

THESIS

THE EFFECT OF CONCEPT-ORIENTED READING INSTRUCTION (CORI)  
ON STUDENTS' READING COMPREHENSION AT THE EIGHT GRADE OF  
MADRASAH TSANAWIYAH NEGERI BINJAI

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Assalamualaikum Wr.Wb

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Maka kami menilai bahwa skripsi ini sudah dapat diterima untuk di munaqosyahkan dalam sidang munaqosyah skripsi Fakultas Tarbiyah UIN – SU Medan.

Demikian kami sampaikan, atas perhatian Bapak kami ucapkan terima kasih.

Wassalam,

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## **PERNYATAAN KEASLIAN SKRIPSI**

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Apabila di kemudian hari terbukti atau dapat dibuktikan skripsi ini hasil jiplakan, maka gelar ijazah yang diberikan Universitas batal saya terima.

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## ABSTRACT

### **YOWANDA SUSTIKA. THE EFFECT OF CONCEPT-ORIENTED READING INSTRUCTION (CORI) ON STUDENTS' READING COMPREHENSION AT THE EIGHT GRADE OF MADRASAH TSANAWIYAH NEGERI BINJAI IN 2016/2017 ACADEMIC YEAR.**

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*Keyword: Students' Reading Comprehension, Narrative Text, CORI*

This research aimed to find out The Effect of Concept-Oriented Reading Instruction (CORI) on Students' Reading Comprehension in Narrative Text at the Eight Grade of Madrasah Tsanawiyah Negeri Binjai in 2016/2017 Academic Year. The population of this research was the first year of MTs Negeri Binjai in 2016/2017 academic year. That consist of six classes and the total number of the population were 240 students. The researcher used Random Sampling to get the sample. The sample consist of 80 students, which consist of 40 students of the class VIII-2 and 40 students of the class VIII-4. This research applied by using quantitative data, were the technique of collecting data with using t-test formula. The result of the research shown that The Effect of Concept-Oriented Reading Instruction (CORI) on Students' Reading Comprehension in Narrative Text at the Eight Grade of Madrasah Tsanawiyah Negeri Binjai in 2016/2017 Academic Year can be describe as below: the average of the score 92,8 with the highest score is 100 and the lowest score is 87 (by using Concept-Oriented Reading Instruction) and the average of the score is 64, 75 with the highest score is 87 and the lowest score is 47 (by using Lecturing Technique). Based on the statistical computation of t-test formula, found the the t-observed were 4,427 whereas the value of the t-table were 1,990. It was indicated that There is a significant Effect of Concept-Oriented Reading Instruction (CORI) on Students' Reading Comprehension in Narrative Text at the Eight Grade of Madrasah Tsanawiyah Negeri Binjai in 2016/2017 Academic Year.

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## TABLE OF CONTENTS

<b>ABSTRACT</b> .....	i
<b>ACKNOWLEDGEMENT</b> .....	ii
<b>TABLE OF CONTENTS</b> .....	iv
<b>LIST OF TABLES</b> .....	vii
<b>LIST OF APPENDIXES</b> .....	viii
 <b>CHAPTER I: INTRODUCTION</b>	
1.1 Background of the Study .....	1
1.2 Identification of the Study .....	3
1.3 Limitation of the Study .....	3
1.4 Problem of the Study .....	3
1.5 Aims of the Study .....	4
1.6 Significance of the Study .....	4
 <b>CHAPTER II: THEORITICAL REVIEW</b>	
2.1 Theoretical Framework .....	6
2.1.1 Definition of Reading .....	6
2. 1.1.1 Process of Reading .....	8
2.1.2 Reading Comprehension .....	10
2.1.2.1 Level of Reading Comprehension .....	11

2.1.2.2 The Characteristics of Good Readers .....	12
2.1.3 Concept-Oriented Reading Instruction (CORI) .....	13
2.1.3.1 The Concept-Oriented Reading Instruction (CORI) .....	14
2.1.3.2 The Principle of Concept-Oriented Reading Instruction (CORI) .....	15
2.1.3.3 Comprehension Strategies taught in Concept-Oriented Reading Instruction .....	19
2.2 Conventional Method.....	22
2.3 Conceptual Framework .....	23
2.4 Hypothesis .....	24
 <b>CHAPTER III: METHODOLOGY OF STUDY</b>	
3.1 Location of Study .....	25
3.2 Population and the Sample .....	25
3.3 Research Design .....	27
3.4 The Definition of Operational Variable .....	28
3.5 Instruments for Data Collection .....	29
3.6 Technique for Data Analysis .....	33
3.6.1 Test of Analysis Requirements .....	33
3.6.1.1 Validity of the Test .....	33



3.6.1.2 Reliability of the Test .....	33
---------------------------------------	----

3.6.2 Hypothesis Test .....	34
-----------------------------	----

#### **CHAPTER IV : DATA ANALYSIS AND RESEARCH FINDING**

4.1 The Data .....	35
--------------------	----

4.2 Data Analysis .....	40
-------------------------	----

4.2.1 Testing Reliability of Test .....	40
-----------------------------------------	----

4.3 Testing Hypothesis .....	42
------------------------------	----

4.3.1 Analyzing of the Data using t-test .....	42
------------------------------------------------	----

4.4 Research Finding .....	47
----------------------------	----

#### **CHAPTER V : CONCLUSION AND SUGGESTION**

5.1 Conclusion .....	48
----------------------	----

5.2 Suggestion .....	48
----------------------	----

<b>REFERENCES</b> .....	<b>50</b>
-------------------------	-----------

## LIST OF TABLES

Table 3.1 The Population of Research .....	26
Table 3.2 The Sample of Research .....	27
Table 3.3 Research Design .....	28
Table 3.4 Steps in teaching reading in Experimental Class and Control Class .....	30
Table 4.1 The Score of Pre-Test and Post-Test in Experiment Class .....	35
Table 4.2 The Score of Pre-Test and Post-Test in Control Class .....	38
Table 4.3 The Score of Reliability of the Test .....	40
Table 4.4 The Calculation of t-Test in Experiment Class .....	42
Table 4.5 The Calculation of t-Test in Control Class .....	44

## **LIST OF APPENDIXES**

Appendix 1 : Lesson Plan

Appendix 2 : Pre-Test

Appendix 3 : Post-Test

Appendix 4 : Answer Key

Appendix 5 : List of Names in Experiment Class

Appendix 6 : List of Names in Control Class

Appendix 7 : The Score of Pre-Test and Post-Test in Experiment Class

Appendix 8 : The Score of Pre-Test and Post-Test in Control Class

Appendix 9 : The Score of Reliability of the Test

Appendix 10 : The Calculation of t-Test

# CHAPTER I

## INTRODUCTION

### 1.1 Background of Study

Language significantly aids in both socialization and individual development in relation to this, language is central to human experience. Language is a tool to convey ideas, thought as well as certain information from one person to another one. Language is a tool of interaction or communication in society.<sup>1</sup>

There are four basic language skills; they are listening, speaking, reading and writing that should be achieved by the students who learn English. Reading is one of the most language skills in learning language. Reading is also something crucial for the students, because the success of their study depends on their ability to read.

Reading is an *active process* that depends on both an author's ability to convey meaning using words and your ability to create meaning from them.<sup>2</sup> To read successfully, you need to constantly connect what you already know about the information to the words the author has written.

Nowadays in teaching reading usually the teacher orients to the students' English book. Teachers teach the students by asking the students only read the text and answer the question. These activities do not give contribution to the

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<sup>1</sup> Chaer, Abdul, *Psycholinguistics: Kajian Teoritik* (Jakarta:PT. Rineka Cipta, 2009) , p. 31

<sup>2</sup> Deborah Daiek, and Nancy Anter, *Critical Reading for College and Beyond* (New York: McGraw-Hill, 2004) , p. 5

students' reading comprehension. Therefore, students cannot comprehend their reading text and be passive in the teaching learning process, and less of motivation from the students in reading text. In this case, most of the students still find difficult to comprehend a reading text. This situation must be overcome by the teacher, teacher should make variations and choose a suitable strategy in the teaching reading in order to make the students interest.

A strategy will help the students learn and remember information for a long period of time building bridges in the students. In reading, people are suggested not only to have their own strategies, which can be different depend on the texts genre but also to increase their comprehension that enables them to read a variety of text. There are some strategies in teaching reading comprehension, they are activating background knowledge, questioning, searching for information, summarizing, organizing graphically.

To help students solve the problems, it needs another strategy more interesting in teaching reading. There are many strategies in teaching reading that can be used to overcome the problem. One of the strategies which are suitable in teaching reading is Concept-Oriented Reading Instruction (CORI). For this purpose, to provide long term support for students' development of reading comprehension in the classroom, a team of researchers, teachers, and graduate students created a framework for teachers.

Based on the background of study above, the researcher wants to conduct a research entitled "THE EFFECT OF CONCEPT-ORIENTED READING INSTRUCTION (CORI) ON STUDENTS' READING COMPREHENSION AT

## THE EIGHT GRADE OF MADRASAH TSANAWIYAH NEGERI BINJAI IN 2016/2017 ACADEMIC YEAR”

### **1.2 Identification of the Study**

Based on the background of study, the researcher can identify some problems, there are:

1. The students cannot comprehend their reading text and be passive in the teaching learning process.
2. Less of motivation from the students in reading text.
3. The teacher should make variations and choose a suitable strategy in the teaching reading in order to make the students interest in reading text.
4. The Teacher orients to the students English Book.
5. The Teacher teach the students by asking the studnets only read the text and answer the question.

### **1.3 Limitation of the Study**

This research will be focused on The Effect of Concept-Oriented Reading Instruction (CORI) on Students Reading Comprehension at the Grade of Madrasah Tsanawiyah Negeri Binjai in 2016/2017 Academic Year in reading Narrative Text.

### **1.4 Problem of the Study**

Based on the limitation of study, the problem of this study can be listed as follow:

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

2. How is the students' reading comprehension in reading text after being taught by Concept-Oriented Reading Instruction (CORI)?
3. Is there a significant Effect of Concept-Oriented Reading Instruction (CORI) on Students' Reading Comprehension in Narrative Text at the Eight Grade of Madrasah Tsanawiyah Negeri Binjai in 2016/2017 Academic Year?

### **1.5 Aim of the Study**

Based on the problem of the study, the aim of this study can be listed as follow:

1. To know the students' reading comprehension in reading text after being taught by using conventional method.
2. To know the students' reading comprehension in reading text after being taught by Concept-Oriented Reading Instruction (CORI).
3. To find out the significant Effect of Concept-Oriented Reading Instruction (CORI) on Students' Reading Comprehension in Narrative Text at the Eight Grade of Madrasah Tsanawiyah Negeri Binjai in 2016/2017 Academic Year.

### **1.6. Significance of the Study**

The result of this study will be expected to be useful for:

1. To motivate the students, science knowledge, to overcome their difficulties in reading text taught by using concept-oriented reading instruction (CORI).

2. The findings of the study are expected to be useful for the teachers to improve their ability in teaching reading.
3. It is expected that the result of this study will be useful for the headmaster to improve teacher's ability in teaching reading comprehension in the school. The headmaster invites the teachers to use Concept-Oriented Reading Instruction (CORI) in teaching reading comprehension.



## CHAPTER II

### THEORITICAL REVIEW

#### 2.1 Theoretical Framework

In doing a research, the terms used must be clarified in order to have a clear perspective of the implementation in the field. The terms may function to give a limited concept which is specifically meant in a particular context. By doing so, the research will be free from unnecessary interpretation of the readers. In this case, it is very important to list the following terms for the purpose of the research.

##### 2.1.1 Definition of Reading

Here are some of things you may have written: reading is a form of communication, using written language or symbols (text); reading is two-way communication between an author and a reader; reading is interpretation and understanding; reading is a process (processes); and reading is thinking.<sup>3</sup>

All of these responses are correct. Written words are meaningless if you do not understand, or think about, what an author is saying. You can look at the pages of books written in German, Chinese, Greek, or Russian, but you will not be able to read them unless you are familiar with and understand those languages. The same is true of college textbooks. Reading is an *active process* that depends on both an author's ability to convey meaning using words and your ability to create meaning from them. To read successfully, you need to constantly connect what you already know about the information to the words the author has written.

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<sup>3</sup> Deborah Daiek, and Nancy Anter, *Ibid*

The average student who reads a book without using any learning strategies will remember only 10 percent of what she reads two weeks later. However, if she actively works with the reading material, using the strategies presented in this textbook, she will be able to remember up to 90 percent of what she read after two weeks. Also, once she learns *how* to study and combines those skills with reading strategies, she will be able to achieve an almost 100 percent recall rate.

Your ability to read college –level texts can be greatly enhanced if you learn, practice, and apply specific reading strategies. Not only will you notice that you college performance improve, but these techniques will help you *beyond* college in your chosen profession as the ability to read critically is rapidly becoming one of the top criteria for employment.

According to Nunan, Reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning. <sup>4</sup>

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



The meaning: “Read! In the name of your Lord Who has created (all that exist), Has created man from a clot (a piece of thick coagulated blood), Read! And

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<sup>4</sup> David Nunan, *Practical English Language Teaching* (New York: McGraw Hill, 2003) , p. 68

your Lord is the Most Generous, Who has taught (the writing) by pen, He has taught man that which he knew not”<sup>5</sup>.

Based on the explanation above, can be seen that the first word of these verses is Iqra’ that means read. This has a big meaning for us as Allah’s creature. Reading is one of the important skill in English and Allah order human being to read how again the knowledge. Knowledge can get from read. Reading is understanding what is written in subject text book.

Based on the definitions above, we can conclude if reading is the important skill in teaching learning. By reading it can be a key to achieve the goal of teaching learning especially in English language learning. Reading is also as a process of communication between a writer and a reader. A writer has message in her mind, such feeling, facts, ideas, and argument she wants to share. The writer puts the message into the words or printed verbal symbol.

#### **2.1.1.1 Process of Reading**

The reading process begins with decoding words, that is, deciphering the letters that make up individual words. But reading is more than merely processing letters and sounds. The real meaning of a text lies in the relationship the words have with each other. Reading well requires us to recognize these relationships and to put together the meaning of the text.

When you thing about everything that goes on simultaneously in the human mind as one reads, the process not only defines easy explanation but also takes on almost magical qualities. Isolating the steps makes the process seem

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<sup>5</sup> Abdullah Yusuf Ali, *The Holy Qur’an*, (India: Lahooti Fine Art press, 2007) ,

mechanical or reducible to a formula. But nothing about reading is mechanical or formulaic.<sup>6</sup>

In any difficult reading, the problem is to translate it into your own language. You must (a) use a dictionary as needed; (b) accept help from an instructor or from some textbook when a dictionary fails to help; and especially (c) notice what light the whole of a difficult statement casts on the meanings of the words used it. In the following discussion we will do all three things.<sup>7</sup>

First, the words likely to be unfamiliar happen to occur at the beginning and the end of the passage. Now we come to the particular problem with which this lesson began. We have never stopped considering what light one word or expression casts on another, but we began asking what light one sentence casts on the sentence following it. Next, knowing the meanings of the words, we can return to the question. When you have finished these questions orally, in writing, or just by thinking to yourself (depending on what your instructor decides), let's look at the techniques of reading you have learned:

1. In a difficult piece of reading, you probably have to make use of your dictionary, and sometimes every part of it.
2. Your dictionary may give several meanings for word; you have to select the one that fits, by examining what the rest of the passage is saying. Since there may be more than one unknown word, obliging you to combine unknowns with unknown, the situation offers something of the same challenge as a jigsaw puzzle.

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<sup>6</sup> Deanne Spears, *Developing Critical Reading Skills Seventh Edition* (New York: McGraw-Hill, 2006), p. 2.

<sup>7</sup> William J. Kerrigan, *Reading For The Point* (USA: Harcourt Brace Javanovich, Inc, 1979), p. 16.

3. Even when you have chosen the right one among several dictionary definitions, you must at the same time figure out how a writer is using the word here and now.
4. The only way you can determine what a writer is referring to by a word he is using here and now, is from seeing how it connects with what has gone before and, in some cases, with what comes after.

### **2.1.2 Reading Comprehension**

Reading for general comprehension is, in its most obvious sense, the ability to understand information in a text and interpret it appropriately. However, comprehension abilities are much more complex than this definition suggests. Reading comprehension is an active, thoughtful, strategic, and multidimensional process that readers employ to take in new meaning from the written text and fit (or file) it into their existing knowledge structures (files).<sup>8</sup> It is a process by which human beings learn. It is the job of teachers to help students become aware of, or acquire, and employ this process in their own reading.

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.<sup>9</sup> Furthermore, Heilman and Blair state that reading comprehension is a process of making sense of written ideas through meaning interpretation and interaction with

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<sup>8</sup> Book Club, *Reading Comprehension: Definitions, Research, and Considerations* p. 10

<sup>9</sup> Duke and Pearson, *Reading Comprehension Strategy* (That Work, 2001) , p. 423

language.<sup>10</sup> In conclusion, reading comprehension an interaction between thought and language to get the meaning or comprehend a text.

### **2.1.2.1 Level of Reading Comprehension**

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

#### **1. Literal Comprehension**

Literal comprehension refers to the ability to understand what is stated by the writer or taking the ideas and facts that is directly stated on the printed page. The reader could easy go back to underline the information desired. The literal level is the easiest level of reading comprehension because a reader is not required to get beyond what is the actually said.

#### **2. Inferential Comprehension**

Inferential comprehension focuses on the ideas and information not directly stated in the text. It is the process of driving ideas that are implied rather than directly stated. At this level, readers go beyond what is said and read for deeper meaning. They must be able to see the relationship among ideas.

#### **3. Critical Comprehension**

Critical comprehension is evaluating written material comparing the ideas discovered in the material with known standards and drawing conclusion about their accuracy, appropriateness, and timeliness. Critical comprehension refers to the ability to make judgment about ideas and information a writer offers. The

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<sup>10</sup> Heilman, B, *Principles and Practices of Teaching Reading*, 5<sup>th</sup> ed. (Ohie: Bell & Howell Company, 1981) , p. 242

critical reader must be an active reader questioning, searching for facts, and suspending judgment until he or she has considered all of the material.

#### **4. Creative Comprehension**

Creative comprehension involves going beyond the material presented by the author. It requires readers to think as they read, just as critical comprehension does, and it also requires them to use their imagination. Skills for creative reader include understanding cause effect relationship on a story, solving problems, and producing new ideas.<sup>11</sup>

##### **2.1.2.2 The Characteristics of Good Readers**

1. Preview the assignment to get an overview of its content (not just to count the pages or look at the pictures).
2. Start reading assignments early enough to complete them thoroughly (not at 10 p.m. the night before or on the morning bus ride to campus).
3. Underline or circle vocabulary words to look up, and then look them up, in the second go-around (first reading).
4. Become actively involved with the text; they read with a pencil in their hands, annotating main points and writing questions marks next to puzzling material (second reading).
5. Identify relationships between ideas and examine how the parts an essay fit together (second reading).
6. Question the writer and look beneath the surface for implications (second reading).

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<sup>11</sup> Burn et all, *Teaching Reading in Todays Elementary School* (Boston: Houghton Mifflin, 1984) , p. 178

7. Anticipate questions for quizzes, discussion, or in-class writing assignments (second reading).<sup>12</sup>
8. Maintain focus and block out distractions as much as is humanly possible.
9. Consider each reading assignment as a challenge and as a way to learn, even if the subject matter is not particularly interesting, and not as an unpleasant task to be put off until the very last minute.

### **2.1.3 Concept-Oriented Reading Construction (CORI)**

The Concept-Oriented Reading Instruction (CORI) approach follows multiple guidelines for classroom instruction and organization. *First*, teachers organize instruction in conceptual themes. For example, a conceptual theme in science can be structure and formation of features of the earth, including mountains and rivers. *Second*, teachers provide hands-on activities to explore the conceptual theme, including experiments, field trips, and building models of the concept; students should read and write about their learning experiences. *Third*, teachers allow a certain degree of student autonomy, including setting own sub goals and selecting books and materials for inquiry.

*Fourth*, teachers vary the activities to include individual work, working in pairs, working in groups, and whole-class discussions. *Fifth*, teachers provide explicit instruction of reading and writing strategies. *Sixth*, teachers allow student self-expression that connects the conceptual theme to subjective preferences and personal background through student work such as posters, essays, videos, and poetry. Finally, teachers ensure that students understand the link between their hands-on inquiry, self-expression work, and the content area text books used. The

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<sup>12</sup> Deanne Spears, *Ibid* p.4.



teaching framework for Concept-Oriented Reading Instruction (CORI) involves four phases: (a) observe and personalize, (b) search and retrieve, (c) comprehend and integrate, and (d) communicate to others.<sup>13</sup>

### **2.1.3.1 The Concept Oriented Reading Comprehension (CORI)**

Concept-Oriented Reading Instruction (CORI) is an instructional program that merges reading strategy instruction, conceptual knowledge in science, and support for student motivation. We define reading engagement as the interplay of motivation, conceptual knowledge, strategies, and social interaction during literacy activities. We believe engagement in reading is crucial for the development of life-long literacy learners. The Concept-Oriented Reading Instruction (CORI) program is designed to foster reading engagement and comprehension through the teaching of reading strategies, teaching of scientific concepts and inquiry skills, and its explicit support of the development of student intrinsic motivation to read.

Concept-Oriented Reading Instruction (CORI), which integrates support for motivation, fluency, content knowledge, and reading comprehension based on the engagement model of reading development. In this study, students were taught language arts/reading in self contained classrooms with whole class instruction, and with guided reading provided to subgroups within the classroom.

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<sup>13</sup> John. T. Guthrie, Anderson, E., Alao, S., & Rinehart, J. (1999). Influences of Concept-Oriented Reading Instruction on strategy use and conceptual learning from text. *The Elementary School Journal*, 99(4) , p. 2.

### 2.1.3.2 The Principle of Concept-Oriented Reading Instruction

The purpose of Concept-Oriented Reading Instruction (CORI) is to optimize the development of reading engagement. Our instructional goal was to create classroom environments in which reading engagement was sustained for extended periods of time. We expected that this context would lead to long-term generalized engagement in reading, in which students approach new learning situations with more motivated strategy use than students who have not experienced the instruction.<sup>14</sup>

#### *a. Conceptual Theme*

CORI classrooms were organized around broad, interdisciplinary themes to enable students to gain a conceptual understanding that was flexible, transferrable, and informed by multiple genres. A conceptual theme is a set of principles that defines a knowledge domain and can be understood through multiple texts and genre. Conceptual learning includes several types of acquisition consisting of particular features, propositions, and principles in a domain. Students at the highest level of conceptual learning acquire explanatory principles for phenomena and events. This knowledge is active and not inert. It can be transferred to new situations to solve problems.

#### *b. Real- World Interaction*

The classroom contexts provided ample opportunity for actual, direct sensory experiences with phenomena that were relevant to the conceptual theme. "Hands-on" science activities were provided to give students the experience of

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<sup>14</sup> John T. Guthrie, *Journal of Educational Psychology* Copyright 1998 by the American Psychological Association, Inc. 1998, Vol. 90, No. 2, 261-278 0022-0663/98/\$3.00. p. 262-263.

seeing, hearing, feeling, and smelling objects and events that were conceptually related. For example, students from one of the classrooms went on a cricket hunt in the backyard of the school. Such activities were designed to support questioning, reading, thinking, and writing about the conceptual theme of adaptation, especially species-biome relationships. Direct, sensory science interactions serve two vital purposes in the development of engagement.

*First*, they are exciting. Students are attentive and energized. This arousal is not only enjoyable and entertaining, but this contextualized, situational interest can be linked to book reading. A *second* purpose of real word interaction linked to the conceptual theme is to provide the opportunity for student questioning. According to Ross concluded from a meta-analysis of experiments that hands-on activities enhance the quality and number of questions and the recall of relevant knowledge. In our experience, if instruction supports students in answering their conceptual questions, students become engaged.

*c. Self-Direction*

The classrooms were structured to be autonomy supportive. Teachers provided opportunities for student input into the questions that guided teaching in several ways. Students set sub goals for their own reading and writing. Students were free to choose books for learning, within the conceptual theme, although the options were initially limited to a few key choices. Broader options were constructed as students showed the capacity for productive use of them. Such support for student choice in reading and writing is motivating for first graders, fifth and sixth graders and college students. In CORI, autonomy support was directed at (a) conceptually significant issues; (b) avenues for learning that are

meaningful (e.g., book reading vs. a computer search in a given 2-day period); and (c) alternatives for expressing knowledge that had visible consequences (e.g., writing a poster vs. writing an informational story).

*d. Collaboration*

Concept-Oriented Reading Instruction (CORI) teachers supported students in working together toward understanding the conceptual theme, gaining cognitive Concept-Oriented five strategies, and learning how to communicate effectively in groups. Students participated in varied social structures that included individual work, partnerships, small teams, and whole-class activities. Two prominent formats were literature circles, in which groups formed an interpretation of literary work, and idea circles, in which students pooled diverse information sources to gain conceptual understanding from multiple texts. Among the most widely researched variables in cooperative learning is positive group interdependence. In this condition, students must coordinate their efforts, share information, contribute specialized expertise, and build on each other's thinking.

When students in a group adopt goals that involve conceptual learning, students are superior in learning science concepts and strategies for reading. In addition, interpersonal skills, such as listening, taking turns, speaking in a suitable voice, and encouraging full participation, can be encouraged, which enhances text interpretation and enjoyment of group work. Collaboration in CORI was consistent with these findings.

*e. Strategy Instruction*

Teachers provided the support students needed to acquire strategies for learning and expressing conceptual knowledge through a variety of genres. Strategies included using prior knowledge, searching for information, comprehending informational text, interpreting literary text, and self-monitoring. After appraising students' knowledge of these strategies, teachers provided modeling, small-group discussion, peer modeling, whole-class discussion, and individual self-evaluation depending on the amount of explicitness that students required. In addition to strategies for reading, strategies for writing were taught, including brainstorming, planning, drafting, revising, and self-regulating. For all strategies, teachers provided modeling, small-group discussion, guided practice, and revision that led to publication in the classroom.

*f. Self-Expression*

Several classroom characteristics contribute to its self-expressive quality. Teachers must provide ample time for students to think, plan, write, and revise. Instruction affords writing in a wide range of alternative genres and topics. Such "open" tasks are more motivating than "closed" activities, which are highly defined and constrained. If students are empowered to be self-expressive, they tend to view knowledge as contextual, experience themselves as creators of knowledge, and value both subjective and objective strategies for knowing. Concept-Oriented Reading Instruction (CORI) classroom contexts contained the expectation that students would define the topic, the form of the text, the audience, and the collaborative structures.

*g. Coherence*

Teachers created coherence by linking the activities, materials, and contexts, which enabled students to make connections. By emphasizing integration of reading and content, teachers enabled students to perceive the connections among (a) real-world experience and reading, (b) strategies for reading and knowledge about a particular topic, and (c) scientific and literary texts. According to As Lipson, Valencia, Wixson, and Peters reported, and as Pate, McGinnis, and Homstead suggested, the rationale for integrated instruction is usually to enhance the learning of content and meta cognitive strategies. They also noted that coherence (or integration of the curriculum) provides a more interesting, meaningful way to teach and attain the main goals of the curriculum. Although relatively few empirical studies have been conducted to examine whether varying degrees of coherence in fact benefit students, a number of educational researchers and curriculum specialists advocate coherence.

**2.1.3.3 Comprehension Strategies taught in Concept-Oriented Reading Instruction (CORI)**

Drawn from a body of knowledge on strategy learning and our studies of searching for information, we selected strategies consistent with the National Reading Panel Report. They are presented briefly here:<sup>15</sup>

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<sup>15</sup> John T. Guthrie, *Motivation Reading Comprehension (Concept-Oriented Reading Instruction)*, (London: Mahwah, New Jersey, 2004) , p. 13-15.

*a. Activating Background Knowledge.*

The strategy of activating background knowledge refers to recalling experiences and knowledge of texts before reading, for the purpose of linking new content to prior understanding. In activating background knowledge, students at the beginning of Grade 3 may be expected to recall knowledge that is not relevant to the topic or is trivial. A first benchmark of instruction is that students should activate knowledge that is relevant to the text topic and use important text cues, such as the title and headings, so that their knowledge statements link to the new text. The second, more advanced benchmark for instruction is that background knowledge should represent interconnected concepts and information related to the text topic. Concept-Oriented Reading Instruction (CORI) teachers encourage students to improve their statements of background knowledge by increasing their relevance and using the text features to expand the conceptual richness of their statements.

*b. Questioning.*

Questioning refers to asking, or writing, a self-initiated question about the content of the text before reading. This content may include conceptual knowledge from expository text or literary information about narrative text. In the beginning of Grade 3, children's questions may possess minimal depth. A child's question may be a word or phrase rather than an interrogatory statement. Questions may be answered by a simple fact, or a yes or no response. A first benchmark is that students should pose questions that are stated as complete sentences, related to central concepts of the topic or the text. The second, higher

level benchmark for instruction is that the students' questions should address multiple concepts, with supporting evidence, and a statement of interrelationships and patterns among concepts in the text. For example, advanced questioning about literature shows an elaborate understanding of character goals and actions, as well as events, plot, or facts about the characters.

*c. Searching for Information.*

Searching for information refers to seeking and finding a subset of information in the total text by forming specific goals, selecting particular sections of text, extracting accurate information, combining new and old information, and continuing until goals are fulfilled. Initially, third-grade students usually make vague and imprecise search goals. A *first* benchmark of instruction is that students are able to generate multiple goals, and use keywords to guide their search. Accompanying this, students should learn the most obvious access systems to text such as the index, table of contents, and topic sentences. A *second*, higher level benchmark of searching for information is that students identify multiple texts to use as sources for information, integrate information from multiple texts, and relate knowledge of cultural or historical information with text-based information about characters or events in literary texts.

*d. Summarizing.*

Summarizing refers to forming an accurate, abstract representation of text after reading all or a substantial portion of material initially, in grade 3, students may be unable to understand what it means to summarize a text. They struggle to identify central ideas or concepts within a text as short as one paragraph. A first benchmark for teaching summarizing can consist of enabling students to identify



central ideas in a passage by locating keywords and identifying supporting factual information. A higher level benchmark consists of students writing summaries with all the important concepts identified, accompanied by full statements of accurate supporting evidence from the text.

*e. Organizing Graphically.*

Organizing text graphically refers to constructing a spatial representation of text based knowledge, which may include drawings, concepts maps, and diagrams. Initially, in Grade 3, students may be incapable of creating a spatial structure, such as a "t" chart, or drawing a concept map. An initial benchmark for teaching is that students identify key concepts and supporting terms. *At first*, students generate a graphic, with teacher support. As learners advance, the *second* benchmark for teaching is for students to build more complex concept maps diagrams more independently. Their work should show a hierarchy of knowledge, clusters of supporting information, and dynamic relations with causal links among concepts.

## **2.2 Conventional Method**

Conventional method is the common method used by the English teacher. This method is used in giving teaching material orally. In this method, teacher held the most important role.

When the teacher use this method continuously in teaching learning process, especially in reading class, it will give negative effect for the students. The teacher can be bored during the teaching activities because everything they do just follow the teacher's instruction. Sometimes, students find difficulties in reading process such as lack of vocabularies, doubt on the point of the passage he

get, lack of confidence in asking or answering questions that make the students be passive. All of these, influences students' comprehend on the reading passage.

Although collaboration has spread widely, but conventional method does not recognize it. Conventional method just read text, memorize the new words, ask the students to answer the question then the students just put on the spot to find the teacher's right answer. The procedure of conventional method will be used in the research based on the teacher done as usual in the class.

### **2.3 Conceptual Framework**

The success in teaching reading is influenced by the approach used in the teaching process. The teacher should select the appropriate approach in teaching reading comprehension. Concept-Oriented Reading Instruction (CORI) is a reading comprehension instructional program that integrates science (or social studies) and reading through activities and the use of science books in reading instruction. Students learn a variety of reading strategies documented in the National Reading Panel Report as being effective for fostering reading comprehension. Concept-Oriented Reading Instruction (CORI) also includes several instructional practices designed to foster students' engagement in reading; these are described later in this article. Concept-Oriented Reading Instruction's (CORI) design is based on the engagement model of reading development mentioned previously. In this model, it is proposed that when readers are fully engaged in reading they comprehend better, use reading strategies effectively, and are motivated to read.<sup>16</sup>

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<sup>16</sup> Psychology in the Schools, Vol. 45(5), 2008C2008 Wiley Periodicals, Inc. Published online in Wiley Inter Science ([www.interscience.wiley.com.PDF](http://www.interscience.wiley.com.PDF)) DOI: 10.1002/pits.20307, p. 433.

Concept-Oriented Reading Instruction (CORI) can facilitate the teaching reading to the students through the strategies and instruction in Concept Oriented Reading Instruction (CORI). There are five strategies used in Concept-Oriented Reading Instruction (CORI), they are activating background knowledge, questioning, searching for information, summarizing, and organizing graphically. Then, the instruction used Concept-Oriented Reading Instruction (CORI) are conceptual theme, real- world interaction, self-direction, collaboration, strategy instruction, self-expression, and coherence.

Concept-Oriented Reading Instruction (CORI) also offers many advantages that can be seen by the teacher in teaching reading. It can be concluded that the Concept-Oriented Reading Instruction (CORI) has significant effect on reading comprehension.

## **2.4 Hypothesis**

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

Ho: There is no significant effect of Concept Oriented Reading Instruction (CORI) on Reading Comprehension.

Ha: There is a significant effect of Concept Oriented Reading Instruction (CORI) on Reading Comprehension.

## **CHAPTER III**

### **METHODOLOGY OF STUDY**

#### **3.1 Location of Study**

This research was conducted at the eight grade of Madrasah Tsanawiyah Negeri Binjai, located on Jl. Pakan Baru No. 2 A Rambung Barat. The researcher conducted this research on March 2017.

The researcher chosen Madrasah Tsanawiyah Negeri Binjai as the location of her study because:

1. The data which is needed in this research can be found in this school.
2. The problem about the effect of concept-oriented reading instruction (CORI) on students' reading comprehension in teaching reading is never done in this location.

#### **3.2 Population and Sample**

##### **3.2.1 Population**

A population is defined as all members of any well-defined class of people, events, or objects. Population is the whole object which will be researched.<sup>17</sup> Population is a number of all subjects that it has supply data which is needed in the research. As Arikunto states that population is all of subject research.<sup>18</sup>

The population of this research was done the first year of Madrasah Tsanawiyah Negeri Binjai who registered in 2016/2017 academic year. The total

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<sup>17</sup> Syahrums and Salim, *Metodologi Penelitian Kuantitatif* (Bandung: Citapustaka Media, 2007) , p. 113

<sup>18</sup> Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek* (Jakarta: Rineka Cipta, 2006) , p. 108

of the population is 240 students were distributed in six classes. The spread of the students' classes could be seen on the table:

**Table 3.1**  
**The population of Research**

No.	Class	Male	Female	Total
1.	VIII-1	15	25	40
2.	VIII-2	18	22	40
3.	VIII-3	12	28	40
4.	VIII-4	18	22	40
5.	VIII-5	10	30	40
6.	VIII-6	20	20	40
<b>Total</b>				<b>240</b>

### 3.2.2 Sample

A sample is a portion of a population. <sup>19</sup> In obtaining the sample, the random sampling technique will be used in this study. The researcher will be used cluster random sampling by applying the lottery technique. This kind of probability sampling is referred to as cluster sampling because the unit chosen is not an individual but, rather a group of individuals who are naturally together. These individuals constitute a cluster insofar as they are alike with respect to characteristics relevant to the variables of the study.

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<sup>19</sup> Donald Ary, *Introduction to Research in Education* (USA: Wadsworth, 2010) , p. 148

The sample was divided into classes (group). It was done by selecting the sample and writing each class on a piece of paper and placing all the pieces of papers in a container. The container was shaken and the pieces were selected from the container until the desired classes were gain.

**Table 3.2**

**The Sample of Research**

<b>Class</b>	<b>Population</b>	<b>Sample</b>
Experiment Class (X)	VIII-2	40
Control Class (Y)	VIII-4	40
<b>Total</b>		<b>80</b>

### **3.3 Research Design**

Type of research in this study is experimental, which is conducted with two randomized groups, pre test and post test design. The design is applied in order to investigate the effect of Concept-Oriented Reading Instruction (CORI) on reading comprehension. For the simplest experiment, you need two groups of subjects: the experimental group and the control group. The experimental group receives a specific treatment; the control group receives no treatment. Using a control group enables the researcher to discount many alternative explanations for the effect of treatment.

Experimental research involves a study of the effect of the systematic manipulation of one variable (s) on another variable. According to Donald Ary, that is the manipulated variable is called the experimental treatment or independent variable. The observed and measures variable is called the dependent

variable. The independent variable is manipulated or change by the experimenter, the variable upon which the effect of the changes are called the dependent variable which is observed but not manipulated by the experimenter.<sup>20</sup> Clearly, the research design can be figured as following:

**Table 3.3**  
**Research Design**

<b>Randomly Assigned</b>	<b>Pre Test</b>	<b>Treatment</b>	<b>Post Test</b>
Experimental Class	✓	Concept-Oriented Reading Instruction	✓
Control Class	✓	Conventional Method	✓

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

### **3.4 The Definition of Operational Variable**

1. Reading is an action of communication process starting from the thought of the writer which is expressed using symbol on printed page. Reading is defined as the meaningful interpretation of printed or written verbal symbols. Narrative

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<sup>20</sup> Donald Ary, *Ibid*, p. 45.

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

2. Concept-Oriented Reading Instruction (CORI) is an instructional program that merges reading strategy instruction, conceptual knowledge in science, and support for student motivation.

### **3.5 Instruments for Data Collection**

It will very important to prepare the instruments to collect some data that are suitable:

#### **3.5.1 Test**

The test is used this research is pre test and post test. In this research, the test is done in from of multiple choices to measure on students' comprehend at the eight grade of Madrasah Tsanawiyah Negeri Binjai in reading narrative text. The test will be given to both of them, experimental class by using Concept-Oriented Reading Instruction (CORI) and control class by using conventional method. Then, the researcher will be distributed the test about narrative txt to the students.

#### **3.5.2 The Procedure of Research**

##### **3.5.2.1 Try Out**

Based conducting the research, firstly the test on the instrument was tried out to other students. This is important in order to dind out the validity and



reliability of the test. Then, was reliability was calculated. If the test was valid and reliable, then the test would be given to both control and experimental class.

### 3.5.2.2 Pre-Test

Pre-test will be given to both classes (control group and experimental group) before the treatment of teaching presentation. It will mean to find out the homogeneity of the sample.

### 3.5.2.3 Treatment

To find out the effect of teaching reading by using Concept-Oriented Reading Instruction (CORI) on reading comprehension, a treatment will be conducted to the experimental group. The steps in teaching reading in Experimental Group and Control Group will follow the steps:

**Table 3.4**

**Steps in teaching reading in Experimental Class and Control Class**

<b>Experimental Class (Concept-Oriented Reading Instruction)</b>	<b>Control Class (Conventional Method)</b>
✓ Teacher was gave some texts, then, students was chosen one of the texts.	✓ Teacher was gave a text to the students.
✓ Teacher was gave an object to the students. Then students was observes and personalized the object.	✓ The teacher was asked the students to read the text.

<p>✓ Teacher was invited the students to convey all questions in their mind about the object.</p>	<p>✓ The teacher was explained about the reading passage and was asked the students to listen carefully, because they have to be able to comprehend the text.</p>
<p>✓ Teacher and students read the text together, teacher read aloud. There was a rich discussion and interaction around the text.</p>	<p>✓ The teacher was asked the students to translate the passage and answered the questions.</p>
<p>✓ Students were searched in information about the topic for additional questions and for answered to questions.</p>	<p>✓ The teacher was asked students to find out the difficult words and was answered the question from the text.</p>
<p>✓ Students was created graphic organizers to integrate information learn.</p>	<p>✓ The teacher was asked the students to give his answered and other students were checked the answer.</p>

<p>✓ Students were shared information and idea through the use of poster, diagrams, group projects, or oral report what they ware learn.</p>	<p>✓ The teacher was tried to close the students were asked to mention vocabulary and will try to find out some difficult words. The function is to know how far the students comprehend the text.</p>
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#### 3.5.2.4 Post-Test

After conducting the treatment, a post test was given to the students. The post-test functioned to get the main scores of experimental and control group. It was applied to know the effect of teaching presentation in both classes.

#### 3.5.3 Scoring the Test

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

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

Where:

S = Score of the Test

R = Number of the Correct Answer

N = Number of Test Items

### 3.6 Technique for Data Analysis

#### 3.6.1 Test of Analysis Requirements

##### 3.6.1.1 Validity of the Test

Validity is the most important consideration in developing and evaluating measuring instruments. Historically, validity will define as the extent to which an instrument measured what it claimed to measure. In general, a test will valid to the extent that it measures what it claims to measure. In this case, content validity as used. It refers to the degree to which the test actually measure.<sup>21</sup>

To show that the test will valid, the researcher will give the test to some other students at Junior High School. The test consisted of 15 items as multiple choice tests. If the result showed that students can do the test well. It could be assumed that the test was valid.

##### 3.6.1.2 Reliability of the Test

Reliability refers to consistency of the result. Reliability is concerned with the effect of such random errors of measurement on the consistency of scores. The test is reliable when it can show stable outcome. The more reliable the test is, the more confidence the scores obtain from the administration of the test.

To achieve the reliability to the consistency of the measurement, Kuder Richardson formula (KR-21) was applied as following:

$$\mathbf{KR-21} = \frac{K}{K-1} \left( 1 - \frac{M(K-M)}{KS^2} \right)$$

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<sup>21</sup> Best, J.W. & Khan, J.V, *Research in Education 7<sup>th</sup>* (New Delhi: Prentice Hall, 2006) , p. 153

Where:

K= Number of the test item

M= Mean of the score

S<sup>2</sup>= The square of the standard deviation of the test score

### 3.6.2 Hypothesis Test

In analysis the data, the researcher used t-test formula. The formula of the t-test is presented as follow:

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

Where:

t = Total Score

M<sub>x</sub> = The mean score of experimental group

M<sub>y</sub> = The mean score of control group

N<sub>x</sub> = The number of students of experimental group

N<sub>y</sub> = The number of students of control group

$\sum x^2$  = The sum of quadrate, gain pre-test and post test in experimental group

$\sum y^2$  = The sum of quadrate, gain pre-test and post test in control group

## CHAPTER IV

### DATA ANALYSIS AND RESEARCH FINDING

#### 4.1 The Description of Data

This study was conducted by applying an experimental research. There were two classes in this research, namely experimental class and control class. In order to get the data of the study, first, pre-test and post-test was administrated to both classes and given to the students. The treatment was conducted to the experimental class. Finally, the post test, similar to the pre test, was administrated to both classes. After the data were collected, the researcher got the students' score in pre-test and post-test from: both experimental and control classes. For more detail, it can be seen in the table (Appendix 7 dan 8).

**Table 4.1**  
**The Score of the Pre-Test and Post-Test by the students of the Experimental Class**

No.	Name	Pre-Test	Post-Test
1.	Abid Naufal	67	93
2.	Abyan Arvitra	73	87
3.	Aisyah Fatma	67	100
4.	Aliya Mawaddah Permana	80	87
5.	Alya Azra Mutia Nst.	67	100
6.	Annisa Putri Harahap	67	87
7.	Auliana Putri	73	93
8.	Avrillia Wijaya	73	87
9.	Della Maghfira	80	93
10.	Dhival Yulianda	40	87
11.	Dilla Puspita Pratiwi	53	93

12.	Fadhilah Afriani	60	80
13.	Fathina Defa	73	93
14.	Faturrahmanuddin	67	80
15.	Fika Amanda	73	100
16.	Khairul Ihsan	60	100
17.	Kinanti Ika Lestari	67	100
18.	M. Aji Gymnashar	60	100
19.	M. Firman Al-Farids	60	93
20.	Meisarah Tri Anjani	73	100
21.	Mhd. Rizky Ananda	67	100
22.	Mifta Huljannah MTD	53	93
23.	Muhammad Alvian	47	100
24.	Muhammad Andika	73	87
25.	Muhammad Baihaqi	53	93
26.	Muhammad Fiqri Raihan	53	73
27.	Muhammad Haekal R. Nst.	67	100
28.	Muhammad Zubair	73	93
29.	Nike Ariani	67	100
30.	Nila Marlina Nst.	73	87
31.	Nurhalijah Siregar	73	100
32.	Pauzan Azima	67	87
33.	Riskia Gustianur Br. Sbr	53	100
34.	Satrio Aji Prawira	73	87
35.	Shilvia Raihan	60	93
36.	Surya Adrian Pangestu	87	93
37.	Wan Adam Nasri	47	87
38.	Winda Pricilia	80	100
39.	Winda Wardani	67	93
40.	Yenni Lizara Nst.	60	93
	<b>Total</b>	<b>2.626</b>	<b>3.712</b>
	<b>Mean</b>	<b>65,65</b>	<b>92,8</b>

Based on the table above, the students' reading comprehension in narrative text in experimental class showed that the lowest score of pre-test was 40, and the highest score of pre-test was 80 and the mean of pre-test was 65,65. On the other hand the lowest score of post-test was 73, and the highest score of post-test was 100 and the mean of post-test was 92,8.

**Table 4.2**  
**The Score of the Pre-Test and Post-Test by the students of the Control Class**

No.	Name	Pre-Test	Post-Test
1.	Ade Rizky Pradana	60	60
2.	Adelina Br. Sembiring	67	60
3.	Ahmad Rapli	40	67
4.	Albar Fikri	53	60
5.	Bunga Ramdhani Hsb.	67	60
6.	Dara Fitri Chania	53	67
7.	Della Ulandari	67	60
8.	Farida Aini	53	67
9.	Farida Maharani Nst.	60	47
10.	Fitri Syaharani	60	53
11.	Hasni Aulia Rahmita	67	80
12.	Inayah Ramadhani Srg.	60	67
13.	Lala Anjelir	60	67
14.	M. Hidayah Nurdinata	40	53
15.	M. Irfan Choir Tanjung	80	67
16.	M. Zacky Fuady	53	73
17.	M. Niqo Akbar	53	60
18.	Mozammil Miftah. M.	60	80
19.	M. Alwi Hrp.	80	60
20.	M. Yazid Aqillah	80	67
21.	M. Zaky Anwar	47	60



22.	Nadia Zahra Syifana	40	60
23.	Naya Fadillah Nst.	53	67
24.	Nicholas Al- Rasyid	60	67
25.	Nurmailiza	53	60
26.	Ovie Febry Aulia	53	87
27.	Putri Nabila	67	73
28.	Putri Zahra	73	67
29.	Rahmadani Nst.	53	67
30.	Rahmat Affandi	67	73
31.	Raniah Putri Candrawati	60	67
32.	Rinaldo Fahza	80	73
33.	Rubi Yohana K.	67	53
34.	Ruliyansyah Lubis	40	60
35.	Shopiah Auzy	60	53
36.	Silvia Amara	80	80
37.	Siti Silvia	33	67
38.	Vani Sundari	67	60
39.	Wahyu Imanullah	53	60
40.	Zulfa Andriani Pulungan	53	67
	<b>Total</b>	<b>2.372</b>	<b>2.590</b>
	<b>Mean</b>	<b>59,3</b>	<b>64,75</b>

Based on the table above, the students' reading comprehension in narrative text in control class showed that the lowest score of pre-test was 40, and the highest score of pre-test was 80 and the mean of pre-test was 59,3. On the other hand the lowest score of post-test was 47, and the highest score of post-test was 87 and the mean of post-test was 64,75.

#### 4.2 Data Analysis

The instruments to collect some data is test. The test is used this research is pre-test and post test. Test of Analysis requirements, they was validity of the test and reliability of The Test.

#### 4.2.1 Validity of The test

To show that the test will valid, the researcher will give the test to some other students at Junior High School. The test consisted of 15 items as multiple choice tests. If the result showed that students can do the test well. It could be assumed that the test was valid.

#### 4.2.2 Testing Reliability of the Test

**Table 4.3**  
**The Score of the Reliability of the Test**

No.	Name	(X)	(X) <sup>2</sup>	(X - $\bar{x}$ )	(X - $\bar{x}$ ) <sup>2</sup>
1	Ahdi	10	100	0,65	0,4225
2	Ahmad Srg.	12	144	2,65	7,0225
3	Aji Putra	11	121	1,65	2,7225
4	Akila Ramadhani	9	81	-0,35	0,1225
5	Alisyia	7	49	-2,35	5,5225
6	Cintia syahfitri	10	100	0,65	0,4225
7	Citra ulandari	11	121	1,65	2,7225
8	Dani sariandini	6	36	-3,35	11,2225
9	Dilla Amelia Hrp.	13	169	3,65	13,3225
10	Doni syahputra	9	81	-0,35	0,1225
11	Danu Indrajaya	7	49	-2,35	5,5225
12	Faradilla Putri	10	100	0,65	0,4225
13	Fani Indriani	8	64	-1,35	1,8225
14	Fajar Ramadhan	7	49	-2,35	5,5225
15	Gea Cinta	11	121	1,65	2,7225
16	Gusti Srg.	8	64	-35	1225
17	Hanapi	5	25	-4,35	18,9225
18	Hasan Albani	10	100	0,65	0,4225
19	Intan Sari	14	196	4,65	21,6225
20	Iqbal Saufi	12	144	2,65	7,0225
21	Ira Mayangsari	11	121	1,65	2,7225
22	Kamelia Putri	7	49	-2,35	5,5225

23	Karin Amelia	9	81	-0,35	0,1225
24	Lisa Indah Sari	13	169	3,65	13,3225
25	Lulu Sri dewi	8	64	-1,35	1,8225
26	Mayang Puspita Dewi	10	100	0,65	0,4225
27	Mhd. Budi Saufi	5	25	-4,35	18,9225
28	Mhd. Candra Wijaya	7	49	-2,35	5,5225
29	Mira Amanda	8	64	-1,35	1,8225
30	Mirnawati	12	144	2,65	7,0225
31	Nanda Syahputra	9	81	-0,35	0,1225
32	Nilla Ramadhani	8	64	-1,35	1,8225
33	Putra Agung Riadi	6	36	-3,35	11,2225
34	Putri Amelia	10	100	0,65	0,4225
35	Puspita Sari Dewi	5	25	-4,35	18,9225
36	Rasyid Ridho	15	225	5,65	31,9225
37	Ratu Sriandani	11	121	1,65	2,7225
38	Tama Afriansyah	13	169	3,65	13,3225
39	Tami Lisnawati	9	81	-0,35	0,1225
40	Umi Habibbah	8	64	-1,35	1,8225
	$\Sigma$	<b>374</b>	<b>3746</b>	<b>-33,65</b>	<b>1472,278</b>
	$\bar{x}$	<b>9,35</b>	<b>93,65</b>		

### The Calculation of the Reliability of the Test

In order to obtain the reliability of the test, the reseracher used Kuder-Richardson formula 21 (KR-21) as following:

$$K = 15$$

$$M = \frac{\Sigma X}{n} = \frac{374}{40} = 9,35$$

$$S^2 = \frac{\Sigma(X - \bar{x})^2}{n - 1} = \frac{1472,278}{40 - 1} = 37,75$$

$$S = \sqrt{37,75} = 6,14$$

$$\text{KR-21} = \frac{K}{K-1} \left( 1 - \frac{M(K-M)}{KS^2} \right)$$

$$\begin{aligned}
&= \frac{15}{15-1} \left( 1 - \frac{9,53 (15-9,53)}{15 (37,75)} \right) \\
&= \frac{15}{14} \left( 1 - \frac{9,53 (5,47)}{566,25} \right) \\
&= \frac{15}{14} \left( 1 - \frac{52,1291}{566,25} \right) \\
&= \frac{15}{14} (1 - 0,092) \\
&= 1,071 (0,908)
\end{aligned}$$

**KR-21 = 0,97**

Based on the table above, the students' reading comprehension in narrative text in the other class showed that the mean of pre-test was 9,35, standard of deviation was 6,14. So the calculation showed that the coefficient reliability of the test was 0,97. It means that the coefficient reliability of the test is substantial.

### 4.3 Testing Hypotesis

The testing hypotesis should be done to know whether the hypotesis is rejected or accepted. The basic of testing hypotesis in this research is:

If  $t\text{-observed} > t\text{-table}$ , the hypotesis will be accepted.

If  $t\text{-observed} < t\text{-table}$ , the hypotesis will be rejected.

#### 4.3.1 Analyzing the Data using t-Test

**Table 4.4**  
**The Calculation of t-Test is Experiment Class**

No.	Name	(X)	(X <sub>2</sub> )	(D)	(D) <sup>2</sup>
1	Abid Naufal	67	93	26	676

2	Abyan Arvitra	73	87	14	196
3	Aisyah Fatma	67	100	33	1089
4	Aliya Mawaddah Permana	80	87	7	49
5	Alya Azra Mutia Nst.	67	100	33	1089
6	Annisa Putri Harahap	67	87	20	400
7	Auliana Putri	73	93	20	400
8	Avrillia Wijaya	73	87	14	196
9	Della Maghfira	80	93	13	169
10	Dhival Yulianda	40	87	47	2209
11	Dilla Puspita Pratiwi	53	93	40	1600
12	Fadhilah Afriani	60	80	20	400
13	Fathina Defa	73	93	20	400
14	Faturrahmanuddin	67	80	13	169
15	Fika Amanda	73	100	27	729
16	Khairul Ihsan	60	100	40	1600
17	Kinanti Ika Lestari	67	100	33	1089
18	M. Aji Gymnashar	60	100	40	1600
19	M. Firman Al-Farids	60	93	33	1089
20	Meisarah Tri Anjani	73	100	27	729
21	Mhd. Rizky Ananda	67	100	33	1089
22	Mifta Huljannah MTD	53	93	40	1600
23	Muhammad Alvian	47	100	53	2809
24	Muhammad Andika	73	87	14	196
25	Muhammad Baihaqi	53	93	40	1600
26	Muhammad Fiqri Raihan	53	73	20	400
27	Muhammad Haekal R. Nst.	67	100	33	1089
28	Muhammad Zubair	73	93	20	400
29	Nike Ariani	67	100	33	1089
30	Nila Marlina Nst.	73	87	14	196
31	Nurhalijah Siregar	73	100	27	729
32	Pauzan Azima	67	87	20	400
33	Riskia Gustianur Br. Sbr	53	100	47	2209
34	Satrio Aji Prawira	73	87	14	196
35	Shilvia Raihan	60	93	33	1089
36	Surya Adrian Pangestu	87	93	6	36
37	Wan Adam Nasri	47	87	40	1600
38	Winda Pricilia	80	100	20	400
39	Winda Wardani	67	93	26	676
40	Yenni Lizara Nst.	60	93	33	1089
	$\Sigma$	<b>2626</b>	<b>3712</b>	<b>1086</b>	<b>34770</b>
	$\bar{x}$	<b>65,65</b>	<b>92,8</b>	<b>27,15</b>	

Based on the table above, the students' reading comprehension in narrative text in experimental class showed that the lowest score of pre-test was 40, and the highest score of pre-test was 80 and the mean of pre-test was 65,65. On the other hand the lowest score of post-test was 73, and the highest score of post-test was 100 and the mean of post-test was 92,8. Then, the mean of pre-test and post-test (D) called by devisiasi with the formulation  $(X_2 - X)$  was 27,15.

From the data above, the formulation to Analyzing the Data using t-Test in experiment class was:

$$M_X = \frac{\sum d_X}{n} = \frac{1086}{40} = 27,15$$

$$X^2 = \sum d_x^2 - \frac{(\sum d_x)^2}{n}$$

$$X^2 = 34770 - \frac{(1086)^2}{40}$$

$$X^2 = 34770 - \frac{1.179,396}{40}$$

$$X^2 = 34770 - 1.179,356$$

$$X^2 = 33.590,644$$

**Table 4.5**  
**The Calculation of t-Test in Control Class**

No.	Name	(Y)	(Y <sub>2</sub> )	(D)	(D) <sup>2</sup>
1	Ade Rizky Pradana	60	67	7	49
2	Adelina Br. Sembiring	67	60	-7	49
3	Ahmad Rapli	40	67	27	729
4	Albar Fikri	53	60	7	49
5	Bunga Ramdhani Hsb.	67	60	-7	49
6	Dara Fitri Chania	53	67	14	196

7	Della Ulandari	67	60	-7	49
8	Farida Aini	53	67	14	196
9	Farida Maharani Nst.	60	47	-13	169
10	Fitri Syaharani	60	53	-7	49
11	Hasni Aulia Rahmita	67	80	13	169
12	Inayah Ramadhani Srg.	60	67	7	49
13	Lala Anjelir	60	67	7	49
14	M. Hidayah Nurdinata	40	53	13	169
15	M. Irfan Choir Tanjung	80	67	-13	169
16	M. Zacky Fuady	53	73	20	400
17	M. Niqo Akbar	53	60	7	49
18	Mozammil Miftah. M.	60	80	20	400
19	M. Alwi Hrp.	80	60	-20	400
20	M. Yazid Aqillah	80	67	-13	169
21	M. Zaky Anwar	47	60	13	169
22	Nadia Zahra Syifana	40	60	20	400
23	Naya Fadillah Nst.	53	67	14	196
24	Nicholas Al- Rasyid	60	67	7	49
25	Nurmailiza	53	60	7	49
26	Ovie Febry Aulia	53	87	34	1156
27	Putri Nabila	67	73	6	36
28	Putri Zahra	73	67	-6	36
29	Rahmadani Nst.	53	67	14	196
30	Rahmat Affandi	67	73	6	36
31	Raniah Putri Candrawati	60	67	7	49
32	Rinaldo Fahza	80	73	-7	49
33	Rubi Yohana K.	67	53	-14	196
34	Ruliyansyah Lubis	40	60	20	400
35	Shopiah Auzi	60	53	-7	49
36	Silvia Amara	80	67	-13	169
37	Siti Silvia	33	67	34	1156
38	Vani Sundari	67	60	-7	49
39	Wahyu Imanullah	53	60	7	49
40	Zulfa Andriani Pulungan	53	67	14	196
	$\Sigma$	<b>2372</b>	<b>2590</b>	<b>218</b>	<b>8292</b>
	$\bar{x}$	<b>59,3</b>	<b>64,75</b>	<b>5,45</b>	

Based on the table above, the students' reading comprehension in narrative text in control class showed that the lowest score of pre-test was 40, and the

highest score of pre-test was 80 and the mean of pre-test was 59,3. On the other hand the lowest score of post-test was 47, and the highest score of post-test was 87 and the mean of post-test was 64,75. Then, the mean of pre-test and post-test (D) called by devisiasi with the formulation  $(Y_2 - Y)$  was 5,45.

From the data above, the formulation to Analyzing the Data using t-Test in control class was:

$$M_y = \frac{\sum d_y}{n} = \frac{218}{40} = 5,45$$

$$Y^2 = \sum d_y^2 - \frac{(\sum d_y)^2}{n}$$

$$Y^2 = 8292 - \frac{(218)^2}{40}$$

$$Y^2 = 8292 - \frac{47.524}{40}$$

$$Y^2 = 8292 - 1.188,1$$

$$Y^2 = 7.103,9$$

From the data above, it is obtained that:

$$M_x = 27,15$$

$$M_y = 5,45$$

$$x^2 = 33.590,644$$

$$y^2 = 7.103,9$$

$$N_x = 40$$



$$N_y = 40$$

Therefore, the calculation of t-observed is:

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

$$t = \frac{|27,15 - 5,45|}{\sqrt{\left(\frac{33.590,644 + 7.103,9}{40 + 40 - 2}\right) \left(\frac{1}{40} + \frac{1}{40}\right)}}$$

$$t = \frac{22,61}{\sqrt{\left(\frac{40.694,544}{78}\right) \left(\frac{2}{40}\right)}}$$

$$t = \frac{22,61}{\sqrt{(521.724) (0,05)}}$$

$$t = \frac{22,61}{\sqrt{26,0862}}$$

$$t = \frac{22,61}{5,1075}$$

$$t = 4,427$$

Based on the data above, the researcher found that the value of t-observed (4,427) is hinger than the value of the t-table (1,990) at the level significance  $\alpha = 0,05$  and at numerator degree of freedoms 80, so hyphothesis is accepted.

#### 4.4 Research Finding

The result of this research shows that there is differences of output between both classes. For the product data, based on the statistical calculation, it

was obtained that  $t$ -observed (4,427) is higher than  $t$ -table (1,990) for the numerator degree of freedoms 80 at the level of significance  $\alpha = 0,05$ . It means that the alternative hypothesis, which is there is a significant effect of Concept-Oriented Reading Instruction (CORI) on students' reading comprehension, is accepted. For the process data, it can be seen that the students which were taught by using Concept-Oriented Reading Instruction (CORI) on students' reading comprehension got better than the students which were taught by using lecturing technique (conventional method).

#### **4.5 Discussion**

There was a significant difference on students' reading comprehension in reading narrative test by using Concept-Oriented Reading Instruction (CORI). The students that were taught by Concept-Oriented Reading Instruction (CORI) have higher score than were taught by conventional method.

It was explained in Chapter II that the purpose of Concept-Oriented Reading Instruction (CORI) is to optimize the development of reading engagement. Our instructional goal was to create classroom environments in which reading engagement was sustained for extended periods of time. We expected that this context would lead to long-term generalized engagement in reading, in which students approach new learning situations with more motivated strategy use than students who have not experienced the instruction.<sup>22</sup>

From the calculation above it found that  $t$ -observed = 4,427 whereas the  $t$ -table = 1,990. It shows that students' reading comprehension in reading narrative

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<sup>22</sup> John T. Guthrie, *Journal of Educational Psychology* Copyright 1998 by the American Psychological Association, Inc. 1998, Vol. 90, No. 2, 261-278 0022-0663/98/\$3.00. p. 262-263.

text by using Concept-Oriented Reading Instruction (CORI) was significant at  $\alpha = 0,05$ . From the result, the researcher found that there was significant of the students' reading comprehension in reading narrative text that were taught by Concept-Oriented Reading Instruction (CORI). This means that the students' reading comprehension that were taught by Concept-Oriented Reading Instruction (CORI) was better than taught by conventional method.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **5.1 Conclusion**

After doing the research, analyzing the data and hypothesis test, the researcher had conclusions such as:

1. The students' comprehension in reading text that was taught by using lecturing technique got mean 59,3 in pre-test with the minimum score was 40 and maximum score was 80. While in post-test got mean 64,75 with the minimum score was 47 and maximum score was 87.
2. The students' comprehension in reading text that was taught by using Concept-Oriented Reading Instruction (CORI) got mean 65,65 in pre-test with the minimum score was 53 and maximum score was 87. While in post-test got mean 92,8 with the minimum score was 87 and maximum score was 100.
3. There was a significant effect of Concept-Oriented Reading Instruction (CORI) on Students' Reading Comprehension in Narrative Text at the Eight Grade of Madrasah Tsanawiyah Negeri Binjai in 2016/2017 Academic Year. It is proved statistically with  $t$ -observed (4,427) was higher than  $t$ -table (1,990).

#### **5.2 Suggestion**

Based on the conclusion above, the result of the findings contribute score suggestion, they are:

1. The English teachers are suggested to use Concept-Oriented Reading Instruction (CORI) in teaching reading text in order to increase Students' Reading Comprehension in Narrative Text.
2. The students are suggested to practice Concept-Oriented Reading Instruction (CORI) in reading text because it can make students more easily to understand the text, to motivate the students, add the science knowledge, overcome their difficulties in reading text and provide long term support for students's development of reading comprehension.
3. The other researcher, who want to study more about Concept-Oriented Reading Instruction (CORI) on Students' Reading Comprehension, this research could be advisable reference for conducting similar language skills, reading with different genre.

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**Appendix 1****LESSON PLAN  
EXPERIMENT CLASS**

<b>School</b>	<b>: Madrasah Tsanawiyah Negeri Binjai</b>
<b>Subject</b>	<b>: English</b>
<b>Class/Semester</b>	<b>: VIII-2/2</b>
<b>Language Skills</b>	<b>: Reading</b>
<b>Topic</b>	<b>: Cinderella</b>
<b>Time Allocation</b>	<b>: 2x40 Minutes</b>

**A. Competence Standard**

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

**B. Basic Competence**

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

**C. Indicator**

1. To identify the social function of narrative text
2. To identify the specific information of narrative text
3. To identify content of narrative text

**D. Teaching Objectives**

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

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



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

#### **E. Teaching Material**

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

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

Generic Structure :

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

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

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

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

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

For example : Magically, the fairy godmother changed a pumpkin into a fine coach and mice into a coachman and two footmen.

Her godmother tapped Cinderella's raged dress with her wand, and it

became a beautiful ball gown. Then she gave her a pair of pretty glass slippers. “Now, Cinderella”, she said; “You must leave before midnight”. Then away she drove in her beautiful coach.

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

For example : Finally, she was driven to the palace. The king’s son was overjoyed to see her again. They were married and live happily ever after.

Language Feature :

1. Using part action verb  
Examples : climbed, turned, brought, etc.
2. Using specific noun as pronoun of person, animal in the story.  
Examples : The king, the queen, etc.
3. Using adjectives which are for noun phrase.  
Examples : long black hair, two red apples, etc.
4. Using time connectives and conjunction to arrange the events.  
Examples : Then, before, after, soon, etc.
5. Using adverb and adverbial phrase to show the location of events.  
Examples : Here, in the mountain, ever after, etc.
6. Using dialogue to elicit an emotional response from the reader.
7. Using past tense.
8. Using of variety of simple, compound and complex sentences.

## **F. Teaching Method**

Concept-Oriented Reading Instruction (CORI)

### G. Teaching Learning Activities

No.	Activity	Time
1.	<p><b>Opening Activities</b></p> <ul style="list-style-type: none"> <li>• Teacher greets the students by asking “Good morning? How are you?”/ “What is your feeling today?”</li> <li>• Teacher asks the class monitor to lead the prayer.</li> <li>• Teacher checks students’ attendance by asking: Who is absent today? Where is she/he?”</li> <li>• Teacher explanations about what the class is going to do in the meeting.</li> </ul>	<b>5 Minutes</b>
2.	<p><b>Main Activities</b></p> <ul style="list-style-type: none"> <li>• Teacher will give some texts, then students will choose one of the texts.</li> <li>• Teacher will give an object to the students, then students will observe and personalize the object.</li> <li>• Teacher will invite the students to convey all questions in their mind about the object.</li> <li>• Teacher and students read the text together, teacher read aloud. There will</li> </ul>	<b>40 Minutes</b>

	<p>be a rich discussion and interaction around the text.</p> <ul style="list-style-type: none"> <li>• Students search information about the topic for additional questions and for answer to questions.</li> <li>• Students create graphic organizers to integrate information learned.</li> <li>• Students share information and idea through the use of posters, diagrams, group projects, or oral report what they have learned.</li> </ul>	
<b>3.</b>	<p><b>Closing</b></p> <ul style="list-style-type: none"> <li>• Teacher concludes the material of the lesson. Teacher will give improvement and reinforcement to the students.</li> <li>• Teacher closes the class and reminds the students to study at home.</li> </ul>	<b>5 Minutes</b>

## H. Material/Source

### 1) Material

- Cinderella
- Snow White
- The Lion and the Mouse

## 2) Source

- English Book
- Narrative Text
- Internet

**I. Assessment**

- Technique : Test
- Form : Answer Question
- Instrument :

**Cinderella**

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

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

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

“Why are crying, Cinderella?” a voice asked. She looked up and saw her fairy godmother standing beside her, “because I want so much to go to the ball” said Cinderella. “Well” said the godmother, ‘you’ve been such a cheerful,

hardworking, uncomplaining girl that I am going to see that you do go to the ball”.

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

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

**Answer the question based on the text about!**

1. With whom did Cinderella live?
2. Who did invite all of the girls in the kingdom for a ball in the castle?
3. Why did Cinderella feel sad and begin to cry?
4. Who did help Cinderella go to the ball?
5. With whom did the Prince finally marry?

- Scoring Guide:

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

Where :

S = Score of the test

R = Number of the Correct Answer

N = Number of Test Items

Mengetahui :

Binjai, 14 Maret 2017

Kepala MTsN Binjai

Guru Mapel Bahasa Inggris

**Evi Zulinda Br.Purba S.Pd.I, MM**

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## LESSON PLAN II

<b>School</b>	<b>: Madrasah Tsanawiyah Negeri Binjai</b>
<b>Subject</b>	<b>: English</b>
<b>Class/Semester</b>	<b>: VIII-2/2</b>
<b>Language Skills</b>	<b>: Reading</b>
<b>Topic</b>	<b>: Snow White</b>
<b>Time Allocation</b>	<b>: 2x40 Minutes</b>

### **A. Competence Standard**

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

### **B. Basic Competence**

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

### **C. Indicator**

1. To identify the social function of narrative text
2. To identify the specific information of narrative text
3. To identify content of narrative text

### **D. Teaching Objectives**

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

1. Students are able to identify the social function of narrative text
2. Students are able to identify the specific information of narrative text
3. Students are able to identify content of narrative text



## E. Teaching Material

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

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

Generic Structure :

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

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

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

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

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

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

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

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

Language Feature :

1. Using part action verb

Examples : climbed, turned, brought, etc.

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

Examples : The king, the queen, etc.

3. Using adjectives which are for noun phrase.

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

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

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

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

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

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

7. Using past tense.

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

## F. Teaching Method

Concept-Oriented Reading Instruction (CORI)

## G. Teaching Learning Activities

No.	Activity	Time
1.	<p><b>Opening Activities</b></p> <ul style="list-style-type: none"> <li>• Teacher greets the students by asking “Good morning? How are you?”/ “What is</li> </ul>	5 Minutes

	<p>your feeling today?”</p> <ul style="list-style-type: none"> <li>• Teacher asks the class monitor to lead the prayer.</li> <li>• Teacher checks students’ attendance by asking: Who is absent today? Where is she/he?”</li> <li>• Teacher explanations about what the class is going to do in the meeting.</li> </ul>	
<b>2.</b>	<p><b>Main Activities</b></p> <ul style="list-style-type: none"> <li>• Teacher will give some texts, then students will choose one of the texts.</li> <li>• Teacher will give an object to the students, then students will observe and personalize the object.</li> <li>• Teacher will invite the students to convey all questions in their mind about the object.</li> <li>• Teacher and students read the text together, teacher read aloud. There will be a rich discussion and interaction around the text.</li> <li>• Students search information about the topic for additional questions and for answer to questions.</li> </ul>	<b>40 Minutes</b>

	<ul style="list-style-type: none"> <li>• Students create graphic organizers to integrate information learned.</li> <li>• Students share information and idea through the use of posters, diagrams, group projects, or oral report what they have learned.</li> </ul>	
<b>3.</b>	<b>Closing</b> <ul style="list-style-type: none"> <li>• Teacher concludes the material of the lesson.</li> <li>• Teacher closes the class and reminds the students to study at home.</li> </ul>	<b>5 Minutes</b>

#### **H. Material/Source**

##### 1) Material

- Cinderella
- Snow White
- The Lion and the Mouse

##### 2) Source

- English Book
- Narrative Text
- Internet

#### **I. Assessment**

- Technique : Test
- Form : Answer Question
- Instrument :

## **Snow White**

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

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

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

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

### **Answer the question based on the text about!**

1. What type of the text is used by writer?
2. Why Snow White ran away to the woods?
3. When did Snow White run away to the woods?
4. Where did Snow White live after she ran away to the woods?
5. What is the purpose of this text?

- Scoring Guide:

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

Where :

S = Score of the test

R = Number of the Correct Answer

N = Number of Test Items

Mengetahui :

Binjai, 15 Maret 2017

Kepala MTsN Binjai

Guru Mapel Bahasa Inggris

**Evi Zulinda Br.Purba S.Pd.I, MM**  
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**Nuriani, S.Pd**  
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Mahasiswa

**Yowanda Sustika**  
Nim: 34.13.1.122

### LESSON PLAN III

<b>School</b>	<b>: Madrasah Tsanawiyah Negeri Binjai</b>
<b>Subject</b>	<b>: English</b>
<b>Class/Semester</b>	<b>: VIII-2/2</b>
<b>Language Skills</b>	<b>: Reading</b>
<b>Topic</b>	<b>: The Lion and the Mouse</b>
<b>Time Allocation</b>	<b>: 2x40 Minutes</b>

#### **A. Competence Standard**

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

#### **B. Basic Competence**

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

#### **C. Indicator**

1. To identify the social function of narrative text
2. To identify the specific information of narrative text
3. To identify content of narrative text

#### **D. Teaching Objectives**

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

1. Students are able to identify the social function of narrative text
2. Students are able to identify the specific information of narrative text
3. Students are able to identify content of narrative text

## E. Teaching Material

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

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

Generic Structure :

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

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

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

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

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

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



the lion was. The little mouse went up to him and soon gnawed away the ropes that bounded the king of the beasts.

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

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

Language Feature :

1. Using part action verb

Examples : climbed, turned, brought, etc.

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

Examples : The king, the queen, etc.

3. Using adjectives which are for noun phrase.

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

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

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

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

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

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

7. Using past tense.

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

## **F. Teaching Method**

Concept-Oriented Reading Instruction (CORI)

### G. Teaching Learning Activities

No.	Activity	Time
1.	<p><b>Opening Activities</b></p> <ul style="list-style-type: none"> <li>• Teacher greets the students by asking “Good morning? How are you?”/ “What is your feeling today?”</li> <li>• Teacher asks the class monitor to lead the prayer.</li> <li>• Teacher Researcher checks students’ attendance by asking: Who is absent today? Where is she/he?”</li> <li>• Teacher explanations about what the class is going to do in the meeting.</li> </ul>	<b>5 Minutes</b>
2.	<p><b>Main Activities</b></p> <ul style="list-style-type: none"> <li>• Teacher will give some texts, then students will choose one of the texts.</li> <li>• Teacher will give an object to the students, then students will observe and personalize the object.</li> <li>• Teacher will invite the students to convey all questions in their mind about the object.</li> <li>• Teacher and students read the text together, teacher read aloud. There will</li> </ul>	<b>40 Minutes</b>

	<p>be a rich discussion and interaction around the text.</p> <ul style="list-style-type: none"> <li>• Students search information about the topic for additional questions and for answer to questions.</li> <li>• Students create graphic organizers to integrate information learned.</li> <li>• Students share information and idea through the use of posters, diagrams, group projects, or oral report what they have learned.</li> </ul>	
<b>3.</b>	<p><b>Closing</b></p> <ul style="list-style-type: none"> <li>• Teacher concludes the material of the lesson.</li> <li>• Teacher closes the class and reminds the students to study at home.</li> </ul>	<b>5 Minutes</b>

## H. Material/Source

### 1) Material

- Cinderella
- Snow White
- The Lion and the Mouse

### 2) Source

- English Book

- Narrative Text
- Internet

### **I. Assessment**

- Technique : Test
- Form : Answer Question
- Instrument :

### **The Lion and the Mouse**

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

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

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

### **Answer the question based on the text about!**

1. What is the best title of the text?

2. What is the moral value of the text?
3. What is the paragraph three mainly tell us?
4. What did the title mouse do to prove his words?
5. What is the second paragraph called?

- Scoring Guide:

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

Where :

S = Score of the test

R = Number of the Correct Answer

N = Number of Test Items

Mengetahui :

Binjai, 21 Maret 2017

Kepala MTsN Binjai

Guru Mapel Bahasa Inggris

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Mahasiswa

**Yowanda Sustika**  
Nim: 34.13.1.122

**LESSON PLAN**  
**CONTROL CLASS**

<b>School</b>	<b>: Madrasah Tsanawiyah Negeri Binjai</b>
<b>Subject</b>	<b>: English</b>
<b>Class/Semester</b>	<b>: VIII-4/2</b>
<b>Language Skills</b>	<b>: Reading</b>
<b>Topic</b>	<b>: Cinderella</b>
<b>Time Allocation</b>	<b>: 2x40 Minutes</b>

**A. Competence Standard**

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

**B. Basic Competence**

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

**C. Indicator**

1. To identify the social function of narrative text
2. To identify the specific information of narrative text
3. To identify content of narrative text

**D. Teaching Objectives**

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

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

3. Students are able to identify content of narrative text

### **E. Teaching Material**

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

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

Generic Structure :

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

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

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

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

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

For example : Magically, the fairy godmother changed a pumpkin into a fine coach and mice into a coachman and two footmen.

Her godmother tapped Cinderella's raged dress with her wand, and it became a beautiful ball gown. Then she gave her a pair of pretty glass

slippers. “Now, Cinderella”, she said; “You must leave before midnight”. Then away she drove in her beautiful coach.

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

For example : Finally, she was driven to the palace. The king’s son was overjoyed to see her again. They were married and live happily ever after.

Language Feature :

1. Using part action verb

Examples : climbed, turned, brought, etc.

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

Examples : The king, the queen, etc.

3. Using adjectives which are for noun phrase.

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

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

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

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

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

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

7. Using past tense.

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

## **F. Teaching Method**

Conventional Method



### G. Teaching Learning Activities

No.	Activity	Time
1.	<p><b>Opening Activities</b></p> <ul style="list-style-type: none"> <li>• Teacher greets the students by asking “Good morning? How are you?”/ “What is your feeling today?”</li> <li>• Teacher asks the class monitor to lead the prayer.</li> <li>• Teacher checks students’ attendance by asking: Who is absent today? Where is she/he?”</li> <li>• Teacher explanations about what the class is going to do in the meeting.</li> </ul>	<b>5 Minutes</b>
2.	<p><b>Main Activities</b></p> <ul style="list-style-type: none"> <li>• Teacher will give text to the students.</li> <li>• The teacher will ask the students to read the text.</li> <li>• The teacher will explain about the reading passage and will ask the students to listen carefully, because they have to be able to comprehend the text.</li> <li>• The teacher will ask the students to translate the passage and will answer the questions.</li> </ul>	<b>40 Minutes</b>

	<ul style="list-style-type: none"> <li>• The teacher will ask students to find out the difficult words and will answer the question from the text.</li> <li>• The teacher will ask the students to give his answer and other students will check the answer.</li> <li>• The teacher will try to close the students were asked to mention vocabulary and will try to find out some difficult words. The function is to know how far the students comprehend the text.</li> </ul>	
<b>3.</b>	<p><b>Closing</b></p> <ul style="list-style-type: none"> <li>• Teacher concludes the material of the lesson.</li> <li>• Teacher closes the class and reminds the students to study at home.</li> </ul>	<b>5 Minutes</b>

#### **H. Material/Source**

##### 1) Material

- Cinderella

##### 2) Source

- English Book
- Narrative Text

## I. Assessment

- Technique : Test
- Form : Answer Question
- Instrument :

### **Cinderella**

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

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

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

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

Magically, the fairy godmother changed a pumpkin into a fine coach and mice into a coachman and two footmen. Her godmother tapped Cinderella's raged

dress with her wand, and it became a beautiful ball gown. Then she gave her a pair of pretty glass slippers. “Now, Cinderella”, she said; “You must leave before midnight”. Then away she drove in her beautiful coach.

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

**Answer the question based on the text about!**

1. With whom did Cinderella live?
2. Who did invite all of the girls in the kingdom for a ball in the castle?
3. Why did Cinderella feel sad and begin to cry?
4. Who did help Cinderella go to the ball?
5. With whom did the Prince finally marry?

- Scoring Guide:

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

Where :

S = Score of the test

R = Number of the Correct Answer

N = Number of Test Items

Mengetahui :

Binjai, 17 Maret 2017

Kepala MTsN Binjai

Guru Mapel Bahasa Inggris

**Evi Zulinda Br.Purba S.Pd.I, MM**  
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Mahasiswa

**Yowanda Sustika**  
Nim: 34.13.1.122

**LESSON PLAN**  
**CONTROL CLASS**

<b>School</b>	<b>: Madrasah Tsanawiyah Negeri Binjai</b>
<b>Subject</b>	<b>: English</b>
<b>Class/Semester</b>	<b>: VIII-4/2</b>
<b>Language Skills</b>	<b>: Reading</b>
<b>Topic</b>	<b>: Cinderella</b>
<b>Time Allocation</b>	<b>: 2x40 Minutes</b>

**A. Competence Standard**

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

**B. Basic Competence**

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

**C. Indicator**

1. To identify the social function of narrative text
2. To identify the specific information of narrative text
3. To identify content of narrative text

**D. Teaching Objectives**

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

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

3. Students are able to identify content of narrative text

### **E. Teaching Material**

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

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

Generic Structure :

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

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

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

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

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

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

slippers. “Now, Cinderella”, she said; “You must leave before midnight”. Then away she drove in her beautiful coach.

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

For example : Finally, she was driven to the palace. The king’s son was overjoyed to see her again. They were married and live happily ever after.

Language Feature :

1. Using part action verb

Examples : climbed, turned, brought, etc.

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

Examples : The king, the queen, etc.

3. Using adjectives which are for noun phrase.

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

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

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

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

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

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

7. Using past tense.

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

## **F. Teaching Method**

Conventional Method



### G. Teaching Learning Activities

No.	Activity	Time
1.	<p><b>Opening Activities</b></p> <ul style="list-style-type: none"> <li>• Teacher greets the students by asking “Good morning? How are you?”/ “What is your feeling today?”</li> <li>• Teacher asks the class monitor to lead the prayer.</li> <li>• Teacher checks students’ attendance by asking: Who is absent today? Where is she/he?”</li> <li>• Teacher explanations about what the class is going to do in the meeting.</li> </ul>	<b>5 Minutes</b>
2.	<p><b>Main Activities</b></p> <ul style="list-style-type: none"> <li>• Teacher will give text to the students.</li> <li>• The teacher will ask the students to read the text.</li> <li>• The teacher will explain about the reading passage and will ask the students to listen carefully, because they have to be able to comprehend the text.</li> <li>• The teacher will ask the students to translate the passage and will answer the questions.</li> </ul>	<b>40 Minutes</b>

	<ul style="list-style-type: none"> <li>• The teacher will ask students to find out the difficult words and will answer the question from the text.</li> <li>• The teacher will ask the students to give his answer and other students will check the answer.</li> <li>• The teacher will try to close the students were asked to mention vocabulary and will try to find out some difficult words. The function is to know how far the students comprehend the text.</li> </ul>	
<b>3.</b>	<p><b>Closing</b></p> <ul style="list-style-type: none"> <li>• Teacher concludes the material of the lesson.</li> <li>• Teacher closes the class and reminds the students to study at home.</li> </ul>	<b>5 Minutes</b>

### **H. Material/Source**

#### 1) Material

- Cinderella

#### 2) Source

- English Book
- Narrative Text

## I. Assessment

- Technique : Test
- Form : Answer Question
- Instrument :

### **Cinderella**

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

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

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

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

Magically, the fairy godmother changed a pumpkin into a fine coach and mice into a coachman and two footmen. Her godmother tapped Cinderella's raged

dress with her wand, and it became a beautiful ball gown. Then she gave her a pair of pretty glass slippers. “Now, Cinderella”, she said; “You must leave before midnight”. Then away she drove in her beautiful coach.

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

**Answer the question based on the text about!**

1. With whom did Cinderella live?
2. Who did invite all of the girls in the kingdom for a ball in the castle?
3. Why did Cinderella feel sad and begin to cry?
4. Who did help Cinderella go to the ball?
5. With whom did the Prince finally marry?

- Scoring Guide:

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

Where :

S = Score of the test

R = Number of the Correct Answer

N = Number of Test Items

Mengetahui :

Binjai, 24 Maret 2017

Kepala MTsN Binjai

Guru Mapel Bahasa Inggris

**Evi Zulinda Br.Purba S.Pd.I, MM**  
NIP: 19700618 199303 2 002

**Nuriani, S.Pd**  
NIP: 19720331 199803 2 002

Mahasiswa

**Yowanda Sustika**  
Nim: 34.13.1.122

## **Appendix 2**

Name :

Class :

Time : 15 minutes

### **PRE TEST**

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

#### **Text I**

**This text for question No.1-5**

#### **Cinderella**

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

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

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

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

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

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

**Question and Answer:**

1. With whom did Cinderella live?
  - a. Her father and her stepmother
  - b. Her stepmother and her stepsister

- c. Her stepmother and her stepfather
  - d. Her stepmother and her two stepsisters
2. Who did invite all of the girls in the kingdom for a ball in the castle?
- a. The King's
  - b. The Prince
  - c. The Princess
  - d. The Knight
3. Why did Cinderella feel sad and begin to cry?
- a. Because her stepsisters angry with her
  - b. Because she was invited to go to the ball and she didn't come it
  - c. Because her stepmother asked her to join the ball
  - d. Because her stepsisters asked her to stay at home and do a lot of housework
4. Who did help Cinderella go to the ball?
- a. Fairy godmother
  - b. Her price
  - c. Her stepsisters
  - d. The king
5. With whom did the Prince finally marry?
- a. Cinderella's stepsister
  - b. Cinderella
  - c. Cinderella's stepmother
  - d. Fairy godmother



**Text II****This text for question number 6-10****Snow White**

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

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

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

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

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

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

**Question and Answer:**

6. What type of the text is used by the writer?
  - a. Narrative
  - b. Report
  - c. Anecdote
  - d. Comparative
7. Why Snow white ran away to the woods?
  - a. Her parents passed away
  - b. Her uncle was angry
  - c. Her uncle and aunt would go to America
  - d. Snow white was happy to run away
8. When did Snow White run away to the woods?
  - a. In the afternoon
  - b. In the morning
  - c. In the evening
  - d. In the full moon
9. Where did Snow White live after she ran away to the woods?
  - a. She lived in the cave
  - b. She lived in the lion nest
  - c. She lived everywhere in the woods
  - d. She lived in the dwarfs' cottage
10. The communicative purpose of this text is.....
  - a. To inform the readers about important and newsworthy events
  - b. To entertain readers with fairy tale

- c. To share an account of an unusual event
- d. To persuade readers to accept his/her opinions

### **TEXT III**

**This text for question 10-15**

#### **The Lion and the Mouse**

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

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

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

#### **Question and Answer:**

- 11. What is the best title of the text?
  - a. Lion and Mouse

- b. The little Mouse
  - c. The Lion and the Mouse
  - d. The little Lion
12. What is the moral value of the text?
- a. Don't look at someone because of his clothes
  - b. It is best for prepare for the days of necessity
  - c. Common people may prove great ones
  - d. United we stand, divided we fall
13. Paragraph three mainly tells us that.....
- a. The little mouse asked for forgiveness
  - b. The hunters carried the lion alive to the King
  - c. The lion was tied to a tree by the hunters
  - d. The little mouse could prove that he could help the lion
14. What did the little mouse do to prove his words?
- a. He would never forget the lion
  - b. He tried hard to help the lion free
  - c. He ran up and down upon the lion
  - d. He asked for apology to the King of the best
15. The second paragraph is called....
- a. Orientation
  - b. Complication
  - c. Resolution
  - d. Identification

### **Appendix 3**

Name :

Class :

Time : 15 minutes

### **POST TEST**

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

#### **Text I**

**This text for question 1-5**

#### **The Lion and the Mouse**

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

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

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

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

**Question and Answer:**

1. The second paragraph is called....
  - a. Orientation
  - b. Complication
  - c. Resolution
  - d. Identification
2. What is the best title of the text?
  - a. Lion and Mouse
  - b. The little Mouse
  - c. The Lion and the Mouse
  - d. The little Lion
3. Paragraph three mainly tells us that.....
  - a. The little mouse asked for forgiveness
  - b. The hunters carried the lion alive to the King
  - c. The lion was tied to a tree by the hunters
  - d. The little mouse could prove that he could help the lion
4. What is the moral value of the text?
  - a. Don't look at someone because of his clothes
  - b. It is best for prepare for the days of necessity
  - c. Common people may prove great ones
  - d. United we stand, divided we fall

5. What did the little mouse do to prove his words?
- He would never forget the lion
  - He tried hard to help the lion free
  - He ran up and down upon the lion
  - He asked for apology to the King of the best

## **Text II**

**This text for question No.6-10**

### **Cinderella**

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

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

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

“Why are crying, Cinderella?” a voice asked. She looked up and saw her fairy godmother standing beside her, “because I want so much to go to the ball” said Cinderella. “Well” said the godmother, ‘you’ve been such a cheerful,

hardworking, uncomplaining girl that I am going to see that you do go to the ball”.

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

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

**Question and Answer:**

6. With whom did the Prince finally marry?
  - a. Cinderella's stepsister
  - b. Cinderella
  - c. Cinderella's stepmother
  - d. Fairy godmother



7. With whom did Cinderella live?
  - a. Her father and her stepmother
  - b. Her stepmother and her stepsister
  - c. Her stepmother and her stepfather
  - d. Her stepmother and her two stepsisters
8. Why did Cinderella feel sad and begin to cry?
  - a. Because her stepsisters angry with her
  - b. Because she was invited to go to the ball and she didn't come it
  - c. Because her stepmother asked her to join the ball
  - d. Because her stepsisters asked her to stay at home and do a lot of housework
9. Who did help Cinderella go to the ball?
  - a. Fairy godmother
  - b. Her price
  - c. Her stepsisters
  - d. The king
10. Who did invite all of the girls in the kingdom for a ball in the castle?
  - a. The King's son
  - b. The Prince
  - c. The Princess
  - d. The Knight

### **TEXT III**

**This text for question number 10-15**

## **Snow White**

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

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

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

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

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

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

### **Question and Answer:**

11. The communicative purpose of this text is.....
  - a. To inform the readers about important and newsworthy events

- b. To entertain readers with fairy tale
  - c. To share an account of an unusual event
  - d. To persuade readers to accept his/her opinions
12. What type of the text is used by the writer?
- a. Narrative
  - b. Report
  - c. Anecdote
  - d. Comparative
13. When did Snow White run away to the woods?
- a. In the afternoon
  - b. In the morning
  - c. In the evening
  - d. In the full moon
14. Where did Snow White live after she ran away to the woods?
- a. She lived in the cave
  - b. She lived in the lion nest
  - c. She lived everywhere in the woods
  - d. She lived in the dwarfs' cottage
15. Why Snow white ran away to the woods?
- a. Her parents passed away
  - b. Her uncle was angry
  - c. Her uncle and aunt would go to America
  - d. Snow white was happy to run away

## Appendix 4: Key Answer

### A. Pre-Test

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

### B. Post-Test

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

**Appendix 5 : List of Names in Experiment Class**

<b>No.</b>	<b>Name</b>	<b>Sex</b>	<b>Class</b>
1	Abid Naufal	Male	VIII-2
2	Abyan Arvitra	Male	VIII-2
3	Aisyah Fatma	Female	VIII-2
4	Aliya Mawaddah Permana	Female	VIII-2
5	Alya Azra Mutia Nst.	Female	VIII-2
6	Annisa Putri Harahap	Female	VIII-2
7	Auliana Putri	Female	VIII-2
8	Avrillia Wijaya	Female	VIII-2
9	Della Maghfira	Female	VIII-2
10	Dhival Yulianda	Male	VIII-2
11	Dilla Puspita Pratiwi	Female	VIII-2
12	Fadhilah Afriani	Female	VIII-2
13	Fathina Defa	Female	VIII-2
14	Faturrahmanuddin	Male	VIII-2
15	Fika Amanda	Female	VIII-2
16	Khairul Ihsan	Male	VIII-2
17	Kinanti Ika Lestari	Female	VIII-2
18	M. Aji Gymnashar	Male	VIII-2
19	M. Firman Al-Farids	Male	VIII-2
20	Meisarah Tri Anjani	Female	VIII-2
21	Mhd. Rizky Ananda	Male	VIII-2
22	Mifta Huljannah MTD	Female	VIII-2
23	Muhammad Alvian	Male	VIII-2
24	Muhammad Andika	Male	VIII-2
25	Muhammad Baihaqi	Male	VIII-2
26	Muhammad Fiqri Raihan	Male	VIII-2
27	Muhammad Haekal R. Nst.	Male	VIII-2
28	Muhammad Zubair	Male	VIII-2
29	Nike Ariani	Female	VIII-2
30	Nila Marlina Nst.	Female	VIII-2
31	Nurhalijah Siregar	Female	VIII-2
32	Pauzan Azima	Male	VIII-2
33	Riskia Gustianur Br. Sbr	Female	VIII-2
34	Satrio Aji Prawira	Male	VIII-2
35	Shilvia Raihan	Female	VIII-2
36	Surya Adrian Pangestu	Male	VIII-2
37	Wan Adam Nasri	Male	VIII-2
38	Winda Pricilia	Female	VIII-2
39	Winda Wardani	Female	VIII-2
40	Yenni Lizara Nst.	Female	VIII-2

**Appendix 6: List of Names in Control Class**

No.	Name	Sex	Class
1	Ade Rizky Pradana	Male	VIII-4
2	Adelina Br. Sembiring	Female	VIII-4
3	Ahmad Rapli	Male	VIII-4
4	Albar Fikri	Male	VIII-4
5	Bunga Ramdhani Hsb.	Female	VIII-4
6	Dara Fitri Chania	Female	VIII-4
7	Della Ulandari	Female	VIII-4
8	Farida Aini	Female	VIII-4
9	Farida Maharani Nst.	Female	VIII-4
10	Fitri Syaharani	Female	VIII-4
11	Hasni Aulia Rahmita	Female	VIII-4
12	Inayah Ramadhanani Srg.	Female	VIII-4
13	Lala Anjelir	Female	VIII-4
14	M. Hidayah Nurdinata	Male	VIII-4
15	M. Irfan Choir Tanjung	Male	VIII-4
16	M. Zacky Fuady	Male	VIII-4
17	M. Niqo Akbar	Male	VIII-4
18	Mozammil Miftah. M.	Male	VIII-4
19	M. Alwi Hrp.	Male	VIII-4
20	M. Yazid Aqillah	Male	VIII-4
21	M. Zaky Anwar	Male	VIII-4
22	Nadia Zahra Syifana	Female	VIII-4
23	Naya Fadillah Nst.	Female	VIII-4
24	Nicholas Al- Rasyid	Male	VIII-4
25	Nurmailiza	Female	VIII-4
26	Ovie Febry Aulia	Female	VIII-4
27	Putri Nabila	Female	VIII-4
28	Putri Zahra	Female	VIII-4
29	Rahmadani Nst.	Female	VIII-4
30	Rahmat Affandi	Male	VIII-4
31	Raniah Putri Candrawati	Female	VIII-4
32	Rinaldo Fahza	Male	VIII-4
33	Rubi Yohana K.	Male	VIII-4
34	Ruliyansyah Lubis	Male	VIII-4
35	Shopiah Auzi	Female	VIII-4
36	Silvia Amara	Female	VIII-4
37	Siti Silvia	Female	VIII-4
38	Vani Sundari	Female	VIII-4
39	Wahyu Imanullah	Male	VIII-4
40	Zulfa Andriani Pulungan	Male	VIII-4

**Appendix 7: The Score of the Pre-Test and Post-Test by the students of the Experimental Group in Class VIII-2 MTs N Binjai**

<b>No.</b>	<b>Name</b>	<b>Pre-Test</b>	<b>Post-Test</b>
1.	Abid Naufal	67	93
2.	Abyan Arvitra	73	87
3.	Aisyah Fatma	67	100
4.	Aliya Mawaddah Permana	80	87
5.	Alya Azra Mutia Nst.	67	100
6.	Annisa Putri Harahap	67	87
7.	Auliana Putri	73	93
8.	Avrillia Wijaya	73	87
9.	Della Maghfira	80	93
10.	Dhival Yulianda	40	87
11.	Dilla Puspita Pratiwi	53	93
12.	Fadhilah Afriani	60	80
13.	Fathina Defa	73	93
14.	Faturrahmanuddin	67	80
15.	Fika Amanda	73	100
16.	Khairul Ihsan	60	100
17.	Kinanti Ika Lestari	67	100
18.	M. Aji Gymnashar	60	100
19.	M. Firman Al-Farids	60	93
20.	Meisarah Tri Anjani	73	100
21.	Mhd. Rizky Ananda	67	100
22.	Mifta Huljannah MTD	53	93
23.	Muhammad Alvian	47	100
24.	Muhammad Andika	73	87
25.	Muhammad Baihaqi	53	93
26.	Muhammad Fiqri Raihan	53	73
27.	Muhammad Haekal R. Nst.	67	100
28.	Muhammad Zubair	73	93

29.	Nike Ariani	67	100
30.	Nila Marlana Nst.	73	87
31.	Nurhalijah Siregar	73	100
32.	Pauzan Azima	67	87
33.	Riskia Gustianur Br. Sbr	53	100
34.	Satrio Aji Prawira	73	87
35.	Shilvia Raihan	60	93
36.	Surya Adrian Pangestu	87	93
37.	Wan Adam Nasri	47	87
38.	Winda Pricilia	80	100
39.	Winda Wardani	67	93
40.	Yenni Lizara Nst.	60	93
	<b>Total</b>	<b>2.626</b>	<b>3.712</b>
	<b>Mean</b>	<b>65,65</b>	<b>92,8</b>



**Appendix 8: The Score of the Pre-Test and Post-Test by the students of the Control Group in Class VIII-4 MTs N Binjai**

<b>No.</b>	<b>Name</b>	<b>Pre-Test</b>	<b>Post-Test</b>
1.	Ade Rizky Pradana	60	60
2.	Adelina Br. Sembiring	67	60
3.	Ahmad Rapli	40	67
4.	Albar Fikri	53	60
5.	Bunga Ramdhani Hsb.	67	60
6.	Dara Fitri Chania	53	67
7.	Della Ulandari	67	60
8.	Farida Aini	53	67
9.	Farida Maharani Nst.	60	47
10.	Fitri Syaharani	60	53
11.	Hasni Aulia Rahmita	67	80
12.	Inayah Ramadhani Srg.	60	67
13.	Lala Anjelir	60	67
14.	M. Hidayah Nurdinata	40	53
15.	M. Irfan Choir Tanjung	80	67
16.	M. Zacky Fuady	53	73
17.	M. Niqo Akbar	53	60
18.	Mozammil Miftah. M.	60	80
19.	M. Alwi Hrp.	80	60
20.	M. Yazid Aqillah	80	67
21.	M. Zaky Anwar	47	60
22.	Nadia Zahra Syifana	40	60
23.	Naya Fadillah Nst.	53	67
24.	Nicholas Al- Rasyid	60	67
25.	Nurmailiza	53	60
26.	Ovie Febry Aulia	53	87
27.	Putri Nabila	67	73
28.	Putri Zahra	73	67

29.	Rahmadani Nst.	53	67
30.	Rahmat Affandi	67	73
31.	Raniah Putri Candrawati	60	67
32.	Rinaldo Fahza	80	73
33.	Rubi Yohana K.	67	53
34.	Ruliyansyah Lubis	40	60
35.	Shopiah Auzi	60	53
36.	Silvia Amara	80	80
37.	Siti Silvia	33	67
38.	Vani Sundari	67	60
39.	Wahyu Imanullah	53	60
40.	Zulfa Andriani Pulungan	53	67
	<b>Total</b>	<b>2.372</b>	<b>2.590</b>
	<b>Mean</b>	<b>59,3</b>	<b>64,75</b>

### Appendix 9: The Score of the Reliability of the Test

No.	Name	(X)	(X) <sup>2</sup>	(X - $\bar{x}$ )	(X - $\bar{x}$ ) <sup>2</sup>
1	Ahdi	10	100	0,65	0,4225
2	Ahmad Srg.	12	144	2,65	7,0225
3	Aji Putra	11	121	1,65	2,7225
4	Akila Ramadhani	9	81	-0,35	0,1225
5	Alisia	7	49	-2,35	5,5225
6	Cintia syahfitri	10	100	0,65	0,4225
7	Citra ulandari	11	121	1,65	2,7225
8	Dani sariandini	6	36	-3,35	11,2225
9	Dilla Amelia Hrp.	13	169	3,65	13,3225
10	Doni syahputra	9	81	-0,35	0,1225
11	Danu Indrajaya	7	49	-2,35	5,5225
12	Faradilla Putri	10	100	0,65	0,4225
13	Fani Indriani	8	64	-1,35	1,8225
14	Fajar Ramadhan	7	49	-2,35	5,5225
15	Gea Cinta	11	121	1,65	2,7225
16	Gusti Srg.	8	64	-35	1225
17	Hanapi	5	25	-4,35	18,9225
18	Hasan Albani	10	100	0,65	0,4225
19	Intan Sari	14	196	4,65	21,6225
20	Iqbal Saufi	12	144	2,65	7,0225
21	Ira Mayangsari	11	121	1,65	2,7225
22	Kamelia Putri	7	49	-2,35	5,5225
23	Karin Amelia	9	81	-0,35	0,1225
24	Lisa Indah Sari	13	169	3,65	13,3225
25	Lulu Sri dewi	8	64	-1,35	1,8225
26	Mayang Puspita Dewi	10	100	0,65	0,4225
27	Mhd. Budi Saufi	5	25	-4,35	18,9225
28	Mhd. Candra Wijaya	7	49	-2,35	5,5225
29	Mira Amanda	8	64	-1,35	1,8225
30	Mirnawati	12	144	2,65	7,0225
31	Nanda Syahputra	9	81	-0,35	0,1225
32	Nilla Ramadhani	8	64	-1,35	1,8225
33	Putra Agung Riadi	6	36	-3,35	11,2225
34	Putri Amelia	10	100	0,65	0,4225
35	Puspita Sari Dewi	5	25	-4,35	18,9225
36	Rasyid Ridho	15	225	5,65	31,9225
37	Ratu Sriandani	11	121	1,65	2,7225
38	Tama Afriansyah	13	169	3,65	13,3225
39	Tami Lisnawati	9	81	-0,35	0,1225

40	Umi Habibbah	8	64	-1,35	1,8225
	$\Sigma$	<b>374</b>	<b>3746</b>	<b>-33,65</b>	<b>1472,278</b>
	$\bar{x}$	<b>9,35</b>	<b>93,65</b>		

### The Calculation of the Reliability of the Test

In order to obtain the reliability of the test, the reseracher used Kuder-Richardson formula 21 (KR-21) as following:

$$K = 15$$

$$M = \frac{\Sigma X}{n} = \frac{374}{40} = 9,35$$

$$S^2 = \frac{\Sigma(X - \bar{x})^2}{n - 1} = \frac{1472,278}{40 - 1} = 37,75$$

$$S = \sqrt{37,75} = 6,14$$

$$\mathbf{KR-21} = \frac{K}{K-1} \left( 1 - \frac{M(K-M)}{KS^2} \right)$$

$$= \frac{15}{15-1} \left( 1 - \frac{9,53(15-9,53)}{15(37,75)} \right)$$

$$= \frac{15}{14} \left( 1 - \frac{9,53(5,47)}{566,25} \right)$$

$$= \frac{15}{14} \left( 1 - \frac{52,1291}{566,25} \right)$$

$$= \frac{15}{14} (1 - 0,092)$$

$$= 1,071 (0,908)$$

$$\mathbf{KR-21 = 0,97}$$

## Appendix 10 : The Calculation of t-Test

### a. The Calculation of t-Test is Experiment Class

No.	Name	(X)	(X <sub>2</sub> )	(D)	(D) <sup>2</sup>
1	Abid Naufal	67	93	26	676
2	Abyan Arvitra	73	87	14	196
3	Aisyah Fatma	67	100	33	1089
4	Aliya Mawaddah Permana	80	87	7	49
5	Alya Azra Mutia Nst.	67	100	33	1089
6	Annisa Putri Harahap	67	87	20	400
7	Auliana Putri	73	93	20	400
8	Avrillia Wijaya	73	87	14	196
9	Della Maghfira	80	93	13	169
10	Dhival Yulianda	40	87	47	2209
11	Dilla Puspita Pratiwi	53	93	40	1600
12	Fadhilah Afriani	60	80	20	400
13	Fathina Defa	73	93	20	400
14	Faturrahmanuddin	67	80	13	169
15	Fika Amanda	73	100	27	729
16	Khairul Ihsan	60	100	40	1600
17	Kinanti Ika Lestari	67	100	33	1089
18	M. Aji Gymnashar	60	100	40	1600
19	M. Firman Al-Farids	60	93	33	1089
20	Meisarah Tri Anjani	73	100	27	729
21	Mhd. Rizky Ananda	67	100	33	1089
22	Mifta Huljannah MTD	53	93	40	1600
23	Muhammad Alvian	47	100	53	2809
24	Muhammad Andika	73	87	14	196
25	Muhammad Baihaqi	53	93	40	1600
26	Muhammad Fiqri Raihan	53	73	20	400
27	Muhammad Haekal R. Nst.	67	100	33	1089
28	Muhammad Zubair	73	93	20	400
29	Nike Ariani	67	100	33	1089
30	Nila Marlina Nst.	73	87	14	196
31	Nurhalijah Siregar	73	100	27	729
32	Pauzan Azima	67	87	20	400
33	Riskia Gustianur Br. Sbr	53	100	47	2209
34	Satrio Aji Prawira	73	87	14	196
35	Shilvia Raihan	60	93	33	1089

36	Surya Adrian Pangestu	87	93	6	36
37	Wan Adam Nasri	47	87	40	1600
38	Winda Pricilia	80	100	20	400
39	Winda Wardani	67	93	26	676
40	Yenni Lizara Nst.	60	93	33	1089
	$\Sigma$	<b>2626</b>	<b>3712</b>	<b>1086</b>	<b>34770</b>
	$\bar{x}$	<b>65,65</b>	<b>92,8</b>	<b>27,15</b>	

$$M_{X} = \frac{\Sigma d_{X}}{n} = \frac{1086}{40} = 27,15$$

$$X^2 = \Sigma d_{x^2} - \frac{(\Sigma d_x)^2}{n}$$

$$X^2 = 34770 - \frac{(1086)^2}{40}$$

$$X^2 = 34770 - \frac{1.179,396}{40}$$

$$X^2 = 34770 - 1.179,356$$

$$X^2 = 33.590,644$$

**b. The Calculation of t-Test in Control Class**

No.	Name	(Y)	(Y <sub>2</sub> )	(D)	(D) <sup>2</sup>
1	Ade Rizky Pradana	60	67	7	49
2	Adelina Br. Sembiring	67	60	-7	49
3	Ahmad Rapli	40	67	27	729
4	Albar Fikri	53	60	7	49
5	Bunga Ramdhani Hsb.	67	60	-7	49
6	Dara Fitri Chania	53	67	14	196
7	Della Ulandari	67	60	-7	49
8	Farida Aini	53	67	14	196
9	Farida Maharani Nst.	60	47	-13	169
10	Fitri Syaharani	60	53	-7	49
11	Hasni Aulia Rahmita	67	80	13	169
12	Inayah Ramadhani Srg.	60	67	7	49
13	Lala Anjelir	60	67	7	49
14	M. Hidayah Nurdinata	40	53	13	169
15	M. Irfan Choir Tanjung	80	67	-13	169
16	M. Zacky Fuady	53	73	20	400
17	M. Niqo Akbar	53	60	7	49
18	Mozammil Miftah. M.	60	80	20	400
19	M. Alwi Hrp.	80	60	-20	400
20	M. Yazid Aqillah	80	67	-13	169
21	M. Zaky Anwar	47	60	13	169
22	Nadia Zahra Syifana	40	60	20	400
23	Naya Fadillah Nst.	53	67	14	196
24	Nicholas Al- Rasyid	60	67	7	49
25	Nurmailiza	53	60	7	49
26	Ovie Febry Aulia	53	87	34	1156
27	Putri Nabila	67	73	6	36
28	Putri Zahra	73	67	-6	36
29	Rahmadani Nst.	53	67	14	196
30	Rahmat Affandi	67	73	6	36
31	Raniah Putri Candrawati	60	67	7	49
32	Rinaldo Fahza	80	73	-7	49
33	Rubi Yohana K.	67	53	-14	196
34	Ruliyansyah Lubis	40	60	20	400
35	Shopiah Auzi	60	53	-7	49
36	Silvia Amara	80	67	-13	169
37	Siti Silvia	33	67	34	1156
38	Vani Sundari	67	60	-7	49

39	Wahyu Imanullah	53	60	7	49
40	Zulfa Andriani Pulungan	53	67	14	196
	$\Sigma$	<b>2372</b>	<b>2590</b>	<b>218</b>	<b>8292</b>
	$\bar{x}$	<b>59,3</b>	<b>64,75</b>	<b>5,45</b>	

$$M_y = \frac{\Sigma d_y}{n} = \frac{218}{40} = 5,45$$

$$Y^2 = \Sigma d_{y^2} - \frac{(\Sigma d_y)^2}{n}$$

$$Y^2 = 8292 - \frac{(218)^2}{40}$$

$$Y^2 = 8292 - \frac{47.524}{40}$$

$$Y^2 = 8292 - 1.188,1$$

$$Y^2 = 7.103,9$$

From the data above, it is obtained that:

$$M_x = 27,15$$

$$M_y = 5,45$$

$$x^2 = 33.590,644$$

$$y^2 = 7.103,9$$

$$N_x = 40$$

$$N_y = 40$$

Therefore, the calculation of t-observed is:



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

$$t = \frac{|27,15 - 5,45|}{\sqrt{\left(\frac{33.590,644 + 7.103,9}{40 + 40 - 2}\right) \left(\frac{1}{40} + \frac{1}{40}\right)}}$$

$$t = \frac{22,61}{\sqrt{\left(\frac{40.694,544}{78}\right) \left(\frac{2}{40}\right)}}$$

$$t = \frac{22,61}{\sqrt{(521.724) (0,05)}}$$

$$t = \frac{22,61}{\sqrt{26,0862}}$$

$$t = \frac{22,61}{5,1075}$$

$$t = 4,427$$