



**THE EFFECT OF START WITH SIMPLE STORIES EXTENSIVE READING
(SSS ER) METHOD ON STUDENTS' READING COMPREHENSION
ACHIEVEMENT IN NARRATIVE TEXTS AT EIGHT GRADE MTs LAB IKIP
UMN AL-WASHLIYAH MEDAN**

A SKRIPSI

***Submitted to The Faculty of Tarbiyah and Teachers Training UIN-SU
as a Partial Fulfillment of The Requirements for the Degree of Sarjana Pendidikan***

By:

AYU ASTARI DWI FITRI

34.14.1.032

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

AYU ASTARI DWI FITRI, NIM. 34143021, The Effect of Start with Simple Stories Extensive Reading (SSS ER) Method On Students' Reading Comprehension Achievement in Narrative texts, Skripsi, Medan: Department of English Education, Faculty of Tarbiyah and Teachers' Training, State Islamic University of North Sumatera, Medan 2018.

This resesarch was aimed to find out the effect of Start with Simple Simple Stories Extensive Reading (SSS ER) method on students' reading comprehension achievement in narrative text. This study used the experimental design. The population of this research was all students of class VIII of MTs Lab IKIP UMN AL-Washliyah Medan. The sample of this research were taken from 40 students of experimental group (class VIII-1) and 40 students of control group (VIII-3). The instrument for collecting data by using multiple choice tests which consisted of 30 items. After analyzing the data, the writer got; The value of t_{observed} was 2.21 and that of t_{table} was 1.994. So the value of t_{observed} was higher than that of t_{table} . It means that there was significant effect of using Start with Simple Stories Extensive Reading (SSS ER) method on students' reading comprehension achievement.

Keywords: Start with Simple Stories Extensive Reading (SSS ER) Method, Reading Comprehension Achievement

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CHAPTER I

INTRODUCTION

A. Background of the Study

Reading is one of the important skills which have to be learned by the students in order to master English well. Grabe and Stoller state that reading is the ability to draw meaning from the printed page and interprets this information appropriately¹. Reading is something related to the activity of searching, finding, and collecting the information from the text.

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 them². Reading is an interactive process in which reader is actively involved in using available content knowledge and knowledge of the text structure to construct the meaning of the text³.

And it is very important for students be an effective means of expanding and improving the students' English as well as enriching their experience and intellectual ability. As a medium of communication and tool of learning, reading serves and indispensable function in society.

¹ Grabe, W. and Stoller, F.L, 2002, *Teaching and Researching Reading (First Edition)*, p. 9.

² Deborah Dalek, and Nancy Anter, 2004, *Critical Reading for College and Beyond*, New York: Mc Graw Hill, p.5

³ Byrd, Patricia, 1995, *Material Writers' Guide*, USA Heinle & Heinle Publishers, p.81

According to Klingner, Reading comprehension is the process of constructing meaning by coordinating a number complex processes that include word reading, word and word knowledge, and fluency. There is no reading well without comprehending well⁴. Students will catch the information from the text, if they comprehend the text.

Narrative is the one of reading material that is studied by the students in junior high school at eight grade. According to Pratyasto, narrative is a type of the text that is proposed to amuse and to deal with actual and vicarious experience in different ways, narrative also deals with problematic events which lead to a crisis of turning points of some kind, which in turn found a resolution⁵.

Based on the data gotten by observing and interviewing the teachers in MTsLab Ikip UMN Al-Washliyah Medan in Academic year 2018, showed that the students' reading comprehension in English Subject was low. One of the factors caused the problem was when the student was given a text and they asked to comprehend the contents especially catch the main information of the text.

And then during the process of reading they found words that they didn't know its meaning, then they would quickly open the dictionary and look its meaning. After that the students would write the meaning of the word on the top of English word. Then they would continue their

⁴ Klingner, KJ, et al, 2007 *Teaching Reading Comprehension to Students with Learning Difficulties*, p. 2.

⁵ Pratyasto Putut, 2011, *Jenis Teks Bahasa Inggris*, p.32.

reading then find the difficult word, open the dictionary, find meaning and write and so on until the end of the text.

So as the result, they didn't understand the contents of the text, didn't find the informaton but only translated the meaning of each word. Because they more focused on translating unfamiliar words rather than took the core information of the text. Beside that, students focused themselves to keep reading a text, although they already felt bored in reading.

Those problems happened because almost the teachers always use the lecturing method when teaching reading. They gave the text and then asked the students to answer the questions. After trying to comprehend the text, they couldn't understand, but because, they were asked to answer the question so, the student more focused on answering the question rather than comprehending and getting main information from the text.

As a matter of fact, indirectly, teachers motivated students to answer the question correctly, not really to understand well the content of the text. The students predicted the answer by looking the similar words in questionto words in the text. If there was a same sentence in the question and paragraph, then they would think it was the answer.

However it was not ultimate goal of reading. As mentioned above, that the success of reading is measured from comprehending and finding the information from the text. Thus, the lecturing method can't really

measure students' comprehending of a text. So, after knowing the students' problem in reading comprehension, it can be conclude that there is an inappropriate method used to convey the reading material. Method is also one of the factors that can affect the learning process. Through methods, teachers and students can be helped to make the teaching and learning process run well. But, of course, with a selective method that has been adapted to the skills, materials, and students' background.

So, the researcher attempted to apply the method beside the conventional method, it is Start with Simple Stories Extensive Reading method (SSS ER) that was assumed could be appropriate method to convey the reading material, especially for reading narrative text. Hopefully, this method can bring students to leave their habbit when they read.

Such as finding a difficult word, opening the dictionary, searching for meaning, wrting the meaning in the text, and stopping their reading. This method was used to see how significant the method could influence students' reading comprehension achievement in narrative text.

Akio says that Start with Simple Stories is a unique, simple and fun language learning method enjoyed by the students of various language levels and social backgrounds⁶. The reading material most English teachers recommend to their students for this purpose is popular

⁶ Akio, Furukawa, 2006, *SSS Extensive Reading Method Proves to Effective Way to Learn English*, p.8.

fiction. Most English put too much emphasize on looking up difficult words in English-Indonesia dictionaries, and ask students to translate every sentence into Indonesia if they want to comprehend the text. However, using dictionaries put too much stress on students and hinder them from learning English.

Start with Simple Stories Extensive Reading method will provide a variety and simple narrative text with the picture, and only consists of some difficult vocabularies ranges between 10 up to 15 words. The students will not need open the dictionary and find meaning. So, the students are able to comprehend the text and the chronology of the story in narrative text more easily.

SSS ER method does not focus on the students' answer to questions, but on the comprehension of text correctly. SSS ER method will create fun and relax reading actiivty in the classroom. Because the narrative text selected has been already adjusted to the level of the class, the students will read the text without focusing to answer the question because they like the stories.

So, by using SSS ER method, it does not only increase the students' achievement in reading comprehension, but also makes reading as students' habit. Influence for the students' reading comprehension of narrative texts.

B. Identification of the Problems

Based on the background above, the problems are :

1. Teachers only use the lecturing method for teaching students in reading comprehension achievement in narrative text.
2. Students only do the exercises to translate a text by using dictionary. Therefore, they didn't catch the information but only translated the meaning.
3. Students just focused themselves to keep reading a text although they felt bored. Because, they found too many difficult words.
4. Using dictionaries put too much stress on students and hinder them from learning English.

C. Limitation of the Problem

To make the study deeper, the problem which is going to be discussed in this study is limited to the effect of Start with Simple Stories Extensive Reading (SSS ER) on students' reading comprehension achievement in narrative text. This study was conducted to investigate whether there is some significant effect of using SSS ER method on students' reading comprehension achievement in narrative text or not.

D. Formulation of the Problem

In line with the background of the study, the researcher formulates the research question as follows : *“Is there any significant effect of using Start with Simple Stories Extensive Reading (SSS ER) method on students’ reading comprehension achivement in narrative text?”*.

E. Objective of the Study

The objective of this study is to find out the significant effect on students’ understanding in reading comprehension achievement especially in narrative text when the researcher taught with Start with Simple Stories Extensive Reading (SSS ER) methods.

F. Significances of the Study

The finding of this study would be expected to be useful for:

1. Theoretically

Theoritically, the result of the study is expected to be useful to enlarge the theory of education and teaching education especially in English subject in school. So that can add the knowledge and give a reference for those who want to conduct a research in teaching reading

- a. The finding of the research could be useful to use in language learning process especially for reading comprehension of narrative text by using SSS ER method.

- b. The theory of the research paper could be used as the references for those who want to conduct a research in English teaching-learning process.
- 2. Practically
 - a. Especially for English teacher, to be creative to apply the method in teaching reading comprehension in narrative text.
 - b. Students, to give them the information about other methods that could help them to improve their reading comprehension achievement in narrative text.
 - c. Researcher, to improve her ability to conduct the research especially in teaching learning research.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

In conducting a research, the theories are very needed in order to explain clearly about the specific concept or terms that would be concerning in research. The terms has function as limited concept so it will avoid the missunderstanding between the researcher and reader about the topic. The theories are arranged and explored in the following.

1. Reading Achievement

Achievement is the result, the succesfulness, the extent or ability, the progress in learning education experiences that the individual indicate in relation with his / her educational learning⁷.According to Bajracharya, achievement is as the whole scole learning in the end of the course. Achievement is done in the end of course to see what and how much has been learned in a subject and what specific abilities or skills has been developed.

Achievement is very important for the teacher to to measure students' ability, to see how far they achieve understanding the material and for the students' to measure what they have already known from the

⁷ Veviana Devi, *Improving Students' Achievement in Reading Recount Text Through the Application of Think Pair Strategies*, Unpublished Thesis Unimed, 2012, p. 6.

material⁸. This study focuses on students' reading comprehension achievement in narrative text through accelerated learning in comprehending the text.

And also the generic structure, and how to get the information from the text. The indicators of students' achievement in reading narrative text are understanding the main idea and generic structure of the text, knowing where the text takes place, who are the characters, and founding the main information is given in the text (moral lesson).

2. The Concept of Reading Comprehension

Reading comprehension is looking for the information suggested from the text or written language, the readers understand the total meaning of the reading text is selections. In addition, comprehension also involves the recovery and interpretation of the abstract deep structural relations underlying sentences.

a. Reading

According to Othman, reading is not just saying the words. Reading must always be a meaning – getting process⁹. Another expert, Cline et.al states that reading is the process of deriving meaning from the text¹⁰.

⁸ Bajracharya, *A Study of Students Achievement and Effect of Parents' Education on Grade VII Students in Mathematics*, *Journal of Mathematics education Student's Society of Nepal*, Volume 1, 2007, p. 25.

⁹ Othman Yahya, *Mengajar Membaca Teori dan Aplikasi*, 2003, p. 34.

¹⁰ Cline F Jhonstone, *Focus Group Reaction to Three Definitions of Reading*, 2006, p. 2.

Allah SWT reveals in Surah Al-Alaq verse 1-5 Holy Qur'an:

اقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ (1) خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ (2) اقْرَأْ وَرَبُّكَ الْأَكْرَمُ (3)

الَّذِي عَلَّمَ بِالْقَلَمِ (4) عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ (5)

Meaning : Read: In the name of the Lord Who create. Create the man from a clot. Read:And the Lord is the Most Bounteous, Who teach by the pen. Teach the man thatwhich he knew not. (Al-Alaq:1-5)¹¹

The first word of this verse is IQRA! that means read. The verse above means that if we want to know something we must read. If we want to get some information and knowledge, we have to read. By reading much it can enlarge our knowledge.

¹¹ Lajnah Pentashih Mushaf Al-Qur'an, *Al-Jumanatul Ali Al-Qur'an dan Terjemahan*. Bandung: CV Penerbit J-Art, 2004, p. 597.

Reading is not just read the text either loudly or silently, lonely or together but, more than that, reading is a process where the reader is expected to take important information. So, the reader can discover new knowledge from text, and could develop their knowledge. According to Rumelhart, When a person read, two aspects of the “human information processing system” continuously interact. When the reader focuses primarily on what is already known in trying to comprehend the text, this strategy is called a concept-driven or “*top-down*” mode.

On the other hand, when the readers relies primarily on textual information to comprehend, this strategy is called a data-driven or “*bottom-up*” mode¹². Most students read a text, just reading, or skimming, so they don’t get anything from what they had read, or they don’t find complete information of the text, or even they find the wrong mind idea anyway.

The two experts above state, that reading is a process where students are trying to find a meaning that could be main information, complementary information from a text. Othman says that reading as “meaning-getting process”¹³. Cline says that reading as “delivering meaning from the text”. The two experts make clear that one must found the information from a text. To find the meaning in the text, surely, the reader shall comprehend the text.

Reading is comprehension. If children can read of the text, but don’t understand what they are reading, they are not really reading¹⁴. Reading is an

¹² Beatrice S Mikulecky, *A Short Course in Teaching Reading Skills*, 2011, p. 2.

¹³ Othman Yahya, *Mengajar Membaca Teori...*, *op-cit* p.35.

¹⁴ McIntyre E, et al, *Reading Instruction for Diverse Classroom*, 2011, p. 113.

active process which consist of recognition and comprehension skill¹⁵. Reading is a process of founding meaning in the text. When someone is reading means that he tries to understand the text and found the main idea.

b. Reading Comprehension

According to Buehl, reading comprehension is fundamental to learning in the subject that taught¹⁶. According to Westwood , reading comprehension is an active thinking process which areader intentionally constructs meaning to form a deeper understanding of information that presented in a text. He defines reading comprehension as the ability to understand written language¹⁷.

Comprehension is the most important thing of the reading process. A one will not get the meaning from the text if he does not comprehend the contents of the text. If its meaning is stated explicitly in the text, the reader may be easier to comprehend the meaning rather than comprehend the implicit meaning. So it is the importance of comprehension is comprehending the written information or unwritten.

The process of comprehending a text is a process where a reader connects the meaning of paragraph by paragraph into one meaning that could unite the meanings of each paragraph.

¹⁵ Jain M and Patel F M, *English Language Teaching*, 2008, p. 113.

¹⁶ Buehl Dough, *Classroom Strategies and Interactive Learning (Third Edition)*, 2009, p. 3.

¹⁷Westwood, *What Teacher Need to Know About Reading and Writing Difficulties*, 2008, p. 31.

According to Tompkins, in reading comprehension there is a process to recognize words in the text. He also says that the reader's comprehension can be influenced by the words he did not recognize. So, according to Tompkins, it can be said that reading comprehension is a process whereby one draws meaning through words that are recognized, although there are some unknown words¹⁸.

According to Kimberly, There are eight definitions of Reading Comprehension :

1. Comprehension is a process in which information from the text and the knowledge processed by the reader act together to construct meaning.
2. Comprehension is the ability to decode printed text and recognize and understand words. Word recognition is a foundation of reading.
3. Comprehension is the transacting with text in order to create meaning.
4. Comprehension is the process of constructing meaning through the dynamic interaction among: (1) the reader's existing knowledge; (2) the information suggested by the text being read; and (3) the context.
5. Comprehension is the act of constructing meaning through interaction and involvement with written text. Comprehension involves an interaction between the reader, the text, and the activity.
6. Comprehension, as an interactive process, occurs largely within a sociocultural context that shapes and is shaped by the reader's background knowledge and experience, purposed for reading,

¹⁸Tompkins G.E, *Literacy in the Early Grades : A Successful Start for PreK-4 Readers*, 2011, p. 76

information available in the text, and the activity or context in which reading occurs.

7. Comprehension is the thinking done before, during and after reading.
8. Comprehension is the intentional thinking during which meaning is constructed through interactions between the text and the reader¹⁹.

Based on definitions above, it can be concluded that reading comprehension is a process of recognizing words and relating these words into the meaning of paragraph and then uniting the meaning of each paragraph to be the one meaning of the contents throughly.

c. The Purpose of Reading

Reading comprehensions is needed by the readers to know what they read. According to Newnue, there are five of reading purposes. They would be explained below:

1. Reading for specific information

Commonly, reading for specific information is used to look for sspecific or limited information. For example, when the students at elementary school recognize of simple symbols, words and sentences. It means they are looking for specific information and founding it quickly. Another example such as looking up a word in the dictionary or a number in the telephone book is involving reading for information.

¹⁹ Kimberly, 9 *Definitions of Reading Comprehension*, Dr. Kimberly's Literacy Blog, 2014, p. 8.

2. Reading for application

Reading for application is used to describe a special task. Includes for this type is reading a cake recipe for following instruction to make or fix something. Read a book written by author procedurally. For example, read the instructions how to switch on the computer.

3. Reading for pleasure and entertainment

Usually, this type purpose of reading is liked by most of the human who want to get pleasure or entertain in their reading. This includes reading popular magazines, novels, annecdotes, comics and other similar books.

4. Reading for ideas

This type of reading concerns how to get ideas in the text, and also founding the concepts of presented information. The reader skims through the major topics, headings, illustrations and conclusion in order to get a general idea of a content.

5. Reading for understanding

Reading for understanding is neede by the students to comprehend the relation between information and knowledge of the subject. They also understand thevrelation of topics to sentences, paragraphs and the main idea. For example, students an economic textbook must carefully compare and contrast similarities and differences of the facts and data presented in order to understand the subject

d. The Level of Reading Comprehension

According to Berry, there are three levels of comprehension. They are literal comprehension, interpretive comprehension, and comprehension. Those levels would be explored below:

1. Level One : Literal Comprehension

The first level is literal. Literal refers to the acquisition of meaning of idea or information that is explicitly stated in the text. At the literal level, the readers are looking at what is written by an author and answering specific questions about the major elements in a story through memorizing and surface understanding.

The readers will not have to understand the true meaning of a paragraph, because the questions in literal comprehension just examine how well the readers could identify and understand information that is directly stated in a text²⁰. Moreover, Ignacio says that literal comprehension is what is actually stated. They are facts and details, rote learning and memorization, and surface understanding²¹.

The tests in this category are objective tests dealing with true/false, names, dates, locations, definitions, main ideas, details, causes, effects and sequences²². The common questions used to elicit this type are who, what, when, and where questions. From this question, the reader can look for the date from the

²⁰ James H Berry, *Levels of Reading Comprehension*, (Online), <http://www.sc4.edu/proccessed> january 2018, 2015. p. 4.

²¹ Ignacio, *Cohesion and Teaching EFL Reading*, 2011, p.21-22.

²² James H Berry, *Levels of Reading...*, op-cit p.7

paragraph without comprehend perfectly. For example : *When does tiger go to the forest?*

It can be concluded that the literal comprehension, the questions test the readers' ability to think within the text and consider what have been literally and explicitly stated. There is no hidden meaning so the reader can take what is presented at face levels.

2. Level Two : Interpretive Comprehension

The second level of reading comprehension is the interpretive level. According to Berry, interpretive can be described as what is implied, rather than what is actually stated. At this level, the readers are attempting to understand what the author meant in the story, paragraph or textbook by drawing inferences and reading between the lines.

At an interpretive level, the readers must first understand the material (the fact) at the literal level and then draw conclusion from those facts. This requires some independent thinking on the part of the reader. Based on Berry, interpretive level can be said as a high level of thinking ability because the question in the category interpretation are recorded with answer that are not directly stated in the text but are suggested or implied

The test in this category are subjective and the types of questions asked are open-ended through the question like why, what if and how. On tests, interpretive questions usually present a piece of knowledge and then ask the reader to draw a conclusion or make an inference so the readers could not pull the correct answer word to word from the text.

The question is more complex than the question in literal level. The readers must comprehend and understand the contents from the paragraph. They can read more than one times so they got the point easily. For example:
“How did tiger wield his power as the King of Forest?”

According to Ignacio, in this level, teacher can ask more challenging questions such as asking students to do the following:

1. Re-arranged the ideas or topic discussed in the text
2. Explain the author's purpose of writing the text
3. Summarize the main idea when this is not explicitly stated in the text
4. Select conclusions which could be deduced for the text that they had already read²³.

It can be concluded that interpretive reading often hidden throughout the text and requires the use of inference and understanding the relationship between events and characters or caused and consequences.

3. Level Three : Applied Comprehension

The third level of reading comprehension is applied comprehension. Applied can be described as taking what was said (literal), what was meant by what is said (interpretive), and extend (apply) the concepts or ideas beyond the situation through analyzing, synthesizing, and applying. Applied comprehension is a higher and more complex level.

²³ Ignacio, *Cohesion and Teaching ...*, op cit, p. 25

The very implicit questions may not be appropriate for earlier grades because this level requires the readers to analyzing or synthesizing information, applying it to other information, combining ideas, drawing conclusions, interpreting and evaluating information. So, to understand and interpret relationships and ideas in texts that are not stated or found in.

For example: “Do *you think Cinderella was wrong for going to the ball after her stepmother told she couldn’t?*”

e. The Process of Reading Comprehension

According to Haber, the reading process involves 5 stages. They are Pre-reading, reading, responding, exploring, and applying²⁴.

1. Pre-reading

Pre-Reading strategies include:

- a. Background Knowledge
- b. Activating setting purposes for reading
- c. Making predictions and previewing a book
- d. Questioning and making predictions about a story from the title

²⁴ Haber L R, *Perceptual process in Reading*, 1981, p. 83

2. Reading-Responding and Exploring

While reading, the students will respond what they read and try to explore it. They can make connections and predicting the meaning in the text during reading, responding and exploring activity.

a. Making Connections

Students relate to what they read by making connections to their own lives, to other texts they have read and the things or events that occur in the world. They compare themselves with the characters in the text and recall similar situations or experiences.

b. Predicting

Making predictions or “best guesses” about what will happen in a text is an important literacy strategy and skill. Students will predict before reading, during reading and after reading. Students’ predictions are based on their prior knowledge and experiences about the topic, the genre, and what is happened so far in the text (using both the print text and illustrations). Having students make predictions engages them in the reading task encourages them to become active participants in the learning.

3. Applying

Strategies include :

1. Story retelling all or part of a story
2. Discussing favorite parts or elements of a story
3. Answering questions

f. Factor Affecting Reading Comprehension

According to Tompkins, reader factors and text factors can affect reading comprehension. Reader factors include the background knowledge that readers bring to the reading process as well as the strategies they use while reading and their motivation and engagement during reading. Text factors include the authors' ideas, these words the author uses to express those ideas, and how the ideas are organized and presented.

According to Shanker and Cockrum, several factors about the reader affect his comprehension of the reading material. Other factors that affect a students' comprehension are related to the material he reads. Some factors that affect comprehension in terms of the reader are:

1. The knowledge the reader brings to the subject. This means that what a students knows about a particular subject is directly related to how much he understand about the subject when he reads. The readers interest in the subject. A student will understand more of what he reads if he is particlarly interested in the subject. This interest is often a reflection of the students' prior knowledge of the subject.

2. The reader's purpose for reading. A student who had a purpose for reading is more likely to understand more of what he reads than a student reading the same material who had no purpose for reading. For example, if a student wishes to learn how to operate the computer to play a particular game, he would be more likely to understand more of what is read than a student of equal ability who had no desire to operate the computer or to play a particular game on that computer.
3. The readers' ability to decode words rapidly. When many of the words are not easily decode, the whole process of reading become mind boggling. The student must give so much attention to the decoding of new words that attending to comprehension to any degree is difficult, if not impossible²⁵.

Some factors that affect comprehension in terms of the material being read are :

1. The number of unfamiliar words. Unfamiliar words are usually considered to be those that are not on a particular word list according to a readability formula. This means that the more words on a higher grade level, the more difficult to comprehend the material is likely to be.
2. The length of the sentences. Research has consistently showed that longer and more complex sentences within a passage are more difficult for most readers to comprehend than shorter, simple sentences.

²⁵ Shanker and Cockrum, *Expanding the Power of Extensive Reading*, 2006, p.161-162.

3. The syntax, syntax is the way words are put together. Some researchers use syntax in way that make material more difficult to comprehend²⁶.

Based on the explanation above, it could be said that the factors affecting reading comprehension come from students' factor and the text (material) factor.

g. Teaching Reading Comprehension

According to Bamford Julian, explains types on teaching reading comprehension, they are:

1. Develop Vocabulary Powers

Beside of comprehending the text, hopefully, students' vocabularies can increase through reading activity. So the text should consist new words but didn't too much. Because it can influence students' comprehension.

2. Didn't Process Without Understanding

One good rule to follow in class is teaching children not to continue reading without understanding. Every sentence must be understand before they go for the next one. Make students feel free to ask their doubts if they didn't understand but sometimes, students can catch the main information in a whole text without comprehending each paragraph.

²⁶*Ibid*, p. 164

3. Grasping the Heart of the Matter

Teach them how reading is made simpler when you understand the heart of the matter or the central idea of a passage. That way, they can easily connect and understand what binds all the sentences together and what is really being talked about.

4. Using Contextual Clues

One thing to teach students is that reading is a lot like detective work. You need to figure out the meanings of sentences through the context in which they are used. Teach them to question every line until the meaning is made clear, relevant to the context. It is all a matter of practice.

5. Visualizing what is Written

One of the simplest ways of mastering reading comprehension is visualizing what you read. Encourage students to visualize what they are reading. Especially, when you are given a story reading assignment, encourage children to visualize as they read. It is all about teaching reading strategies that help them to look beyond those black words printed on white and see the thoughts, images and ideas they represent²⁷.

²⁷ Bamford Julian, *Extensive Reading Activities for Teaching Language*, 2004, p.

3. Start with Simple Stories Extensive Reading (SSS ER) Method

SSS or Start with Simple Stories is a unique, simple and fun language learning method enjoyed by students of various language levels and social backgrounds. The SSS approach, a new extensive reading method, may not be widely known to English teachers however the number of motivated learners is steadily growing in Japan, Korea and Taiwan. Some local TV stations in Japan featured the SSS method in their programs in 2006.

a. SSS ER Method

SSS ER Method is the newest way of teaching English. Only a few teacher conduct English classes through the SSS ER Method. Professor Sakai Kunihide at University of Electro-Communications has actively explored new method is SSS ER Method. In 2001, Aiko, Mariko and Maria further developed SSS as a SSS ER Method. Because according to them, SSS is an extensive reading method²⁸.

This method firstly is used in Japan. Most teacher put too much emphasis on looking up difficult words in English Dictionary, and ask student to translate every sentence into Indonesia. However, the use of dictionaries puts too much stress on students and hinders them from learning English²⁹. Kunihide advocates the three golden rules of SSS ER Method are :

²⁸ Koch Thomas, *Expanding the Power of Extensive Reading Avoiding the Rabbit Hole*, 2006, p. 4.

²⁹ Akio Furukawa, *SSS Extensive Reading Method Proves to Effective Way to Learn English*, International Journal, 1-8.

- a) No dictionaries while reading
- b) Skip over difficult words
- c) Stop reading when it is boring or too difficult
- d) Read easy books (grade readers)³⁰

It is important to point out to students that it is better to read 10 easy books than it is to not read a difficult one. Students are encouraged not to use dictionaries. This doesn't mean that they should not use dictionaries for any of their language exercises. However, when reading in the SSS ER program, the material should be at a low enough level that a dictionary is not necessary.

The materials are easy with only 10 or 15 unknown words per page³¹. Furthermore, students will develop the skill of inferring meaning while reading. This will result in the acquisition of vocabulary as new words are encouraged after a few times. And the narrative text used is fiction story³². Skipping words allows the students to continue reading and naturally acquire new vocabulary in context as a word is encountered multiple times.

If a student finds a text boring or too difficult, the student is encouraged to find more suitable material. Students are provided to comprehend the text well³³.

³⁰ *Ibid*, p. 7

³¹ Han, E J, *The Effect of SSS ER Method on Students' Writing and Language Abilities*, British Journal education Volume 3, p. 75-91

³² Baiti YS, *The Implementation of Start with Simple Stories (SSS) Method to Improve Students' Reading Comprehension*, NARAP Volume 2, p. 1-3

³³ Koch Thomas, *Expanding the Power...*, op cit, p. 6

According to Richard, this method is enjoyable, adding fun dimension to the study of English. Surprisingly, the SSS ER Method puts the readers at ease and as a result has been a factor in improving reading comprehension in English. There are top principles of SSS ER Method³⁴ :

- 1) The reading material is easy
- 2) A variety of reading material on a wide range of topics must be available
- 3) Learners choose why they want to read
- 4) Learners read as much as possible
- 5) The purpose of reading is usually related to pleasure, information and general understanding
- 6) Reading is its own reward
- 7) Reading speed is usually faster rather than slower
- 8) Reading is individual and silent
- 9) Teacher orient and guided their students and the teacher is role model reality

³⁴ Day, Richard, *Top Ten Principle for Teaching Extensive Reading for a Foreign Language* Volume 14, 2002, p. 1-5

b. The Procedures of SSS ER Method

According to Bamford, there are steps to conduct SSS ER Method as the method for teaching reading comprehension on narrative text. The procedure of SSS ER Method are as follows³⁵:

1. The teacher give recommendations on reading materials, based on students' interest.
2. The teacher guides students in choosing appropriate levels of material, beginning with easy text.
3. The teacher guides students in choosing a variety of materials of their interest. This may especially be necessary for students that choose the same type over and over.
4. The students usually choose their own material and moves along at their own places but must push themselves in order to show greater progress.
5. The teacher guides students in setting specific goals for ammounts read.
6. The teacher provides modeling. If class time is given for reading, the teacher reads at the same times.
7. The student reads without the use of dictionary.
8. The teacher overlooks if students are not aware of the exact meaning of each word. The teacher should not jump in and explain.
9. Skip over difficult word, they should skip the word and continue to read, because it can takea longer time to translate the word.
10. Teacher allows student to change the text if it is not interesting for them.

³⁵ Bamford Julian, *Expanding Teaching Activities...*, *op cit*, p. 89

11. Stop reading when it boring or too difficult. Readers must stop to read when they feel boring. If they force themselves to continue reading. They will be lost understanding the text.
12. After all students finishing their reading, teacher gives them exercise.

SSS ER Method will guide the students' interest to comprehend the text. Because they like the story, they will try to comprehend the text well. Their interesting on the story may become the key for understanding the text. On the other hand, the story was simple one, not complicated story.

c. The Advantages and Disadvantages of SSS ER Method

According to Han , the advantages of using SSS ER method are³⁶:

1. Reinforce and expand students' knowledge of higher frequency lexical and syntactic core.
2. Students can had a chance to learn unplanned vocabulary when they read many text.
3. Student promote their reading fluency.
4. Make students have positive attitude and motivation for reading.

³⁶ Han, E J, *Extensive Reading Conjoined with writing Activities as an Effective Component of English as a second / Foreign Language Programs*, Unpublished Thesis, 2010, p. 26

The disadvantages of SSS ER method are³⁷:

1. Vocabulary growth is not high. Because SSS ER method uses the simple stories which consist 10-15 difficult words.
2. Total words count is only 50-100 words. The students will not usually read long text.

d. Types of Text

According to Pradiyono , there are eleven types of text. They are descriptive, recount, narrative, procedure, explanation, discussion, exposition, news, report, anecdote and review. This study focuses on narrative text³⁸.

a) Narrative Text

Narrative text is a text which contains about story and its plot consist of climax of the story (complication) then followed by the resolution. The stories can be real imaginary. According to Djuharie, the social function of narrative text is to amuse, entertain and to deal with actual or vicarious experience in different way³⁹.

b) Generic Structure

According to Djuharie, the generic structures of narrative text are :

- a. Orientation : Sets the scene : where and when the story happened, introduces the participants of the story : who and what is involved in the story.

³⁷ Akio Furukawa, *SSS Extensive Reading ...*, op cit, p. 1-8

³⁸ Pradiyono, *Pasti Bisa : Teaching Genre Based Writing*, 2007, p.3

³⁹ Djuharie OS, *Mengerti Bahasa Inggris SMP/MTS*, 2007, p.10

- b. Complication : Tells the beginning of the problem which leads to the climax of the main participants.
- c. Resolution : The climax is resolved, either in happy ending or in sad (tragic) ending.
- d. Re-orientation : This closing remark to the story and it is optional⁴⁰.

c) Grammatical Features

According to Djumarie, the significant Lexicon Grammatical features of Narrative text are :

- 1. Focus on the specific and usually individualized participants.
- 2. Use behavioral (action verb) and verbal process (saying verbs).
- 3. Use relational process to describes characters and setting.
- 4. Use of past tense⁴¹.

d) Kinds of Narrative Text

Generally, it can be categorized into the fictional narrative or imaginary, the nonfictional narrative, or combination of both. Two kinds of narrative text will be presented below⁴² :

- 1. A Fictional Narrative presents an imaginary narrator's account of a story that happened in an imaginary world. It includes fairy tales, folklore or folktales, horror stories, fables and legends.
- 2. A Nonfictional Narrative (also factual narrative) presents a real life person's. It included historical narrative, ballad etc.

⁴⁰*Ibid*, p. 11

⁴¹*Ibid*, p. 12

⁴²*Ibid*, p.13

A. Related Study

According to Santia in her thesis entitled “The Implementation of Start Simple Stories Extensive Reading (SSS ER) Method to Improve Students’ Reading Comprehension (a classroom action research in the eleventh grade students of MAN Sulawesi in the academic year 2012 / 2013)” states that is a good method.

Based on her research finding showed that students’ achievement was high of average (75) although there were some students were still in low average, but not lowest. It could be seen from their scores in post-test. Their score increased when they were taught by using Start with Simple stories Extensive Reading method.

So, it can be concluded that SSS ER method can be applied in reading comprehension especially in reading narrative text. The method can give good affection on students’ reading comprehension achievement. According to Santia in her thesis when she applied SSS ER method really can help the students to understand material.

Because SSS ER method are regarding reading proficiency, reading habits, comprehension, vocabulary growth, conceptual-knowledge growth, and students’ motivation and attitude⁴³. She also found something difficult to do when she applied SSS ER method in her teaching reading comprehension of narrative text. Because SSS ER method uses the simple stories with the picture

⁴³ Santia YS, *The Implementation of Start with Simple Stories (SSS) Method to Improve Students’ Reading Comprehension*, 2013, Unpublish Thesis, p.10

so she was not easy to find the text. SSS ER method is the limited of the easy book reading that consist of simple stories.

According to Faiz in his thesis entitled “The Effectiveness of the SSS (Start with Simple Stories) Extensive Reading toward the Comprehension of the Low Achieving Students of the First Grade at PGRI lawang Senior High School” state it is a good method to conveying reading material⁴⁴. He said that students are in pleasant feeling of reading when taught by using SSS ER.

At the proper time it can improve the students’ habit of reading. He also recommended for the English teachers to provide a small classroom library which contains various reading texts with different levels of difficulty to maintain students’ motivation and interest in reading. So, by using SSS ER method, it does not only increase students’ achievement in reading comprehension, but also make reading as students’ habit. Beside that he also found the difficulty when applied SSS ER method is the library did not provide many text, whereas he use library to set SSS ER method. Because the library in the school didn’t provide many kinds of text, so he found the text by himself from other sources.

Another researcher is Melinawati, in her thesis entitled “The Influence of Start Simple Stories (SSS Extensive Reading Method and Students’ Reading Interest toward Reading Comprehension at the Second Grade Students of SMP

⁴⁴Rozi, Faiz. 2010. *The Effect of Start with Simple Story Extensive Reading Method on Students’ Reading Comprehension. Reading in a Foreign language*, Volume 10 (1) 2-10

Negeri 1 Palembang stated that SSS ER method is really good for the teacher to use in teaching reading comprehension.

It can affect students' achievement become higher. In this study, the researcher used SSS ER method did not only to increase students' achievement in reading comprehension, but also to see how interest students in reading activity, seeing from her finding that showed that she was little bit difficulty to apply SSS ER, her H_0 1-7 was rejected and the last H_a was accepted.

But, overall, students reading achievement was higher than previous. There is a difference students' score when taught by using conventional method and SSS ER method. So based on the previous research finding, it can be said that students' reading comprehension achievement can be affected well through SSS ER method.

SSS ER Method will help the students how to comprehend the text and make reading activity as a fun activity and their habit. But all the researchers who mentioned by researcher above only use SSS ER method to see the effects of the method on students' reading comprehension achievement.

So, in this study, the researcher want to see the effect of using SSS ER method on students' reading comprehension achievement only in narrative text, not for all kinds of text.

B. Conceptual Framework

Reading is an important process for students to get information. In order to get the best and right information, students should be able to comprehend the text well. But in fact, they have many problems during comprehending the text. The problems come from any factors such as the level of text, the vocabulary, the student's interest and the teaching method.

To solve the problems, teacher could use appropriate method that could increase their comprehension of text. If the level of the text is too higher, teacher could make it lower. If there are many difficult vocabularies in the text, teacher could give another text than only had difficult limited vocabularies, and if the teaching method is not suitable for teaching reading, teacher also could change the method.

So, little by little, the problems would be lost. SSS ER Method is the one of effective teaching reading method that can be used in teaching and learning process. This method will give the level of text that suitable for level of student, the text only consist of 10-15 difficult words, and the method is really consider students' interesting in reading.

C. Hypotheses

The hypotheses in this study are formulated as follows:

H_a = There is a significant effect of using SSS ER method on students reading comprehension achievement in narative text.

H_0 = There is no significant effect of using SSS ER method on students' reading comprehension achievement in narrative text

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This research was conducted in experimental quantitative research. According to Ary D et al, experimental quantitative research is a scientific investigation in which the researcher manipulates one or more independent variables, controls any other relevant variables, and observes the effect of manipulation on the dependent variables⁴⁵.

According to Ary D et al, an experimental design is the general plan for carrying out a study with an active independent variable⁴⁶. In this study, there were two variables, independent and dependent variable. The SSS ER Method as independent variable and students' reading comprehension achievement as dependent variable.

There were two groups used as the sample in this research. They were experimental group and control group. The experimental group was received treatment by using SSS ER Method while control group was taught by using lecturing method. In conducting this research, the students of both groups were given pre-test before the treatment, to know the students' prior knowledge and ability in comprehending narrative text.

⁴⁵ Ary D et al, *Introduction to Research in Education (Eight Edition)*, The United State of America : Nelson Education, 2002, p. 276

⁴⁶ *Ibid* p 301

After giving the treatment, the post test was given to identify the students' reading comprehension to know how the different treatment affected their reading comprehension in narrative text. The researcher used the research design as showed on the table 3.1 below :

Table 3.1 Research Design

Group	Pre-Test	Treatment	Post-Test
Experimental	X ₁	SSS ER Method	X ₂
Control	Y ₁	Lecturing Method	Y ₂

Where :

X₁ : Pre-test of experimental group

X₂ : Post-test of experimental group

Y₁ : Pre-test of control group

Y₂ : Post-test of control group

Lecturing method is the oldest teaching method applied in educational institution. This teaching method is one way channel of communication of information. Students' involvement in this teaching method is just to listen and sometimes pen down some notes if necessary during the lecture, combine the information and organized it⁴⁷.

B. Place and Time of Study

⁴⁷[Http://www.studylectueonnotes.com/socialscience](http://www.studylectueonnotes.com/socialscience), accesed on 1 july 2018 at 07 am

The research took place at MTs Lab Ikip UMN Al-Washliyah Medan that is located on Jl. Sisingamangaraja km 5,5 Garu II-A Kecamatan Medan Amplas-Sumatera Utara.

C. Population and Sample

According to Arikunto Suharsimi, population is the whole subject research⁴⁸. The population of this study was the students of Eight Grade in MTs Lab Ikip UMN Al-Washliyah Medan in Academic Year 2017 / 2018. The researcher choose the students at that school had high interest in reading. They always read story books such as novel, comic, etc.

It showed they already had interest in reading but in fact they did not like reading English text because of some problems that had been described in the background of the study. One of the problems was derived from the method used by teachers when teaching reading comprehension. The population of the research is distribute as follow :

⁴⁸ Arikunto Suharsimi, *Prosedur Penelitian Suatu Pendekatan Praktik Edisi Revisi VI*, Jakarta: Rineka Cipta, 2006, p. 130

Table 3.2
The Distribution of Population

NO	Class	Total
1	VIII-1	40
2	VIII-2	35
3	VIII-3	40
4	VIII-4	38
<i>Total</i>		153

DataSource: Office Statistical Data of MTs Lab Ikip UMN Wasliyah Medan- Academic Year 2017/2018

There were four parallel classes namely VIII-1, VIII-2, VIII-3, and VIII-4. The names of classes were written in a piece a paper, then all papers were put in glass. The glass was shaken and the researcher took two pieces of paper. The first paper was taken as the experimental group and the second as a control gorup. And the sample choosen in this research was VIII-1 as the experimental group and VIII-3 as the control group. And every group consisted of fourty students.

Table 3.3
The Distribution of Sample

No	Class	Total
1	VIII- 3	40
2	VIII-5	40
Total		80

D. Research Procedure

The technique of the data collecting is multiple choices test. The experimental group and control group were given narative text which consisted of thirty questions. Those questions would be their pre-test and post-test. Multiple choice test include four option: a, b, c, d. The writer applied three procedures that used to collect the data.

The procedures were pre-test, treatment, and post-test. They were representatively as follows :

1. Pre – Test

Pre-test can give students a preview of what will be expected of them. This helped students to focus on the key topics that would be covered. Pre-test helped generate ideas for future lesson. Pre-test are filled with key concepts or terms that students will learn⁴⁹. Depending on the way the pre-test were created, teachers might find knowledge gaps that they did not expect.

Pre-test was given to experimental group and control group before giving treatment. It was used to determine whether each group was relativelyequal in reading comprehension or not.

⁴⁹ <http://www.teachhub.com/classroom-management-why-you-must-pretest-your-students>, accesed on April 01 2018 at 08.56 am

2. Treatment

After having the pre-test, both groups were given the different treatment. The experimental group was treated by using SSS ER Method, meanwhile the control group was taught by lecturing method. The treatment in this research was six treatments except pre-test and post-test. SSS ER Method has the special narrative reading text that can't be same to text in lecturing method.

SSS ER uses simpler narrative text, but for the lecturing method, the texts were mostly not simple, although it could use simple story also. But, here the researcher gave the different text but still in the same genre. The teaching scenario of experimental group could be seen in Table 3.4 below :

Table 3.2 Scenario of Treatment for Experimental Group by Using SSS ER

Teacher's Activities	Student's Activities
<ul style="list-style-type: none"> • Greet the students • Teacher recommends the narrative texts based on students' interest by providing the variety of narrative • Teacher guides students in choosing the narrative texts begin with easy text • Teacher guides students in choosing the variety of simple narrative of their interest. No matter if the students choose the same text over and over • Teacher allows the students to choose their own interest of text • Teacher guide students in setting specific goals for reading activity • Teacher asks them to read the text that had been chosen and teacher also read the text • Teacher avoids students to look up dictionary • Teacher helps the students who found the difficult word by asking another student who knows • Teacher allows student to skip over difficult word • Teacher allows to the student to change the text if the text is not interesting for them • Teacher allows the student to stop reading when it is boring or too difficult • After finishing reading, teacher provides different questions based on different texts. 	<ul style="list-style-type: none"> • Students response teacher's greeting • Students apply their interesting and teacher's recommendation • Students follow teacher's guidance in choosing an easy narrative text • Student look at the varieties of simple narrative text is going to be chosen • Students choose one of the varieties of simple narrative text based on their interesting • Students set their specific goals for reading activity based on teacher's guidance • Students read the text that had been chosen • Students may not open dictionary • Students ask teacher about difficult word • Students skip over difficult words • Students change the text if the text is not interesting • Students may stop reading when it is boring or too difficult • Students answer the question based on the text they read

3. Post-Test

According to Cresswell, A post-test is a measurement on some attributes or characteristics that was assessed for participants in an experiment after a treatment⁵⁰. The post-test was given for the experimental group and control group. It was used to know how far the treatment affects students' achievement and to compare pre-test score and post-test score.

E. Technique of Analyzing Data

To analyze the quantitative data, the writer used statistical calculation of the T-test to determine the result of the research. The procedures of analyzing the data was done as the following :

1. Scoring the pre-test of experimental and control group
2. Scoring the post-test of experimental and control group
3. Comparing the mean of two groups
4. Found out which one is higher
5. Explain the meaning of the differences of mean score
6. Analyzing the data by using the t-test formulas as follows :

$$t = \frac{Ma - Mb}{\sqrt{\left(\frac{da^2 + db^2}{Na + Nb - 2}\right)\left(\frac{1}{Nb} + \frac{1}{Na}\right)}}$$

⁵⁰ Cresswell, J.W, *Education Research Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, Boston: Pearson Education, 2012, p. 293

In which :

Ma : the mean of experimental group

Mb : the mean of control group

da : the standard deviation of experimental group

db : the standard deviation of control group

Na : the total number of experimental group

Nb : the total number of control group

a. The Normality of Test

The writer use Liliefors test to the test the data normality with the following steps⁵¹ :

- Calculating average and standard deviation by the formula :

$$X = \frac{\sum xi fi}{\sum fi}$$

- Perception x_1, x_2 made permanent number $z_1, z_2, z_3, \dots z_n$ by using the formula :

$$Z_i = \frac{xi - x}{s}$$

Where, x = average value, S = standard deviation.

- To every this permanent number and using by enlist of permanent normal distribution, and then calculating the opportunity

$$F(Z_i) = P(Z < Z_i)$$

- Here, after calculating a proportion $Z_1, Z_2, \dots Z_n$, the smaller equal to Z_i .
- Counting the difference $F(Z_i) - S(Z_i)$, and the determine its absolute price.

⁵¹ Suharsimi Arikunto, 2006, *Prosedur Penelitian Suatu Pendekatan Praktik*, Jakarta: Rineka Cipta, p. 314

- Taking the biggest price among absolute price of the difference and mentioning the price by $L_o < L$ obtained from the critical value test, the Liliefors with the real level $\alpha = 0,05$, hence the distribution is normal.

b. The Homogeneity of Test

To test whether variants of both homogenous sample, variants equality test that is :

$$F = \frac{\text{Biggest Variance}}{\text{Smallest variance}}$$

The rule of take a conclusion it with compare the value of F_{test} with F_{table} . The criteria is if $F_{\text{test}} > F_{\text{table}}$ so H_o is accepted and H_a is rejected it means the variant are not homogeneity. If $F_{\text{test}} < F_{\text{table}}$ so H_o is rejected and H_a is accepted or variants is homogeneity⁵².

c. Validity of the Test

The test was valid if it measured what was supposed to be measured. All tests were designed to measure something : hopefully something specific. If the test did not indeed measure what it was intended to measure, then it was said that the test was valid (or had validity). According to Gay the definition of validity is the degree to which a test measure what it was supposed to measure⁵³.

⁵² Indra Jaya, 2010, *Statistik Penelitian untuk Pendidikan*, Bandung: Ciptapustaka Media, p. 186

⁵³ Gay, L, *Educational Research Competencies for Analysis and Application*, Ohio : Mehil, 2009 p, 52

d. Reliability of the Test

Sukardi states that reliability is the level in the test in a consistent manner measure at any test. Reliability refers to the consistency of measurement. It means that a test gives the same result if it is given to different people to measure the same thing.

To obtain the reliability of the test, the researcher applied Kuder Richardson 21 formula (KR_{21}) as follows :

$$KR_{21} = \frac{K}{K-1} \left[1 - \frac{M(K-M)}{KS^2} \right]$$

In which :

K : Number of question

M : Mean score of the text

S^2 : The square of standars deviation of the test score

To obtain the reliability of the test items, the researcher used Kuder-Richardson 21 and the calculation of the reliability is showed as follows :

$$S^2 = \frac{\sum X^2 - \frac{\sum X^2}{N}}{N} \quad KR_{21} = \frac{K}{K-1} \left(1 - \frac{M(K-M)}{KS^2} \right)$$

$$S^2 = \frac{9735 - \frac{(491)^2}{26}}{26} \quad KR_{21} = \frac{30}{30-1} \left(1 - \frac{18.88(30-18.88)}{30 \cdot 17.80} \right)$$

$$S^2 = \frac{9735 - \frac{(241081)}{26}}{26} \quad KR_{21} = \frac{30}{29} \left(1 - \frac{(210)}{534} \right)$$

$$S^2 = \frac{463}{26} \quad KR_{21} = \frac{30}{29} (0.61)$$

$$S^2 = 17.80 \quad KR_{21} = 0.62$$

Arikunto states that reliability of the test can be categorized as following:

0.00 – 0.19 : very low reliability

0.20 – 0,39 : low reliability

0, 40 – 0,59 : fair reliability

0, 60 – 0, 79 : high reliability

0, 80 – 1,00 : very high reliability

F. Statistical Hypothesis

According to Neuman, formulating a research question and a hyphothesis do not have to proceed in fixed stages. A researcher can formulate a tentative research formula the develop possible hyphothesis. The hypothesis then helps the researcher state the research question more precisely. Statistical hypothesis will be applied in order to know the result of the observation about the sample quantitatively and also to know the relationship between one or more variables. It can be constructed as following :

$$H_0 : \mu x < \mu y$$

$$H_a : \mu x > \mu y$$

In which :

H_0 : null hypothesis

H_a : alternative hypothesis

μx : the means of the students' taught by applying SSS ER method

μy : the means of the students' taught by lecturing method

CHAPTER IV

DATA AND DATA ANALYSIS

A. Data

The data in this research were taken by administering the pre-test and post-test in the multiple choice test form each test consisted of 30 items. The pre test was given before the treatment and the post test was given after the treatment. The researcher gave the treatment to students in the experimental group by applying SSS ER method while control group without applying SSS ER method.

After conducting the research, the researcher got the data of students' scores in pre test and post test from both experimental and control group.

Table 4.1
The Score of Pre-Test and Post-Test of Experimental Group

No.	Students' Initial	Pre Test	Post Test	Gain Score
1	HP	70	85	15
2	MS	90	95	5
3	HDS	70	85	15
4	ATPR	80	90	10
5	NAS	80	85	5
6	MAP	75	80	5
7	A	70	75	5
8	AAN	75	80	5
9	AN	85	90	5
10	AFS	70	75	5
11	DA	50	80	30
12	SY	90	80	10
13	YS	90	95	5
14	MA	80	85	5
15	PS	75	80	5
16	MR	75	80	5
17	A	70	75	5
18	AWN	80	85	5

19	MRS	50	60	10
20	MAS	85	95	10
21	FNP	75	85	10
22	ZN	70	85	15
23	IA	70	80	10
24	AS	70	75	5
25	IS	75	80	5
26	LR	80	85	5
27	K	60	80	20
28	FGL	65	90	25
29	RWH	70	75	5
30	RAS	85	90	5
31	RAN	60	85	25
32	SS	70	85	15
33	SNS	85	90	5
34	SR	80	85	5
35	SZB	80	85	5
36	SW	75	80	5
37	SR	50	60	10
38	TR	65	70	5
39	UDP	65	75	10
40	ZIP	65	70	5
Total		$\Sigma = 2945$	$\Sigma = 3265$	$\Sigma = 360$
Mean		73.625	81.625	9

Based on the table above, the students' achievement in reading text in experimental group showed the lowest score pre test was 50, and the highest score of pre test was 90 and the mean of pre test was 73.625. On the other hand the lowest score of post test was 60, and the highest score of post test was 95 and the mean of post test was 81.625.

Table 4.2
The Score of Pre Test and Post Test of Control Group

No.	Students' Initial	Pre Test	Post Test	Gain Score
1	AM	75	85	10
2	AYL	60	65	5
3	AS	80	85	5
4	ASR	65	75	10
5	AZ	65	70	5
6	AD	70	75	5
7	ADKS	50	55	5
8	AAS	55	65	10
9	CML	80	85	5
10	DA	80	85	5
11	DA	70	80	10
12	DA	60	75	5
13	DW	60	70	10
14	EA	80	85	5
15	E	75	85	10
16	FJH	50	60	10
17	FK	60	70	10
18	GHSS	60	75	15
19	LM	60	70	10
20	MAL	75	75	0
21	NN	75	80	5
22	NN	75	80	5
23	NF	65	75	10
24	NIS	70	75	5
25	NRM	80	85	5
26	RSM	75	80	5
27	RYH	80	85	5
28	SA	70	80	10
29	S	70	80	10
30	S	70	80	10
31	SK	65	75	10
32	SRH	65	70	5
33	SA	65	70	5
34	SK	55	65	10
35	SLB	75	85	10
36	S	60	75	15
37	SDYL	65	80	15
38	ST	65	75	10
39	TSS	70	75	5

40	YAD	80	85	5
Total		$\Sigma = 2720$	$\Sigma = 3045$	$\Sigma = 316$
Mean		68	76.125	7.9

Based on the table above, the students' score in reading comprehension in control group showed the lowest score of pre-test was 50, and the highest score of pre-test was 80 and the mean of pre-test was 68. On the otherhand the lowest score of post-test was 55, and the highest score of post-test was 85 and the mean of post-test was 76.125.

Based on the explanation above, it showed that the students' score in experimental group was higher than students' score in control group, where in pre-test (73.625) and the score in post-test (81.625). The total score of the mean score in experimental and control group showed that there was significant effect in improvement of students' score between pre-test and post-test.

B. Normality Testing

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

Table 4.3
Frequency Distribution of Experimental Group

NO	Xi	Fi	FiXi	Xi ²	FiXi ²
1	50	3	150	2500	7500
2	60	2	120	3600	7200
3	65	3	195	4225	12675
4	70	10	700	4900	49000
5	75	7	525	5625	39375
6	80	7	560	6400	44800
7	85	5	425	7225	36125
8	90	3	270	8100	24300
Total		40	2945	42575	220975

Based on the data above, the result of $F_i X_i^2$ is 220975 and $F_i X_i$ is 2945.

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

a. Mean

$$\bar{x} = \frac{\sum F_i X_i}{\sum F_i}$$

Where:

$$\begin{aligned} \bar{x} &= \text{Mean of variable } x \\ \sum F_i X_i &= \text{Total number of score} \\ \sum F_i &= \text{Number of sample} \end{aligned}$$

So,

$$\begin{aligned} \bar{x} &= \frac{\sum F_i X_i}{\sum F_i} \\ &= \frac{2945}{40} \end{aligned}$$

$$= 73.63$$

b. Variant

Where:

$$\begin{array}{ll} S^2 & = \text{Variant} \\ N & = \text{Number of sample} \end{array}$$

So,

$$\begin{aligned} S^2 &= \frac{n \sum F_i X_i^2 - (\sum F_i X_i)^2}{n(n-1)} \\ &= \frac{40 \times 220975 - (2945)^2}{40(40-1)} \\ &= \frac{8839000 - 8673025}{40(39)} \\ &= \frac{165.975}{1560} \\ &= 106.39 \end{aligned}$$

c. Standard Deviation

$$\begin{aligned} S &= \sqrt{S^2} \\ &= \sqrt{106.39} \\ &= 10.31 \end{aligned}$$

After getting the calculation of mean, variant and deviation standard, then the next step is to find out the normality of the test. It means that the test was given to the students is observed by Liliefors test. The calculation of normality reading comprehension can be seen in the following table:

Table 4.4
Normality Testing of Pre Test in Experimental Group

No	Score	Zi	F(Zi)	S(Zi)	F(Zi) - S(Zi)
1	50	-2.29	0.011	0.075	-0.064
2	50	-2.29	0.011	0.075	-0.064
3	50	-2.29	0.011	0.075	-0.064
4	60	-1.32	0.0934	0.125	-0.0316
5	60	-1.32	0.0934	0.125	-0.0316
6	65	-0.84	0.2005	0.2	0.0005
7	65	-0.84	0.2005	0.2	0.0005
8	65	-0.84	0.2005	0.2	0.0005
9	70	-0.35	0.3632	0.45	-0.0868
10	70	-0.35	0.3632	0.45	-0.0868
11	70	-0.35	0.3632	0.45	-0.0868
12	70	-0.35	0.3632	0.45	-0.0868
13	70	-0.35	0.3632	0.45	-0.0868
14	70	-0.35	0.3632	0.45	-0.0868
15	70	-0.35	0.3632	0.45	-0.0868
16	70	-0.35	0.3632	0.45	-0.0868
17	70	-0.35	0.3632	0.45	-0.0868
18	70	-0.35	0.3632	0.45	-0.0868
19	75	0.13	0.5517	0.63	-0.0783
20	75	0.13	0.5517	0.63	-0.0783
21	75	0.13	0.5517	0.63	-0.0783
22	75	0.13	0.5517	0.63	-0.0783
23	75	0.13	0.5517	0.63	-0.0783
24	75	0.13	0.5517	0.63	-0.0783
25	75	0.13	0.5517	0.63	-0.0783
26	80	0.62	0.7324	0.8	-0.0676
27	80	0.62	0.7324	0.8	-0.0676
28	80	0.62	0.7324	0.8	-0.0676
29	80	0.62	0.7324	0.8	-0.0676
30	80	0.62	0.7324	0.8	-0.0676
31	80	0.62	0.7324	0.8	-0.0676
32	80	0.62	0.7324	0.8	-0.0676
33	85	0.91	0.8186	0.93	-0.1114

34	85	0.91	0.8186	0.93	-0.1114
35	85	0.91	0.8186	0.93	-0.1114
36	85	0.91	0.8186	0.93	-0.1114
37	85	0.91	0.8186	0.93	-0.1114
38	90	1.59	0.9441	1	-0.0559
39	90	1.59	0.9441	1	-0.0559
40	90	1.59	0.9441	1	-0.0559
Total	2945	Lo = 0.0005			
Mean	73.63	Lt = 0.14			

a. Finding Z score

$$\text{Formula: } Z_i = \frac{X_i - \bar{X}}{s}$$

$$Z_{i1} = \frac{50 - 73.63}{10.31} = -2.29$$

$$Z_{i2} = \frac{60 - 73.63}{10.31} = -1.32$$

$$Z_{i3} = \frac{65 - 73.63}{10.31} = -0.84$$

$$Z_{i4} = \frac{70 - 73.63}{10.31} = -0.35$$

$$Z_{i5} = \frac{75 - 73.63}{10.31} = 0.13$$

$$Z_{i6} = \frac{80 - 73.63}{10.31} = 0.62$$

$$Z_{i7} = \frac{85 - 73.63}{10.31} = 0.91$$

$$Z_{i8} = \frac{90 - 73.63}{10.31} = 1.59$$

b. Finding S(Z_i)

$$S(Z_i) = \frac{F_{Kum}}{N}$$

$$\frac{3}{40} = 0.075$$

$$\frac{5}{40} = 0.125$$

$$\frac{8}{40} = 0.2$$

$$\frac{18}{40} = 0.45$$

$$\frac{25}{40} = 0.63$$

$$\frac{32}{40} = 0.8$$

$$\frac{37}{40} = 0.93$$

$$\frac{40}{40} = 1$$

From the table above, it can be seen that Liliefors observation or $L_o = 0.0005$ with $n = 40$ and at real level $\alpha = 0.05$ from the list of critical value of Liliefors table $L_t = 0.14$. It is known that the coefficient of $L_o (0.0005) < L_t (0.14)$. So it can be concluded that the data distribution of the students' ability in reading comprehension is **normal**.

Table 4.5
Frequency Distribution of Post Test in Experimental Group

No	Score	Zi	F(Zi)	S(Zi)	F(Zi) - S(Zi)
1	50	-2.29	0.011	0.075	-0.064
2	50	-2.29	0.011	0.075	-0.064
3	50	-2.29	0.011	0.075	-0.064
4	60	-1.32	0.0934	0.125	-0.0316
5	60	-1.32	0.0934	0.125	-0.0316
6	65	-0.84	0.2005	0.2	0.0005
7	65	-0.84	0.2005	0.2	0.0005
8	65	-0.84	0.2005	0.2	0.0005

9	70	-0.35	0.3632	0.45	-0.0868
10	70	-0.35	0.3632	0.45	-0.0868
11	70	-0.35	0.3632	0.45	-0.0868
12	70	-0.35	0.3632	0.45	-0.0868
13	70	-0.35	0.3632	0.45	-0.0868
14	70	-0.35	0.3632	0.45	-0.0868
15	70	-0.35	0.3632	0.45	-0.0868
16	70	-0.35	0.3632	0.45	-0.0868
17	70	-0.35	0.3632	0.45	-0.0868
18	70	-0.35	0.3632	0.45	-0.0868
19	75	0.13	0.5517	0.63	-0.0783
20	75	0.13	0.5517	0.63	-0.0783
21	75	0.13	0.5517	0.63	-0.0783
22	75	0.13	0.5517	0.63	-0.0783
23	75	0.13	0.5517	0.63	-0.0783
24	75	0.13	0.5517	0.63	-0.0783
25	75	0.13	0.5517	0.63	-0.0783
26	80	0.62	0.7324	0.8	-0.0676
27	80	0.62	0.7324	0.8	-0.0676
28	80	0.62	0.7324	0.8	-0.0676
29	80	0.62	0.7324	0.8	-0.0676
30	80	0.62	0.7324	0.8	-0.0676
31	80	0.62	0.7324	0.8	-0.0676
32	80	0.62	0.7324	0.8	-0.0676
33	85	0.91	0.8186	0.93	-0.1114
34	85	0.91	0.8186	0.93	-0.1114
35	85	0.91	0.8186	0.93	-0.1114
36	85	0.91	0.8186	0.93	-0.1114
37	85	0.91	0.8186	0.93	-0.1114
38	90	1.59	0.9441	1	-0.0559
39	90	1.59	0.9441	1	-0.0559
40	90	1.59	0.9441	1	-0.0559
Total	2945	Lo = 0.0005			
Mean	73.63	Lt = 0.14			

a. Finding Z score

$$\text{Formula: } Z_i = \frac{X_i - \bar{X}}{s}$$

$$Z_i 1 = \frac{50 - 73.63}{10.31} = -2.29$$

$$Z_i 2 = \frac{60 - 73.63}{10.31} = -1.32$$

$$Z_i 3 = \frac{65 - 73.63}{10.31} = -0.84$$

$$Z_i 4 = \frac{70 - 73.63}{10.31} = -0.35$$

$$Z_i 5 = \frac{75 - 73.63}{10.31} = 0.13$$

$$Z_i 6 = \frac{80 - 73.63}{10.31} = 0.62$$

$$Z_i 7 = \frac{85 - 73.63}{10.31} = 0.91$$

$$Z_i 8 = \frac{90 - 73.63}{10.31} = 1.59$$

b. Finding S(Z_i)

$$S(Z_i) = \frac{F Kum}{N}$$

$$\frac{3}{40} = 0.075$$

$$\frac{5}{40} = 0.125$$

$$\frac{8}{40} = 0.2$$

$$\frac{18}{40} = 0.45$$

$$\frac{25}{40} = 0.63$$

$$\frac{32}{40} = 0.8$$

$$\frac{37}{40} = 0.93$$

$$\frac{40}{40} = 1$$

From the table above, it can be seen that Liliefors observation or $L_o = 0.0005$ with $n = 40$ and at real level $\alpha = 0.05$ from the list of critical value of Liliefors table $L_\alpha = 0.14$. It is known that the coefficient of $L_o (0.0005) < L_\alpha (0.14)$. So it can be concluded that the data distribution of the students' ability in reading comprehension is **normal**.

Table 4.6
Frequency Distribution of Post Test in Experimental Group

NO	Xi	Fi	FiXi	Xi ²	FiXi ²
1	60	2	120	3600	7200
2	70	2	140	4900	9800
3	75	6	450	5625	33750
4	80	10	800	6400	64000
5	85	12	1020	7225	86700
6	90	5	450	8100	40500
7	97	3	285	9025	27075
Total		40	3265	44875	269025

Based on the data above, the result of $F_i X_i^2$ is 269025 and $F_i X_i$ is 3265.

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

a. Mean

$$\bar{x} = \frac{\sum F_i X_i}{\sum F_i}$$

Where:

$$\begin{aligned} \bar{x} &= \text{Mean of variable x} \\ \sum F_i X_i &= \text{Total number of score} \end{aligned}$$

$$\sum F_i = \text{Number of sample}$$

So,

$$\begin{aligned}\bar{X} &= \frac{\sum F_i X_i}{\sum F_i} \\ &= \frac{3265}{40} \\ &= 81.63\end{aligned}$$

b. Variant

Where:

$$\begin{aligned}S^2 &= \text{Variant} \\ N &= \text{Number of sample}\end{aligned}$$

So,

$$\begin{aligned}S^2 &= \frac{n \sum F_i X_i^2 - (\sum F_i X_i)^2}{n(n-1)} \\ &= \frac{40 \times 269025 - (3265)^2}{40(40-1)} \\ &= \frac{10761000 - 10660225}{40(39)} \\ &= \frac{100775}{1560} \\ &= 64.60\end{aligned}$$

c. Standard Deviation

$$\begin{aligned}S &= \sqrt{S^2} \\ &= \sqrt{64.60} \\ &= 8.04\end{aligned}$$

After getting the calculation of mean, variant and deviation standard, then the next step is to find out the normality of the test. It means that the test was given to the students was observed by Liliefors test. The calculation of normality reading comprehension can be seen in the following table:

Table 4.7
Normality Testing of Post Test in Experimental Group

No	Score	Zi	F(Zi)	S(Zi)	F(Zi) - S(Zi)
1	60	-2.69	0.0036	0.05	-0.0464
2	60	-2.69	0.0036	0.05	-0.0464
3	70	-1.45	0.0735	0.1	-0.0265
4	70	-1.45	0.0735	0.1	-0.0265
5	75	-0.82	0.2061	0.25	-0.0439
6	75	-0.82	0.2061	0.25	-0.0439
7	75	-0.82	0.2061	0.25	-0.0439
8	75	-0.82	0.2061	0.25	-0.0439
9	75	-0.82	0.2061	0.25	-0.0439
10	75	-0.82	0.2061	0.25	-0.0439
11	80	-0.20	0.4207	0.5	-0.0793
12	80	-0.20	0.4207	0.5	-0.0793
13	80	-0.20	0.4207	0.5	-0.0793
14	80	-0.20	0.4207	0.5	-0.0793
15	80	-0.20	0.4207	0.5	-0.0793
16	80	-0.20	0.4207	0.5	-0.0793
17	80	-0.20	0.4207	0.5	-0.0793
18	80	-0.20	0.4207	0.5	-0.0793
19	80	-0.20	0.4207	0.5	-0.0793
20	80	-0.20	0.4207	0.5	-0.0793
21	85	0.42	0.6628	0.8	-0.1372
22	85	0.42	0.6628	0.8	-0.1372
23	85	0.42	0.6628	0.8	-0.1372
24	85	0.42	0.6628	0.8	-0.1372
25	85	0.42	0.6628	0.8	-0.1372
26	85	0.42	0.6628	0.8	-0.1372
27	85	0.42	0.6628	0.8	-0.1372
28	85	0.42	0.6628	0.8	-0.1372

29	85	0.42	0.6628	0.8	-0.1372
30	85	0.42	0.6628	0.8	-0.1372
31	85	0.42	0.6628	0.8	-0.1372
32	85	0.42	0.6628	0.8	-0.1372
33	90	1.04	0.8508	0,93	-0.0792
34	90	1.04	0.8508	0,93	-0.0792
35	90	1.04	0.8508	0,93	-0.0792
36	90	1.04	0.8508	0,93	-0.0792
37	90	1.04	0.8508	0,93	-0.0792
38	95	1.66	0.9515	1	-0.0485
39	95	1.66	0.9515	1	-0.0485
40	95	1.66	0.9515	1	-0.0485
Total	3265	Lo = -0.0265			
Mean	81.63	Lt = 0.14			

a. Finding Z score

$$\text{Formula: } Z_i = \frac{X_i - \bar{X}}{s}$$

$$Z_{i1} = \frac{60 - 81.63}{8.04} = -2.69$$

$$Z_{i2} = \frac{70 - 81.63}{8.04} = -1.45$$

$$Z_{i3} = \frac{75 - 81.63}{8.04} = -0.82$$

$$Z_{i4} = \frac{80 - 81.63}{8.04} = -0.20$$

$$Z_{i5} = \frac{85 - 81.63}{8.04} = 0.42$$

$$Z_{i6} = \frac{90 - 81.63}{8.04} = 1.04$$

$$Z_{i7} = \frac{95 - 81.63}{8.04} = 1.66$$

b. Finding S(Z_i)

$$S(Z_i) = \frac{F_{Kum}}{N}$$

$$\frac{2}{40} = 0.05$$

$$\frac{4}{40} = 0.1$$

$$\frac{8}{40} = 0.2$$

$$\frac{10}{40} = 0.25$$

$$\frac{20}{40} = 0.5$$

$$\frac{32}{40} = 0.8$$

$$\frac{37}{40} = 0.93$$

$$\frac{40}{40} = 1$$

From the table above, it can be seen that Liliefors observation or $L_o = -0.0265$ with $n = 40$ and at real level $\alpha = 0.05$ from the list of critical value of Liliefors table $L_t = 0.14$. It is known that the coefficient of $L_o (-0.0265) < L_t (0.14)$. So it can be concluded that the data distribution of the students' ability in reading comprehension is **normal**.

Table 4.8
Frequency Distribution of Pre Test in Control Group

NO	Xi	Fi	FiXi	Xi ²	FiXi ²
1	50	2	100	2500	5000
2	55	2	110	3025	6050
3	60	7	420	3600	25200
4	65	8	520	4225	33800
5	70	8	560	4900	39200
6	75	6	450	5625	33750
7	80	7	560	6400	44800

Total	40	2720	30275	187800
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Based on the data above, the result of $F_i X_i^2$ is 187800 and $F_i X_i$ is 2720.

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

a. Mean

$$\bar{x} = \frac{\sum F_i X_i}{\sum F_i}$$

Where:

$$\begin{aligned} \bar{x} &= \text{Mean of variable } x \\ \sum F_i X_i &= \text{Total number of score} \\ \sum F_i &= \text{Number of sample} \end{aligned}$$

So,

$$\bar{x} = \frac{\sum F_i X_i}{\sum F_i}$$

$$= \frac{2720}{40}$$

$$= 68$$

b. Variant

Where:

$$\begin{aligned} S^2 &= \text{Variant} \\ N &= \text{Number of sample} \end{aligned}$$

So,

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

$$= \frac{40 \times 187800 - (2720)^2}{40(40-1)}$$

$$= \frac{7512000 - 7398400}{40(39)}$$

$$= \frac{113600}{1560}$$

$$= 72.82$$

c. Standard Deviation

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

$$= \sqrt{72.82}$$

$$= 8.53$$

After getting the calculation of mean, variant and deviation standard, then the next step is to find out the normality of the test. It means that the test was given to the students was observed by Liliefors test. The calculation of normality reading comprehension can be seen in the following table:

Table 4.9
Normality Testing of Pre Test in Control Group

No	Score	Zi	F(Zi)	S(Zi)	F(Zi) - S(Zi)
1	50	-2.11	0.0174	0.05	-0.0326
2	50	-2.11	0.0174	0.05	-0.0326
3	55	-1.52	0.0643	0.1	-0.0357
4	55	-1.52	0.0643	0.1	-0.0357
5	60	-0.94	0.1736	0.275	-0.1014
6	60	-0.94	0.1736	0.275	-0.1014
7	60	-0.94	0.1736	0.275	-0.1014
8	60	-0.94	0.1736	0.275	-0.1014
9	60	-0.94	0.1736	0.275	-0.1014
10	60	-0.94	0.1736	0.275	-0.1014
11	60	-0.94	0.1736	0.275	-0.1014
12	65	-0.35	0.3632	0.475	-0.1118
13	65	-0.35	0.3632	0.475	-0.1118
14	65	-0.35	0.3632	0.475	-0.1118
15	65	-0.35	0.3632	0.475	-0.1118
16	65	-0.35	0.3632	0.475	-0.1118
17	65	-0.35	0.3632	0.475	-0.1118
18	65	-0.35	0.3632	0.475	-0.1118
19	65	-0.35	0.3632	0.475	-0.1118
20	70	0.23	0.591	0.675	-0.084

21	70	0.23	0.591	0.675	-0.084
22	70	0.23	0.591	0.675	-0.084
23	70	0.23	0.591	0.675	-0.084
24	70	0.23	0.591	0.675	-0.084
25	70	0.23	0.591	0.675	-0.084
26	70	0.23	0.591	0.675	-0.084
27	70	0.23	0.591	0.675	-0.084
28	75	0.82	0.7939	0.825	-0.0311
29	75	0.82	0.7939	0.825	-0.0311
30	75	0.82	0.7939	0.825	-0.0311
31	75	0.82	0.7939	0.825	-0.0311
32	75	0.82	0.7939	0.825	-0.0311
33	75	0.82	0.7939	0.825	-0.0311
34	80	1.41	0.9207	1	-0.0793
35	80	1.41	0.9207	1	-0.0793
36	80	1.41	0.9207	1	-0.0793
37	80	1.41	0.9207	1	-0.0793
38	80	1.41	0.9207	1	-0.0793
39	80	1.41	0.9207	1	-0.0793
40	80	1.41	0.9207	1	-0.0793
Total	2720	Lo = -0.084			
Mean	68	Lt = 0.14			

a. Finding Z score

$$\text{Formula: } Z_i = \frac{X_i - \bar{X}}{s}$$

$$Z_{i1} = \frac{50 - 68}{8.53} = -2.11$$

$$Z_{i2} = \frac{55 - 68}{8.53} = -1.52$$

$$Z_{i3} = \frac{60 - 68}{8.53} = -0.94$$

$$Z_{i4} = \frac{65 - 68}{8.53} = -0.35$$

$$Z_{i5} = \frac{70 - 68}{8.53} = 0.23$$

$$Z_{i6} = \frac{75 - 68}{8.53} = 0.82$$

$$Z_{i7} = \frac{80 - 68}{8.53} = 1.41$$

b. Finding S(Z_i)

$$S(Z_i) = \frac{F \text{ Kum}}{N}$$

$$\frac{2}{40} = 0.05$$

$$\frac{4}{40} = 0.1$$

$$\frac{11}{40} = 0.275$$

$$\frac{19}{40} = 0.475$$

$$\frac{27}{40} = 0.675$$

$$\frac{33}{40} = 0.825$$

$$\frac{40}{40} = 1$$

From the table above, it can be seen that Liliefors observation or $L_o = -0.084$ with $n = 40$ and at real level $\alpha = 0.05$ from the list of critical value of Liliefors table $L_t = 0.14$. It is known that the coefficient of $L_o (-0.084) < L_t (0.14)$. So it can be concluded that the data distribution of the students' ability in reading comprehension is **normal**.

Table 4.10
Frequency Distribution of Post Test in Control Group

NO	Xi	Fi	FiXi	Xi ²	FiXi ²
1	55	1	55	3025	3025
2	60	1	60	3720	3720
3	65	3	195	4225	12675
4	70	6	420	4900	29400

5	75	11	825	5625	61875
6	80	8	640	6400	51200
7	85	10	850	7225	72250
Total		40	3045	35120	234145

Based on the data above, the result of $F_i X_i^2$ is 234145 and $F_i X_i$ is 3045.

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

a. Mean

$$\bar{x} = \frac{\sum F_i X_i}{\sum F_i}$$

Where:

$$\begin{aligned} \bar{x} &= \text{Mean of variable } x \\ \sum F_i X_i &= \text{Total number of score} \\ \sum F_i &= \text{Number of sample} \end{aligned}$$

So,

$$\begin{aligned} \bar{x} &= \frac{\sum F_i X_i}{\sum F_i} \\ &= \frac{3045}{40} \\ &= 76.125 \end{aligned}$$

b. Variant

Where:

$$\begin{aligned} S^2 &= \text{Variant} \\ N &= \text{Number of sample} \end{aligned}$$

So,

$$\begin{aligned} S^2 &= \frac{n \sum F_i X_i^2 - (\sum F_i X_i)^2}{n(n-1)} \\ &= \frac{40 \times 234145 - (3045)^2}{40(40-1)} \\ &= \frac{9365800 - 9272025}{40(39)} \end{aligned}$$

$$= \frac{93.775}{1560}$$

$$= 60.11$$

c. Standard Deviation

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

$$= \sqrt{60.11}$$

$$= 7.75$$

After getting the calculation of mean, variant and deviation standard, then the next step is to find out the normality of the test. It means that the test was given to the students was observed by Liliefors test. The calculation of normality reading comprehension can be seen in the following table:

Table 4.11
Normality Testing of Post Test in Control Group

No	Score	Zi	F(Zi)	S(Zi)	F(Zi) - S(Zi)
1	55	-2.73	0.0032	0.025	-0.0218
2	60	-2.08	0.0188	0.05	-0.0312
3	65	-1.44	0.0749	0.125	-0.0501
4	65	-1.44	0.0749	0.125	-0.0501
5	65	-1.44	0.0749	0.125	-0.0501
6	70	-0.79	0.2148	0.275	-0.0602
7	70	-0.79	0.2148	0.275	-0.0602
8	70	-0.79	0.2148	0.275	-0.0602
9	70	-0.79	0.2148	0.275	-0.0602
10	70	-0.79	0.2148	0.275	-0.0602
11	70	-0.79	0.2148	0.275	-0.0602
12	75	-0.15	0.4404	0.55	-0.1096
13	75	-0.15	0.4404	0.55	-0.1096
14	75	-0.15	0.4404	0.55	-0.1096
15	75	-0.15	0.4404	0.55	-0.1096
16	75	-0.15	0.4404	0.55	-0.1096
17	75	-0.15	0.4404	0.55	-0.1096
18	75	-0.15	0.4404	0.55	-0.1096
19	75	-0.15	0.4404	0.55	-0.1096
20	75	-0.15	0.4404	0.55	-0.1096

21	75	-0.15	0.4404	0.55	-0.1096
22	75	-0.15	0.4404	0.55	-0.1096
23	80	0.5	0.6915	0.75	-0.0585
24	80	0.5	0.6915	0.75	-0.0585
25	80	0.5	0.6915	0.75	-0.0585
26	80	0.5	0.6915	0.75	-0.0585
27	80	0.5	0.6915	0.75	-0.0585
28	80	0.5	0.6915	0.75	-0.0585
29	80	0.5	0.6915	0.75	-0.0585
30	80	0.5	0.6915	0.75	-0.0585
31	85	1.15	0.8749	1	-0.1251
32	85	1.15	0.8749	1	-0.1251
33	85	1.15	0.8749	1	-0.1251
34	85	1.15	0.8749	1	-0.1251
35	85	1.15	0.8749	1	-0.1251
36	85	1.15	0.8749	1	-0.1251
37	85	1.15	0.8749	1	-0.1251
38	85	1.15	0.8749	1	-0.1251
39	85	1.15	0.8749	1	-0.1251
40	85	1.15	0.8749	1	-0.1251
Total	3045	Lo = -0.0218			
Mean	76.125	Lt = 0.14			

a. Finding Z score

$$\text{Formula: } Z_i = \frac{X_i - \bar{X}}{s}$$

$$Z_{i1} = \frac{55 - 76.125}{7.75} = -2.73$$

$$Z_{i2} = \frac{60 - 76.125}{7.75} = -2.08$$

$$Z_{i3} = \frac{65 - 76.125}{7.75} = -1.44$$

$$Z_{i4} = \frac{70 - 76.125}{7.75} = -0.79$$

$$Z_{i5} = \frac{75 - 76.125}{7.75} = -0.15$$

$$Z_{i6} = \frac{80 - 76.125}{7.75} = 0.5$$

$$Z_{i7} = \frac{85 - 76.125}{7.75} = 1.15$$

b. Finding $S(Z_i)$

$$S(Z_i) = \frac{F_{Kum}}{N}$$

$$\frac{1}{40} = 0.025$$

$$\frac{2}{40} = 0.05$$

$$\frac{5}{40} = 0.125$$

$$\frac{11}{40} = 0.275$$

$$\frac{22}{40} = 0.55$$

$$\frac{30}{40} = 0.75$$

$$\frac{40}{40} = 1$$

From the table above, it can be seen that Liliefors observation or $L_o = -0.0218$ with $n = 40$ and at real level $\alpha = 0.05$ from the list of critical value of Liliefors table $L_t = 0.14$. It is known that the coefficient of $L_o (-0.0218) < L_t (0.14)$. So it can be concluded that the data distribution of the student's ability in reading comprehension is **normal**.

C. Homogeneity Testing

1. Homogeneity Testing of Pre Test

$$\begin{aligned}
 F &= \frac{\text{Highestvarians}}{\text{lowestvarians}} \\
 &= \frac{106.39}{72.82} \\
 &= 1.46
 \end{aligned}$$

Then the coefficient of $F_{\text{obs}} = 1.46$ is compared with F_{table} , where F_{table} was determined at real level $\alpha = 0.05$ and the numerator df = N = 40 and the denominator dk = 40. So, by using the list of critical value at F distribution was found $F_{0.05(40,40)} = 1.69$

So $F_{\text{obs}} < F_{\text{table}}$ atau $(1.46 < 1.69)$ so it can be concluded that the variant from the data was homogenous.

2. Homogeneity Testing of Post Test

$$\begin{aligned}
 F &= \frac{\text{Highestvarians}}{\text{lowestvarians}} \\
 &= \frac{64.60}{60.11} \\
 &= 1.07
 \end{aligned}$$

Then the coefficient of $F_{\text{obs}} = 1.07$ was compared with F_{table} , where F_{table} is determined at real level $\alpha = 0.05$ and the numerator df = N = 40 and the denominator dk = 40. So, by using the list of critical value at F distribution was found $F_{0.05(40,40)} = 1.69$

So $F_{\text{obs}} < F_{\text{table}}$ atau $(1.07 < 1.69)$ so it can be concluded that the variant from the data is homogenous.

D. Validity Testing

Based on the research procedure from this research the test was valid if it measured what was supposed to be measured. All tests were designed to measure something : hopefully something specific. If the test did not indeed measure what it was intended to measure, then it was said that the test was valid (or had validity).

E. Reliability Testing

$$S^2 = \frac{\sum X^2 - \frac{\sum X^2}{N}}{N}$$

$$KR21 = \frac{K}{K-1} \left(1 - \frac{M(K-M)}{KS^2} \right)$$

$$S^2 = \frac{6460 - \frac{(491)^2}{26}}{26}$$

$$KR21 = \frac{30}{30-1} \left(1 - \frac{18.88 (30-18.88)}{30 \cdot 17.80} \right)$$

$$S^2 = \frac{9735 - \frac{(241081)}{26}}{26}$$

$$KR21 = \frac{30}{29} \left(1 - \left(\frac{210}{534} \right) \right)$$

$$S^2 = \frac{463}{26} KR21 = \frac{30}{29} (0.)61$$

$$S^2 = 17.80$$

$$KR21 = 0.62$$

In which :

K : Number of question

M : Mean score of the text

S^2 : The square of standards deviation of the test score

So, it can be conclude that the reliability of this test have high reliability 0,60 - 0, 79

Hypothesis Testing

Table 4.12
Mean of Post-Test – Pre-Test in Experimental Group

No	Score Post-Test	Score Pre-Test	Decrease
1	85	70	15
2	95	90	5
3	85	70	15
4	90	80	10
5	85	80	5
6	80	75	5
7	75	70	5
8	80	75	5
9	90	85	5
10	75	70	5
11	80	50	30
12	80	90	10
13	95	90	5
14	85	80	5
15	80	75	5
16	80	75	5
17	75	70	5
18	85	80	5
19	60	50	10
20	95	85	15
21	85	75	15
22	85	70	15
23	80	70	10
24	75	70	5
25	80	75	5
26	85	80	5
27	80	60	20
28	90	85	5
29	75	70	5
30	90	85	5
31	85	60	25
32	85	70	15
33	90	85	5
34	85	80	5

35	85	80	5
36	80	75	5
37	60	50	10
38	70	65	5
39	75	65	10
40	70	65	5
Σ			350
Mean			8.75

Table 4.13
Mean of Post-Test – Pre-Test in Control Group

No	Score Post-Test	Score Pre-Test	Decrease
1	85	75	10
2	65	60	5
3	85	80	5
4	75	65	10
5	70	65	5
6	75	70	5
7	55	50	5
8	65	55	10
9	85	80	5
10	85	80	5
11	80	70	10
12	75	60	15
13	70	60	10
14	85	80	5
15	85	75	10
16	60	50	10
17	70	60	10
18	75	60	15
19	70	60	10
20	75	70	5
21	80	75	5
22	80	75	5
23	75	65	10
24	75	70	5
25	85	80	5
26	80	75	5
27	85	80	5
28	80	70	10

29	80	70	10
30	80	70	10
31	75	65	10
32	70	65	5
33	70	65	5
34	65	55	10
35	85	75	10
36	75	60	15
37	80	65	15
38	75	65	10
39	75	70	5
40	85	80	5
Σ			325
Mean			8.13

The hypothesis testing in this research, it is used two average similarity test by using statistic, as follow:

$$\begin{aligned}
 t &= \frac{Ma - Mb}{\sqrt{\left(\frac{da^2 + db^2}{Na + Nb - 2}\right)\left(\frac{1}{Na} + \frac{1}{Nb}\right)}} \\
 &= \frac{8.75 - 8.13}{\sqrt{\left(\frac{64.64 + 60.06}{40 + 40 - 2}\right)\left(\frac{1}{40} + \frac{1}{40}\right)}} \\
 &= \frac{0.62}{\sqrt{\left(\frac{124.7}{78}\right)(0.05)}} \\
 &= \frac{0.62}{\sqrt{(1.60)(0.05)}} \\
 &= \frac{0.62}{\sqrt{0.08}} \\
 &= \frac{0.62}{0.28} \\
 &= 2.21
 \end{aligned}$$

From the computation above, it can be seen that $t_{\text{observed}} = 2.21$. The testing hypothesis was conducted in order to find out whether that hypothesis is accepted or rejected. The basis of testing hypothesis is that the H_a is accepted if the $t_{\text{observed}} > t_{\text{table}}$. In this study the calculation of the scores uses t-test for the degree of freedom 78 ($df = N + N - 2$) at the level of significant 0.05 that the critical value is 1.994. So it can be seen that $t_{\text{table}} = 1.994$.

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

$$t_{\text{observed}} > t_{\text{table}}(\alpha = 0.05) \text{ with df } 78$$

$$2.21 > 1.994$$

From the result above, it shows that the alternative hypothesis (H_a) is accepted and the null hypothesis (H_0) is rejected. It means that reading by using SSS ER method affect student's ability in reading comprehension achievement in narrative text.

F. Discussion

Start with Simple Stories Extensive Reading method affected students' reading comprehension achievement in narrative text very well. It could be seen from their higher score when was treated by using SSS ER method rather than lecturing method. There are some reasons why SSS ER method was good.

First, this method used short simple stories which only consists of 10-15 unknown words, so it adjusted the students' level of vocabulary. Second, this method did not force the students to answer the question, just let students enjoy in their

reading, and if there were questions given, it was only to know whether there was any misunderstanding in comprehending the text or not.

And the last one, the students might choose what they wanted to read. So, not only one text for all students. So, by elaboration above, overall could be said that SSS ER method was good method in teaching reading and affected students to get higher scores.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research finding, the researcher found that the students' comprehension achievement scores in reading narrative text taught by using SSS ER method was higher than those of students taught by using lecturing method. It was indicated from analyzing data statistically that the result of calculation of the t-test that t-observed value 2.21 was higher than t-table value 1.994 at the level of significance of 0.05, which implies that the alternative Hypothesis (H_a) was accepted.

B. Suggestion

The researcher would like propose suggestion for other researcher who wanted to conduct research about SSS ER method to use this paper as reference. The researcher proposed suggestion for the teacher to make students more comfortable to enjoy the activities. The teachers must give guidance during the discussion.

Do not force the students to answer the questions correctly without understanding, but guide the step by step to comprehend the text well, so that they can answer the question by themselves correctly. So, teacher can use SSS ER method to teach reading comprehension of narrative text. Because it really adjusts to the students' level of reading and also creates the interesting environment during reading activity.

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APPENDIX A :

For experimental group by using SSS ER method

LESSON PLAN

School	: MTs Lab Ikip UMN AL-Washliyah Medan
Lesson	: English
Class / Term	: VIII (Eight) / 1
Kind of Text	: Narrative Text
Theme	: Folks Story
Aspect / Skill	: Reading
Time	: 8 x 45 minutes (4 meetings)

1. **Standard Competency** : Able to comprehend the meaning in the narrative text to communicate around environment
2. **Basic Competency** : Able to comprehend the meaning, generic structure in the text well, fluently and receive narrative text around environment
3. **Indicators** :
 - a. Identify the purpose of narrative text
 - b. Identify the generic structure of narrative text
 - c. Identify main idea, information, and meaning and moral lesson in the narrative text
4. **Objectives** : In the end of course, students are able to
 - a. Decide the purpose of narrative text
 - b. Decide the generic structure of narrative text
 - c. Decide main idea, information, meaning, and moral lesson in narrative text

- | |
|--|
| 5. Students's behaviors are expected : <ol style="list-style-type: none"> a. Trustworthiness b. Respect c. Diligence |
|--|

- | |
|--|
| 6. Teaching Method : <ol style="list-style-type: none"> a. SSS ER Method |
|--|

7. Teaching Steps :
FIRST MEETING
(The purpose of narrative text)

NO	ACTIVITIES	ACTIVITIES DESCRIPTION
1	Opening Activities (Exploration)	<ol style="list-style-type: none"> 1. The teacher greets the students and call students' name one by one 2. Students respond to teacher's question and calling in order to create a nice atmosphere 3. Students participate activity in the learning process 4. Teacher asks question that relate prior knowledge to the material to be studied 5. Teacher describes the purpose of learning or KD to be achieved 6. Teacher delivers coverage and assesment materials
2	Main activities (Elaboration)	<ol style="list-style-type: none"> 1. The teacher ask the question about the text like "Do you ever read story The hen with the silver eggs ? What do you think about the story ? 2. The teacher gives recommendations on reading materials, based on student's interests 3. The teacher guide students in choosing appropriate levels of mterial, beginning with easy text 4. Students listen to the teacher's guidelines 5. The teacher guides students in choosing a variety of materials of their interest. This may especially be necessary for students that choose the same type over and over 6. The students usually choose their own mateial and moves along at their own pace but mush push themselves in order to show greater progress 7. Students choose the interesting story for them 8. The teacher guides students in setting specific goals for amounts read 9. Students listen to the teacher's guidelines about specific goal of reading is comprehending the purpose of narrative text 10. The teacher provides modeling. If class time is given for reading, the teacher reads at the same time 11. The teacher read the text 12. The students read without the use of dictionary 13. The teacher overlooks if students are not aware of the exact meaning of each word. The teacher should not jump in and explain 14. Teacher helps students to find the difficult words by asking to other students 15. Skip over difficult word, they should skip the word

		<p>and continue to read, because it can take longer time to translate the word</p> <p>16. Teacher allows students to change the text if it is not interesting for them</p> <p>17. Stop reading when its boring or too difficult. Readers must stop to read when they feel boring. If they force themselves to continue reading. They will be lost understanding the text</p> <p>18. Students change the text if they want</p> <p>19. After all students finishing their reading, teacher gives them excercises</p> <p>20. Students answer the question</p>
3	Closing activities (Confirmation)	<p>1. Students pay attention to conclusion on teacher taught</p> <p>2. Teacher gives task to the students</p> <p>3. Students do the structured task to measure students' competence</p> <p>4. Teacher give the conclusion for all text</p> <p>5. Teacher informs the next material to the students</p> <p>6. Students preparing the materials that will be discussed at the next meeting</p>

8. SECOND MEETING

(The generic structures of narrative texts)

NO	ACTIVITIES	ACTIVITIES DESCRIPTION
1	Opening Activities (Exploration)	<p>1. The teacher greets the students and call students' name one by one</p> <p>2. Students respond to teacher's question and calling in order to create a nice atmosphere</p> <p>3. Students participate activity in the learning process</p> <p>4. Teacher asks question that relate prior knowledge to the material to be studied</p> <p>5. Teacher describes the purpose of learning or KD to be achieved</p> <p>6. Teacher delivers coverage and assesment materials</p>
2	Main activities (Elaboration)	<p>1. The teacher ask the question about the text like “ Do you ever read story The hen with the silver eggs ? What do you think about the story ?</p> <p>2. The teacher gives recommendations on reading materials, based on student's interests</p> <p>3. The teacher guide students in choosing appropriate levels of material, beginning with easy text</p> <p>4. Students listen to the teacher's guidelines</p> <p>5. The teacher guides students in choosing a variety of materials of their interest. This may especially be necessary for students that choose the same type over and over</p>

		<ol style="list-style-type: none"> 6. The students usually choose their own material and moves along at their own pace but must push themselves in order to show greater progress 7. Students choose the interesting story for them 8. The teacher guides students in setting specific goals for amounts read 9. Students listen to the teacher's guidelines about specific goal of reading is comprehending the purpose of narrative text 10. The teacher provides modeling. If class time is given for reading, the teacher reads at the same time 11. The teacher read the text 12. The students read without the use of dictionary 13. The teacher overlooks if students are not aware of the exact meaning of each word. The teacher should not jump in and explain 14. Teacher helps students to find the difficult words by asking to other students 15. Skip over difficult word, they should skip the word and continue to read, because it can take longer time to translate the word 16. Teacher allows students to change the text if it is not interesting for them 17. Stop reading when its boring or too difficult. Readers must stop to read when they feel boring. If they force themselves to continue reading. They will be lost understanding the text 18. Students change the text if they want 19. After all students finishing their reading, teacher gives them exercises 20. Students answer the question
3	Closing activities (Confirmation)	<ol style="list-style-type: none"> 1. Students pay attention to conclusion on teacher taught 2. Teacher gives task to the students 3. Students do the structured task to measure students' competence 4. Teacher give the conclusion for all text 5. Teacher informs the next material to the students 6. Students preparing the materials that will be discussed at the next meeting

THIRD MEETING

(Find the main idea, information, meaning, and moral lesson in the narrative text)

NO	ACTIVITIES	ACTIVITIES DESCRIPTION
1	Opening Activities (Exploration)	<ol style="list-style-type: none"> 1. The teacher greets the students and call students' name one by one 2. Students respond to teacher's question and calling in order to create a nice atmosphere 3. Students participate activity in the learning process 4. Teacher asks question that relate prior knowledge to the material to be studied 5. Teacher describes the purpose of learning or KD to be achieved 6. Teacher delivers coverage and assesment materials
2	Main activities (Elaboration)	<ol style="list-style-type: none"> 1. The teacher ask the question about the text like "Do you ever read story The hen with the silver eggs ? What do you think about the story ? 2. The teacher gives recommendations on reading materials, based on student's interests 3. The teacher guide students in choosing appropriate levels of material, beginning with easy text 4. Students listen to the teacher's guidelines 5. The teacher guides students in choosing a variety of materials of their interest. This may especially be necessary for students that choose the same type over and over 6. The students usually choose their own mateial and moves along at their own pace but mush push themselves in order to show greater progress 7. Students choose the interesting story for them 8. The teacher guides students in setting specific goals for amounts read 9. Students listen to the teacher's guidelines about specific goal of reading is comprehending the purpose of narrative text 10. The teacher provides modeling. If class time is given for reading, the teacher reads at the same time 11. The teacher read the text 12. The students read without the use of dictionary 13. The teacher overlooks if students are not aware of the exact meaning of each word. The teacher should not jump in and explain 14. Teacher helps students to find the difficult words by asking to other students 15. Skip over difficult word, they should skip the word and continue to read, because it can take longer

		<p>time to translate the word</p> <p>16. Teacher allows students to change the text if it is not interesting for them</p> <p>17. Stop reading when its boring or too difficult. Readers must stop to read when they feel boring. If they force themselves to continue reading. They will be lost understanding the text</p> <p>18. Students change the text if they want</p> <p>19. After all students finishing their reading, teacher gives them excercises</p> <p>20. Students answer the question</p>
3	Closing activities (Confirmation)	<p>1. Students pay attention to conclusion on teacher taught</p> <p>2. Teacher gives task to the students</p> <p>3. Students do the structured task to measure students' competence</p> <p>4. Teacher give the conclusion for all text</p> <p>5. Teacher informs the next material to the students</p> <p>6. Students preparing the materials that will be discussed at the next meeting</p>

9. Source and Teaching Media

- a. Kids World Fun. 2014. *Moral of Short Story. Kids World Fun A Portal For Kids Parent and Teacher Blog.* <http://www.kidsworldfun.com>

10. Task

Answering the test (Essay)

11. Assessment

(First meeting)

Indicators of Competence Achievement		Assesement		
		Technique	Form	Instrument
a	Identifying the main idea, information, and meaning in the narrative text	Written test	Essays	a. Where was the story happened ?
b	Identifying the purpose of narrative text			b. Where did red hen find the wheat ? c. What did red hen say to the goose ? d. What are animals in the story ? e. What is the purpose of text above ?

(Second meeting)

Indicators of Competence Achievement		Assesment		
		Technique	Form	Instrument
a	Identifying the main idea, information, and meaning in the narrative text	Written test	Essays	<i>a. Where was the story happened ?</i>
b	Identifying the generic structure of narrative text			<i>b. Where did woman buy the hen?</i> <i>c. What did woman do to the hen ?</i> <i>d. Decide the generic structure of the text !</i>

(Third meeting)

Indicators of Competence Achievement		Assesment		
		Technique	Form	Instrument
a	Identifying the main idea, information, and meaning in the narrative text	Written test	Essays	<i>a. Who was the first character in the story ?</i>
b	Identifying the generic structure of narrative text			<i>b. What did mouse make in the basket?</i> <i>c. What happened to the mouse after eating corn ?</i> <i>d. What was the moral lesson from the text !</i> <i>e. Decude the geneneric structure of the text !</i>

11. Scoring

a. Assesment Guidelines

1. For each number, each correct answer scores 5
2. For each number, each incorrect or do not answer score 0
3. The ammount of maximum score of $5 \times 7 = 35$
4. The maximum value = 10
5. Students scores = $\frac{\text{Skor perolehan}}{\text{Skor maksimal}} \times 10$

Ayu Astari Dwi Fitri

NIM : 34141032

Knowing by

Vice Headmaster

English teacher

H. Muhammad Nasir, S.HI, MA

Ferri Zull Yanti, S.Pd

APPENDIX B :

For control group by using lecturing method

LESSON PLAN

School	: MTs Lab Ikip UMN AL-Washliyah Medan
Lesson	: English
Class / Term	: VIII (Eight) / 1

Kind of Text	: Narrative Text
Theme	: Folks Story
Aspect / Skill	: Reading
Time	: 8 x 45 minutes (4 meetings)

1. **Standard Competency** : Able to comprehend the meaning in the narrative text to communicate around environment
2. **Basic Competency** : Able to comprehend the meaning, generic structure in the text well, fluently and receive narrative text around environment
3. **Indicators** :
 - d. Identify the purpose of narrative text
 - e. Identify the generic structure of narrative text
 - f. Identify main idea, information, and meaning and moral lesson in the narrative text
4. **Objectives** : In the end of course, students are able to :
 - a. Decide the purpose of narrative text
 - b. Decide the generic structure of narrative text
 - c. Decide the main idea, information, meaning, and moral lesson in narrative text
5. **Student's behaviors are expected :**
 - a. Trustworthiness
 - b. Respect
 - c. Diligence
6. **Teaching Material**
 - a. The purpose of narrative text
 - b. The generic structure of narrative text
 - c. Find the main idea, information and meaning and moral lesson in narrative text

a. *(First meeting)*

The purpose of narrative text is to amuse the reader



Orientation	<i>BUGGY RACE</i>
	<i>Once upon a time there lived two best friends, the hare and tortoise. They liked to race against each other, but the hare always won</i>
Complication	<i>One day, the hare asked the tortoise to race down to the beach. The tortoise refused, he said he will lose anyway. The hare replied in a kind voice that he felt sorry about it</i>
	<i>But the next day, the hare found a way to race the tortoise that would be fair and lost of fun too. He asked the tortoise to come with him. The tortoise was slowly plodding over the sand hill towards the beach</i>
Resolution	<i>Now the two friends can race against each other all day and something tells me that the tortoise might win this time</i>

c. *(Third meeting)*

6. Teaching Method

(Questioning-Answering and Lecturing)

7. Teaching Steps

(FIRST MEETING)

(The purpose of narrative texts)

NO	ACTIVITIES	ACTIVITIES DESCRIPTION
1	Opening Activities (Exploration)	<ol style="list-style-type: none"> 1. The teacher greets the students and call students' name one by one 2. Students respond to teacher's question and calling in order to create a nice atmosphere 3. Students participate activity in the learning process 4. Teacher asks question that relate prior knowledge to the material to be studied 5. Teacher describes the purpose of learning or KD to be achieved 6. Teacher delivers coverage and assesment materials
2	Main activities (Elaboration)	<ol style="list-style-type: none"> 1. The teacher gives a text to the students 2. The teacher asks the question to the students about the text like "What do you ever read story "Buggy Race?" what do you think about the story?" 3. Students answer the teacher's question 4. Teacher explains the purpose of narrative text 5. Teacher chooses some student to read text loudly 6. One student read the text and other listen to him / her 7. Teacher ask the students to find out difficult words 8. Student find the difficult words 9. Teacher ask the student to find out the meaning 10. Students look at dictionary to find the difficult words 11. Teacher asks the students one by one to translate the text 12. Students translate the text
3	Closing activities (Confirmation)	<ol style="list-style-type: none"> 1. Teacher gives the conclusion of the text to the students 2. Students pay attention to the conclusion on teacher taught 3. Teacher give task to the student 4. Students do the structured task to measure student's competence 5. Teacher informs the text material to the students 6. Student preparing the materials that will be discussed at the next meeting

SECOND MEETING

(The generic structure of narrative text)

NO	ACTIVITIES	ACTIVITIES DESCRIPTION
1	Opening Activities (Exploration)	<ol style="list-style-type: none"> 1. The teacher greets the students and call students' name one by one 2. Students respond to teacher's question and calling in order to create a nice atmosphere 3. Students participate activity in the learning process 4. Teacher asks question that relate prior knowledge to the material to be studied 5. Teacher describes the purpose of learning or KD to be achieved 6. Teacher delivers coverage and assesment materials
2	Main activities (Elaboration)	<ol style="list-style-type: none"> 1. The teacher gives a text to the students 2. The teacher asks the question to the students about the text like "What do you ever read story "Buggy Race?" what do you think about the story?" 3. Students answer the teacher's question 4. Teacher explains the purpose of narrative text 5. Teacher chooses some student to read text loudly 6. One student read the text and other listen to him / her 7. Teacher ask the students to find out difficult words 8. Student find the difficult words 9. Teacher ask the student to find out the meaning 10. Students look at dictionary to find the difficult words 11. Teacher asks the students one by one to translate the text 12. Students translate the text
3	Closing activities (Confirmation)	<ol style="list-style-type: none"> 1. Teacher gives the conclusion of the text to the students 2. Students pay attention to the conclusion on teacher taught 3. Teacher give task to the student 4. Students do the structured task to measure student's competence 5. Teacher informs the text material to the students 6. Student preparing the materials that will be discussed at the next meeting

THIRD MEETING

(Find the main idea, information, meaning and moral lesson in the narrative text)

NO	ACTIVITIES	ACTIVITIES DESCRIPTION
1	Opening Activities (Exploration)	<ol style="list-style-type: none"> 1. The teacher greets the students and call students' name one by one 2. Students respond to teacher's question and calling in order to create a nice atmosphere 3. Students participate activity in the learning process 4. Teacher asks question that relate prior knowledge to the material to be studied 5. Teacher describes the purpose of learning or KD to be achieved 6. Teacher delivers coverage and assesment materials
2	Main activities (Elaboration)	<ol style="list-style-type: none"> 1. The teacher gives a text to the students 2. The teacher asks the question to the students about the text like "What do you ever read story "Buggy Race?" what do you think about the story?" 3. Students answer the teacher's question 4. Teacher explains the purpose of narrative text 5. Teacher chooses some student to read text loudly 6. One student read the text and other listen to him / her 7. Teacher ask the students to find out difficult words 8. Student find the difficult words 9. Teacher ask the student to find out the meaning 10. Students look at dictionary to find the difficult words 11. Teacher asks the students one by one to translate the text 12. Students translate the text
3	Closing activities (Confirmation)	<ol style="list-style-type: none"> 1. Teacher gives the conclusion of the text to the students 2. Students pay attention to the conclusion on teacher taught 3. Teacher give task to the student 4. Students do the structured task to measure student's competence 5. Teacher informs the text material to the students 6. Student preparing the materials that will be discussed at the next meeting

8. Task

Answering the test (Essay)

9. Assessment

First meeting

Indicators of Competence Achievement		Assesement		
		Technique	Form	Instrument
a	Identifying the main idea, information, and meaning in the narrative text	Written test	Essays	<i>a. Where did the story take place ?</i> <i>b. What did the traveller ask firstly ?</i> <i>c. How could the traveller feel frightening?</i> <i>d. Who did give all traveller's wishes ?</i> <i>e. What is the purpose of the text above ?</i>
b	Identifying the purpose of narrative text			

10. Second meeting

Indicators of Competence Achievement		Assesement		
		Technique	Form	Instrument
a	Identifying the main idea, information, and meaning in the narrative text	Written test	Essays	<i>a. Who were in the story ?</i> <i>b. Who were always be winner in racing ?</i> <i>c. How did tortoise win the racing</i> <i>d. What is the purpose of the text above ?</i> <i>e. Decide the generic structure of the text !</i>
b	Identifying the purpose of narrative text			

11. Third meeting

Indicators of Competence		Assesement		
		Technique	Form	Instrument

Achievement				
a	Identifying the main idea, information, and meaning in the narrative text	Written test	Essays	<i>a. What happened in the forest ?</i> <i>b. When did elephant decide to come back to river ?</i> <i>c. Who did ride into crocodile's back ?</i> <i>d. What did elephant do to crocodile and toad ?</i> <i>e. How can elephant's nose become long</i> <i>f. What was the moral lesson from the text ?</i> <i>g. What is the purpose of the text above ?</i> <i>h. Decide the generic structure of the text !</i>
b	Identifying the purpose of narrative text			

12. Scoring

b. Assesement Guidelines

6. For each number, each correct answer scores 5
7. For each number, each incorrect or do not answer score 0
8. The ammount of maximum score of $5 \times 7 = 35$
9. The maximum value = 10
10. Students scores = $\frac{\text{Skor perolehan}}{\text{Skor maksimal}} \times 10$

Medan, Juli 2018

Collegian

Ayu Astari Dwi Fitri

NIM : 34141032

Knowing by

Vice Headmaster

English Teacher

H. Muhammad Nasir, S.HI, MA

Ferri Zull Yanti, S.Pd

APPENDIX C :**PRE-TEST****Text 1**

A potato farmer was sent to prison just at the time when he should have dug the ground for planting potatoes. He knew that his wife was not strong enough to do the digging, although she could manage to do the planting. He also knew that none of his friends or neighbours would be willing to do the digging for him. So he wrote a letter to his wife saying, "Please do not dig the potato field. I hid the money and the gun there."

Ten days later, he got a letter from his wife saying, "I think somebody must have read your letter before it left the prison. Some policemen came two days ago and dug up the entire potato field. What should I do now?" The prisoner wrote back at once, "Plant the potatoes, of course."

1. Why was the potato farmer sent to prison ?
 - a. He killed a policeman
 - b. He didn't want to work
 - c. He had stolen a gun
 - d. He had stolen some money
2. How can the field be dug up ?
 - a. The wife dug up by herself
 - b. The wife asked someone to dig up the field
 - c. The wife asked the policemen to dig up the field
 - d. The policemen looked for money and gun in the field
3. The prisoner wrote the letter
 - a. To ask his wife not to tell anybody where he hid the money
 - b. To tell his wife that the policeman was coming to get the money and the gun
 - c. To make a confession to his wife
 - d. To share his secret with his wife
4. Which of the following statement is true ?
 - a. The policeman came to the field 10 days after the farmer wrote the letter
 - b. Although the potato farmer was in prison, his field was ready for planting
 - c. Although the farmer's wife was not so strong, she did the digging
 - d. The policeman succeeded in finding the hidden money and gun

Text 2

A wolf saw a goat grazing at the edge of a high cliff. The wolf smacked his lips at the thought of a fine goat dinner. "my dear friend," said the wolf in his sweetest voice, "aren't you afraid you will fall down from that cliff? Come down here and graze on this fine grass beside me on safe, level ground." "No, thank you," said the goat. "well then," said the wolf, "aren't you cold up there in the wind? You would be warmer grazing down here beside me in this sheltered area."

"No, thank you," said the goat.

"But the grass tastes better down here!" said the exasperated wolf, "why dine alone?"

"My dear wolf," the goat finally said, "are you quite sure that it is my dinner you are worrying about and not your own?"

5. What did the wolf ask when he saw the goat grazing at the edge of a high cliff ?
 - a. To be his friend
 - b. To graze on the level ground
 - c. To climb up higher
 - d. To be his dinner
6. "Aren't you cold up there in the wind"? The word "there" refers to
 - a. A high cliff
 - b. Sheltered area
 - c. Grass
 - d. Ground
7. What can we learn from the story above ?
 - a. Don't look down other creatures
 - b. Don't easily believe in well behaved creatures
 - c. Don't judge others by their appearance
 - d. Don't easily beat other creatures
8. From the story we know
 - a. The goat was very hungry
 - b. The wolf was a helpful animal
 - c. The wolf was eager to eat the goat
 - d. The goat was going to flight with the wolf

Test 3

The Greedy Mouse

A greedy mouse saw a basket full of corn. He wanted to eat it. So he made a small hole in the basket. He squeezed in through the hole. He ate a lot of corn. He felt full and was very happy.

Now he wanted to come out. He tried to come out through the small hole. He could not. His belly was full. He tried again. But it was of no use.

The mouse started crying. A rabbit was passing by. It heard the mouse's cry and asked, "Why are you crying, my friend?"

The mouse explained, "I made a small hole and came into the basket to eat the corn. Now I am not able to get out through that hole."

The rabbit said, "It is because you ate too much. Wait till your belly shrinks." The rabbit laughed and went away.

The mouse fell asleep in the basket. The next morning his belly had shrunk. But he wanted to eat some more corn. He forgot all about getting out of the basket. So he ate the corn and his belly was really big again.

After eating, the mouse remembered that he had to escape. But obviously, he could not. So he thought, "Oh! Now I will go out tomorrow."

The cat was the next passerby. He smelt the mouse in the basket. He lifted its lid and ate the mouse.

9. "is because you ate too much. Wait till your belly shrinks" the word "you" refers to ...
 - a. The mouse's
 - b. The cat's
 - c. The rabbit's
 - d. The dog's
10. What happened when the mouse ate and ate some corn ?
 - a. The mouse cried
 - b. The mouse made a small hole
 - c. The mouse's belly expanded
 - d. The mouse became smaller
11. The text tells us about ...
 - a. The bark dog
 - b. The greedy mouse
 - c. The fierce cat
 - d. The hungry rabbit

Text 4

Once upon a time there were four little rabbits. Their names were Flopsy, Mopsy, Cotton-tail and Peter. One morning they were allowed to play outside. Their mother reminded them not to go to Mr. McGregor's garden because their father had an accident there.

Flopsy, Mopsy, and Cotton-tail were good little rabbits. They went down the lane to pick blackberries. But Peter was naughty. He ran straight away to Mr. McGregor's garden. He ate some lettuces, French beans, and radishes. Suddenly, he met Mr. McGregor. Peter was very frightened and rushed away as fast as he could. He lost a pair of shoes and a jacket while he was running. Peter never stopped running or looked behind him till he got home. During the evening, he was sick because he was so tired. He had to drink some medicine while three of his brother had bread, mild and blackberries for supper.

12. Who was the naughtiest rabbit ?
 - a. Flopsy
 - b. Mopsy
 - c. Cotton-tail
 - d. Peter
 - e. Mr. McGregor

13. What did Flopsy, Mopsy and Cotton-tail eat?
 - a. Carrot
 - b. Blackberries
 - c. Lettuce
 - d. Strawberry
 - e. French beans

14. What did Peter lose while he was running ?
 - a. One of his shoe
 - b. A book
 - c. Vegetable
 - d. A pair of shoe

15. Why did Peter get sick ? Because ...
 - a. He was so tired
 - b. He did not eat
 - c. He caught a cold
 - d. He was eating to much

16. How did a naughty rabbit meet with Mr. McGregor ?
 - a. He came to Mr. Mcgregor's house
 - b. He ate the fruits in Mr. McGregor's garden
 - c. Mr. Mcgregor came to his house

- d. He meet in the garden

Text 5

Once a farmer owned a donkey and a lapdog. The donkey worked hard all day, hauling heavy loads. The lapdog stayed with his master all day, and lived in the house with him. He did not work, but was allowed to sit on the master's lap. The donkey grew jealous of the lapdog.

Perhaps if I behave like the dog, like wag my tail and jump on the master, the master will start loving me as much as he does the dog. So the donkey decided to wait for his chance.

One day, when he was left unattended, the donkey broke his halter and ran into the farmhouse kitchen. There the farmer sat at table. The donkey rushed up to him and began wagging his tail vigorously, and knocked off all the china from the table. He then started jumping around and frolicking like a little dog, and finally plonked himself down on the farmer's lap. The shocked farmer yelled for help. The farmhands came running in and dragged the donkey off to his stable, and gave him a beating he did not forget for the rest of his life.

17. What made the donkey jealous of the dog?
 - a. The halter that he has to wear
 - b. The beating that he has
 - c. The farmer's care to the dog
 - d. The chance to stay inside the house
18. What is the main idea of paragraph 3?
 - a. The donkey wanted to be loved by its master
 - b. The way the farmer treated the donkey
 - c. The things done by the donkey to be loved
 - d. The dog's habit is liked by the master
19. The best title for the text is?
 - a. The farmer and his dog
 - b. The donkey and the lapdog
 - c. The farmer and the donkey
 - d. The dog and it's master
20. What can we learn from the text?
 - a. It is good to share things with others
 - b. It is not good to help others
 - c. It is not good to be envious to others
 - d. It is good to keep your promise

Text 6

Once upon a time, there was a small village in Baghdad. Its population was very small. In this village everybody knew each other and knew every little or big problems that went on in the village. In this small village there was a bakery that was popular for its delicious bread.

One day a poor old man was walking in the street passing the bakery and he stopped to smell the scent of the bread which was spreading out of the bakery.

Suddenly, the baker caught the old man and shouted at him demanding the price of bread's scent. He almost dragged him to the police.

A very famous wise man named Juhha heard the baker shouting. So he went to him and asked about the problem. Juhha stood calmly listening to the baker and he thought for a solution.

After a few minutes Juhha's eyes glistened and an amused smile was on his face. He asked the baker "How much money do you want?". The baker and poor man were astonished, but the baker answered "3 dinars". Juhha took the money out of his wallet and put it in his pocket and shook the money. "Did you hear the sound of the money?" Juhha asked. "Yes, I did", the baker replied, and with big smile Juhha said "Well then, this is the price of your bread's scent!"

21. Who stopped to smell the scent of the bread?

- A. The baker.
- B. The police.
- C. The old poor man.
- D. Juhha, the wise man.

22. What did the baker do to the old man?

- A. He wanted to hear the sound of the old man money.
- B. He demanded the old man to pay for the scent.
- C. He shouted his problem to the old man.
- D. He gave the old man some solution.

23. ", which was popular for its delicious bread" (paragraph 1)
What does the word "delicious" mean?
- A. Sour
 - B. Tasty
 - C. Bitter
 - D. Unpleasant
24. What can we learn from the story above?
- A. We must help poor people.
 - B. We must take the benefit of what we offer.
 - C. We should pay nothing for things we use.
 - D. We shouldn't ask other to pay for what they don't get.

Text 7

One morning there was a tiger who woke up and just felt great. He felt so good, he went out and cornered a small monkey and roared at him "Who is the mightiest of all the jungle animals?" The poor little monkey replied, "You are of course, no one is mightier than you."

A little while later, this tiger confronted a deer and bellowed out. "Who is the greatest and strongest of all the jungle animal?" The deer was shaking so hard it almost could not speak, but managed to say, "Oh great tiger, you are by far the mightiest animal in the jungle."

The tiger walked proudly to an elephant that was quietly eating some weeds and roared at the top his voice, "Who is the mightiest of all the jungle animals?" Then this elephant grabbed the tiger with his trunk, picked him up, slammed him down, picked him up again and shook him until the tiger was just a blur of orange and black. Finally, the elephant threw him violently into a nearby tree. The tiger staggered to his feet and looked at the elephant and said, "Man, just because you don't know the answer, you don't have to get so angry!"

25. What did the elephant do to the tiger with his trunk ?
- a. Grabbed him
 - b. Answered his question
 - c. Disturbed him
 - d. Confronted him

26. What can we learn from the text ?
- We may not get easily angry to ourselves
 - We may not dishonest of ourselves
 - We may not be silly of ourselves
 - We may not be boastful
27. From the story above we know that ...
- A tiger was the greatest and strongest animal
 - All of the animals were afraid of the tiger
 - The elephant was stronger than the tiger
 - The tiger was afraid to the elephant

Text 8

One day a cat and a fox were having a conversation. The fox, who was a conceited creature, boasted how clever she was. 'Why, I know at least a hundred tricks to get away from our mutual enemies, the dogs,' she said. 'I know only one trick to get away from dogs,' said the cat. 'You should teach me some of yours!'

'Well, maybe some day, when I have the time, I may teach you a few of the simpler ones,' replied the fox airily

Just then they heard the barking of a pack of dogs in the distance. The barking grew louder and louder - the dogs were coming in their direction! At once the cat ran to the nearest tree and climbed into its branches, well out of reach of any dog. 'This is the trick I told you about, the only one I know,' said the cat. 'Which one of your hundred tricks are you going to use?'

The fox sat silently under the tree, wondering which trick she should use. Before she could make up her mind, the dogs arrived. They fell upon the fox and tore her to pieces.

28. The text tells you about the cat and ...
- The dog
 - The enemy
 - The fox
 - The trick
29. How can the fox be described
- She is always doubtful
 - She is always tricky
 - She is brave
 - She is clever
 -

Text 9

Along time ago, the Sun and the Moon were a married couple who lived on the Earth and were great friends of the Sea. One day, they invited the Sea to visit them but the Sea hesitated, thinking that there might not be enough room in their house. But they reassured him.

So the Sea went along with the fish and all the members of his family. Immediately the water began to rise and the Sun and the Moon, to avoid being drowned, had to climb up onto the roof and then eventually into the sky, where they are ever since.

30. What is the text about ?

- a. The Sun, the Moon and the Sea were great friend
- b. Why the Sun and the Moon lived on the sky
- c. The Sun and The Moon were afraid of water
- d. The water of the Sea would drown the Sun and The Moon

APPENDIX D :**POST-TEST****Text 1**

A potato farmer was sent to prison just at the time when he should have dug the ground for planting potatoes. He knew that his wife was not strong enough to do the digging, although she could manage to do the planting. He also knew that none of his friends or neighbours would be willing to do the digging for him. So he wrote a letter to his wife saying, "Please do not dig the potato field. I hid the money and the gun there."

Ten days later, he got a letter from his wife saying, "I think somebody must have read your letter before it left the prison. Some policemen came two days ago and dug up the entire potato field. What should I do now?" The prisoner wrote back at once, "Plant the potatoes, of course."

1. Why was the potato farmer sent to prison ?
 - a. He killed a policeman
 - b. He didn't want to work
 - c. He had stolen a gun
 - d. He had stolen some money
2. How can the field be dug up ?
 - a. The wife dug up by herself
 - b. The wife asked someone to dig up the field
 - c. The wife asked the policemen to dig up the field
 - d. The policemen looked for money and gun in the field
3. The prisoner wrote the letter
 - a. To ask his wife not to tell anybody where he hid the money
 - b. To tell his wife that the policeman was coming to get the money and the gun
 - c. To make a confession to his wife
 - d. To share his secret with his wife
4. Which of the following statements is true ?
 - a. The policeman came to the field 10 days after the farmer wrote the letter
 - b. Although the potato farmer was in prison, his field was ready for planting
 - c. Although the farmer's wife was not so strong, she did the digging
 - d. The policeman succeeded in finding the hidden money and gun

Text 2

A wolf saw a goat grazing at the edge of a high cliff. The wolf smacked his lips at the thought of a fine goat dinner. "my dear friend," said the wolf in his sweetest voice, "aren't you afraid you will fall down from that cliff? Come down here and graze on this fine grass beside me on safe, level ground." "No, thank you," said the goat. "well then," said the wolf, "aren't you cold up there in the wind? You would be warmer grazing down here beside me in this sheltered area."

"No, thank you," said the goat.

"But the grass tastes better down here!" said the exasperated wolf, "why dine alone?"

"My dear wolf," the goat finally said, "are you quite sure that it is my dinner you are worrying about and not your own?"

5. What did the wolf ask when he saw the goat grazing at the edge of a high cliff ?
 - a. To be his friend
 - b. To graze on the level ground
 - c. To climb up higher
 - d. To be his dinner
6. "Aren't you cold up there in the wind"? The word "there" refers to
 - a. A high cliff
 - b. Sheltered area
 - c. Grass
 - d. Ground
7. What can we learn from the story above ?
 - a. Don't look down other creatures
 - b. Don't easily believe in well behaved creatures
 - c. Don't judge others by their appearance
 - d. Don't easily beat other creatures
8. From the story we know
 - a. The goat was very hungry
 - b. The wolf was a helpful animal
 - c. The wolf was eager to eat the goat
 - d. The goat was going to flight with the wolf

Test 3

The Greedy Mouse

A greedy mouse saw a basket full of corn. He wanted to eat it. So he made a small hole in the basket. He squeezed in through the hole. He ate a lot of corn. He felt full and was very happy.

Now he wanted to come out. He tried to come out through the small hole. He could not. His belly was full. He tried again. But it was of no use.

The mouse started crying. A rabbit was passing by. It heard the mouse's cry and asked, "Why are you crying, my friend?"

The mouse explained, "I made a small hole and came into the basket to eat the corn. Now I am not able to get out through that hole."

The rabbit said, "It is because you ate too much. Wait till your belly shrinks." The rabbit laughed and went away.

The mouse fell asleep in the basket. The next morning his belly had shrunk. But he wanted to eat some more corn. He forgot all about getting out of the basket. So he ate the corn and his belly was really big again.

After eating, the mouse remembered that he had to escape. But obviously, he could not. So he thought, "Oh! Now I will go out tomorrow."

The cat was the next passerby. He smelt the mouse in the basket. He lifted its lid and ate the mouse.

9. "is because you ate too much. Wait till your belly shrinks" the word "you" refers to ...
 - a. The mouse's
 - b. The cat's
 - c. The rabbit's
 - d. The dog's
10. What happened when the mouse ate and ate some corn ?
 - a. The mouse cried
 - b. The mouse made a small hole
 - c. The mouse's belly expanded
 - d. The mouse became smaller
11. The text tells us about ...
 - a. The bark dog
 - b. The greedy mouse
 - c. The fierce cat
 - d. The hungry rabbit

Text 4

Once upon a time there were four little rabbits. Their names were Flopsy, Mopsy, Cotton-tail and Peter. One morning they were allowed to play outside. Their mother reminded them not to go to Mr. McGregor's garden because their father had an accident there.

Flopsy, Mopsy, and Cotton-tail were good little rabbits. They went down the lane to pick blackberries. But Peter was naughty. He ran straight away to Mr. McGregor's garden. He ate some lettuces, French beans, and radishes. Suddenly, he met Mr. McGregor. Peter was very frightened and rushed away as fast as he could. He lost a pair of shoes and a jacket while he was running. Peter never stopped running or looked behind him till he got home. During the evening, he was sick because he was so tired. He had to drink some medicine while three of his brother had bread, mild and blackberries for supper.

12. Who was the naughtiest rabbit ?
 - a. Flopsy
 - b. Mopsy
 - c. Cotton-tail
 - d. Peter
 - e. Mr. McGregor

13. What did Flopsy, Mopsy and Cotton-tail eat?
 - a. Carrot
 - b. Blackberries
 - c. Lettuce
 - d. Strawberry
 - e. French beans

14. What did Peter lose while he was running ?
 - a. One of his shoe
 - b. A book
 - c. Vegetable
 - d. A pair of shoe

15. Why did Peter get sick ? Because ...
 - a. He was so tired
 - b. He did not eat
 - c. He caught a cold
 - d. He was eating to much

16. How did a naughty rabbit meet with Mr. McGregor ?
 - a. He came to Mr. Mcgregor's house
 - b. He ate the fruits in Mr. McGregor's garden
 - c. Mr. Mcgregor came to his house

- d. He meet in the garden

Text 5

Once a farmer owned a donkey and a lapdog. The donkey worked hard all day, hauling heavy loads. The lapdog stayed with his master all day, and lived in the house with him. He did not work, but was allowed to sit on the master's lap. The donkey grew jealous of the lapdog.

Perhaps if I behave like the dog, like wag my tail and jump on the master, the master will start loving me as much as he does the dog. So the donkey decided to wait for his chance.

One day, when he was left unattended, the donkey broke his halter and ran into the farmhouse kitchen. There the farmer sat at table. The donkey rushed up to him and began wagging his tail vigorously, and knocked off all the china from the table. He then started jumping around and frolicking like a little dog, and finally plonked himself down on the farmer's lap. The shocked farmer yelled for help. The farmhands came running in and dragged the donkey off to his stable, and gave him a beating he did not forget for the rest of his life.

17. What made the donkey jealous of the dog?
 - a. The halter that he has to wear
 - b. The beating that he has
 - c. The farmer's care to the dog
 - d. The chance to stay inside the house

18. What is the main idea of paragraph 3?
 - a. The donkey wanted to be loved by its master
 - b. The way the farmer treated the donkey
 - c. The things done by the donkey to be loved
 - d. The dog's habit is liked by the master

19. The best title for the text is?
 - a. The farmer and his dog
 - b. The donkey and the lapdog
 - c. The farmer and the donkey
 - d. The dog and it's master

20. What can we learn from the text?
 - a. It is good to share things with others
 - b. It is not good to help others
 - c. It is not good to be envious to others
 - d. It is good to keep your promise

Text 6

Once upon a time, there was a small village in Baghdad. Its population was very small. In this village everybody knew each other and knew every little or big problems that went on in the village. In this small village there was a bakery that was popular for its delicious bread.

One day a poor old man was walking in the street passing the bakery and he stopped to smell the scent of the bread which was spreading out of the bakery.

Suddenly, the baker caught the old man and shouted at him demanding the price of bread's scent. He almost dragged him to the police.

A very famous wise man named Juhha heard the baker shouting. So he went to him and asked about the problem. Juhha stood calmly listening to the baker and he thought for a solution.

After a few minutes Juhha's eyes glistened and an amused smile was on his face. He asked the baker "How much money do you want?". The baker and poor man were astonished, but the baker answered "3 dinars". Juhha took the money out of his wallet and put it in his pocket and shook the money. "Did you hear the sound of the money?" Juhha asked. "Yes, I did", the baker replied, and with big smile Juhha said "Well then, this is the price of your bread's scent!"

21. Who stopped to smell the scent of the bread?

- A. The baker.
- B. The police.
- C. The old poor man.
- D. Juhha, the wise man.

22. What did the baker do to the old man?

- A. He wanted to hear the sound of the old man money.
- B. He demanded the old man to pay for the scent.
- C. He shouted his problem to the old man.
- D. He gave the old man some solution.

23. ", which was popular for its delicious bread" (paragraph 1)
What does the word "delicious" mean?
- A. Sour
 - B. Tasty
 - C. Bitter
 - D. Unpleasant
24. What can we learn from the story above?
- A. We must help poor people.
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Along time ago, the Sun and the Moon were a married couple who lived on the Earth and were great friends of the Sea. One day, they invited the Sea to visit them but the Sea hesitated, thinking that there might not be enough room in their house. But they reassured him.

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30. What is the text about ?

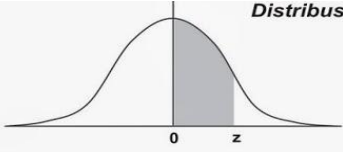
- a. The Sun, the Moon and the Sea were great friend
- b. Why the Sun and the Moon lived on the sky
- c. The Sun and The Moon were afraid of water
- d. The water of the Sea would drown the Sun and The Moon

APPENDIX E :

TABLE DSTRIBUTION NORMAL BAKU 0-Z

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

Distribusi Z



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

Dipergunakan untuk kepentingan Praktikum dan Kuliah Statistika Agrotek cit. Ade

APPENDIX F :

TABLE OF DISTRIBUTION

(Bilangan Dalam Badan Daftar Menyatakan:

Ep : Baris Atas untuk $p = 0.05$ dan Baris Bawah untuk $p = 0.01$)

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APPENDIX G :**DOCUMENTATION**

