcher.

²⁹Sri Wahyuna Saragih. Statistik Pendidikan. (Medan : Fakultas Tarbiyah UIN Sumatera Utara, 2017),.p.80

³⁰Sukardi. *Metodologi Penelitian Pendidikan, Kompetensi dan Praktiknya*. (Jakarta: PT Bumi Aksara, 2005),.p.90

3. Post-test will be given after finishing the treatment. The researcher will use the same format of test for both of classes. Even though the test instrument is same, students do not realize that would be examined again later. Finally, the researcher made a calculation of the result from both of the test.

G. Statistical Hypothesis

Statistical hypothesis will be apply in order to know the result of observation about the sample. It can be construction as follows:

$$H_0 : \mu_x = \mu_y$$

$$H_a : \mu_x \geq \mu_y$$

Where :

H_0 : Null hypothesis

H_a : Alternative hypothesis

μ_x : The mean score of students' teach by using Pre Reading Plan

μ_y : The mean score of students' teach by using conventional method

CHAPTER IV

FINDING AND DISCUSSION

A. Data Description

In this section, the researcher presents the students' reading comprehension before and after teaching by using Pre Reading Plan in teaching reading strategy. The subject of experiment class are 40 students and control class are 40 students of grade VIII at MTs Al- Jam'iyatul Washliyah Tembung.

The method used in this research was quantitative data. There were two groups in this research, namely experimental and control groups. The students in the experimental group were taught by Pre Reading Plan strategy. The research was conducted in July. The research was given by multiple choice test based on recount text.

The Students' reading test was scored by calculating the correct answers based on recount text. After conducting the research, the researcher got the data of the students' scores in the pre-test and post-test from both experimental and control group.

1. The Score of Pre Test and Post Test Experimental Group and Control Group

In collecting data of the students' achievement in reading comprehension in experimental group by using pre- reading plan strategy (PREP) and control group by using conventional method the researcher got the data as following the table.

Table 4.1**Pre-Test and Post Test Score of Experimental Group and Control Group**

No	Experimental Group		Control Group	
	Pre Test (x)	Post Test (x ₁)	Pre Test (y)	Post Test (y ₁)
1	45	80	40	60
2	20	80	50	65
3	65	95	60	75
4	30	95	65	80
5	65	90	75	90
6	70	95	65	80
7	50	90	45	65
8	40	95	60	75
9	70	95	65	80
10	75	90	70	85
11	40	85	70	85
12	65	90	40	60
13	65	80	80	95
14	45	95	55	70
15	75	95	50	65
16	65	85	20	45
17	75	90	40	60
18	65	80	70	85
19	65	90	55	70
20	65	95	75	85
21	40	90	60	75
22	70	80	65	80
23	75	95	70	85
24	65	80	60	90
25	75	90	70	95
26	30	95	65	80
27	65	90	75	90
28	70	95	65	80
29	50	80	45	65
30	60	95	75	90
31	70	95	65	80
32	70	95	65	80
33	75	90	70	85

34	60	95	75	90
35	40	85	70	85
36	65	90	40	60
37	70	95	65	80
38	75	80	70	85
39	60	90	75	90
40	65	90	40	60
$\sum n = 40$	$\sum x = 2405$	$\sum x1 = 3585$	$\sum y = 2435$	$\sum y1 = 3100$
Mean	60,1	89,6	60,9	77,5
Median	65	90	65	80
Modus	65	95	65	80

Table 4.2

The Calculation of Pre- test and Post Test in Experimental Group and Control Group

No	X	Y	X ²	Y ²	XY
1	80	60	6400	3600	4800
2	80	65	6400	4225	5200
3	95	75	9025	5625	7125
4	95	80	9025	6400	7600
5	90	90	8100	8100	8100
6	95	80	9025	6400	7600
7	90	65	8100	4225	5850
8	95	75	9025	5625	7125
9	95	80	9025	6400	7600
10	90	85	8100	7225	7650
11	85	85	7225	7225	7225
12	90	60	8100	3600	5400
13	80	95	6400	9025	7600
14	95	70	9025	4900	6650
15	95	65	9025	4225	6175
16	85	45	7225	2025	3825
17	90	60	8100	3600	5400
18	80	85	6400	7225	6800
19	90	70	8100	4900	6300
20	95	85	9025	7225	8075
21	90	75	8100	5625	6750

22	80	80	6400	6400	6400
23	95	85	9025	7225	8075
24	80	90	6400	8100	7200
25	90	95	8100	9025	8550
26	95	80	9025	6400	7600
27	90	90	8100	8100	8100
28	95	80	9025	6400	7600
29	80	65	6400	4225	5200
30	95	90	9025	8100	8550
31	95	80	9025	6400	7600
32	95	80	9025	6400	7600
33	90	85	8100	7225	7650
34	95	90	9025	8100	8550
35	85	85	7225	7225	7225
36	90	60	8100	3600	5400
37	95	80	9025	6400	7600
38	80	85	6400	7225	6800
39	90	90	8100	8100	8100
40	90	60	8100	3600	5400
n = 40	$\sum x =$	$\sum y =$	$\sum x^2 =$	$\sum y^2 =$	$\sum xy =$
	3585	3100	322575	245650	278050

The student's ability in reading comprehension in experimental group was showed the lowest score of pre-test was 20 and the highest score of pre-test was 75 and the student's ability in reading comprehension in experimental group was showed the lowest score of post-test was 80 and the highest score of post-test was 95. The students' ability in reading comprehension in control group showed the lowest score of pre-test was 20 and the highest score of pre-test was 80 and the student's ability in reading comprehension in control group was showed the lowest score of post-test was 45 and the highest score of post-test was 95.

The calculation of pre-test and post-test of experimental group and control group were showed that the increasing of students' reading comprehension by

using Pre-Reading Plan strategy of grade VIII at MTs Al-Jam'iyatul Washliyah Tembung. It was showed from the mean of experimental group in pre-test = 60,1 and in post-test = 89,6 Then the mean of control group in pre-test = 60,9 and in post-test = 77,5.

2. analysis of pre test in Experimental and Control Group

To findings the result of the research, the researcher was analyzed the score of the test in pre test and post tes from both Experimental and Control.

a. Standard Deviation of Variable X and Y

$$\begin{aligned} SDx &= \sqrt{\frac{\sum x^2}{N}} & SDy &= \sqrt{\frac{\sum y^2}{N}} \\ SDx &= \sqrt{\frac{322575}{40}} & SDy &= \sqrt{\frac{245650}{40}} \\ SDx &= \sqrt{8,06} & SDy &= \sqrt{6,141} \\ SDx &= 2,84 & SDy &= 2,48 \end{aligned}$$

b. Variant of Variable X and Y

$$\begin{aligned} Sx &= Sx^2 = 2,84^2 = 8,066 \\ Sy &= Sy^2 = 2,48^2 = 6,150 \end{aligned}$$

c. Calculation of Standard Error Mean (SEM) of X and Y

$$\begin{aligned} SEMx &= \frac{SDx}{\sqrt{Nx-1}} & SEMy &= \frac{SDy}{\sqrt{Ny-1}} \\ SEMx &= \frac{2,84}{\sqrt{40-1}} & SEMy &= \frac{2,48}{\sqrt{40-1}} \\ SEMx &= \frac{2,84}{6,244} & SEMy &= \frac{2,48}{6,244} \\ SEMx &= 0,454 & SEMy &= 0,398 \end{aligned}$$

d. Calculation of Standart Error Difference Between Mx and My (SEMx- My) of

X and Y

$$\begin{aligned} SEM-My &= \sqrt{SEMx^2 - SEMy^2} = \sqrt{2,84^2 - 2,48^2} = \sqrt{0,206116 - 0,158404} = \\ &= \sqrt{0,047712} = 0,22 \end{aligned}$$

Based on the table above, the average of students from pre- test was still poor and not satisfactory yet. The researcher was aware that most the students in eight grade had difficulty to write appropriate words in the text.

3. The analysis of post test in Experimental and Control Group

The writer try to find out the Standart Deviation of variable X and Y with formula:

a. Standart Deviation of variable X and Y with formula:

$$SDx = \sqrt{\frac{\sum x^2}{N}} = \sqrt{\frac{3225754}{40}} = \sqrt{80,64} = 8,97$$

$$SDy = \sqrt{\frac{\sum y^2}{N}} = \sqrt{\frac{245650}{40}} = \sqrt{61,41} = 7,83$$

After gaining the result of SDx = 8,97 and SDy = 7,83. The writer calculated the variant of variable X and Y (S).

b. the variant of variable X and Y (S)

$$Sx = Sx^2 = 8,97 = 80,47$$

$$Sy = Sy^2 = 7,83 = 61,30$$

Then the writer calculated the Standart Errors from Mean of X and Y with formula:

c. Standart Errors from Mean of X and Y

$$SEMx = \frac{SDx}{\sqrt{NX-1}} = \frac{8,97}{\sqrt{40-1}} = \frac{8,97}{6,244} = 1,43$$

$$SEMy = \frac{SDy}{\sqrt{Ny-1}} = \frac{7,83}{\sqrt{40-1}} = \frac{7,83}{6,244} = 1,254$$

After gaining the result of SEMx=0,91 and SEMy=0,89. The writer calculated the standart error from mean of differences between variabel X and Y:

d. Standart error from mean of differences between variabel X and Y:

$$SEM - My = \sqrt{SEMx^2 - SEMy^2} = \sqrt{1,437^2 - 1,254^2} = \sqrt{2,065 - 1,572} = \sqrt{0,4393} = 0,6628$$

The last procedure of the calculation is determining the result of t_o (t observation) of the test with the formula :

$$t = \frac{Mx - My}{SEMx - My}$$

$$= \frac{67 - 60,24}{0,6628}$$

$$= 10,19$$

Then in order to complete the result of this research, the writer try to find out the coefficient of $t_t \alpha 0,050$ at degree of freedom $= (N1 + N2 - 2) = (40 + 40 - 2) = 78$ is 1,991 (calculation by Excel). Based on the table, df 78 at significant level is 1,991. So, the result is $10,19 > 1,991$. It means that t_o (t observation) is higher than t_t (t table).

Before deciding the result of hyphothesis, the writer proposed interpretation toward t_o (t observation) with procedure as follows:

1. Formulating alternative hyphothesis (H_a): there are significant mean differences between variable X and Y.
2. Formulating null hyphothesis (H_0): there are not significant mean differences between variable X and Y.

Furthermore, the writer has the assumption as the statistic hyphothesis states:

1. If the result of calculation t_o (t observation) is bigger than t_t (t table), $t_o > t_t$:
The null hyphothesis (H_0) is rejected. It mean that the experiment technique is **accepted**
2. If the result of calculation t_o (t observation) is smaller than t_t (t table), $t_o < t_t$:
The null hyphothesis (H_0) is rejected. It mean that the experiment technique is **rejected**

Based on the result of calculation, the writer obtained value of t_o 10,19 and degree of freedom $df = 78$ ($N_1 + N_2 - 2$). To know whether it is significant or not we have to look at the t_{table} . The result of t_t on significant $0,05 = 1,991$. It indicates that $t_o > t_t$ or $10,19 > 1,991$ so the null hypothesis is rejected and the alternative hypothesis is accepted. Therefore the writer hypothesis is accepted, it means that there is a significant affective of using graphic organizer in teaching writing.

4. Normality Testing

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

Table 4.3

Frequency Distribution Of Eksperimental Group Pre-test

Pre Test Eks	No	Xi	Fi	FiXi	Xi ²	FiXi ²
	1	20	1	20	400	400
	2	30	2	60	900	1800
	3	40	4	160	1600	6400
	4	45	2	90	2025	4050
	5	50	2	100	2500	5000
	6	60	3	180	3600	10800
	7	65	12	780	4225	50700
	8	70	7	490	4900	34300
	9	75	7	525	5625	39375
Total			40	2405	25775	152825

From the table above, It can be seen that 40 got the total of Fi (Frequency of Score in Pre Test). 2405 got from the total of FiXi (Frequency of Score in Pre Test Times Score of Pre Test). 27775 got from the total of Xi² (Score of Pre Test Times Two). 152825 got from the total of FiXi² (Frequency of Score in Pre Test

and Score of Pre Test Times Two). Based on the data above, the result of F_iX_{i2} is 152825 and F_iX_i is 2405.

Table 4.4

Normality test of pre test exsperimental group

Pre Test Eks	No	Score	Zi	F(Zi)	S(Zi)	F(Zi) - S(Zi)
	1	45	-1,0415	0,149	0,03	0,124
	2	20	-2,7631	0,003	0,05	-0,047
	3	65	0,3357	0,631	0,08	0,556
	4	30	-2,0745	0,019	0,10	-0,081
	5	65	0,3357	0,631	0,13	0,506
	6	70	0,68001	0,752	0,15	0,602
	7	50	-0,6972	0,243	0,18	0,068
	8	40	-1,3859	0,083	0,20	-0,117
	9	70	0,68001	0,752	0,23	0,527
	10	75	1,02433	0,847	0,25	0,597
	11	40	-1,3859	0,083	0,28	-0,192
	12	65	0,3357	0,631	0,30	0,331
	13	65	0,3357	0,631	0,33	0,306
	14	45	-1,0415	0,149	0,35	-0,201
	15	75	1,02433	0,847	0,38	0,472
	16	65	0,3357	0,631	0,40	0,231
	17	75	1,02433	0,847	0,43	0,422
	18	65	0,3357	0,631	0,45	0,181
	19	65	0,3357	0,631	0,48	0,156
	20	65	0,3357	0,631	0,50	0,131
	21	40	-1,3859	0,083	0,53	-0,442
	22	70	0,68001	0,752	0,55	0,202
	23	75	1,02433	0,847	0,58	0,272
	24	65	0,3357	0,631	0,60	0,031
	25	75	1,02433	0,847	0,63	0,222
	26	30	-2,0745	0,019	0,65	-0,631
	27	65	0,3357	0,631	0,68	-0,044
	28	70	0,68001	0,752	0,70	0,052
	29	50	-0,6972	0,243	0,73	-0,482
	30	60	-0,0086	0,497	0,75	-0,253
	31	70	0,68001	0,752	0,78	-0,023

32	70	0,68001	0,752	0,80	-0,048
33	75	1,02433	0,847	0,83	0,022
34	60	-0,0086	0,497	0,85	-0,353
35	40	-1,3859	0,083	0,88	-0,792
36	65	0,3357	0,631	0,90	-0,269
37	70	0,68001	0,752	0,93	-0,173
38	75	1,02433	0,847	0,95	-0,103
39	60	-0,0086	0,497	0,98	-0,478
40	65	0,3357	0,631	1,00	-0,369
Total	2405	Lo = 0,60175225224343			
Mean	60,125	Lt = 0,767			
StdDev	14,5218				

From the table above, It can be seen that 2405 got from the total of score.60,125 got from the total of score divided the total of students. 0,767 got from the higher score Standard Normal Distribution minus The Calculation of Proportion Frequency Kumulatif divided the Total of Students. 0,601 the value of Lilliefors.the data distribution of the student's ability in reading comprehension is normal.

Table 4.5

Frequency of post test eksperimental group

Post Test Eks	No	Xi	Fi	FiXi	Xi ²	FiXi ²
	1	80	8	640	6400	51200
	2	85	3	255	7225	21675
	3	90	13	1170	8100	105300
	4	95	16	1520	9025	144400
	Total		40	3585	30750	322575

Table 4.6

Normality testing of post test in experimental group.

Post Test Eks	No	Score	Zi	F(Zi)	S(Zi)	F(Zi) - S(Zi)
	1	80	-1,6871	0,046	0,03	0,021
	2	80	-1,6871	0,046	0,05	-0,004
	3	95	0,94214	0,827	0,08	0,752
	4	95	0,94214	0,827	0,10	0,727
	5	90	0,06573	0,526	0,13	0,401
	6	95	0,94214	0,827	0,15	0,677
	7	90	0,06573	0,526	0,18	0,351
	8	95	0,94214	0,827	0,20	0,627
	9	95	0,94214	0,827	0,23	0,602
	10	90	0,06573	0,526	0,25	0,276
	11	85	-0,8107	0,209	0,28	-0,066
	12	90	0,06573	0,526	0,30	0,226
	13	80	-1,6871	0,046	0,33	-0,279
	14	95	0,94214	0,827	0,35	0,477
	15	95	0,94214	0,827	0,38	0,452
	16	85	-0,8107	0,209	0,40	-0,191
	17	90	0,06573	0,526	0,43	0,101
	18	80	-1,6871	0,046	0,45	-0,404
	19	90	0,06573	0,526	0,48	0,051
	20	95	0,94214	0,827	0,50	0,327
	21	90	0,06573	0,526	0,53	0,001
	22	80	-1,6871	0,046	0,55	-0,504
	23	95	0,94214	0,827	0,58	0,252
	24	80	-1,6871	0,046	0,60	-0,554
	25	90	0,06573	0,526	0,63	-0,099
	26	95	0,94214	0,827	0,65	0,177
	27	90	0,06573	0,526	0,68	-0,149
	28	95	0,94214	0,827	0,70	0,127
	29	80	-1,6871	0,046	0,73	-0,679
	30	95	0,94214	0,827	0,75	0,077
	31	95	0,94214	0,827	0,78	0,052
	32	95	0,94214	0,827	0,80	0,027
	33	90	0,06573	0,526	0,83	-0,299
	34	95	0,94214	0,827	0,85	-0,023

35	85	-0,8107	0,209	0,88	-0,666
36	90	0,06573	0,526	0,90	-0,374
37	95	0,94214	0,827	0,93	-0,098
38	80	-1,6871	0,046	0,95	-0,904
39	90	0,06573	0,526	0,98	-0,449
40	90	0,06573	0,526	1,00	-0,474
Total	3585	Lo = 0,751939715434641 Lt = 0,767			
Mean	89,625				
StdDev	5,70509				

From the table above, It can be seen that 3585 got from the total of score. 89,625 got from the total of score divided the total of students. 0.767 got from the higher score Standard Normal Distribution minus The Calculation of Proportion Frequency Kumulatif divided the Total of Students. 0.7519..the value of Lilliefors.It was known that the coefficient of L_o (0,751939715434641) L_t (0.767). So it can be concluded that the data distribution of the student's ability in reading comprehension is normal.

Table 4.7

Frequency of pre test control group

Pre Test Control	No	Xi	Fi	FiXi	Xi2	FiXi2
	1	20	1	20	400	400
	2	40	5	200	1600	8000
	3	45	2	90	2025	4050
	4	50	2	100	2500	5000
	5	55	2	110	3025	6050
	6	60	4	240	3600	14400
	7	65	9	585	4225	38025
	8	70	8	560	4900	39200
	9	75	6	450	5625	33750
	10	80	1	80	6400	6400
Total			40	2435	34300	155275

From the table above, it can be seen that 40 got from the total of F_i (Frequency of Score in Post Test in Experimental Group). 3585 got from $F_i X_i$ (Frequency of Score in Post Test Times Score of Post Test in Experimental Group). 30750 got from X_i^2 (Score of Post Test Times Two in Experimental Group). 322575 got from $F_i X_i^2$ (Frequency of Score in Post Test and Score of Post Test Times Two in Experimental Group). Based on the data above, the result of $F_i X_{i2}$ is 322575 and $F_i X_i$ is 3585.

Table 4.8

Frequency Distribution of Pre Test in Control Group

Pre Test Control	No	Score	Zi	F(Zi)	S(Zi)	F(Zi) - S(Zi)
	1	40	-1,5532	0,060	0,03	0,035
	2	50	-0,8092	0,209	0,05	0,159
	3	60	-0,0651	0,474	0,08	0,399
	4	65	0,30693	0,621	0,10	0,521
	5	75	1,05099	0,853	0,13	0,728
	6	65	0,30693	0,621	0,15	0,471
	7	45	-1,1812	0,119	0,18	-0,056
	8	60	-0,0651	0,474	0,20	0,274
	9	65	0,30693	0,621	0,23	0,396
	10	70	0,67896	0,751	0,25	0,501
	11	70	0,67896	0,751	0,28	0,476
	12	40	-1,5532	0,060	0,30	-0,240
	13	80	1,42302	0,923	0,33	0,598
	14	55	-0,4371	0,331	0,35	-0,019
	15	50	-0,8092	0,209	0,38	-0,166
	16	20	-3,0414	0,001	0,40	-0,399
	17	40	-1,5532	0,060	0,43	-0,365
	18	70	0,67896	0,751	0,45	0,301
	19	55	-0,4371	0,331	0,48	-0,144
	20	75	1,05099	0,853	0,50	0,353
	21	60	-0,0651	0,474	0,53	-0,051
	22	65	0,30693	0,621	0,55	0,071
	23	70	0,67896	0,751	0,58	0,176

24	60	-0,0651	0,474	0,60	-0,126
25	70	0,67896	0,751	0,63	0,126
26	65	0,30693	0,621	0,65	-0,029
27	75	1,05099	0,853	0,68	0,178
28	65	0,30693	0,621	0,70	-0,079
29	45	-1,1812	0,119	0,73	-0,606
30	75	1,05099	0,853	0,75	0,103
31	65	0,30693	0,621	0,78	-0,154
32	65	0,30693	0,621	0,80	-0,179
33	70	0,67896	0,751	0,83	-0,074
34	75	1,05099	0,853	0,85	0,003
35	70	0,67896	0,751	0,88	-0,124
36	40	-1,5532	0,060	0,90	-0,840
37	65	0,30693	0,621	0,93	-0,304
38	70	0,67896	0,751	0,95	-0,199
39	75	1,05099	0,853	0,98	-0,122
40	40	-1,5532	0,060	1,00	-0,940
Total	2435	Lo = 0,728368932516136 Lt = 0,767			
Mean	60,875				
StdDev	13,4397				

From the table above, It can be seen that 2435 got from the total of score. 60,875 got from the total of score divided the total of students. 0,767 got from the higher score Standard Normal Distribution minus The Calculation of Proportion Frequency Kumulatif divided the Total of Students. 0,72 the value of Lilliefors.

Table 4.9

Normality testing of post test in control group

Post Test Control	No	Xi	Fi	FiXi	Xi2	FiXi2
	1	45	1	45	2025	2025
	2	60	5	300	3600	18000
	3	65	4	260	4225	16900
	4	70	2	140	4900	9800
	5	75	3	225	5625	16875
	6	80	9	720	6400	57600

7	85	8	680	7225	57800
8	90	6	540	8100	48600
9	95	2	190	9025	18050
Total		40	3100	51125	245650

Table 4.10

Normality testing of post test in control group

Post Test Control	No	Score	Zi	F(Zi)	S(Zi)	F(Zi) - S(Zi)
	1	60	-1,4872	0,068	0,03	0,043
	2	65	-1,0623	0,144	0,05	0,094
	3	75	-0,2125	0,416	0,08	0,341
	4	80	0,21246	0,584	0,10	0,484
	5	90	1,0623	0,856	0,13	0,731
	6	80	0,21246	0,584	0,15	0,434
	7	65	-1,0623	0,144	0,18	-0,031
	8	75	-0,2125	0,416	0,20	0,216
	9	80	0,21246	0,584	0,23	0,359
	10	85	0,63738	0,738	0,25	0,488
	11	85	0,63738	0,738	0,28	0,463
	12	60	-1,4872	0,068	0,30	-0,232
	13	95	1,48721	0,932	0,33	0,607
	14	70	-0,6374	0,262	0,35	-0,088
	15	65	-1,0623	0,144	0,38	-0,231
	16	45	-2,762	0,003	0,40	-0,397
	17	60	-1,4872	0,068	0,43	-0,357
	18	85	0,63738	0,738	0,45	0,288
	19	70	-0,6374	0,262	0,48	-0,213
	20	85	0,63738	0,738	0,50	0,238
	21	75	-0,2125	0,416	0,53	-0,109
	22	80	0,21246	0,584	0,55	0,034
	23	85	0,63738	0,738	0,58	0,163
	24	90	1,0623	0,856	0,60	0,256
	25	95	1,48721	0,932	0,63	0,307
	26	80	0,21246	0,584	0,65	-0,066

27	90	1,0623	0,856	0,68	0,181
28	80	0,21246	0,584	0,70	-0,116
29	65	-1,0623	0,144	0,73	-0,581
30	90	1,0623	0,856	0,75	0,106
31	80	0,21246	0,584	0,78	-0,191
32	80	0,21246	0,584	0,80	-0,216
33	85	0,63738	0,738	0,83	-0,087
34	90	1,0623	0,856	0,85	0,006
35	85	0,63738	0,738	0,88	-0,137
36	60	-1,4872	0,068	0,90	-0,832
37	80	0,21246	0,584	0,93	-0,341
38	85	0,63738	0,738	0,95	-0,212
39	90	1,0623	0,856	0,98	-0,119
40	60	-1,4872	0,068	1,00	-0,932
Total	3100	Lo = 0,730949274315334			
Mean	77,5	Lt = 0,767			
StdDev	11,767				

From the table above , It can be seen that 3100 got from the total of score. 77,5 got from the total of score divided the total of students. 0,767 got from the higher score Standard Normal Distribution minus The Calculation of Proportion Frequency Kumulatif divided the Total of Students. 0,730 the value of Lilliefors.

Table 4.11

The Summary of Normality test of The Data

The Summary of Normality test of Pre-test and Post test Data				
Class	L _o		L _t	Conclusion
	Pre-test	Post-test		
Experiment	0,601	0,75	0,767	Normal
Control	0,72	0,73	0,767	Normal

Based on the table above, it shows that $L_o < L$, so it showed the data which got from both samples had normal distribution.

5. Homogeneity test

Homogeneity test was done by doing Fisher test. It aimed to know whether the sample that used in the research is homogenous or not. The formula is as follows:

$$F_o = \frac{S_1^2}{S_2^2}$$

Where :

S_1^2 = The biggest variant of both variable

S_2^2 = The smallest variant of both variable

Then the homogeneity of the sample could be decided based on this following hypothesis :

If $F_o < f_t$ = data is homogenous

If $F_o > f_t$ = data is not homogenous (heterogenous)

a. Data of research

Analysis data of post-test of both variable:

Variant of post-test experiment class :80,47

Variant of post-test control class :61,30

$$F_o = \frac{80,48}{61,30} = 1,32$$

The coefficient of from the table of F distribution α 0,05 with numerator degree of freedoms 1 = 40 ($N-1=40-1 = 39$), and denominator degree of freedom 2 = 40 ($N-1=40-1=39$). Where F_{table} so it could be concluded that F_{table} determined at real $\alpha = 0,05$ is 1,941

From the calculation above, it was found that $F_{\text{count}} = 1,32$. Then, the coefficient of F_{count} was compared to F_{table} . So, it could be concluded that $F_{\text{count}} < F_{\text{table}} = 1,32 < 1,941$. It means the samples of post test that used in this research is homogenous or it could be concluded that the data of this research had completed the requirements to be hypothesized.

6. Reability and Validity Testing

In this section, subject of the research were 40 and 40 students of the second grade of Mts Al- Jam'iyatul Tembung. The purpose of the researcher is to know the effect of Pre Reading Plan Strategy in Reading Comprehension at MTs Al- Jam'iyatul Washliyah Tembung. The result is obtained the data as follows:

We will prove whether there is a relationship between Pre-Reading Plan strategy as variabel X with the writing achievement as variabel Y, step answered:

1. Create H_a and H_0 in the form of a sentences, as follows:

H_0 : There is not an effect of graphic organizer technique on students' achievement in writing descriptive text.

H_a : There is an effect of graphic organizer technique on students' achievement in writing descriptive text.

Create H_a and H_0 in the form of statistics as follows:

H_a : $\mu_x = \mu_y$
 H_0 : $\mu_x \geq \mu_y$

2. Select the formula to be used, for this example we will use the formula of product moment correlation with through numbers as follows:

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

3. Create a helper table to calculate the correlation.
4. Enter the statistics contained in the table into the formula:

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

$$r_{xy} = \frac{40(278050)}{\sqrt{(322575)(245650)}}$$

$$r_{xy} = \frac{11122000}{\sqrt{795147,37}}$$

$$r_{xy} = \frac{11122000}{891,71}$$

$$r_{xy} = 12,473$$

The last procedure of the calculation is determining the result of coefficient with the formula :

$$KP = r_{xy}^2 \times 100\%$$

$$= 12,473^2 \times 100\%$$

$$= 155,576 \times 100\%$$

$$= 1555,756\%$$

So, from the calculated above, has succesfully we get r_{xy} amounted to 12,473. If we look, the correlation index numbers we have gained was not marked negative. This means that the correlation between the variabel X (Teaching using Pre- Reading Plan Strategy) and the variable Y (Teacher technique) there is a positive correlation between these two variable .

Based on the approximate put forward we can state that the correlation between variables X and Y variables that are correlations were moderate or strong. This we can give a simple interpretation of the r_{xy} , namely that even if there is a positive correlation between variable X and Y , but the correlation is moderate.

Rule testing if $r_{\text{count}} \geq r_{\text{table}}$ then a significant correlation, if $r_{\text{count}} \leq r_{\text{table}}$ then the correlation is not significant value r_{table} was taken by $dk=n-k$ where n = number of samples 40, k = numbers of variables is 2.

So, the value r_{table} is taken from the value r_{table} for dk 40 at 5% significance level was 0,304 turns $r_{\text{count}} \geq r_{\text{table}}$. So, that it can be concluded that the relationship relevance of learning styles to students learning outcomes is significant level of 5%.

B. Findings

In this section, the researcher presents the students' writing achievement before and after taught by using graphic organizer as a technique in the teaching writing. The subject of the research is 40 students in experimental group and 40 students in control group of the eighth grade of MTs Al-jam'iatul wasliyah Tembung.

Before analyzing the hypothesis, the writer calculated the normality to find the data had normal distribution. In the pre-test of experiment class it can be seen that the Liliefors Observation or Lo (0,601) < Lt (0,767). It means that data had normal distribution. In the pre-test of control class, it can be seen that the Liliefors Observation or Lo (0,72) < Lt (0,767). It means that data had normal distribution. It can be concluded that the data of pre-test had been used in experiment class and control class were normal and as valid to be used in this research.

In post-test of experiment class, it can be seen that the Liliefors Observation or Lo (0,75) < Lt (0,767). It means that data had normal distribution. In the post-test of control class it can be seen that the Liliefors Observation or Lo (0,73) < Lt

(0,767). It means that data had normal distribution. It can be concluded that the data of post-test had been used in experiment class and control class were normal and assessed as valid to be used in this research.

After calculating the normality test, the writer counts the mean of pre test in experiment and control group. The mean of pre-test in experiment group was 60,1, and in control group the mean of pre-test was 60,9. And the mean of post-test in experiment group was 89,6. In control group the mean of post-test was 77,5. The result shows that mean of experiment group was higher than control group.

After variance of experiment and control group was found, the writer was calculated homogeneity test to determined t-test formula. Based on the calculation of homogeneity test, it could be seen that the test is homogenous in both of classes.

The results of t-test shows that t-value is higher than t-table. Thus, in this case, the null hypothesis (H_0) in this research is rejected and alternative hypothesis (H_a) is accepted. It means that the treatment which is given to the experiment group by using Pre- Reading Plan on the students' achievement inreading comprehension.

C. Discussion

There was a significant effect on students' achievement in reading comprehension by using Pre- Reading Plan Strategy. It was proved higher score than were taught by Teacher Centered strategy its showed that the result of t_{observed} is 10,19 and t_{table} is 1,991 ($t_{\text{observed}} > t_{\text{table}}$, $10,19 > 1,991$).

CHAPTER V

CLOSING

i. Conclusion

In the final Part, the researcher give the conclusion as follow:

Pre Reading Plan was significant to be used in affecting the students' achievement in reading comprehension. The result of tobserved (tobserved > ttable,). It means that H0 was rejected and Ha was accepted. There was a significant effect of Pre Reading Plan on the students' achievement in reading comprehension.

ii. Recommendation

Based on the conclusion above, the researcher gives some recommendation as follows:

1. English teachers are recommended to use Pre Reading Plan Strategy in their teaching learning process in order to affect the students' achievement in reading comprehension and provide the information of the students' reading comprehension when they teach reading.
2. For students, to increase their ability, especially in Reading Comprehension for researcher, be useful as a reference in the learning process in future.
3. For researcher it can be useful as a reference in the learning process in future.

iii. Implication

Implications were drawn from the research finding. The research came with a finding that there is a significant effect of Pre Reading Plan strategy on students' reading achievement. Moreover, this research implies that using Pre Reading Plan is needed in reading comprehension.

Considering the conclusions were drawn above, it implies that Pre Reading Plan gives contribution to the students' reading achievement. It can be seen from the students' reading scores in which almost the students' who got higher scores in comprehending the text given. It was expected that the teachers were highly recommended to create the process of learning English in order to increase the students' reading achievement especially in comprehending the text.

Reading Plan can be effective strategy to help the students practice reading and create an enthusiastic learning process so that the standard of competence of learning process can be achieved. This technique able to help student to activating prior knowledge as a first point to be able to comprehending more better.

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Appendix I

LESSON PLAN

School : MTsAl-Jam'iyatul Washliyah
Subject : English
Class : VIII
Main material : Recount text
Duration : 2 x 40 minutes

A. Kompetensi Inti (Core Competence):

- KI 1** : Menghargai dan menghayati ajaran agama yang dianutnya.
KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaanya.
KI 3 : Memahami pengetahuan (faktual, konseptual dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, terkait fenomena dan kejadian tampak mata.
KI 4 : Mencoba mengolah dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/ teori.

B. Basic Competence and Indicator

No.	Basic Competence	Indicator
1.	1.1 Being grateful to God for the chance in learning English as the international language which is presented in the spirit of learning.	1.1.1 Expressing the thankfulness in every time getting chance to learn English presented in the spirit to learn.
2.	2.1 Indicating well mannered behavior and caring in doing	2.1.1 Communicating or sharing things with teacher and the interpersonal communication with teachers and friends. friends in well manner through discussion and presentation.
3.	3.12 Implementing the structure of the text and language feature to bring about the social function of the recount text by stating and questioning about activities,	3.12.1 By formulating questions about the text students are able to identify the content of recount text according to the context.

	events, and phenomenon, short and simple, according to the context usage.	3.12.2 By formulating questions students are able to identify the language features of a recount text. 3.12.3 By reading the text in segments students are able to identify the structure of the text.
4.	4.14 Getting the meaning of the spoken and written recount text, short and simple, about activities, events, and phenomenon.	4.14.1 By making predictions and confirming the predictions students are able to identify the topic and main idea of recount text. 4.14.2 Given some questions related to the text (short answer and true/false task) students are able to identify and find the detail information in a recount text.

C. The Objectives

Upon the completion of teaching and learning process, students are able to:

1.1.1.1 express thankfulness in every chance to learn English which is presented in their spirit of learning (asking and answering questions, criticizing, giving opinion during the teaching and learning process);

2.1.1.1 communicate or share things with teacher and friends in well manner through discussion and presentation;

3.12.1.1 identify the content of the recount text;

3.12.3.1 identify the use of connecting words, for examples: first, then, after that, before, finally, etc.;

3.12.3.2 identify the use of adverb of time, for example: yesterday, last month, on Monday, an hour ago, immediately, etc.,

3.12.3.3 identify the structure of the text; orientation, events, and re-orientation.

4.14.1.1 identify the topic and main idea of a recount text based to the context;

4.14.1.2 make predictions to find the topic and main idea of a recount text;

4.14.2.1 find the detail information in the recount text.

D. Teaching and Learning Material

The social function:

Explaining experience/(s), phenomenon, and event/(s) to be reported, modeled, shared, etc.

The structure of the text

*Orientation: it provides the purpose of the text and the event/phenomenon/experience in general. It also provides the background information needed to understand the text, i.e., who was involved, where it happened, when it happened, etc.

*Event: a record of events usually recounted in a chronological order.

*Re-orientation: personal comments and/or evaluative remarks on the incident.

Language features:

Simple past tense and continuous: fell, came, helped, did, caught, was going, were reading, etc.

Adverb of time:

yesterday, last month, on Monday, an hour ago, immediately, etc.

E. Teaching Method and Technique

Scientific approach

Pre reading plan

F. Media and Learning Resources

Media:

Text

Worksheets

Learning Resource:

Contextual Teaching and Learning Bahasa Inggris: Sekolah Menengah Pertama/Madrasah Tsanawiyah Kelas VIII Edisi 4 /Utami Widiati, ...[et.al.].-- Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional, 2008.

G. Steps of Teaching and Learning Process

The First Meeting

a. Opening (10 minutes)

- 1) The teacher greets the students.
- 2) The teacher checks the students' attendance list.
- 3) The teacher prepares the learners psychologically and physically to follow the teaching and learning process by asking the learners to clear up the class and spruce up.

- 4) The teacher presents the scope of the material and the activities according to the lesson plan.
- 5) The teacher explains the activity of the lesson.

b. The main activity (60 minutes)

Observing (5 minutes)

- 1) Works in groups, students read and observe the text .

Questioning (10 minutes)

- 1) Students are given a question related to the text
- 2) Working in group, students read the text and formulate questions related to the text using the question words (*what* and *where*) given by the teacher.
- 3) The representative of each group writes down the questions on the whiteboard.
- 4) Students and teacher, together, select the appropriate questions to be answered.

Collecting data and presenting (10 minutes)

- 1) Working in group, students answer the questions.
- 2) The representative of each group presents the text in front of the other groups.

Observing (5 minutes)

- 1) Working in group, students observe the text.
- 2) Students observe the questions that followed the text activity .
- 3) The teacher guides the students in understanding the questions.

Questioning and (5 minutes)

- 1) Students are given leading questions text
- 2) Working in group, students answer the questions
- 3) The representative of each group presents in front of the other groups

Collecting data (5 minutes)

- 1) The teacher distributes the first stopping point card for each group.
- 2) A student reads the first stopping point of the text.

Associating (20 minutes)

- 1) Working in group, students confirm their work
- 2) Students can make correction if it is necessary.
- 3) Working in group, students do the Activity 2

c. Closing (10 minutes)

- 1) The students are given an individual homework (activity 1).
- 2) The teacher gives rewards for the students with the higher score in the pre-test.
- 3) The teacher and learners, together, summarize the material that had been learned in this meeting.
- 4) The teacher ask learners to help them doing reflection of their teaching and learning process.
- 5) The teacher explains about the next teaching and learning plan.

H. Assessment

1. Knowledge and Skill

a. Assessing technique : progress test

b. Instrument form : multiple choices

c. Assessment grid :

No.	Indicator	Instrument number
1	It is presented 20 items of multiple choices	Progress Test

d. Instrument: look at Appendix

e. Scoring guideline:

- Score for progress test: 0-20

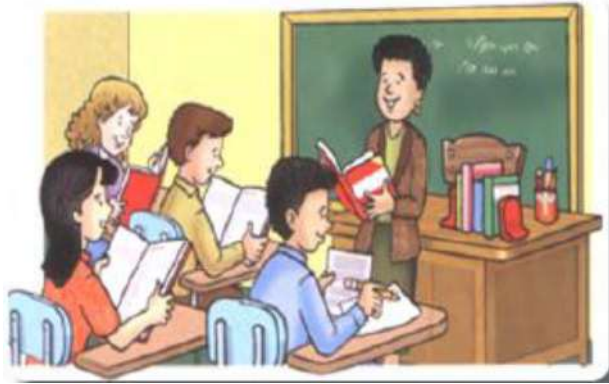
Final Score = $\frac{GainedScore}{MaximumScore} \times 100$

Patumbak, 13th June 2019
Researcher

Putri Sri Handayani Pulungan
NIM. 34131086

Activity 1

Work individually and read the text again. Then, answer the following questions.



One day Sandra Dewi fell sick in the middle of the English lesson. All the students did reading tasks. Suddenly Sandra Dewi vomited. All other students stopped writing. Mrs. Lidia helped her immediately. The chairman of the class sent for the school's doctor. In five minutes the doctor came. He examined her carefully. He examined her eyes. He felt her stomach. He listened to her heart beat. He measured her blood pressure. Then he took her temperature. "I'm afraid she suffers from malaria. Her temperature is very high. That is why she vomited. She has a very bad cough, too. I'll give her some pills for her malaria, some tablets for her fever, and syrup for her cough. She needs a week's rest", said the doctor.

Questions:

1. What is the text telling you about?
 2. What did the students do? What happened?
 3. What was the name of the teacher?
 4. What did the doctor do?
 5. What was Sandra Dewi suffering from?
 6. What did the doctor recommend?
- (Adapted from Contextual Teaching and Learning)*

Activity 2

Read the complete text and do the following exercise. Decide whether the following statements are TRUE (T) or FALSE (F) based on the text and correct the FALSE one.



The workmen who were building the new hospital in my town caught a snake last month. It was in the drain near the building construction site. Early in the morning, a workman was just going to sit under the tree when suddenly he saw a long creature lying in the drain. It did not move when he was approaching it. Then he shouted to the other workmen who were going to work. Then, they caught the 8-metre long python and brought it to the authority of the zoo in this town. The diameter of its body was about 25 centimeters. They believed that the snake might belong to someone living in the area. The police were trying to find the owner.

1. ___ The workman found the snake at the site of the building construction.
2. ___ The construction was going to be a new hospital.
3. ___ The workman was sitting under the tree when he saw a snake.
4. ___ The snake was approaching the workman.
5. ___ It belonged to the zoo.

(Adapted from: Contextual Teaching and Learning)

Appendix II

Pre Test Instrument

Cross (X) a, b, c, or d for the correct answer on the given answer sheet. Read the text and answer questions 1-4

My Memorable Holiday

I want to tell you about my memorable time in Singapore. It was one of the best holidays I ever had.

I will never forget the spectacular views of the city I saw from Mount Fable that night. The roller-coaster ride and the stunts performed by dolphins and a killer whale at Sea World were also exciting. I will remember the thrill of having been on one of the longest rides in the monorail in Sentosa Island for many years to come.

I also enjoyed various kind of seafood at the makeshift roadside stalls at the Chinatown night market. I enjoyed the shopping trips as well. My family and friends agreed that the souvenirs were value for money, especially the silk scarves with pretty patterns and the attractive key chains.

(Adapted from: SIAPUJA Bahasa Inggris SMP)

1. What is the purpose of the text?
 - a. to describe something
 - b. to report something
 - c. to retell someone's experience
 - d. to share moral values
2. What did the writer do at Chinatown?
 - a. He had a roller-coaster experience.
 - b. He had a various kind of seafood.
 - c. He enjoyed snails.
 - d. He enjoyed the souvenirs.
3. What kind of souvenir did the writer buy?
 - a. Postcards and snails.
 - b. Seafood and squid.
 - c. Money and scarves.
 - d. Silk scarves and key chains.
4. "I will never forget the spectacular sight of the city" (Paragraph 2). What does the underlined word mean?
 - a. nice
 - b. usual
 - c. amazing
 - d. ordinary

Read the text and answer questions 5-9

It was my grandpa's birthday party last Sunday. On Friday, my sister and I went shopping at the mall. We bought a nice shirt. Then we wrapped it in a green wrapping paper. Green is my grandpa's favorite colour. On Saturday morning, my brother and I helped my sister make a birthday cake in the kitchen. It was a big, beautiful cake. I wrote,, Happy Birthday' on it. After that, we put some chocolate and a candle on the top of the cake.

On Sunday evening, my uncle and aunt came to my house. They brought several bottles of soft drink and flowers for grandpa. We sat together in the living room. My dad said a prayer. Then we sang,, Happy Birthday' and my grandpa blew out the candle. He cut the cake into small pieces and gave a piece to everybody in the room. He opened the present and he was very happy with the shirt. Finally, my grandma told us some stories about my grandpa.

(Adapted from: SIAPUJA Bahasa Inggris SMP)

5. What does the text tell you about?
- describing grandpa's family
 - telling grandpa's experience
 - celebrating grandpa's birthday party
 - making grandpa's birthday cake
6. What is the main idea of the first paragraph?
- The writer bought a present for her grandpa.
 - The writer prepared everything for the party.
 - The writer's uncle brought some drinks and flowers.
 - The writer and her family celebrated their grandpa's birthday party.
7. "I wrote,, Happy Birthday on it." (Paragraph 1) The underlined word refers to...
- grandpa's party
 - soft drinks and flowers
 - the present for grandpa
 - the birthday cake
8. Which statement is INCORRECT based on the text?
- The party was held in the house.
 - The writer helped her aunt to make a cake.
 - The writer's grandpa likes the writer's present.
 - The writer's grandma told many stories about grandpa.
9. "He cut the cake into small pieces and gave a piece to everybody in the room." The underlined word refers to ...
- uncle
 - aunt
 - grandma
 - grandpa

Read the text and answer questions 10

Joining “Fun with English”

Hurray! We had *Fun with English* in our school! We enjoyed this event at Yos Sudarso Primary School in Karawang on Saturday, 16 February. We had waited for it since October. So when the day came, we were really happy. We played many games such as matching colours, matching pictures, horse racing, hide and seek, and a spelling bee. We also had storytelling.

All students from grade 1 to grade 6 joined *Fun with English*, so there were 3 slots for the activities. We really had fun for practicing our English. We also sang together about parts of our body and do-re-mi.

Many prizes were given in this event. There were tickets for Ice World and Gondola of Ancol Bay City, tickets for Waterboom of Lippo Cikarang, tickets for Insect World at TMII, T-shirts, pens, stickers, and many other merchandise.

(Adapted from: SIAPUJA Bahasa Inggris SMP)

10. The text mainly tells us about
- learning English through fun activities
 - learning English at Yos Sudarso Primary School
 - getting prizes in learning English
 - getting tickets from English activities
11. What is the main idea of paragraph three?
- Many prizes given at the event.
 - All students of the school joined the game.
 - The students had fun during the game.
 - “Fun with English” is a nice program.
12. How long did the writer and her friend wait for the event?
- two months
 - three months
 - four months
 - five months
13. Why were there three slots for the activities?
- Students from grade 1 to 6 joined the games.
 - There were so many activities to join.
 - There were some prizes to win.
 - All students in Karawang joined the games.
14. “Many prizes were given in this event.” The underlined word has the similar meaning with the word ...
- reward

- b. punishment
- c. tickets
- d. retribution

Read the text and answer questions 15-19

My First Marathon

Last year, I joined the Chicago Marathon, my first marathon. I had to run 26, 6 miles to complete it. It was hard but I learned valuable lessons from joining it.

At first, I just wanted to get the experience of joining the marathon. I thought it would be one lifetime experience. After finishing it, I changed my mind. I wanted to enter another one. I wanted to complete at least one more marathon and improve my time. I also experienced a good feeling between participants and the spectators. It made me happy. It was amazing for me. So, I decided that I had to join another marathon the following year because I was not satisfied with my first one.

15. When did the writer change his mind about marathon?
- a. when preparing for the race
 - b. during the race
 - c. before the race
 - d. after finishing the race
16. What is the main idea of the second paragraph?
- a. The writer found that marathon was enjoyable so he wanted to join again.
 - b. After completing the 26.2 miles, the writer felt upset.
 - c. The writer thought that marathon was hard so he stopped it as soon as possible.
 - d. The writer felt tired when he had to run for 26.2 miles.
17. Why did the writer want to join another marathon?
- a. to learn valuable things
 - b. to improve his time
 - c. to participate in the event
 - d. to experience interesting race
18. What made the writer feel happy in joining the marathon?
- a. the improvement of his time
 - b. the satisfaction of joining the marathon
 - c. the experience of a good feeling between participants and the spectators
 - d. the valuable lessons of a marathon
19. "I also experienced a good feeling between participants and the spectators." The underlined word has similar meaning with
- a. runners
 - b. supporters

- c. the jury
- d. audiences

Read the text and answer questions 20

An Unsuccessful Shopping Trip

Jessiva Everson has become a fashionable girl since she was a teenager. To find various fashionable clothes, she went to Singapore for a five-day shopping trip a month ago. She went there with her sister, Emma. They took a morning flight on 11 February by Garuda. They stayed with their relative there.

Unfortunately, the weather in Singapore was very hot. The temperature of the day ran as high as 37° C. It was really such horrible weather. Emma couldn't stand it so she became sick. Jessiva took her to the hospital. The doctor gave her some medicine and advised her to drink plenty of water. Jessiva couldn't do her shopping in Singapore because she had to take care of her sick sister. She felt disappointed but she didn't want something bad happen to her sister. So, she decided to take her home to Jakarta.

(Taken from: SIAPUJA Bahasa Inggris SMP)

20. "Jessiva Everson has become a fashionable girl since she was a teenager." The underlined word has the similar meaning with the words below, **EXCEPT** ...
- a. trendy
 - b. modish
 - c. old-fashioned
 - d. chic

Appendix III

Post Test Instrument

Read the text and answer questions 1-6

The fastest baseball games in record took place on 30 August 1916. The two teams from Winston-Salem and Asheville, North Carolina. The game was played in Asheville. The Winston-Salem team had to travel by train to and from Asheville. The last train that could get them back home on the same day was to leave at three o'clock. But the game was set for two o'clock. How could they play the whole game and catch a train in just one hour? They asked the home team if they could start the game early. The Asheville team agreed.

The game started at 1.28. Both teams played faster than they had ever had. All the batters swung at the first pitch. The teams ran on and off the field between innings. The Asheville pitcher even pitched before his teammates were on the field. The game was over at 1.59 Winston-Salem won by two-one. The players had no problem catching the train.

(Taken from: SIAPUJA Bahasa Inggris SMP)

1. What is the text about?
 - a. The fastest baseball game on record.
 - b. Winston-Salem and Asheville.
 - c. Playing a game and catching a train.
 - d. Winston-Salem' victory.
2. What is the main idea of the first paragraph?
 - a. The fastest baseball games in record.
 - b. Winston-Salem and Asheville played the game early to catch the last train.
 - c. The game was played in Asheville.
 - d. The last train was to leave at three o'clock.
3. "The fastest baseball game on record took place on 30 August 1916." What does the underlined phrase mean?
 - a. happened
 - b. hastened
 - c. found
 - d. matched
4. Why did Winston-Salem asked to start the game early?
 - a. They wanted to break the fastest baseball game record.
 - b. They wanted to go home soon.
 - c. They needed to win over the home team.
 - d. They needed to catch the last train.

5. What time did the game between Winston-Salem and Ashville finish?

- a. 1.28
- b. 1.59
- c. 2
- d. 3

6. What is the best title for the passage above?

- a. The Winner
- b. A Fierce Battle of Baseball
- c. The Fastest Baseball Game in Record
- d. Let's Win and Catch the Train

Read the text and answer questions 7-10

A number of people were killed recently after a flash flood and landslide in the Morowali regency, Central Sulawesi, while thousands of others were isolated. Reports said that until the ninth day of the disaster, survivors were still isolated in their villages because transportation routes were totally out. Meanwhile, food aid was not enough and health assistance had not yet reached the locations.

The conditions were indeed a major problem in assisting the victims. Going by foot was the only solutions for a joint team from the local health office and the Indonesian Red Cross. This team had to walk to reach the four isolated villages of Ueruru, Mamosalato, Kolo Bawah and Baturube. The nearest village was five kilometers away.

Other group would later follow the tracks of the medical team to distribute various basic necessities. Every effort must be made. The flood victims couldn't wait any longer for assistance.

(Adapted from: SIAPUJA Bahasa Inggris SMP)

7. The text tells us about ... in Morowali regency.

- a. the flash flood and landslide
- b. the ninth day of the disaster
- c. the three isolated villages
- d. the number of people killed

8. "The conditions were indeed major problem in assisting the victims." The underlined word means

- a. health team
- b. injured people
- c. survivors
- d. villages

9. What is the major problem of delivering assistance to the victims?

- a. The village was five kilometers away.

- b. There were too many victims in that area.
- c. The transportation routes were totally cut.
- d. The helpers couldn't walk to the villages.

10. Which one is **INCORRECT** the statement according to the passage?

- a. The villages were isolated because the transportation was out.
- b. The flash flood and landslide killed a number of people.
- c. Going by foot was the only solutions to reach the isolated village.
- d. The nearest village was 4 kilometers away.

Read the text and answer questions 11-16

One day, a boy got up with the feeling that the day was going to be unlucky day for him. He found that it was already 6.50 a.m., he rushed into the bathroom. He didn't see a piece of soap lying on the floor. He stepped on it and slipped.

Then, he went into the dining room for his breakfast. He gulped down the tea without realizing that it was very hot, so it burnt his tongue. He got dressed and rushed to the bus stop. Unfortunately, he just missed the bus. His heart sank and knew that he would be late for school and his teacher would be angry with him again.

(Taken from: SIAPUJA Bahasa Inggris SMP)

11. "He gulped down the tea without realizing that **it** was very hot..." (Paragraph

2). The word "**it**" refers to

- a. the tongue
- b. the toast
- c. the tea
- d. the coffee

12. "... he rushed into the bathroom." The underlined word has synonym with the word ...

- a. walked
- b. crawled
- c. jumped
- d. hurried

13. What happened with the boy when he got his breakfast?

- a. His breakfast was not ready.
- b. He did not prepare it.
- c. He burnt his toast.
- d. He hurt his tongue.

14. The text tells us about the boy's ...

- a. good day
- b. lucky day
- c. bad day

d. fine day

15. Which statement is INCORRECT according to the passage above?

- a. The boy knew that the tea was still very hot.
- b. The boy had a bad feeling of the day.
- c. The boy's bad feeling came true.
- d. The boy had ever been late before.

16. What is the best title for the passage about?

- a. A Tiring Day
- b. What a Bad Day
- c. A Bad Breakfast
- d. My Angry Teacher

Read the text and answer questions 17-20

On Monday 21st February, there was swimming carnival for grade 3-6 students at Baulkham Hills pool. We went to our school first. Eight buses took us there. I was in the fifth bus. Ms. Schwager couldn't come with us because she had work to do, so we went with Mrs. Hopwood instead. When we arrived, the teachers told us to sit in our house areas. My house is called Yindi.

My first race was the freestyle. I got the third place and won a green ribbon. My next race was backstroke. I got the fifth place. I think freestyle is easier. People said it was freezing in the pool, but once you were in for a little while, it didn't feel so cold. Later on my friend swam in the butterfly race and won.

After lunch, the house captain organized the relays. We cheered so hard for the Yindi team. I nearly lost my voice. Finally, my mum arrived to take me home. I was so tired. I felt asleep on the couch. Overall, I was so happy because my house won the race.

(Adapted from: Smart: English Workbook for Junior High School)

17. Who took part in the swimming carnival?

- a. the teachers
- b. all students
- c. the grade 3-6 students
- d. the captain of the house

18. Where did it take place?

- a. at the Baulkham Hills pool
- b. at the writer's school
- c. at the Yindi house
- d. at the public swimming pool

19. "...**she** had work to do, ..." (Paragraph 2) The word "**she**" in the sentence above refers to ...

- a. the writer
- b. Ms. Schwager
- c. Mrs. Hopwood
- d. the house captain

20. What is the main idea of Paragraph 3?

- a. The writer won green ribbon for the freestyle race, but lost in backstroke.
- b. The freestyle was the first race for the writer.
- c. It was freezing in the pool.
- d. The writer's friend won the butterfly race.

Appendix IV

Answer Key

Pre Test Instrument

1. C
2. B
3. D
4. C
5. C
6. A
7. D
8. B
9. D
10. A
11. A
12. C
13. A
14. A
15. D
16. A
17. B
18. C
19. D
20. C

Appendix V

Answer Key

Post Test Instrument

1. A
2. B
3. A
4. D
5. B
6. C
7. A
8. B
9. C
10. D
11. C
12. D
13. D
14. C
15. A
16. B
17. C
18. A
19. B
20. A

Appendix VI

THE STUDENT INITIAL NAME AND REAL NAME AT EXPERIMENT GROUP (VIII-4)

NO.	InitialName	Real Name
1.	AH	ALIFA HASYA
2.	AZ	ALYSSA ZAHARA
3.	APB	ANGGITA PARAMITA BB
4.	ANF	ASTRI NURUL FADILLAH
5.	ANH	AULIA NURAINI HRP
6.	ALT	AYU LESTARI TARIGAN
7.	BI	BALQIS ISTIQOMAH
8.	BS	BELA SILFIANINGRUM
9.	CF	CICI FADILLAH
10.	DS	DELIMA SOPIANI
11.	DAH	DINDA AZMI HAMID L
12.	DW	DITA WULANDARI
13.	DI	DWI INDAH SARI
14.	F	FAZIRAH
15.	FAP	FEBY ANGGRAINI PULUNGAN
16.	FMN	FELLA MAHYUNI NADIA
17.	FN	FITRIA NURFADILA
18.	GS	GITA SYAHARANI
19.	GPS	GLADYS PUTRI SABRINA P
20.	IJL	INDAH JUNIATI LUBIS
21.	JNR	JIHAN NAIMA RITONGA
22.	KRZ	KHARENINA RADIKA ZAHRA
23.	MSR	MEME SYAKIRA RIZKY
24.	NHS	NADYA HADI SALSABILA
25.	NPR	NAILA PUTRI REZKY
26.	NU	NURMAINI
27.	NHL	NURUL HIDAYATI LUBIS
28.	PAN	PUTRI ANINGSY NASUTION
29.	PSL	PUTRI SEPTIANI LUBIS
30.	RR	RAHMAYANI RAMBE
31.	RFL	RISKA FADILAH LUBIS
32.	RMP	RIZKY MAHRENI PUTRI NST
33.	SAZ	SAFIRA AZZAHRA
34.	SRS	SUCI RA MADANI SITORUS
35.	TR	TRIANINGSIH
36.	VFL	VITA FITRIANI LUBIS
37.	NHS	NURUL HUSNAIDA SINGA
38.	NS	NADYA SAFIRA
39.	NR	NIKEN RISTIA
40.	NCA	NANDA CELSI AZZAHRA

Appendix VII

THE STUDENT INITIAL NAME AND REAL NAME AT CONTROL GROUP AT (VIII-3)

No.	Initial Name	Real Name
1.	AD	ADELIA
2.	AA	AINI ANGGRAINI
3.	AJP	AJENG PUTRI PERMANA
4.	ASR	ALZAFLA SAFTA RAMADANI
5.	AAH	ALYA ASUTIA HSB
6.	AN	ALIA NAJWA
7.	AH	ALYA HAKIKI
8.	AC	ARSHA CAIRUNNIKMA
9.	ANB	AULIA NUR BALQIS
10.	CZ	CHANTIKA ZAHRA
11.	DS	DEA SARTIKA
12.	DDH	DEVI DWI HESTU
13.	FR	FAIRUZA RAMADANI
14.	AM	AMELIA
15.	HN	HIJRIAH NABILLAH
16.	JF	JUHAINA FAKHIRAH
17.	KA	KARINA
18.	KMN	KHAFIZAH MUTIA NAHLA R
19.	LA	LIZZA AZZAHRA
20.	NA	NABILA AZZAHRA
21.	NP	NADIA PUTRI
22.	NK	NAILA KHOIRYYAH
23.	NPA	NAJWA PUTRI AINI LUBIS
24.	NNR	NIHA NURLANA RAMBE
25.	NA	NURAINI AFIFAH
26.	NHS	NUR HANIFAH SATIRAH
27.	PNH	PUTRI NAILA HUSNA
28.	RQ	RAMADANI QAULYA
29.	RL	RIKA LESTARI
30.	RTR	RISKA TRI RAMADANI
31.	PDA	PUTRI DIVA ADITYA
32.	SAZ	SALSABILA AZZAHRA
33.	SAD	SHOFIYYAH ADILLA
34.	SA	SITI AISYAH
35.	SNF	SITI NUR FADILLAH
36.	WSZ	WAODE SHAFIRA ZAHRA
37.	YL	YULIANI LUBIS
38.	YS	YUNI SYAFITRI
39.	ZAP	ZASKIA AULIA PUTRI
40.	FA	FIRRA AMELIA

Appendix VIII

THE STUDENTS' SCORE IN POST TEST AT EXPERIMENTAL GROUP AND CONTROL GROUP

No	X	Y	X ²	Y ²	XY
1	80	60	6400	3600	4800
2	80	65	6400	4225	5200
3	95	75	9025	5625	7125
4	95	80	9025	6400	7600
5	90	90	8100	8100	8100
6	95	80	9025	6400	7600
7	90	65	8100	4225	5850
8	95	75	9025	5625	7125
9	95	80	9025	6400	7600
10	90	85	8100	7225	7650
11	85	85	7225	7225	7225
12	90	60	8100	3600	5400
13	80	95	6400	9025	7600
14	95	70	9025	4900	6650
15	95	65	9025	4225	6175
16	85	45	7225	2025	3825
17	90	60	8100	3600	5400
18	80	85	6400	7225	6800
19	90	70	8100	4900	6300
20	95	85	9025	7225	8075
21	90	75	8100	5625	6750
22	80	80	6400	6400	6400
23	95	85	9025	7225	8075
24	80	90	6400	8100	7200
25	90	95	8100	9025	8550
26	95	80	9025	6400	7600

27	90	90	8100	8100	8100
28	95	80	9025	6400	7600
29	80	65	6400	4225	5200
30	95	90	9025	8100	8550
31	95	80	9025	6400	7600
32	95	80	9025	6400	7600
33	90	85	8100	7225	7650
34	95	90	9025	8100	8550
35	85	85	7225	7225	7225
36	90	60	8100	3600	5400
37	95	80	9025	6400	7600
38	80	85	6400	7225	6800
39	90	90	8100	8100	8100
40	90	60	8100	3600	5400
n =	$\sum x =$	$\sum y =$	$\sum x^2 =$	$\sum y^2 =$	$\sum xy =$
40	3585	3100	322575	245650	278050

Appendix IX

THE CALCULATION OF PRE TEST AND POST TEST OF EXPERIMENTAL GROUP AND CONTROL GROUP

No	Experimental Group		Control Group	
	Pre Test (x)	Post Test (x ₁)	Pre Test (y)	Post Test (y ₁)
1	45	80	40	60
2	20	80	50	65
3	65	95	60	75
4	30	95	65	80
5	65	90	75	90
6	70	95	65	80
7	50	90	45	65
8	40	95	60	75
9	70	95	65	80
10	75	90	70	85
11	40	85	70	85
12	65	90	40	60
13	65	80	80	95
14	45	95	55	70
15	75	95	50	65
16	65	85	20	45
17	75	90	40	60
18	65	80	70	85
19	65	90	55	70
20	65	95	75	85
21	40	90	60	75
22	70	80	65	80
23	75	95	70	85
24	65	80	60	90
25	75	90	70	95
26	30	95	65	80
27	65	90	75	90
28	70	95	65	80
29	50	80	45	65
30	60	95	75	90
31	70	95	65	80
32	70	95	65	80

33	75	90	70	85
34	60	95	75	90
35	40	85	70	85
36	65	90	40	60
37	70	95	65	80
38	75	80	70	85
39	60	90	75	90
40	65	90	40	60
$\Sigma n = 40$	$\Sigma x = 2405$	$\Sigma x1 = 3585$	$\Sigma y = 2435$	$\Sigma y1 = 3100$
Mean	60,1	89,6	60,9	77,5
Median	65	90	65	80
Modus	65	95	65	80

Appendix X

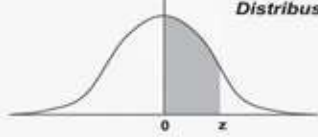
Validity Test

No	r_{tabel}	r_{observed}	Status
1	0,312	0,653	Valid
2	0,312	0,603	Valid
3	0,312	0,653	Valid
4	0,312	0,807	Valid
5	0,312	0,774	Valid
6	0,312	0,793	Valid
7	0,312	0,653	Valid
8	0,312	0,774	Valid
9	0,312	0,466	Valid
10	0,312	0,774	Valid
11	0,312	0,851	Valid
12	0,312	0,851	Valid
13	0,312	0,646	Valid
14	0,312	0,710	Valid
15	0,312	0,573	Valid
16	0,312	0,724	Valid
17	0,312	0,573	Valid
18	0,312	0,744	Valid
19	0,312	0,851	Valid
20	0,312	0,851	Valid

Appendix XI

TABLE DSTRIBUTION NORMAL BAKU 0-Z

Kumulatif sebaran frekuensi normal
(Area di bawah kurva normal baku dari 0 sampai z)



Z	0.00	0.01	0.02	0.03	0.04	0.05	0.06	0.07	0.08	0.09
0.0	0.0000	0.0040	0.0080	0.0120	0.0160	0.0199	0.0239	0.0279	0.0319	0.0359
0.1	0.0398	0.0438	0.0478	0.0517	0.0557	0.0596	0.0636	0.0675	0.0714	0.0753
0.2	0.0793	0.0832	0.0871	0.0910	0.0948	0.0987	0.1026	0.1064	0.1103	0.1141
0.3	0.1179	0.1217	0.1255	0.1293	0.1331	0.1368	0.1406	0.1443	0.1480	0.1517
0.4	0.1554	0.1591	0.1628	0.1664	0.1700	0.1736	0.1772	0.1808	0.1844	0.1879
0.5	0.1915	0.1950	0.1985	0.2019	0.2054	0.2088	0.2123	0.2157	0.2190	0.2224
0.6	0.2257	0.2291	0.2324	0.2357	0.2389	0.2422	0.2454	0.2486	0.2517	0.2549
0.7	0.2580	0.2611	0.2642	0.2673	0.2704	0.2734	0.2764	0.2794	0.2823	0.2852
0.8	0.2881	0.2910	0.2939	0.2967	0.2995	0.3023	0.3051	0.3078	0.3106	0.3133
0.9	0.3159	0.3186	0.3212	0.3238	0.3264	0.3289	0.3315	0.3340	0.3365	0.3389
1.0	0.3413	0.3438	0.3461	0.3485	0.3508	0.3531	0.3554	0.3577	0.3599	0.3621
1.1	0.3643	0.3665	0.3686	0.3708	0.3729	0.3749	0.3770	0.3790	0.3810	0.3830
1.2	0.3849	0.3869	0.3888	0.3907	0.3925	0.3944	0.3962	0.3980	0.3997	0.4015
1.3	0.4032	0.4049	0.4066	0.4082	0.4099	0.4115	0.4131	0.4147	0.4162	0.4177
1.4	0.4192	0.4207	0.4222	0.4236	0.4251	0.4265	0.4279	0.4292	0.4306	0.4319
1.5	0.4332	0.4345	0.4357	0.4370	0.4382	0.4394	0.4406	0.4418	0.4429	0.4441
1.6	0.4452	0.4463	0.4474	0.4484	0.4495	0.4505	0.4515	0.4525	0.4535	0.4545
1.7	0.4554	0.4564	0.4573	0.4582	0.4591	0.4599	0.4608	0.4616	0.4625	0.4633
1.8	0.4641	0.4649	0.4656	0.4664	0.4671	0.4678	0.4686	0.4693	0.4699	0.4706
1.9	0.4713	0.4719	0.4726	0.4732	0.4738	0.4744	0.4750	0.4756	0.4761	0.4767
2.0	0.4772	0.4778	0.4783	0.4788	0.4793	0.4798	0.4803	0.4808	0.4812	0.4817
2.1	0.4821	0.4826	0.4830	0.4834	0.4838	0.4842	0.4846	0.4850	0.4854	0.4857
2.2	0.4861	0.4864	0.4868	0.4871	0.4875	0.4878	0.4881	0.4884	0.4887	0.4890
2.3	0.4893	0.4896	0.4898	0.4901	0.4904	0.4906	0.4909	0.4911	0.4913	0.4916
2.4	0.4918	0.4920	0.4922	0.4925	0.4927	0.4929	0.4931	0.4932	0.4934	0.4936
2.5	0.4938	0.4940	0.4941	0.4943	0.4945	0.4946	0.4948	0.4949	0.4951	0.4952
2.6	0.4953	0.4955	0.4956	0.4957	0.4959	0.4960	0.4961	0.4962	0.4963	0.4964
2.7	0.4965	0.4966	0.4967	0.4968	0.4969	0.4970	0.4971	0.4972	0.4973	0.4974
2.8	0.4974	0.4975	0.4976	0.4977	0.4977	0.4978	0.4979	0.4979	0.4980	0.4981
2.9	0.4981	0.4982	0.4982	0.4983	0.4984	0.4984	0.4985	0.4985	0.4986	0.4986
3.0	0.4987	0.4987	0.4987	0.4988	0.4988	0.4989	0.4989	0.4989	0.4990	0.4990
3.1	0.4990	0.4991	0.4991	0.4991	0.4992	0.4992	0.4992	0.4992	0.4993	0.4993
3.2	0.4993	0.4993	0.4994	0.4994	0.4994	0.4994	0.4994	0.4995	0.4995	0.4995
3.3	0.4995	0.4995	0.4995	0.4996	0.4996	0.4996	0.4996	0.4996	0.4996	0.4997
3.4	0.4997	0.4997	0.4997	0.4997	0.4997	0.4997	0.4997	0.4997	0.4997	0.4998
3.5	0.4998	0.4998	0.4998	0.4998	0.4998	0.4998	0.4998	0.4998	0.4998	0.4998
3.6	0.4998	0.4998	0.4999	0.4999	0.4999	0.4999	0.4999	0.4999	0.4999	0.4999
3.7	0.4999	0.4999	0.4999	0.4999	0.4999	0.4999	0.4999	0.4999	0.4999	0.4999
3.8	0.4999	0.4999	0.4999	0.4999	0.4999	0.4999	0.4999	0.4999	0.4999	0.4999
3.9	0.5000	0.5000	0.5000	0.5000	0.5000	0.5000	0.5000	0.5000	0.5000	0.5000

Dipergunakan untuk kepentingan Praktikum dan Kuliah Statistika Agrotek cit, Ade

Source : <http://jam-statistic.blogspot.co.id/2014/04/cara-menentukan-nilai-alpha-dengan.html>

Appendix XII

DOCUMENTATION



Appendix XIII

DOCUMENTATION

