THE EFFECT OF OK4R (OVERVIEW, KEY IDEAS, READ, RECITE, REVIEW, REFLECT) METHOD ON STUDENTS' READING COMPREHENSION

Skripsi

Submitted to Faculty of Tarbiyah and Teachers' Training, State Islamic University of North Sumatera as a Partial Fulfilment of The Requirement for Degree of Sarjana Pendidikan

By:

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MEDAN
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ABSTRACT

ADELIA PRATIWI. NIM. 34.15.3.065. THE EFFECT OF OK4R (OVERVIEW, KEY IDEAS, READ, RECITE, REVIEW, REFLECT) METHOD ON STUDENTS' READING COMPREHENSION.

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Key words: OK4R Method, Students' Reading Comprehension

The study is aimed at responding the following question: Is the student achievement in reading comprehension better taught by applying OK4R than conventional method. The subject of this study were 30 students at X-IIS 1 of SMA Cerdas Murni. The finding research shows that: The students that were taught by OK4R method have higher score than students were taught by conventional method. It was proved from the result of $t_{observation}$ (5.533) > t_{table} (1.671). It shows that students got better achievement in comprehend the text. The researcher found that there was significant achievement of the students' that were taught by applying OK4R method. It means that the students' were taught by OK4R method was better than taught by conventional method. The analysis of requirement test used normality and homogeneity test, and analyzing data used t-test formula. After analyzing the data, the writer got; From the data it is seen that the students' achievement in comprehend the text by applying OK4R method is higher than by conventional method at the tenth grade of SMA CERDAS MURNI. The students' achievement in reading comprehension by applying OK4R method got the mean 76.833 and standard deviation is 5.331. The students' achievement in reading comprehension who were taught conventionally got the mean 70.500 and standard deviation is 3.308. It means OK4R method is significant to be used to increasing students' reading comprehension. The result of $t_{observation}$ is 5.533 and t_{table} is 1.671 ($t_{observation}$ > t_{table}, 5.533 > 1.671). That shows if Ho is rejected and Ha is accepted. There is significant effect of OK4R method on students' reading comprehension.

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This undergraduate thesis entitle "The Effect of OK4R (Overview, Key Ideas, Read, Recite, Review, Reflect) Method on Students' Reading Comprehension" is submitted as final requirement in according undergraduate degree in English Department at Faculty of Tarbiyah and Teachers Training State Islamic University of North Sumatera.

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Assalamu'alaikum Wr. Wb

Setelah membaca, meneliti dan memberi saran-saran perbaikan seperlunya terhadap skripsi mahasiswa **Adelia Pratiwi** yang berjudul "The Effect of OK4R (Overview, Key Ideas, Read, Recite, Reflect, Review) Method on Students Reading Comprehension,

Maka kami berpendapat bahwa skripsi ini sudah dapat diterima dan dimunaqosyahkan pada sidang Munaqosyah Fakultas Ilmu Tarbiyah dan Keguruan UIN-SU Medan.

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CHAPTER I

INTRODUCTION

A. Background of Study

Reading is a person's ability to understand word by word from the reading material which is then followed by understanding sentence by sentence which then as the final stage understand paragraph by paragraph in reading the material or commonly called text. That is why reading as one of the important aspects that we should give more attention to this side. Reading is a tool to increase knowledge and productivity which can be utilized in our daily life. Reading is a crucial problem that we found for students on this day. Not all students aware of the importance of reading ability is.

According to Ahuja and Ahuja that the two processes of reading are the eyes had function to take the reading material or a text and then the brain gives a response the purpose or the meaning of the reading material or the text.[1] According to McGinnis and Smith that reading an activity that had aims to identify and evaluate ideas contained in reading material that makes the reader curious about the purposes of it.[2] Which is when students do the reading process be expected they can understand the words in the text, then they can connect word by words, so they can understand the purpose contained in the text.

Reading comprehension is an activity to understand and understand the purpose of a text. According to Snow reading comprehension is encouragement

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[1] Pramila Ahuja and G. C. Ahuja, *How to Increase Reading Speed, Procedures and Practice 4ᵗʰ Ed*, (New Delhi: Sterling Publisher Pvt, 2001), p. 5

[2] D. J McGinnis a pnd D. E Smith, *Analyzing and Treating Reading Problems*, (New York: International Reading Association, 1982), p. 13

process to arrange meaning so that you can know the purpose of the text.[3] It's mean that reading comprehension is a person ability when someone in reading process takes place. Where person can determine the purpose of a text by arranging the meaning of the word by words followed by the sentences by sentences, so they can understand the meaning of the whole paragraph of the written text.

In fact, there are currently many students who have not achieve the benefits of learning reading. Based on the experience of the writer's when PPL, there are many students who have not been able to read well and they have low ability to read. The first problem was the students' lack of vocabulary. The second problem is that students' cannot understand the purpose of the text because of the low ability to find main idea on the reading material.

There are many factors contribute to students' low ability in reading comprehension. There are two factors, the first is internal factor; motivation, IQ (Intelligence Quotient), interest, etc, and the second is external factor; teacher, friends, environment, learning methods, etc. The method that used by the teacher in the classroom can affect students ability in reading comprehension, because the method causes the teaching and learning process to run effectively and improve students' abilities.

To make sure the students' achievement in reading comprehension the researcher was used OK4R method. This method stands for Overview, Key Ideas, Read, Recite, Review, Reflect by Walter Pauk in 1974. The goals of this method is to increase the students understanding with the text when studying the context

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[3] Catherine E. Snow, *Understanding Toward an R&D Program in Reading Comprehension*, (Santa Monica: RAND Education, 2002)

material. It helps students to create the information in their mind and help them to rearrange students' own words to tell the information based on the knowledge they have got from the text.

Based on the reasons above, the writer is interested in conduct a research entitled: **"THE EFFECT OF OK4R (OVERVIEW, KEY IDEAS, READ, RECITE, REFLECT, REVIEW) METHOD ON STUDENTS READING COMPREHENSION"**

B. The Identification Problem

Based on background mentioned above, there is problem that have been identified in this research:

1. The students' can read the reading materials, but they have weaknesses in comprehending the text because of the lack of vocabulary which makes difficult for students' to find main idea of the text.

C. The Scope and Limitation

This research focused on the student's reading comprehension and the research limited to narrative text at ten grades of SMA CERDAS MURNI by using OK4R method.

D. The Formulation of The Problem

Based on the background of study, the problem of this research formulated as follow:

➢ Is there any significant effect of applying OK4R method on student's achievement in reading comprehension?

E. The Objective of The Study

The objective of the research is to investigate whether there is an effect of applying OK4R method on the student's achievement in reading comprehension.

F. The Significance of The Study

The significance of the research is intended to:

a. Theoretical significance, to add knowledge and experience as well as in application materials by using OK4R method especially about reading comprehension.

b. Practical Significance

1. Students, to increase their understanding in reading text especially in narrative text.

2. Teachers, as a guide to increasing student's ability in reading and understanding the text.

3. Stakeholder, to guide the teacher be a quality teacher to find another strategy to teaching the student's.

4. Other researcher, to guide the next researcher for develop another research.

CHAPTER II

LITERATURE REVIEW

In conducting the research, theories needed to explain some concept to applying the research. The theories must be classified to avoid confusion. The following theories used in this study.

A. Reading

The eloquent process of transferring ideas and information from the material that seen or read is called reading.[4] Fluent that the reader can quickly and precisely determine the purpose of the reading material without make any mistakes and doubts of the text. Switching the information and thought of the text means that the reader can understand the intent of the reading material and make a meaning for themselves based on the knowledge that they got from the reading material. From all of the process, its mean there are interactive process between the readers with the text. Because the reader can build meaning from the text as the basic of their knowledge to make a significance.

Reinking and Scheiner in Kustaryo way of interaction between press and observe the perception to make a meaning called reading. That is means someone who read something is interacting with the text, where the interaction can be seen from how the person makes meaning based on the reading material they read.[5] According to Rosenblatt in Moreillon said reading is a dealings process

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[4] David Nunan, *Practical English Language Teaching*, (New York: MC-Grawl Hill, 2003), p. 88

[5] Sukirah Kustaryo, *Reading Technique For College Students*, (Jakarta: Departemen Kementrian dan Kebudayaan, 1988), p. 2

between the reader text and the author.[6] Means when we read something, there is not only interaction between us and the text but we must understand the reading material. Because with understand the reading material we indirectly have or are interacting with the author through the text.

Burns said reading is how another person distribute their perception, grief and pleasure or their effort.[7] This is means reading can enable someone to discover new worlds or new knowledge that they have never gotten before. This allows someone to explore their selves exists potential in themselves to create new works. According to Patel reading is a crucial and worthwhile skill for someone to master. It means that reading is important ability for someone, where by having this ability someone can expand and discover the new things that have never been known before.[8] From the explanation above we know how really important of reading in our life, Allah says in Holy Al-Qur'an in surah Al-Alaq verse 1-5:

اقْرَأْ بِٱسْمِ رَبِّكَ ٱلَّذِى خَلَقَ ﴿١﴾ خَلَقَ ٱلْإِنسَٰنَ مِنْ عَلَقٍ ﴿٢﴾ ٱقْرَأْ وَرَبُّكَ ٱلْأَكْرَمُ ﴿٣﴾ ٱلَّذِى عَلَّمَ بِٱلْقَلَمِ ﴿٤﴾ عَلَّمَ ٱلْإِنسَٰنَ مَا لَمْ يَعْلَمْ ﴿٥﴾

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[6] Judi Moreillon, *Collaborative Strategies For Reading Comprehension*, (Chicago: Library Association, 2007), p. 19

[7] Burns et. al, *Teaching Reading in Today's Elementary School (3ʳᵈ Edition)*, (New York: Longman, 1984), p. 3

[8] M. F Patel and P. M Jain, *English Language Teaching: Method, Tools, and Techniques*, (Jaipur: Sunrises Publisher and Distributions, 2008), p. 71

Meaning:

"Read, In the name of your Lord, Who has created (all that exist). Has created man from a clot (a piece of thich coagulated blood), read and your Lord is the most Generous, who has thought (the writing) by the pen (the first person to write was prophet Idress (Enoch). Taught man that which he know not.[9]

The word IQRA! means READ. Which has deep and wide meaning made by Allah SWT as the Creator. From the verse above it can be interpreted as the most special creature (human) of God we must take excess of all the advantages that have been given by God for knowledge which one of them is by reading, with this verse can prove that reading is very important aspect of our lives. The reading process begins with decoding word that is deciphering the letters that make up the individual words. But reading is more than merely processing letters and sounds. The real meaning of the text lies in the relations the words have with each other. Reading well requires us to recognize these relationship and to put together the meaning of the text.[10]

From those opinion above it can be conclude that reading is a process when someone sees and understand the reading materials. Where in the text there are information and also the ideas were resulting from the author thoughts. At the end of this process the reader is expected to be able to determine the meaning of the text based on knowledge that has been obtained by the reader from the text.

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[9] Abdullah Yusuf Ali, *Roman Transliteration of The Holy Qur'an*, (Beirut: Dar Al Furqan, 1934), p. 596

[10] Deanne Spears, *Developing Critical Reading Skills Seventh Edition*, (United States: The MCGraw-Hill Companies:2006), p. 2

a. Types of Reading

There are some kinds of reading in order to able to know what kinds of reading the students must ready. Reading can be divided at least four types, they are: passive reading, scanning, skimming, and critical reading.[11]

1. Passive Reading

This type of reading consecrates on the receptive activity done by the readers. The purpose of this reading is the pleasure of escapism, the comfort of relation or merely reading one-self to sleep. The type of passive reading actually puts the readers as an uncritical one. The reader just receives the message poured by the writer without any effort to criticize the writing itself. For the students, this type of reading is not suitable because it will make the students passive in teaching reading.

2. Skimming

Skimming is the ability to identify main idea. In skimming can get general sense of passage or book, not specific details. The goal in skimming is not to read the text thoroughly, but it is used to find out the kind information that the readers seek, and if it does determine what to read more closely.

3. Scanning

Scanning is the ability to locate specific information (you know what you are looking for).[12] In scanning we do not read every word but only the keywords that will answer our question.

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[11] Earl Herberts 92002, *Writing For Action, Illlions 60430, Don Jones-Irwin Homewood)*, p. 62-63

[12] Team of Five, *Improving Reading Skill in English*, (Jakarta: Kencana Prenada Media Group, 2002), p. 40

4. Critical reading

Steve says" critical reading is at the heart of reading for learning it is the most active form of reading as it involves engaging in a dialogue with the text. We can associate this style of reading with school, because we are usually to order to answer many questions set by the teacher or a writer on a specific piece of text. It's more effective when the reader on the responsibility for posing the questions.

b. Purpose of Reading

Khalifa and Weir in Grabe and Stoller classified reading purposes under seven main headings, while recognizing that these headings are heuristic and many variations could be proposed[13]:

1. Reading to search information for simple and reading to skim

In reading to search, we typically scan the text for a specific word, or for a specific peace of information, or a few representative phrases. Reading to skim (sample segments of the text for a general understanding) is a common part of many reading tasks and a useful skill in its own right. It involves in essence, a combination of strategies for guessing where the important information might be located in the text, and then using general reading comprehension skills on those segments of the text until a general idea is formed.

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[13] H. Khalifa and C. J Weir, *Examining Reading: Research and Practice in Assessing Second Language Reading*, (Cambridge: Cambridge University Press, 2009)

2. Reading to learn from texts

Reading to learn is considerable amount of information from a text. Need competence to; remember main idea as well as a number of details that elaborate the main and supporting ideas of the text, recognize and build rhetorical frames that organize the information in the text, link the text to the readers' knowledge base. It makes stronger inference demands than general comprehension to connect text information with background knowledge.

3. Reading to integrate information, write and critique texts

Reading to integrate information requires to critical evaluation of the information being read so that the reader can decide what information to integrate and how to integrate it for the readers' goal. That is for abilities to select, critique, and compose information from a text.

4. Reading for general comprehension

Reading for general comprehension is ability to create new words to represent main ideas.

B. Reading Comprehension

Many definitions of reading comprehension. A prevalent and current view is the comprehension is a special kind of thinking process. The reader comprehend by actively constructing meaning internally from interacting with the material that is read by Anderson and Pearson in Alexander.[14] The reader must be understand the words in the text and connect the meaning of the term in order to produce a

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[14] J. Estill Alexander, *Teaching Reading*, (London: Scout Forestman and Compony, 1988), p. 255

significance that represent information from the text that has been read. Reading for general comprehension is its most obvious sense, the ability to understand information in the text and interpret appropriately.[15] Which is means that the readers' can understand the intent and meaning of text in a whole, it seen from how the reader interpreting the knowledge obtained from the text.

Reading is also comprehending process. The nation of comprehending is both obvious and subtle. It is obvious in that any person could say that understanding a text is purpose for reading; it is less obvious respect to the ways that such understanding might be carried out by the reader, as will be seen in the next section.[16] Process that depend not only comprehension skill, but also the students judgment and evaluation. Reading comprehensions understands what has been read. It is active thinking experience and prior knowledge, comprehension involves understanding of vocabulary, seeing the relationship among word and concept, organizing authors' purpose making.[17]

Comprehension is the aim of reading by Anderson in Nunan.[18] According to Klingner, Voughan, and Boardman reading comprehension is a complex process that involves many interaction between readers and what they bring to the text (previous knowledge, strategy use) as well as variables relate to the text itself (interest in text, understanding of the text types).[19] Serravallo said comprehension

[15] William Grabe and Fredricka L. Stoller, *Teaching and Researching Reading 2nd Edition*, (New York: Routledge, 2013), p. 11

[16] Sanggam Siahaan, *Issues in Linguistics*, (Yogyakarta: Graham Ilmu, 2008), p. 18

[17] Kustaryo, *op. cit.*, p. 11-12

[18] Nunan, *op. cit.*, p. 3

[19] Klingner, Vaughan and Alison Boardman, *Teaching Reading Comprehension to Students with Learning Difficulties*, (New York: Gilford, 2007), p. 8

is the heart of what it means to really read.[20] Reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language by Snow in Wulandari.[21]

Based on the explanation above, reading comprehension is process by when the reader can understand the contents of the reading material well. It is mean that the reader is able to understand what the author means and can interpret the reading material in their own language (which is easily for understood) without changing the meaning and information contained of the text.

a. Aspects of Reading Comprehension

There are five aspects of reading which help the students to comprehend the English text, such as: main idea, specific information, references, inference, and vocabulary.

1. Identifying Main Idea

Main idea is the central thought of paragraph and what paragraph is about. To find the main idea of paragraph the reader must find what general element the sentence shared. Some textbook the writers' place the main idea at the beginning of the paragraph.

2. Identifying Specific Information

Supporting sentence or specific information develops the topic sentence by giving definitions, examples, facts, and incidents, comparison, analogy,

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[20] Jennifer Serravallo, *Teaching Reading in Small Groups*, (Portsmouth: Heinemann, 2010), p. 43

[21] Winni Wulandari, *The Effect of Applying OK4R(Overview, Key Ideas, Read, Recite, Review, Reflect) Method On Students' Achievement In Critical Reading Comprehension*, Skripsi, (Medan: University of Muhammadiyah Sumatera Utara, 2018), p. 16

cause and effect and quotation. The reader must be more careful to correctly understood the message to find details (identify the important one than others) that support the main idea.

3. Determining Reference

Reference is a relation between objects in which one object designates, or acts as a means by which to connect to or link to another object. That is means such words are used to signals the reader find the meaning in elsewhere in the text.

4. Making inference

Inference is an educational guess or prediction about something unknown based on available facts and information. Inference is defined as understanding that is derived from an indirect suggestion of what is stated.

5. Understanding Difficult Vocabulary

Understanding difficult vocabulary is understood the words meaning and their use.

C. Narrative Text

Narrative is a text based on someone's imagination that express like an event that was happened. The narrative text is written in such way to influence the readers' thinking that the fiction stories have ever happened in real life, because when the reader read the story they feel like can hear, touch and tasted the event in details and real. Narrative text can be in the form of tales, horror stories, romantic stories and etcetera.

Narrative is a piece of text which tells a story and entertains or inform.[22] Narrative taken from Latin word *Narre 'to* make known, to convey information, provide individuals with the tools to learn and to teach others about the world. Narratives are also used by researches as a metalanguage that allows them both to describe their research and study objects approaching them as a narrative discourse.[23] According to Pardiyono narrative text is a kind of text to tell past activities which focus on problematic experience and resolution to amuse and give lesson moral to the reader.[24]

So, from the above explanation narrative text is a fiction story who tells about an event. This text is made to entertain the reader, where by reading this narrative story the reader can feel the various emotions based on the story genre of that contained in the story.

a. Generic Structure of Narrative Text

Sanggam Siahaan and Kisno Shinoda was determined some common point of narrative text:[25]

1. Orientation   : sets the scene and introduces the participant

2. Evaluation   : a stepping back evaluating the plight

3. Compilation   : a crises rises

4. Resolution   : the crisis is resolved, for better or worse

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[22] M, Anderson and K, Anderson, *Text Types in English*, (South Yarra: Macmillan Education Australia, 1997), p. 8

[23] Michigan Education, *Genre Project*, (Department of Education), p. 3

[24] Pardiyono, *Pasti Bisa!Teaching Genre-Based Writing*, (Yogyakarta: Ando Ofsset, 2007), p. 9

[25] Sanggam Siahaan and Kisno Shinoda, *Generic Text Structure*, (Yogyakarta: Graham Ilmu, 2008), p. 73-73

5. Re-orientation : optional

A Narrative text usually has three or four main parts:

Orientation is the first part; it is the stage where the narrator gives information about the situation of the characters, what they want, the time and place the story happened. In other words, it answers the questions who, what, when and where. Usually, an atmosphere that makes readers or listeners wants to know more is created here.

The second part is complication; it is the stage where a crisis arises. It is usually in the middle of the story to make the story more interesting, as the main character faces problems.

Resolution is the third part of a narrative; a satisfying narrative will give resolution to the complication. However, sometimes some narratives let the readers or listeners curious about how the stories end.

At the end of narrative reorientation is the stage which returns the listener or readers to the present and provides a kind of magic summation of the events, rather like the moral value at the end of fables. This stage is more common in spoken narratives, and is optional.[26]

D. Overview, Key Ideas, Read, Recite, Review, Reflect (OK4R) Method

OK4R is a suitable method for reading comprehension. This method helps students how to read in a right way, so the material or information that has been read can be remembered correctly without changing the meaning. Robinson said

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[26] Artono, W Dkk, *English in Focus Kelas 8*, (Pusat Perbukuan: Depdiknas, 2008), p. 98

OK4R is a method that can help the students to focus on studying and prioritizing the information in a way that relates directly to how they will be ask to use the information in an exam.[27] It is mean that this method can help the students to remember the lessons they have learned before. Because this method just focused only on the core of the teaching material that has been learned.

According to Peterson OK4R strategy is instead of just starting at the beginning and reading through to the end, the students will do assignment a lot and remember a lot more if students take the time to follow it. This strategy as the students to focus about the topic.[28] It is mean by using this learning method students can remember the lessons not only through reading but also by doing assignments. When doing this method students are expected to be able to remember their lessons because they have done many tasks beside by reading the material. Clemens said OK4R is a method that is suitable for teaching reading comprehension and can improve students' abilities in reading comprehension. There are several steps that must be taken to apply the OK4R method, such as:

1. Overview

First, students read the title, the introductory and summarizing paragraphs and all the heading included in the reading material. Then you will have a general idea of what topics will be discussed. Do the chapter by chapter in a book or paragraph by paragraph in a text.

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[27] Francis Robinson, *How to Study OK4R Method*, (2000), p. 10
[28] Franklin Peterson, *Study Smart How To Learn More English*, (London: Addisor Longman Limited, 2006)

2. Key Ideas

The second step is go over the text again and look for key idea. These are usually located in the first or the last sentence of each paragraph and diagrams and captions or go back and skim the text for the key ideas (usually found in the first sentence of each paragraph). Also read the italics and bold type, bulleted sections, itemizations, pictures and tables. After this you know what the author's saying about his topic.

3. Read

After students do the overview and you get key ideas which has prepared to read carefully. The students read the reading to comprehensively, do this activity repeatedly while trying to get the author ideas. If you come to a new word which you do not know, look it up main a note of it. Perhaps its meaning will be clear as you complete that particular sentence but it is better to look for the word meaning read or the material this is frequently the only step that students perform.

4. Recite (Recall)

In this step, close the book and immediately try to recall the main points of what you have read. This will have solidify the information in your mind. Put aside the text and say or write, in a few all that you have read. Say with the general topic when you make the survey key word or sentences, major points of what they have read (this is the time to put down read notes in your loose-leaf book). DR. Walter Pauks' says that one minute spent in immediate read nearly doubles retention of that piece of data.

5. Review

At a later time, go over the text again to review material and refresh your memory. If you notice anything that you have forgotten, study those parts again. It should be done for the next short quiz, and then again for later test throughout the term. Several reviews will make that knowledge.

6. Reflect

Discussed before how meaningfulness can help improve learning. In this step, try to relate what they have read to things that already know. Try to find significance in what they have learned. In this step, students should reflect on the text as you reading it, trying to understand it, think of examples, and to relate the material to prior knowledge.[29]

a. **The Implementation of Overview, Key Ideas, Read, Recite, Reflect, Review (OK4R) Method in Reading Comprehension**

There are some steps to applying OK4R:

1. Overview

Teacher order the students to read the title, introduction of the paragraph (heading of the reading material). After that the students will get general idea of the text.

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[29] Jeremy Clemens, *OKRRRR Textbook Reading System: Adapted From DR. Walter Pauk*, (Cornel University, 2012)

2. Key Ideas

Students go to the reading material again and students doing skim to the text for the key ideas.

3. Read

Students read the reading material carefully (do this activity repeatedly to get authors' idea.

4. Recite

Students close their book and trying to say or write what they have read.

5. Review

The students go over the material again to review and refresh their memory.

6. Reflect

Students try to relate what they have read (things that they already know). After that students should reflect on the text and trying to understand it and trying to find the example.

b. **The Advantages of OK4R Method**

1. Making the process of reading more effective and efficient.

2. Making the process of reading are well-organized.

3. Making the students remember the material longer.

4. Making the students easy to understand the text.

c. The Disadvantages of OK4R Method

The disadvantages of this method is the students need much time in key ideas time and sometimes they feel difficult in the reflect stage because the students low experience.

E. Related Study

The relevant studies on the similarities in this variable of study even in the dependent variable or independent variable. Some of relevant of the study with the research done as follows:

1. The Effectiveness of OK4R Strategy to Teach Reading Comprehension of Recount Text by Mita Safitri in 2017 at grade VIII SMP Muhammadiyah Ngemplak.[30] In this research she found that there is a difference in the reading comprehension ability between the students who are taught by using OK4R strategy and those who are taught by using a conventional technique. It can be seen from the mean score in the posttest of the experimental group and the control group. The mean score of the experimental group is higher than the control group (25.93 > 20.26). It means that the use of OK4R strategy is more effective than a conventional technique. The significance value of 0.000 is less than the significance level of 0.05 (0.000 < 0.05), which means that the result of this study are considered to have a significant difference.

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[30] Mita Safitri, *The Effectiveness of OK4R Strategy to Teach Reading Comprehension of Recount Text: An Experimental Study in SMP Muhammadiyah Ngemplak*, (Yogyakarta: PGRI of Yogyakarta, 2017)

2. The Effect of Using OK4R Method Towards Students Reading Comprehension By Fitria Anjani at grade XII IPA SMAN 11 Padang.[31] the researcher found that the mean score for the experimental class which was taught by using OK4R Method was 39.24 with variance 78.66 the mean score for the control class that was taught by using PQRST Method was 35.38 with variance 42.39. The researcher found that the standard deviation for both classes were 7.78 Standard deviation of both classes was gotten from gain the result needed. The researcher found that t-test (2.13) was bigger than t-table (2.00) at the degree of freedom 58 and at the level of significance 0.05.

Based on the related studies above, that is evident if the OK4R method effective to increase students' ability in reading comprehension. It is show from the increasing score of students' after applied the method.

F. Conceptual Framework

OK4R method is the one of the methods that can help the teacher to solve problem on students reading comprehension. There are six steps of OK4R method, they are: Overview, Key Ideas, Read, Recite, Reflect and Review. This procedure of the method will monitor the students learning and comprehension on their study of narrative text. First, students must overview the reading material that contains the basis ideas and key of the points. Next section is the students need to read in

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[31] Fitria Anjani, *The Effect of Using OK4R Method Towards Students Reading Comprehension: A Study At XII Grade Students in SMAN 11 Padang*, (Padang: STKIP PGRI Sumatera Barat, 2015)

detail topic during of silent point to recall or recite after that reflect the points by relating them with other ideas or something that common will help to understanding. The last, the students go through the material again to get a better understanding of difficult or unclear areas.

OK4R is effective method to be using to improve the reading skill of students because this method has many advantages for students. applying OK4R method can increasing the students reading comprehension, using this method also make students to be creative, attentive, and energetic.

G. Hypothesis

The hypothesis of this research were followed:

Ha: There is significant effect of applying OK4R method on students' reading comprehension on narrative text.

Ho: There is no significant effect of applying OK4R method on students' reading comprehension on narrative text.

CHAPTER III

RESEARCH METHODOLOGY

A. Location and Time

This research was conducted at SMA CERDAS MURNI, Kecamatan Percut Sei Tuan, Kabupaten Deli Serdang, Sumatera Utara in academic years 2019/2020. The researcher was chosen this school because the research has never been conducted before, suitable for ability and limitation finance.

B. Population and Sample

a. Population

Population is general region consists of: object or subject which have quality and specific characteristic that has been determined by the researcher to be studied to get the conclusions.[32] The population of this research included the first grade students of SMA CERDAS MURNI in the first semester. Which consist of three classes. So, total of students are 90. The population can be seen in the table 3.1.

Table 3. 1
The Population of Research

No.	Class	Population
1.	X MIPA 1	30
2.	X MIPA 2	30
3.	X IIS 1	30
Total		90

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[32] Sugiono, *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatof, dan R&D*, (Bandung: Alfabeta Bandung, 2018), p. 117

b. Sample

Sample is the part of number and characteristics possessed by the population. If population have a large mount and researchers have limitations to learn all thing that was exists in the population, the researcher can use a sample of the population and the conclusions can be applied to the population.[33] The sample of this research were X IIS 1 and X MIPA 2 which consist of 30 students per class. This sample was taken by using cluster sampling technique. The sample can be seen in the table 3.2.

Table 3. 2

The Sample of Research

No.	Class	Sample
1.	X IIS 1	30
2.	X MIPA 2	30
Total		60

C. Research Design

This research was used an experimental method namely two different groups pre-test and post-test.[34] The experimental group consists of 30 students and the control group consists of 30 students. The experimental group would be taught by OK4R method and the control group would be taught by conventional method.

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[33] *Ibid*., p. 118
[34] Sugiono, *Metode Penelitian Pendidikan*, (Bandung:Alfabeta, 2015), p. 74

Table 3. 3
Table of Research Design

Group	Pre-Test	Teaching	Post-Test
Experimental Group	✓	OK4R Method	✓
Control Group	✓	Conventional method	✓

D. Instrument of The Research

The instrument of this research is test. The test is a set of question who made by the researcher and it would be answered by the students. The purpose of this test is to find out how well the students understand about the materials that would be given by the researcher. The test is multiple choices.

E. Procedure of The Research

a. Pre-test

A pre-test would be conducted in experimental group to find out the students' reading comprehension in narrative text before having a treatment and in control group. The pre-test would be given to the experimental and control group to get their score.

b. Treatment

The treatment would be given to the experimental group by using OK4R method and the control group by using conventional method.

c. Post-test

Post-test have function to know if the treatment gave the effect or not on students reading comprehension. It can be seen from the differences between post-test scores experimental groups and control group.

Table 3. 4
Procedure of Research in Experimental Group

No	Teacher Activities	Students Activities
1.	Teacher would be given the pre-test material and submitted the student work sheets. Checking the work sheet to get students pre-test score	Students would be answered the question based on the material
2.	Teacher would be given treatment by using OK4R method a. Overview: teacher would be ordered the students to read the first and the last paragraph, read the heading and skim the reading material b. Key Ideas: teacher order the students to skim the reading material to get key ideas in every paragraph c. Read: teacher order the students to read the whole reading	Students paid attention to the teacher a. Students would be looked the heading and the first sentence of the paragraph b. Students skim the text to find the key ideas in each paragraph c. Students read the material slowly to understand the text and

	material and underline the difficult words	finding the difficult words
	d. Recite: teacher woulb be ordered the students to close the reading material and instruct them to say or write down the points that they get while reading	d. Students would be closed the reading material and try to write down or say the points of the material
	e. Reflect: teacher order the students to connect the topic of the reading material on their daily life or experience	e. Students would be connected the topic to their daily life or experience
	f. Review: teacher and students will reviewing the text together. Teacher would be asked the students what is the text about, students will mention the difficult words and try to find the meaning of difficult words together	
3.	Teacher would be given the post-test material	Students would be answered the question based on the post-test material
4.	Teacher would be submitted the students work sheets	Students would be submitted their work to the teacher

Table 3. 5
Procedure of Research in Control Group

No.	Teacher Activities	Students Activities
1.	Teacher would be given the pre-test and will explain the genre of the text and order the students to read the material	Students listen the teacher and would be done the pre-test suitable to the teacher explanation
2.	Teacher would be ordered the students to find out the difficult words in the reading material and give them instruction try to find out the meaning in dictionary	Students would be found the difficult words and looking for the meaning in dictionary
3.	Teacher would be ordered the students to read the text	Students would be read the reading material
4.	Teacher would be given the post test and order the students to answer the question based on the material	Students would be done the post-test and submitted to the teacher
5.	Teacher would be conclude the lesson by summarizing what they have learn	Students listen carefully to the teacher conclusion

F. Technique of Collecting Data

Collecting of the data would be analyzed by using some procedure:

a. Checking the students' answer

b. Identified the students' answer

c. Scoring the students' answer based on the correct and wrong answer

d. Listing the score into different table between experimental and control group

e. Calculating the total score of post-test

f. Found the mean score of pre-test and post-test

g. Found the standard deviation

h. Tested hypothesis by applying T-test

G. Technique of Data Analysis

After collecting the data from the test, the data would be analyzed by using some procedure:

a. Scoring students' correct and wrong answer

b. Listing the scores into two table, from control group score as Y variable and from the experimental group score as X variable.

c. Calculating the total score. According to Sugiono, the calculating score would be conducted by using t-test as below:[35]

1. Hypothesis (T-test)

$$T - test \ \ t = \frac{\overline{X_1} - \overline{X_2}}{s\sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

T-test = The effect

$\overline{X_1}$ = average value of sample group owning highest

$\overline{X_2}$ = average value of sample group owning lowest score

S = Merger deviation

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[35] Sugiono, *op. cit.*

$S_{1^2} =$ Variant of Pre-test – Post-test in experimental group

$\overline{S_{2^2}} =$ Variant of Pre-test – Post-test in control group

$n_1 =$ Sample in experimental group

$n_2 =$ Sample in control group

CHAPTER IV
DATA ANALYSIS AND RESEARCH FINDINGS

A. The Data

The data was conducted by applying experimental research. The data was obtained from the result of pre-test and post-test from both of group, namely experimental group and control group. They were asked to answer the multiple-choice questions in reading test which the total score is 100. The pre-test was given before treatment and the post-test was given after the treatment. The researcher gave the treatment for students in experimental group by applying OK4R method while the control group in conventional method.

From the data were collected from the experimental group in pre-test the lowest score was 40 and the highest score was 60 where the mean of the pre-test was 46.5. On the other hand from the post-test of experimental the lowest score was 70 and the highest score was 85 where the mean of the pre-test was 76.83. Whereas, the data from the control group in pre-test the lowest score was 40 and the highest score was 65 where the mean of the pre-test was 51.50. On the other hand from the data in post-test from control group, the lowest score was 65 and the highest score was 75 where the mean of the post-test was 70.5.

Based on the explanation and the data above, it shows that the students' score on the experimental group was higher than students' score in control group, where the mean of the pre-test before applying the method was 46.5 and after applying the method the mean was 76.83. The total score of the mean score from the experimental and control group showed that there was a significant effect on students' reading comprehension score between pre-test and post-test.

B. Data Analysis

    a. The Data of Students' Reading Comprehension

        The calculation of the data was made to find out the total score before and after applying of OK4R method for experiment group on students' reading comprehension.

Table 4. 1

Total Score of Pre-test and Post-test in Experimental Group

No.	Initial	Score	
		Pre Test	Post Test
1.	AY	60	85
2.	AZ	45	70
3.	AA	45	80
4.	ANL	55	85
5.	ASA	40	70
6.	AAS	60	85
7.	BI	60	85
8.	HM	50	80
9.	HM	40	75
10.	IP	40	70
11.	MR	55	85
12.	MFM	45	80
13.	MSH	40	75
14.	MK	45	75
15.	NR	50	80

No.	Name	Pre-test	Post-test
16.	NS	40	75
17.	NKN	55	75
18.	QMN	40	70
19.	RI	45	75
20.	RA	45	70
21.	SBA	40	75
22.	SKM	40	75
23.	SDH	50	80
24.	SRS	40	70
25.	SW	40	75
26.	SHH	50	80
27.	SKN	40	70
28.	TRS	40	75
29.	V	40	75
30.	HA	60	85
	$\sum$	**1395**	**2305**
	$\overline{X}$	**46.500**	**76.833**
	S	**53.707**	**28.420**

From the table above describes the score of pre-test and post-test in the experimental group. The lowest score of pre-test is 40 and the higher score is 60 with mean 46.500. Meanwhile, the lowest score of post-test is 70 and the higher score is 85 with mean score 76.833.

Table 4. 2

Frequency Distribution Pre Test of the Experiment Group

No.	Score (x_i)	f_i	$f_i x_i$	x_i^2	$f_i x_i^2$
1.	40	13	520	1600	20800
2.	45	6	270	2025	12150
3.	50	4	200	2500	10000
4.	55	3	165	3025	9075
5.	60	4	240	3600	14400
Total		**30**	**1395**	**12750**	**66425**

Based on the data above, the result of FiXi² is 66425 and FiXi is 1395. Then the following is the calculation of mean, variant and standard deviation of pre-test in experimental group.

Mean ($\overline{x}$)

$$(\overline{x}) = \frac{\sum fixi}{\sum fi}$$

$$= \frac{1395}{30}$$

$$= 46.500$$

Variant (S²)

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

$$= \frac{30 x 66425 - (1395)^2}{30(30-1)}$$

$$= \frac{1992750 - 1946025}{870}$$

$$= \frac{46725}{870}$$

$$= 53.707$$

Deviation Standard

Deviation standard was found by drawing root of variants that was:

$$\sqrt{53.707} = 7.328$$

Table 4. 3
Frequency Distribution Post Test of the Experiment Group

NO	Score (x_i)	f_i	f_ix_i	x_i^2	$f_ix_i^2$
1	70	7	490	4900	34300
2	75	11	825	5625	61875
3	80	6	480	6400	38400
4	85	6	510	7225	43350
Total		**30**	**2305**	**24150**	**177925**

Based on the data above, the result of FiXi² is 177925 and FiXi is 2305. Then the following is the calculation of mean, variant and standard deviation of post-test in experimental group.

Mean ($\bar{x}$)

$$(\bar{x}) = \frac{\sum fixi}{\sum fi}$$

$$= \frac{2305}{30}$$

$$= 76.833$$

Variant (S²)

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

$$= \frac{30 \times 177925 - (2305)^2}{30(30-1)}$$

$$= \frac{5337750 - 5313025}{870}$$

$$= \frac{24725}{870}$$

$$= 28.420$$

Deviation Standard

Deviation standard was found by drawing root of variants that was:

$$\sqrt{28.420} = 5.331$$

Table 4. 4

Total score of Pre-test and Post-test in Control Group

No.	Initial	Score	
		Pre Test	Post Test
1.	AA	60	70
2.	AA	45	70
3.	AP	55	75
4.	BSY	50	70
5.	BF	50	75
6.	DAR	50	75
7.	DA	40	70

8.	DAN	40	70
9.	DBN	40	70
10.	EW	60	65
11.	FHA	65	65
12.	FK	60	65
13.	HN	65	70
14.	IP	55	70
15.	IRP	65	70
16.	MD	60	70
17.	MAW	45	75
18.	MHS	55	75
19.	MWK	60	70
20.	NST	65	75
21.	NNA	50	75
22.	NIA	40	70
23.	NS	40	70
24.	RNF	65	70
25.	RP	40	70
26.	RF	40	65
27.	RS	40	75
28.	RA	65	70
29.	SE	40	70
30.	SO	40	65

Σ	1545	2115
$\overline{X}$	51.500	70.500
S	87.225	10.948

From the table above describes the score of pre-test and post-test in the control group. The lowest score of pre-test is 40 and the higher score is 65 with mean 51.500. Meanwhile, the lowest score of post-test is 65 and the higher score is 75 with mean score 70.500.

Table 4. 5
Frequency Distribution Pre Test of the Control Group

NO	Score (x_i)	f_i	$f_i x_i$	x_i^2	$f_i x_i^2$
1	40	10	400	1600	16000
2	45	2	90	2025	4050
3	50	4	200	2500	10000
4	55	3	165	3025	9075
5	60	5	300	3600	18000
6	65	6	390	4225	25350
	Total	30	1545	16975	82475

Based on the data above, the result of $FiXi^2$ is 82475 and FiXi is 1545. Then the following is the calculation of mean, variant and standard deviation of pre-test in control group.

Mean ($\overline{x}$)

$$(\overline{x}) = \frac{\Sigma fixi}{\Sigma fi}$$

$$= \frac{1545}{30}$$

$$= 51.500$$

Variant (S^2)

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

$$= \frac{30 x 82475 - (1545)^2}{30(30-1)}$$

$$= \frac{2474250 - 2387025}{870}$$

$$= \frac{87225}{870}$$

$$= 87.225$$

Deviation Standard

Deviation standard was found by drawing root of variants that was:

$$\sqrt{87.225} = 10.013$$

Table 4. 6
Frequency Distribution Post Test of the Control Group

No.	Score (x_i)	f_i	$f_i x_i$	x_i^2	$f_i x_i^2$
1.	65	5	325	4225	21125
2.	70	17	1190	4900	83300
3.	75	8	600	5625	45000
Total		**30**	**2115**	**14750**	**149425**

Based on the data above, the result of FiXi^2 is 149425 and FiXi is 2115. Then the following is the calculation of mean, variant and standard deviation of post-test in control group.

Mean ($\bar{x}$)

$$(\bar{x}) = \frac{\sum fixi}{\sum fi}$$

$$= \frac{2115}{30}$$

$$= 70.5$$

Variant (S^2)

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

$$= \frac{30 x 149425 - (2115)^2}{30(30-1)}$$

$$= \frac{4482750 - 4473225}{870}$$

$$= \frac{9525}{870}$$

$$= 10.948$$

Deviation Standard

Deviation standard was found by drawing root of variants that was:

$$\sqrt{10.948} = 3.308$$

b. Analyzing The Data by Using T-test Formula

So, to test the hypothesis in this research, it is used two average similarity test by using statistical t, as follows:

T-test $\qquad t = \dfrac{\overline{X_1} - \overline{X_2}}{S\sqrt{\frac{1}{n_1}+\frac{1}{n_2}}}$

Where:

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

$n_1 = 30$

$n_2 = 30$

$\overline{x_1} = 76.833$

$\overline{x_2} = 70.500$

$(S_1{}^2) = 28.420$

$(S_1{}^2) = 10.948$

$$s^2 = \frac{(30-1)28.420 + (30-1)\,10.948}{30+30-2}$$

$$s^2 = \frac{(29)28.420 + (29)10.948}{30+28}$$

$$s^2 = \frac{824.18 + 317.492}{58}$$

$$s^2 = \frac{1.141.672}{58} = 19.684$$

$$S = \sqrt{19.684} = 4.436$$

$$t = \frac{\overline{X_1} - \overline{X_2}}{S\sqrt{\frac{1}{n_1}+\frac{1}{n_2}}}$$

$$t = \frac{\overline{76.833} - \overline{70.500}}{S\sqrt{\frac{1}{30}+\frac{1}{30}}}$$

$$t = \frac{6.333}{4.436\sqrt{0.0666}}$$

$$t = \frac{6.333}{4.436\,(0.2580)} = 5.533$$

From the calculation above, the coefficient of $t_{observation}$ = 5.533 was compared with t table, where the coefficients of t table for real level α = 0,05 with df = 30+30−2 = 58 gained the coefficients of t_{table} = in the coefficient of $t_{observation}$ 5.533 > t_{table} 1.671.

c. Hypothesis Testing

Analyzing of the data aimed to give answer about hypothesis which was proposed by the researcher whether the hypothesis is accepted or rejected. The calculation of the scores used t-test for degree freedom 58 (df= N+N-2) at level significant 0.05 that the critical value is 1.671. The result of $t_{observation}$ is 5.533 and t_{table} is 1.671 ($t_{observation}$ > t_{table} , 5.533 > 1.671), it showed that t table is in zero hypothesis rejection (Ho) and the alternative hypothesis (Ha) was accepted. It means that OK4R method was affect students' reading comprehension in narrative text.

C. Research Findings

Based on the data analyses above, there was a significant difference on students who were taught by applying OK4R method. The students that were taught by OK4R method have higher score than students were taught by conventional method. It was proved from the result of $t_{observation}$ (5.533) > t_{table} (1.671). It shows that students got better achievement in comprehend the text. From the result, the researcher found that there was significant achievement of the students' that were taught by applying OK4R method. It means that the students' were taught by OK4R method was better than taught by conventional method.

D. Discussions

There was significant difference on students reading comprehension by applying OK4R method. The students that were taught by OK4R method have higher score than the students were taught by conventional method. It was explained if OK4R learning method can make students more focused with the reading material, where the students can find out all information related to the text by Robinson. This method is an effective way to make students develop their reading ability in comprehend the text like to find out the main idea of the text and to know the detail information of the text. From the calculation above it found that $t_{observation}$ (5.533) > t_{table} (1.671). It shows that students reading comprehension was significant at 0.05. From the result, the researcher found that there was significant effect that students' were taught by OK4R method was better in comprehend the text than students' were taught by conventional method.

CHAPTER V
CONCLUSION AND SUGGESTION

A. Conclusion

From the data it is seen that the students' achievement in comprehend the text by applying OK4R method is higher than by conventional method at the tenth grade of SMA CERDAS MURNI. The students' achievement in reading comprehension by applying OK4R method got the mean 76.833 and standard deviation is 5.331. The students' achievement in reading comprehension who were taught conventionally got the mean 70.500 and standard deviation is 3.308. It means OK4R method is significant to be used to increasing students' reading comprehension. The result of $t_{observation}$ is 5.533 and t_{table} is 1.671 ($t_{observation} > t_{table}$, $5.533 > 1.671$). That shows if Ho is rejected and Ha is accepted. There is significant effect of OK4R method on students' reading comprehension.

B. Suggestion

Based on the conclusion above, the researcher give some suggestion as follows:

1. To the principal of SMA CERDAS MURNI should give attention and motivation for the teaching method in the school, make the teachers awareness about to give an effective method for the students.

2. Applying OK4R method by the teacher as one of alternative method to increase students' ability for comprehend the text, especially for English teacher.

3. For other researcher, it can be the alternative method to conduct the research related to the improvement of students' ability in reading narrative text.

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Appendix A

<div align="center">

Pre-test

</div>

Name   :

Class   :

Time   : 80 Minutes

Questions for number 1-3 based on the following text!

Once upon a time rabbit wanted to cross a river but he could not swim. He had an idea, he saw a boss of crocodile swimming in the river. The rabbit asked the boss of crocodile. "How many crocodile are there in the river?" "Where are they?" the rabbit asked for the second time. "All of you are good, nice, gentle and kind. So I want to make a line in order. Later I will know how kind are you," said the rabbit.

Then, the boss of the crocodile called of his friends and asked them to make a line in order from one side to other side of the river. Just then, the rabbit started to count while jumping from one crocodile to another one. One…two...three…four…until twenty, and finally he thank all crocodile because he had crossed the river.

1. The story mainly tells us about …
   a. Twenty crocodiles
   b. The boss of the crocodiles
   c. A rabbit and twenty crocodiles
   d. A rabbit and the boss of crocodile
   e. The boss of crocodile and all his friends
2. We know from the first paragraph that the rabbit actually want …
   a. To cross the river
   b. To swim across the river
   c. To meet the boss of crocodile
   d. To know where the crocodiles are
   e. To know the number of crocodile
3. "All of you are good, nice, <u>gentle</u> and kind..." (Paragraph 1) the underlined words is synonymous with…
   a. Wild
   b. Diligent
   c. Cheerful
   d. Easy going
   e. Honorable

<div align="center">

The Three Sheiks and The Queen of Arabia

</div>

Maura, who like to be thought of as the most beautiful and powerful queen of Arabia, had many suitors. One by one she discarded them, until her list was reduced just three sheiks all equally young and handsome, rich and strong. It was very hard to decide who would be the best of them.

On evening, Maura disguised herself and went to the camp of three sheiks, as they were about to have dinner and asked them to something to eat.

The first gave her same leftover food; the second gave her some unappetizing camel's tail; the third sheikh, who was called Hakim, offered her some of the most tender and tasty meat. After dinner, the disguised left the sheiks' camp.

The following day, the queen invited the three sheiks to dinner at her palace. She ordered her servants to give each one exactly what they had given her the evening before.

Hakim, who received a plate of delicious meat, refused to it if the other two could not share it with him, and this act finally convinced Queen Maura that he was the man for her.

"Without question, hakim is the most generous of you", she announced her choice to the sheiks. "So it is Hakim I will marry".

4. The three sheiks were not…
   a. Rich
   b. Young
   c. Strong
   d. Gloomy
   e. Handsome

5. Which statement is TRUE about the queen
   a. The queen is the most powerful queen in Arabia
   b. The queen was very proud of her beauty and riches
   c. The queen herself served the sheiks with delicious food
   d. The queen was very careful in deciding whom she would marry
   e. The queen was very satisfied with the food given by sheiks

6. The queen ordered her servant to give the sheiks the same kind of food she got from the evening before because…
   a. She want to entertain her guests
   b. She want to test the sheiks test
   c. She want to see the sheiks reactions
   d. She wanted to make a joke of the sheiks
   e. She wanted to repay the sheiks kindness

7. The main idea of paragraph six is…
   a. Hakim was unselfish person
   b. Hakim was served with succulent meat
   c. Hakim was satisfied with the food served
   d. Hakim wanted to share the food with the sheiks
   e. Hakim had made the queen find the resolution of her problem

A Bat and The Weasels

One evening, a bat went out to hunt for food even though he was not well. As he flew some insects, he felt dizzy and fell to the ground in a field. Before he could get up, a weasel pounced on him, "Please. Mr. Weasel," the bat pleaded." Please let me go!". The weasel just laughed, "Certainly not! I am a great hunter of birds!". Thinking quickly, the bat replied. "Oh, but I am not a bird, I am a mouse. Look closely at my face. Don't I look like a mouse?". The weasel agreed and let him go. A short time later, the bat fell to the ground again and was caught by a second weasel. Once again, he had to plead for his life. "Why shouldn't I kill you? I hunt mice! Exclaimed the weasel. "Oh, but I am not a mouse," he answered. "I am a bat. Have you ever see a mouse with wings?" he asked, spreading his wings for weasel to see. The weasel wan convinced and set him free.

8. What did the bat went out for? It came out …
   a. To hunt for food
   b. To sight seeing
   c. To fly its prey
   d. To fall down to the ground
   e. To meet the weasel

9. Where did it fall down? It fell down …
   a. In a forest
   b. In a rice field
   c. In a jungle
   d. In a garden
   e. In a field

10. What did the first weasel think about the bat? It think that the bat like …
    a. Bird
    b. Mouse
    c. A bat
    d. A wing
    e. Weasel

11. What did the second weasel think about the bat? It think that the bat like a …
    a. Bird
    b. Mouse
    c. A bat
    d. A wing
    e. Weasel

12. What kind of the narrative is the text? It belong to … text
    a. Legend
    b. Folktales
    c. Fairy tales
    d. Anecdote
    e. Fable

Questions for number 13-16 are based on the following text!

Long long ago, mosquitoes didn't buzz, they talked and taled. One day, Mosquito was talking to Iguana telling her about his vacation, about every minute of his vacation. Mosquito would not let Iguana say one word. Iguana was so annoyed that she walked away, leaving Mosquito still talking. Iguana grumbled and waved her tail. She was still grumbling when she passed her friend Snake, and forgot all about saying hello. Snake was feeling hurt. He let so sad that he slithered

down a rabbit's hole. "Help!" yelled Rabbit as she scurried out hole, terrified of Snake. "What's wrong?" cawed Crow as he saw Rabbit racing. Danger must be near, "Run for your lives!" cawed Crow.

Monkey heard Crow's warning and took off through the tree post, leaping branch to branch. When monkey landed on Owl's branch, high up in a leafy tree. Owl's nest tipped of the branch and fell to the ground, breaking Owl's eggs. Owl was heartbroken so much, that she didn't hooted for the sun to come up and whet it did, Mosquito lost his voice. All he could do was buzzing in everyone's ears. "Zzzzzzzzz! Is everyone still mad at me?".

13. What did the Monkey do to the Owl's eggs?
   a. Monkey broke the Owl's eggs when he was on the branch
   b. Monkey climbed on Owl's tree when he heard the Crow's warning
   c. Monkey damage the Owl's nest when he climbed the tree
   d. Monkey fell on the Owl's eggs when he climbed the tree
   e. Monkey make the Owl's nest fall down when he on Owl's branch

14. The communicative purpose of this text is…
   a. To describe a place
   b. To entertain or amuse
   c. To explain a place
   d. To give a view of an art work
   e. To inform

15. Why did Iguana grumbled? Because…
   a. Mosquito told him about his vacation
   b. Iguana was annoyed so he walked away
   c. Mosquito wouldn't allowed him to say a word
   d. Mosquito talked and talked
   e. Iguana waved her tail

16. She was still grumbling when she passed the Snake.
   The underlined refers to…
   a. The Snake
   b. The Owl
   c. The Mosquito
   d. Iguana
   e. Rabbit

Questions for number 17-20 are based on the following text!

One day, when Sangkuriang was hunting, he accidently killed his beautiful black dog S Tumang. This dog actually Sangkuriang's father who had been condemned to life the live of a dog by his GURU. However Sangkuriang never knew it.

Sangkuriang had been separated from his mother from childhood. On his way home, he stopped at a small village and fell in love with a beautiful girl. He didn't realized that the village is his homeland nor that the beautiful girl was his own sacred mother who remained young and pretty.

Their love grew naturally and one day, when they were discussing their wedding plans, Dayang Sumbi suddenly realized that the profile of Sangkuriang's head matched of her son's who have left twenty years earlier. How could she marry her own son? But she did not wish to disappointed him. So she agreed to marry Sangkuriang only on the condition that he would provide her with a lake and a boat with which they could sail on their wedding day next day at dawn.

Sangkuriang accepted this condition. He dammed up the Citarum river to make a lake. Dayang Sumbi realized that Sangkuriang would fulfill the condition she had said. With a wave of her supranatural shawl, she lit up the eastern horizon with flashes of light. Deceived by false dawn, the cock crowed and farmers rose for the new day.

Sangkuriang realized that he failed to finish the boat. With all his anger, he kicked the unfinished boat upside-down. The boat is now known as the mount TANGKUBAN PERAHU. In Sundanese TANGKUBAN means upturned or upside-down, and PARAHU mean boat. With the damn torn asunder, the water drained off lake and made the lake a wide plain. It is now called Bandung from the word BENDUNG which means dam.

17. Where did Sangkuriang meet the beautiful girl?
    a. At Tangkuban Perahu
    b. At Citarum river
    c. At a small village
    d. On his way home
    e. At Bandung City

18. Who was condemned by GURU?
    a. Sangkuriang's dog
    b. Sangkuriang's son
    c. Sangkuriang's girl
    d. Sangkuriang's father
    e. Sangkuriang's mother

19. The message of this story is…
    a. Tell the truth to avoid something unexpected
    b. Thing has been done, should be complete
    c. Never trust anyone completely
    d. True love sacrificed everything
    e. Love is valuables thing

20. Paragraph 4 is mainly tell that…
    a. Dayang Sumbi used her supranatural shawl to fail Sangkuriang on his effort to built a lake and a boat
    b. Dayang Sumbi thought that the condition she offered to Sangkuriang would not be carried out

c. Sangkuriang had finished building a lake and a boat before the cock began crowning
d. Sangkuriang felt sure that he could finish building the lake and boat before dawn
e. The cock and farmers had woken up earlier that morning

Appendix B

Post-test

Name :

Class :

Time : 80 Minutes

Why Do Hawks Hunt Chicks

Once upon a time, a hawk fell in love with a hen. The hawk flew down from the sky and asked the hen, "Won't you marry me?" The hen loved the brave, strong hawk and wished to marry him. But she said, "I can not fly as high as you can. If you give me time, I may learn to fly as high as you. Then we can fly together The Hawk agreed. Before he went away, he gave the hen a ring, "This is to show that you have promised to marry me," said the Hawk. It so happened that the hen had already promised to marry a rooster.

So, when the rooster saw the ring he became very angry. "Throw that ring away at once!" shouted the rooster. Then she was so frightened at the rooster's anger that he threw away the ring immediately. When the hawk came a few months later, the hen told him the truth. The hawk came a few months later, the hen told him the truth. The hawk so furious that he cursed the hen. "Why didn't you tell me earlier? Now, you'll always be scratching the earth, and I'll always be flying above to catch your children", said the hawk. The curse seems to have come true.

1. Why couldn't the hen say "yes" right away?
   a. Because she didn't love the hawk
   b. Because she had no ring to exchange
   c. Because it would make the rooster angry
   d. Because the hawk was to brave and strong
   e. Because she had to learn how to fly as high as hawk

2. What is the story about?
   a. A hen and rooster
   b. A hawk and his wife
   c. A hen and her children
   d. A rooster and his fiancé
   e. A hawk, hen and rooster

3. The hawk flew down from the sky and asked the hen, "Won't you marry me?" (line 2)
   What does the underlined about?
   a. The hen want to marry the hawk
   b. The hen refused to marry the hawk
   c. The hen agreed to be the hawk's wife
   d. The hawk proposed the hen to be his wife

e. The hawk wanted to marry the hen on the sky

4. Why was the rooster angry when he saw the ring?
   a. The hen had betrayed him
   b. The hen had stolen his ring
   c. The hen didn't wear her own ring
   d. The was not good for the hen
   e. The ring was to small for the hen

5. What can we learn about the story? We have to…
   a. Take care of our children
   b. Keep our promise
   c. Love one another
   d. Listen to others
   e. Marry soon

Question for number 6-9 are based on the following text!

Long time ago, there lived a powerful Chinese king. He was successful in bringing greatness to his kingdom. He made a lot of military conquests. Then, his success made him worry about his life. He realized that one day he would get older and finally die. He wanted eternal life. He gave orders to all of his people to help him live forever. Those who disobeyed the order would be punished severely. This made everybody in the kingdom afraid of him.

The king had a military adviser, namely Xu Fu. Xu Fu was very concerned about the situation. He wanted to find a way to save the people. One day, Xu Fu come to the palace. He told the king that there was a special grass that could make the king live eternally. The grass could be found on an island far to the east. Xu Fu offered himself to find the grass on condition that the king supplied 3,000 girls and 3,000 boys to go with him and enough food for 3 years. The emperor granted the request immediately and let Xu Fu go east. The king gave him two big ships.

Two months later, Xu Fu and the 6,000 children departed to the east. The king prepared a big party on the day of their departure day. Soon, the king stopped punishing innocent citizens. He was already dreaming about living eternally. Day after day, he was waiting for Xu Fu's return.

After five yearsof hoping for Xu Fu's return, one day the king fell sick and died. Xu Fu and 6,000 children never returned to China. They landed on a big island and stayed there. When the children grown up, they married each other and become a big nation. The nation was known as Japan.

6. What was Xu Fu requested to the emperor?
   a. He wanted to live forever
   b. He wanted to save the people
   c. He wanted to find the magical grass
   d. He wanted to bring 3,000 boys and 3,000 girls
   e. He wanted to return 6,000 young boys and girls

7. What happened to the emperor after 5 years?
   a. He died
   b. He got sick
   c. He lived on
   d. He was injured
   e. He was murdered

8. "The emperor granted the request immediately"
   What is the synonym of the underlined word?
   a. Gave
   b. Threw
   c. Agreed
   d. Offered
   e. Refused

Question for number 9-11 based on the following text!

One morning, I was on my bike going to school. When I reached the T-junction, I was very shocked to see that the old wooden bridge had fallen down. Just a couple of days before the same bridge had stood proudly over the small sturdy road. After school, I used to stop over on the T-junction and walk to the bridge. I spent some time enjoying the cold wind that mildly blew on my face. Then, I was worried "What if she was asleep when the bridge fell down?"

I felt strong desire to find her. I got off my bike and rushed to the broken bridge. I crawled among the wooden bars. I focus my eyes and my ears in order to find the old woman. After some minutes, I heard a faint cooing noise somewhere in the darkness. When I got closer, I knew it was the sound of the birds that the old woman usually fed. They looked swollen and their ayes betrayed a look of death. "You poor things, look at you!" I exclaimed. It drove me to reach the spot as soon as possible.

I had to be very careful because the wooden piles could bury me. Then, I was shocked. In the small hole, I saw the old woman was lying still, dead. She was surrounded by the birds. Then I fell onto my knees beside her, trying to hold the tears back. The sorrowful cries of the birds did not make it any easier. I buried my face in my hands and cried.

9. What is the purpose of the text?
   a. To describe the bridge
   b. To entertain the reader
   c. To explain how the bridge fell down
   d. To persuade the reader to help the old man
   e. To tell the reader about the fall of the bridge

10. What happened to the old woman?
   a. Badly injured
   b. Abandoned
   c. Murdered
   d. Alive
   e. Died

11. "They looked swollen…" (paragraph 2)
   What does the underlined word refer to?
   a. Minutes
   b. Birds
   c. Bars
   d. Ears
   e. Eyes

Questions for number 12-16 based on the following text!

Queen Helen of Greece was kidnapped by Prince Paris who took her to his home in Troy. The Greek people was very upset. So, they sent Ulysses and his warriors to get their queen back. Athena the golden of war, told Ulysses to build a huge wooden horse and leave it outside the gates of Troy. The Greeks pretended to leave Troy, but instead they hid inside the huge horse.

The Trojans discovered the horse and brought it into their city. Believing the war was over, they had a huge celebrations. Afterwards, when everyone was tired they all fell asleep. When all was quiet, Greek opened the wooden horse and attacked the Trojans. They rescued Queen Helen and set sail for their home in Greece.

12. Prince Paris is…
   a. The king of Greece
   b. Queen Helen's husband
   c. A kidnapper
   d. The king of Troy
   e. Ulysses' warrior

13. Athena is…
   a. The capital city of Greece
   b. The capital city of Troy
   c. A supranatural being
   d. Ulysses' advisor
   e. The enemy of Prince Paris

14. What was the wooden horse used for?
   a. It was reward from the Greeks for the Trojans
   b. It was a trick done by Trojans to fight Greeks
   c. It was a place where queen Helen was jailed
   d. It was vehicle to transport the Trojans back to Greece
   e. It was a hiding place for Ulysses and his warriors

15. The social function of the text is…
   a. To retell past events
   b. To describe the war between the Greeks and the Trojans
   c. To explain the tactics of Greeks' war against Trojans
   d. To inform reader about Queen Helen
   e. To amuse reader

16. The best title of the text is…
   a. Queen Helen
   b. Trojan War
   c. Greece vs Troy
   d. The Epic of Ulysses
   e. The Horse of Troy

A Bat and The Weasels

One evening, a bat went out to hunt for food even though he was not well. As he flew some insects, he felt dizzy and fell to the ground in a field. Before he could get up, a weasel pounced on him, "Please. Mr. Weasel," the bat pleaded." Please let me go!". The weasel just laughed, "Certainly not! I am a great hunter of birds!". Thinking quickly, the bat replied. "Oh, but I am not a bird, I am a mouse. Look closely at my face. Don't I look like a mouse?". The weasel agreed and let him go. A short time later, the bat fell to the ground again and was caught by a second weasel. Once again, he had to plead for his life. "Why shouldn't I kill you? I hunt mice! Exclaimed the weasel. "Oh, but I am not a mouse," he answered. "I am a bat. Have you ever see a mouse with wings?" he asked, spreading his wings for weasel to see. The weasel wan convinced and set him free.

17. What did the bat went out for? It came out …

a. To hunt for food   d. To fall down to the ground

b. To sight seeing   e. To meet the weasel

c. To fly its prey

18. Where did it fall down? It fell down …

a. In a forest   c. In a jungle

b. In a rice field   d. In a garden

     e. In a field

19. What did the first weasel think about the bat? It think that the bat like …

a. Bird   d. A wing

b. Mouse   e. Weasel

c. A bat

20. What did the second weasel think about the bat? It think that the bat like a …

a. Bird   d. A wing

b. Mouse   e. Weasel

c. A bat

Appendix C

THE ANSWER KEYS OF THE TEST

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

APPENDIX D

RENCANA PELAKSANAAN PEMBELAJARAN

Sekolah   : SMA CERDAS MURNI

Matapelajaran   : Bahasa Inggris

Kelas/Semester   : X

Materi Pokok   : Teks naratif lisan dan tulis berbentuk legenda sederhana

Alokasi Waktu   : 2x40

A. Kompetensi Inti (KI)

KI 1   : Menghayati dan mengamalkan ajaran agama yang dianutnya.

KI 2   : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.

KI 3   : Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual,prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4   : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metoda sesuai kaidah keilmuan.

B. Kompetensi Dasar dan Indikator

1. 1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.

   1. 1. 1. Mengungkapkan rasa syukur atas kesempatan belajar bahasa Inggris.

2. 1.   Menghargai perilaku santun dan peduli dalam melaksanakan komunikasi antar pribadi dengan guru dan teman.

   2. 1. 1. Menggunakan bahasa yang baik saat berkomunikasi.

   2. 1. 2. Menunjukkan sikap saling menghargai dan menghormati.

   2. 1. 3. Menunjukkan sikap bersahabat.

3. 10. Menganalisis fungsi sosial, struktur teks dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat sederhana, sesuai dengan konteks penggunaannya.

   3. 10. 1. Mengidentifikasi fungsi sosial teks naratif.

   3. 10. 2. Mengidentifikasi struktur teks naratif.

4. 15. Menyajikan teks naratif pendek dan sederhana terkait legenda rakyat secara lisan dan tulisan dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan secara benar dan sesuai konteks.

4. 15. 1. Menceritakan kembali isi teks naratif dengan kata-kata sendiri.

4. 15. 2. Menentukan struktur teks naratif dengan benar.

4. 15. 4. Menjawab pertanyaan berkaitan dengan isi teks naratif dengan tepat.

C. Tujuan Pembelajaran

Melalui pendekatan saintifik, siswa mampu:

1. Mengidentifikasi fungsi sosial, mengidentifikasi ide pokok dalam setiap paragraf, dan mengidentifikasi struktur umum pada teks naratif.

2. Menangkap makna teks naratif lisan dan tulisan berbentuk legenda sederhana.

D. Materi Pembelajaran (rincian dari Materi Pokok)

Teks naratif lisan dan tulis berbentuk legenda sederhana.

Fungsi sosial
Meneladani nilai-nilai moral, cinta tanah air, dan menghargai budaya.

Struktur

a. Pengenalan tokoh dan latar

b. Komplikasi terhadap tokoh utama

c. Solusi dan akhir cerita

Unsur kebahasaan

a. Kata-kata terkait karakter, watak, dan latar dalam legenda

b. Past tense

c. Ejaan dan tulisan tangan dan cetak yang jelas dan rapi

d. Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan

e. Rujukan kata

Topik

Keteladanan tentang perilaku dan nilai-nilai luhur dan budaya.

E. Metode Pembelajaran (Rincian dari Kegiatan Pembelajaran)

Model : inquiry

Metode: OK4R (Overview, Key ideas, Read, Recite, Reflect, Review)

F. Media, Alat, dan Sumber Pembelajaran

Media   : Laptop, kertas dan kertas karton

Sumber pelajaran   : Manual Koran/ majalah berbahasa Inggris, dan internetEnglish textbook.

G. Langkah-langkah Kegiatan Pembelajaran

FASE	PEMBELAJARAN	ALOKASIWAKTU
Pendahuluan	1. Guru menyapa siswa dan mengawali kegiatan belajar dengan berdoa. 2. Guru memeriksa kehadiran siswa. 3. Guru memberikan apersepsi dan motivasi. 4. Guru menyampaikan informasi tentang tujuan dan metode	5'

	pembelajaran yang akan berlangsung.	
INTI	**Mengamati**	5'
	1. Guru membagikan contoh teks tentang legenda sederhana.	
	2. Siswa diminta untuk mengamati fungsi sosial, struktur teks dan unsur kebahasaannya.	
	Menanyakan	
	1. Guru memberikan kesempatan pada siswa untuk bertanya tentang teks yang telah diberikan.	5'
	2. Guru meminta siswa untuk bertanya tentang informasi rinci dan informasi tertentu yang terdapat dalam teks tersebut.	
	Mengeksplorasi	
	1. Guru meminta siswa untuk membaca pendahuluan pada setiap paragraph yang terdapat	

	dalam teks tersebut dan membuat ringkasan untuk mendapatkan ide umum dari teks tersebut.	15'
	2. Guru meminta siswa untu membaca cepat teks legenda yang telah diberikan untuk mendapatkan kata kunci dari teks tersebut.	
	Mengasosiasikan	
	1. Guru meminta siswa untuk membaca teks legenda sederhana secara perlahan (berulang).	
	2. Guru meminta siswa untuk fokus menemukan gagasan utama dalam setiap paragraf yang terdapat dalam teks legenda sederhana tersebut.	20'
	3. Guru meminta siswa untuk menemukan fungsi sosial dan unsur kebahasaan yang terdapat	

	dalam teks legenda sederhana tersebut. **Mengkomunikasikan** 1. Guru meminta siswa untuk menutup teks legenda sederhana yang telah diberikan, kemadian siswa diminta untuk menyampaikan atau menuliskan gagasan pokok dan fungsi sosial yang terdapat dalam teks legenda sederhana secara bergantian. 2. Guru meminta siswa untuk menghubungkan apa yang telah mereka pelajari dalam teks legenda sederhana dengan fungsi sosial yang mereka pahami dan mencoba untuk memberikan contoh yang sesuai dengan informasi yang mereka dapatkan dari teks tersebut. 3. Guru menginstruksikan siswa untuk membuka teks kembali	20'

	guna menyegarkan ingatan mereka dan melihat kembali apakah ada informasi yang tertinggal melalui penyampaian siswa secara lisan maupun tulisan.	
PENUTUPAN	1. Guru menyimpulkan pembelajaran yang telah dilaksanakan. 2. Guru melakukan refleksi terhadap kegiatan yang telah dilaksanakan bersama. 3. Peserta didik menjawab pertanyaan yang diberikan oleh guru. 4. Peserta didik memperoleh informasi tentang pembelajaran selanjutnya.	10'

H. Penilaian

Form : Pilihan berganda (tertulis)

1. Pedoman penskoran

Nilai $= \frac{total\ true\ answer}{total\ question}$ x 100%

Nilai maksimal 100

Tembung, 16 Juli 2019

Diketahui oleh,

Kepala SMA CERDAS MURNI   Guru Mata Pelajaran   Peneliti

Ibrahim Arbi, S.Ag, S.Pd.I   Drs. Amrin   Adelia Pratiwi
                                                              NIM. 34153065

RENCANA PELAKSANAAN PEMBELAJARAN

Sekolah : SMA CERDAS MURNI

Matapelajaran : Bahasa Inggris

Kelas/Semester : X

Materi Pokok : Teks naratif lisan dan tulis berbentuk legenda sederhana

Alokasi Waktu : 2x40

A. Kompetensi Inti (KI)

KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya.

KI 2 : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.

KI 3 : Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual,prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4   : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metoda sesuai kaidah keilmuan.

B. Kompetensi Dasar dan Indikator

1. 1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.

    1. 1. 1. Mengungkapkan rasa syukur atas kesempatan belajar bahasa Inggris.

2. 1.   Menghargai perilaku santun dan peduli dalam melaksanakan komunikasi antar pribadi dengan guru dan teman.

    2. 1. 1. Menggunakan bahasa yang baik saat berkomunikasi.

    2. 1. 2. Menunjukkan sikap saling menghargai dan menghormati.

    2. 1. 3. Menunjukkan sikap bersahabat.

3. 10.   Menganalisis fungsi sosial, struktur teks dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat sederhana, sesuai dengan konteks penggunaannya.

    3. 10. 1. Mengidentifikasi fungsi sosial teks naratif.

    3. 10. 2. Mengidentifikasi struktur teks naratif.

4. 15. Menyajikan teks naratif pendek dan sederhana terkait legenda rakyat secara lisan dan tulisan dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan secara benar dan sesuai konteks.

4. 15. 1. Menceritakan kembali isi teks naratif dengan kata-kata sendiri.

4. 15. 2. Menentukan struktur teks naratif dengan benar.

4. 15. 4. Menjawab pertanyaan berkaitan dengan isi teks naratif dengan tepat.

C. Tujuan Pembelajaran

Melalui pendekatan saintifik, siswa mampu:

1. Mengidentifikasi fungsi sosial, mengidentifikasi ide pokok dalam setiap paragraf, dan mengidentifikasi struktur umum pada teks naratif.

2. Menangkap makna teks naratif lisan dan tulisan berbentuk legenda sederhana.

D. Materi Pembelajaran (rincian dari Materi Pokok)

Teks naratif lisan dan tulis berbentuk legenda sederhana.

Fungsi sosial
Meneladani nilai-nilai moral, cinta tanah air, dan menghargai budaya.

Struktur

a. Pengenalan tokoh dan latar

b. Komplikasi terhadap tokoh utama

c. Solusi dan akhir cerita

Unsur kebahasaan

a. Kata-kata terkait karakter, watak, dan latar dalam legenda

b. Past tense

c. Ejaan dan tulisan tangan dan cetak yang jelas dan rapi

d. Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan

e. Rujukan kata

Topik

Keteladanan tentang perilaku dan nilai-nilai luhur dan budaya.

E. Metode Pembelajaran (Rincian dari Kegiatan Pembelajaran)

Model : inquiry

Metode: OK4R (Overview, Key ideas, Read, Recite, Reflect, Review)

F. Media, Alat, dan Sumber Pembelajaran

Media : Laptop, kertas dan kertas karton

Sumber pelajaran : Manual Koran/ majalah berbahasa Inggris, dan internetEnglish textbook.

G. Langkah-langkah Kegiatan Pembelajaran

FASE	PEMBELAJARAN	ALOKASI WAKTU
Pendahuluan	1. Guru menyapa siswa dan mengawali kegiatan belajar dengan berdoa. 2. Guru memeriksa kehadiran siswa. 3. Guru memberikan apersepsi dan motivasi. 4. Guru menyampaikan informasi tentang tujuan dan metode pembelajaran yang akan berlangsung.	5'
INTI	**Mengamati**	5'

	1. Guru membagikan contoh teks tentang legenda sederhana.	
	2. Siswa diminta untuk mengamati fungsi sosial, struktur teks dan unsur kebahasaannya.	
	Menanyakan	5'
	1. Guru memberikan kesempatan pada siswa untuk bertanya tentang teks yang telah diberikan.	
	2. Guru meminta siswa untuk bertanya tentang informasi rinci dan informasi tertentu yang terdapat dalam teks tersebut.	
	Mengeksplorasi	
	1. Guru meminta siswa untuk membaca pendahuluan pada setiap paragraph yang terdapat dalam teks tersebut dan membuat ringkasan untuk mendapatkan ide umum dari teks tersebut.	15'
	2. Guru meminta siswa untu membaca cepat teks legenda yang telah diberikan untuk	

| | mendapatkan kata kunci dari teks tersebut.

Mengasosiasikan

1. Guru meminta siswa untuk membaca teks legenda sederhana secara perlahan (berulang).
2. Guru meminta siswa untuk fokus menemukan gagasan utama dalam setiap paragraf yang terdapat dalam teks legenda sederhana tersebut dan menentukan judul yang sesuai untuk teks tersebut.
3. Guru meminta siswa untuk menemukan fungsi sosial dan unsur kebahasaan yang terdapat dalam teks legenda sederhana tersebut.

Mengkomunikasikan

1. Guru meminta siswa untuk menutup teks legenda sederhana yang telah diberikan, kemudian siswa diminta untuk menyampaikan atau menuliskan | 20' |

	judul apa yang sesuai dengan teks, gagasan pokok dan fungsi sosial yang terdapat dalam teks legenda sederhana secara bergantian.	20'
	2. Guru meminta siswa untuk menghubungkan apa yang telah mereka pelajari dalam teks legenda sederhana dengan fungsi sosial yang mereka pahami dan mencoba untuk memberikan contoh yang sesuai dengan informasi yang mereka dapatkan dari teks tersebut.	
	3. Guru menginstruksikan siswa untuk membuka teks kembali guna menyegarkan ingatan mereka dan melihat kembali apakah ada informasi yang tertinggal melalui penyampaian siswa secara lisan maupun tulisan.	
PENUTUPAN	1. Guru menyimpulkan pembelajaran yang telah dilaksanakan.	10'

	2. Guru melakukan refleksi terhadap kegiatan yang telah dilaksanakan bersama. 3. Peserta didik menjawab pertanyaan yang diberikan oleh guru. 4. Peserta didik memperoleh informasi tentang pembelajaran selanjutnya.	

H. Penilaian

Form : Pilihan berganda (tertulis)

1. Pedoman penskoran

Nilai $= \frac{total\ true\ answer}{total\ question}$ x 100%

Nilai maksimal 100

Tembung, 16 Juli 2019

Diketahui oleh,
Kepala SMA CERDAS MURNI   Guru Mata Pelajaran   Peneliti

Ibrahim Arbi, S.Ag, S.Pd.I   Drs. Amrin   Adelia Pratiwi
    NIM. 34153065

Appendix E

The Students Real Name and Initial of Experimental Group

Students' Name of Experimental Group

(X-IIS 1)

No	Name	Initial
1	Ahmad Yani	AY
2	Aldi Zilanda	AZ
3	Aldiansyah Arrahman	AA
4	Alvi Nazmi Lbs	ANL
5	Azahra Salwa Amani	ASA
6	Azmii Afif Syahputra	AAS
7	Bambang Irawan	BI
8	Hakim Mulia	HM
9	Halim Mulia	HM
10	Ismaliyah Putri	IP
11	Melia Rahman	MR
12	Mhd Fadhil Muzaki	MFM
13	Mhd Sakban Hrp	MSH
14	Mutia Khairani	MK
15	Nadita Ramadhani	NR
16	Nazwa Sabila	NS
17	Nurul Khoiriah Nst	NKN
18	Qulbi Muthiah Nabila	QMN

19	Refi Indriarti	RI
20	Rezky Ananda	RA
21	Sassa Billah Aprilia	SBA
22	Sasya Kamilia Mazaya	SKM
23	Siti Danila Hanipa	SDH
24	Siti Rahma Sinambela	SRS
25	Suci Wulandari	SW
26	Sutan Hisar Hsb	SHH
27	Syahira Khairunnisa Nst	SKN
28	Tasya Rifqa Salsabila	TRS
29	Vammeliana	V
30	Habibah Azzahra	HA

Appendix F

The Students Real Name and Initial of Control Group

Students' Name of Control Group

(X-MIPA 2)

No	Name	Initial
1	Amelia Apriani	AA
2	Anggriyani	AA
3	Annisa Putri	AP
4	Bela Sukma Yani	BSY
5	Bisnami Fadillah	BF
6	Dea Ayu Rachmadini	DAR
7	Della Aldama	DA
8	Desy Ayu Ningruh F. L	DAN
9	Desy Berliana Nst	DBN
10	Erika Wilisna	EW
11	Farhan Halin Ayub	FHA
12	Fitri Khairani	FK
13	Hardianti Ningsih	HN
14	Ichwanda Pradana	IP
15	Intan Ramadhani P	IRP
16	Malika Devi	MD
17	Mehram Arya Wijaya	MAW
18	M. Hari Suandi	MHS

19	M. Wahyu Kusnadi	MWK
20	Nabila Syalita T	NST
21	Natasha Nurul Aini	NNA
22	Nurul Ilmi Afridah	NIA
23	Nurul Syahfitri	NS
24	Rani Nur Fadillah	RNF
25	Ridwan Praditya	RP
26	Rifki Fauzan	RF
27	Rika Syahfitri	RS
28	Rizka Amelia	RA
29	Septhia Eka N. P	SE
30	Shafira Oktaviola	SO

Appendix G

Score Pre-test and Post-test Experimental Group

Score Pre-test and Post-test Experimental Group

No.	Score	
	Pre Test	Post Test
1.	40	70
2.	40	70
3.	40	70
4.	40	70
5.	40	70
6.	40	70
7.	40	70
8.	40	75
9.	40	75
10.	40	75
11.	40	75
12.	40	75
13.	40	75
14.	45	75
15.	45	75
16.	45	75
17.	45	75
18.	45	75

19.	45	80
20.	50	80
21.	50	80
22.	50	80
23.	50	80
24.	55	80
25.	55	85
26.	55	85
27.	60	85
28.	60	85
29.	60	85
30.	60	85

Appendix H

Score Pre-test and Post-test Control Group

Score Pre-test and Post-test Control Group

No.	Score	
	Pre Test	Post Test
1.	40	65
2.	40	65
3.	40	65
4.	40	65
5.	40	65
6.	40	70
7.	40	70
8.	40	70
9.	40	70
10.	40	70
11.	45	70
12.	45	70
13.	50	70
14.	50	70
15.	50	70
16.	50	70
17.	55	70
18.	55	70

19.	55	70
20.	60	70
21.	60	70
22.	60	70
23.	60	75
24.	60	75
25.	65	75
26.	65	75
27.	65	75
28.	65	75
29.	65	75
30.	65	75

Appendix I

Normality Test Pre-test of Experimental Group and Control Group

1. **The Normality of Pre Test of The Experiment Group**

   There are some steps that must be done for calculating the normality test.
   1. Finding Z score

   To find Z score the writer used Liliefors formula : $Z_i = \frac{x_i - \bar{x}}{s}$

   $Z_i 1 = \frac{40 - 46.500}{7.328} = -0.887$

   $Z_i 2 = \frac{45 - 46.500}{7.328} = -0.205$

   $Z_i 3 = \frac{50 - 46.500}{7.328} = 0.478$

   $Z_i 4 = \frac{55 - 46.500}{7.328} = 1.160$

   $Z_i 5 = \frac{60 - 46.500}{7.328} = 1.842$

   2. Finding S (Zi)

   1. $\frac{13}{30} = 0.433$

   2. $\frac{19}{30} = 0.633$

   3. $\frac{23}{30} = 0.767$

   4. $\frac{26}{30} = 0.867$

   5. $\frac{30}{30} = 1$

   3. The counting of Normality data Pre Test of the Experiment Group

Normality Data of Pre Test of Experiment Group

NO	x_i	f_i	f_{cum}	Z_i	$F(Z_i)$	$S(Z_i)$	$FZ_i - SZ_i$
1	40	13	13	−0.887	0.181	0.433	0.246
2	45	6	19	−0.205	0.419	0.633	0.214

3	50	4	23	0.478	0.684	0.767	0.083
4	55	3	26	1.160	0.877	0.867	0.010
5	60	4	30	1.842	0.967	1.000	0.033

The results:

From the above table it was found that Lo = 0.246 Based on the list critics value of Liliefors table with n = 30 and at real level α 0.05 = 1.697 from the list critical value of Liliefors table Lt = 0.1618 Therefore, it was known that the coefficient of 0.246 < Lt 0.1618. So it can be concluded that the data distribution of Pre Test of experiment class was **normal**.

2. **The Normality of Pre Test of the Control Group**
   There are some steps that must be done for calculating the normality test.

   1. Finding Z score

      To find Z score the writer used Liliefors formula : $Z_i = \frac{x_i - \bar{x}}{s}$

      $Z_i\,1 = \frac{40 - 51.500}{10.013} = -1.149$

      $Z_i\,2 = \frac{45 - 51.500}{10.013} = -0.649$

      $Z_i\,3 = \frac{50 - 51.500}{10.013} = -0.150$

      $Z_i\,4 = \frac{55 - 51.500}{10.013} = 0.350$

      $Z_i\,5 = \frac{60 - 51.500}{10.013} = 0.849$

      $Z_i\,6 = \frac{65 - 51.500}{10.013} = 0.911$

   2. Finding S (Zi)

      a. $\frac{10}{30} = 0.333$

b. $\frac{12}{30} = 0.400$

c. $\frac{16}{30} = 0.533$

d. $\frac{19}{30} = 0.633$

e. $\frac{24}{30} = 0.8$

f. $\frac{30}{30} = 1$

3. The counting of Normality data Pre Test of the Control Group

Normality Data of Pre Test of Control Group

NO	x_i	f_i	f_{cum}	Z_i	$F(Z_i)$	$S(Z_i)$	$FZ_i - SZ_i$
1	20	10	10	-1.149	0.125	0.333	0.208
2	30	2	12	-0.649	0.258	0.400	0.142
3	35	4	16	-0.150	0.440	0.533	0.093
4	40	3	19	0.350	0.637	0.633	0.003
5	45	5	24	0.849	0.802	0.800	0.002
6	50	6	30	0.911	0.911	1.00	0.089

The Result:

From the above table it was found that Lo = 0.208 Based on the list critics value of Lilifors table with n = 30 and at real level α 0.05 = 1.697 from the list critical value of Liliefors table Lt = 0.1618 Therefore, it was known that the coefficient of Lo (0.208) < Lt (0.1618) so it can be concluded that the data distribution of pre test of the control class was **normal**.

Appendix J

Normality Test Post-test of Experimental Group and Control Group

1. **The Normality of Post Test of the Experiment Group**
   There are some steps that must be done for calculating the normality test.

   1. Finding Z score

      To find Z score the writer used Liliefors formula : $Z_i = \frac{x_i - \bar{x}}{s}$

      $Z_i 1 = \frac{70 - 76.833}{5.331} = -1.282$

      $Z_i 2 = \frac{75 - 76.833}{5.331} = -0.344$

      $Z_i 3 = \frac{80 - 76.833}{5.331} = 0.594$

      $Z_i 4 = \frac{85 - 76.833}{5.331} = 1.532$

   2. Finding S (Zi)

      a. $\frac{7}{30} = 0.233$

      b. $\frac{18}{30} = 0.6$

      c. $\frac{24}{30} = 0.8$

      d. $\frac{30}{30} = 1$

   3. The counting of Normality data Post Test of the Experiment Group

Normality Data of Post Test of Experiment Group

NO	x_i	f_i	f_{cum}	Z_i	$F(Z_i)$	$S(Z_i)$	$FZ_i - SZ_i$
1	70	7	7	−1.282	0.100	0.233	0.133
2	75	11	18	−0.344	0.365	0.600	0.235
3	80	6	24	0.594	0.724	0.800	0.076
4	85	6	30	1.532	0.937	1.000	0.063

The Result:

From the above table it was found that Lo = 0.235 Based on the list critics value of Liliefors table with n = 30 and real level α 0.05 = 1.697. From the list critical value of Liliefors table Lt 0.1618. Therefore, it was known that the coefficient of Lo (0.235) < Lt (0.1618) so it can be conclude that the data distribution of Post-test of experiment class was **normal.**

2. **The Normality of Post Test of the Control Group**
   There are some steps that must be done for calculating the normality test.

   1. Finding Z score

      To find Z score the writer used Liliefors formula : $Z_i = \frac{x_i - \bar{x}}{s}$

      $Z_i 1 = \frac{65 - 70.5}{3,380} = -1.662$

      $Z_i 2 = \frac{70 - 70.5}{3.380} = -0.151$

      $Z_i 3 = \frac{75 - 70.5}{3.380} = 1.360$

   2. Finding S (Zi)

      a. $\frac{5}{30} = 0.167$

      b. $\frac{22}{30} = 0.733$

      c. $\frac{30}{30} = 1$

   3. The counting of Normality data Post Test of the Control Group

Normality Data of Post Test of Control Group

NO	x_i	f_i	f_{cum}	Z_i	$F(Z_i)$	$S(Z_i)$	$FZ_i - SZ_i$
1	65	5	5	−1.662	0.048	0.167	0.118

2	70	17	22	−0.151	0.440	0.733	0.293
3	75	8	30	1.360	0.913	1.00	0.087

The Result:

From the above table it was found that Lo = 0.293. Based on the list critics value of Lilifors table with n = 30 and at real level α 0.05 = 1.697 from the list critical value of Liliefors table Lt = 0.1618 Therefore, it was known that the coefficient of Lo (0.293) < Lt (0.1618) so it can be concluded that the data distribution of post-test of the control class was **normal**.

Appendix K

Homogeneity Testing of Pre-test and Post-test

$$F_{obs} = \frac{S1^2}{S2^2}$$

Where: $S1^2$ = the biggest variant

$S2^2$ = the smallest variant

Based on the variants of both samples of post-test found that:

$S^2{}_{ex} = 10.948$ N=30

$S^2{}_{co} = 28.420$ N=30

So:

$$F_{obs} = \frac{10.948}{28.420} = 0.386$$

Then the coefficient of F_{obs} = is compared with F_{table}, where F_{table} is determined at real α = 0,05 and the same numerator dk = N -1 = 30 -1 that was exist dk numerator 29, the denominator dk = n -1 (30 -1= 29). Then F_{table} can be calculated F (0.05 = 1.679). So, $F_{obs} < F_{table}$ or (0.386 < 1.679) so it can be concluded that the variant is **homogenous**.

Appendix L

The Critical Value Liliefors Test Table

n\α	0.01	0.05	0.10	0.15	0.20
4	0.417	0.381	0.352	0.319	0.300
5	0.405	0.337	0.315	0.299	0.285
6	0.364	0.319	0.294	0.277	0.265
7	0.348	0.300	0.276	0.258	0.247
8	0.331	0.285	0.261	0.244	0.233
9	0.311	0.271	0.249	0.233	0.223
10	0.294	0.258	0.239	0.224	0.215
11	0.284	0.249	0.230	0.217	0.206
12	0.275	0.242	0.223	0.212	0.199
13	0.268	0.234	0.214	0.202	0.190
14	0.261	0.227	0.207	0.194	0.183
15	0.257	0.220	0.201	0.187	0.177
16	0.250	0.213	0.195	0.182	0.173
17	0.245	0.206	0.189	0.177	0.169
18	0.239	0.200	0.184	0.173	0.166
19	0.235	0.195	0.179	0.169	0.163
20	0.231	0.190	0.174	0.166	0.160
25	0.203	0.180	0.165	0.153	0.149
30	0.187	0.161	0.144	0.136	0.131
OVER 30	$\dfrac{1.031}{\sqrt{n}}$	$\dfrac{0.886}{\sqrt{n}}$	$\dfrac{0.805}{\sqrt{n}}$	$\dfrac{0.768}{\sqrt{n}}$	$\dfrac{0.736}{\sqrt{n}}$

Source: http://www.real-statistics.com/statistics-tables/lilliefors-test-table/

Appendix M

Table of F Distribution

/	df$_1$=1	2	3	4	5	6	7	8	9	10	12	15	20	24	30	40	60	120	∞
df$_2$=1	161.4476	199.5000	215.7073	224.5832	230.1619	233.9860	236.7684	238.8827	240.5433	241.8817	243.9060	245.9499	248.0131	249.0518	250.0951	251.1432	252.1957	253.2529	254.3144
2	18.5128	19.0000	19.1643	19.2468	19.2964	19.3295	19.3532	19.3710	19.3848	19.3959	19.4125	19.4291	19.4458	19.4541	19.4624	19.4707	19.4791	19.4874	19.4957
3	10.1280	9.5521	9.2766	9.1172	9.0135	8.9406	8.8867	8.8452	8.8123	8.7855	8.7446	8.7029	8.6602	8.6385	8.6166	8.5944	8.5720	8.5494	8.5264
4	7.7086	6.9443	6.5914	6.3882	6.2561	6.1631	6.0942	6.0410	5.9988	5.9644	5.9117	5.8578	5.8025	5.7744	5.7459	5.7170	5.6877	5.6581	5.6281
5	6.6079	5.7861	5.4095	5.1922	5.0503	4.9503	4.8759	4.8183	4.7725	4.7351	4.6777	4.6188	4.5581	4.5272	4.4957	4.4638	4.4314	4.3985	4.3650
6	5.9874	5.1433	4.7571	4.5337	4.3874	4.2839	4.2067	4.1468	4.0990	4.0600	3.9999	3.9381	3.8742	3.8415	3.8082	3.7743	3.7398	3.7047	3.6689
7	5.5914	4.7374	4.3468	4.1203	3.9715	3.8660	3.7870	3.7257	3.6767	3.6365	3.5747	3.5107	3.4445	3.4105	3.3758	3.3404	3.3043	3.2674	3.2298
8	5.3177	4.4590	4.0662	3.8379	3.6875	3.5806	3.5005	3.4381	3.3881	3.3472	3.2839	3.2184	3.1503	3.1152	3.0794	3.0428	3.0053	2.9669	2.9276
9	5.1174	4.2565	3.8625	3.6331	3.4817	3.3738	3.2927	3.2296	3.1789	3.1373	3.0729	3.0061	2.9365	2.9005	2.8637	2.8259	2.7872	2.7475	2.7067
10	4.9646	4.1028	3.7083	3.4780	3.3258	3.2172	3.1355	3.0717	3.0204	2.9782	2.9130	2.8450	2.7740	2.7372	2.6996	2.6609	2.6211	2.5801	2.5379
11	4.8443	3.9823	3.5874	3.3567	3.2039	3.0946	3.0123	2.9480	2.8962	2.8536	2.7876	2.7186	2.6464	2.6090	2.5705	2.5309	2.4901	2.4480	2.4045

12	4.7472	3.8853	3.4903	3.2592	3.1059	2.9961	2.9134	2.8486	2.7964	2.7534	2.6866	2.6169	2.5436	2.5055	2.4663	2.4259	2.3842	2.3410	2.2962
13	4.6672	3.8056	3.4105	3.1791	3.0254	2.9153	2.8321	2.7669	2.7144	2.6710	2.6037	2.5331	2.4589	2.4202	2.3803	2.3392	2.2966	2.2524	2.2064
14	4.6001	3.7389	3.3439	3.1122	2.9582	2.8477	2.7642	2.6987	2.6458	2.6022	2.5342	2.4630	2.3879	2.3487	2.3082	2.2664	2.2229	2.1778	2.1307
15	4.5431	3.6823	3.2874	3.0556	2.9013	2.7905	2.7066	2.6408	2.5876	2.5437	2.4753	2.4034	2.3275	2.2878	2.2468	2.2043	2.1601	2.1141	2.0658
16	4.4940	3.6337	3.2389	3.0069	2.8524	2.7413	2.6572	2.5911	2.5377	2.4935	2.4247	2.3522	2.2756	2.2354	2.1938	2.1507	2.1058	2.0589	2.0096
17	4.4513	3.5915	3.1968	2.9647	2.8100	2.6987	2.6143	2.5480	2.4943	2.4499	2.3807	2.3077	2.2304	2.1898	2.1477	2.1040	2.0584	2.0107	1.9604
18	4.4139	3.5546	3.1599	2.9277	2.7729	2.6613	2.5767	2.5102	2.4563	2.4117	2.3421	2.2686	2.1906	2.1497	2.1071	2.0629	2.0166	1.9681	1.9168
19	4.3807	3.5219	3.1274	2.8951	2.7401	2.6283	2.5435	2.4768	2.4227	2.3779	2.3080	2.2341	2.1555	2.1141	2.0712	2.0264	1.9795	1.9302	1.8780
20	4.3512	3.4928	3.0984	2.8661	2.7109	2.5990	2.5140	2.4471	2.3928	2.3479	2.2776	2.2033	2.1242	2.0825	2.0391	1.9938	1.9464	1.8963	1.8432
21	4.3248	3.4668	3.0725	2.8401	2.6848	2.5727	2.4876	2.4205	2.3660	2.3210	2.2504	2.1757	2.0960	2.0540	2.0102	1.9645	1.9165	1.8657	1.8117
22	4.3009	3.4434	3.0491	2.8167	2.6613	2.5491	2.4638	2.3965	2.3419	2.2967	2.2258	2.1508	2.0707	2.0283	1.9842	1.9380	1.8894	1.8380	1.7831
23	4.2793	3.4221	3.0280	2.7955	2.6400	2.5277	2.4422	2.3748	2.3201	2.2747	2.2036	2.1282	2.0476	2.0050	1.9605	1.9139	1.8648	1.8128	1.7570
24	4.2597	3.4028	3.0088	2.7763	2.6207	2.5082	2.4226	2.3551	2.3002	2.2547	2.1834	2.1077	2.0267	1.9838	1.9390	1.8920	1.8424	1.7896	1.7330

25	4.2417	3.3852	2.9912	2.7587	2.6030	2.4904	2.4047	2.3371	2.2821	2.2365	2.1649	2.0889	2.0075	1.9643	1.9192	1.8718	1.8217	1.7684	1.7110
26	4.2252	3.3690	2.9752	2.7426	2.5868	2.4741	2.3883	2.3205	2.2655	2.2197	2.1479	2.0716	1.9898	1.9464	1.9010	1.8533	1.8027	1.7488	1.6906
27	4.2100	3.3541	2.9604	2.7278	2.5719	2.4591	2.3732	2.3053	2.2501	2.2043	2.1323	2.0558	1.9736	1.9299	1.8842	1.8361	1.7851	1.7306	1.6717
28	4.1960	3.3404	2.9467	2.7141	2.5581	2.4453	2.3593	2.2913	2.2360	2.1900	2.1179	2.0411	1.9586	1.9147	1.8687	1.8203	1.7689	1.7138	1.6541
29	4.1830	3.3277	2.9340	2.7014	2.5454	2.4324	2.3463	2.2783	2.2229	2.1768	2.1045	2.0275	1.9446	1.9005	1.8543	1.8055	1.7537	1.6981	1.6376
30	4.1709	3.3158	2.9223	2.6896	2.5336	2.4205	2.3343	2.2662	2.2107	2.1646	2.0921	2.0148	1.9317	1.8874	1.8409	1.7918	1.7396	1.6835	1.6223
40	4.0847	3.2317	2.8387	2.6060	2.4495	2.3359	2.2490	2.1802	2.1240	2.0772	2.0035	1.9245	1.8389	1.7929	1.7444	1.6928	1.6373	1.5766	1.5089
60	4.0012	3.1504	2.7581	2.5252	2.3683	2.2541	2.1665	2.0970	2.0401	1.9926	1.9174	1.8364	1.7480	1.7001	1.6491	1.5943	1.5343	1.4673	1.3893
120	3.9201	3.0718	2.6802	2.4472	2.2899	2.1750	2.0868	2.0164	1.9588	1.9105	1.8337	1.7505	1.6587	1.6084	1.5543	1.4952	1.4290	1.3519	1.2539
∞	3.8415	2.9957	2.6049	2.3719	2.2141	2.0986	2.0096	1.9384	1.8799	1.8307	1.7522	1.6664	1.5705	1.5173	1.4591	1.3940	1.3180	1.2214	1.0000

Source: http://socr.ucla.edu/Applets.dir/F_Table.html

Appendix N

Percentage Point of T Distribution

DF	A P	0.80 0.20	0.90 0.10	0.95 0.05	0.98 0.02	0.99 0.01	0.995 0.005	0.998 0.002	0.999 0.001
1		3.078	6.314	12.706	31.820	63.657	127.321	318.309	636.619
2		1.886	2.920	4.303	6.965	9.925	14.089	22.327	31.599
3		1.638	2.353	3.182	4.541	5.841	7.453	10.215	12.924
4		1.533	2.132	2.776	3.747	4.604	5.598	7.173	8.610
5		1.476	2.015	2.571	3.365	4.032	4.773	5.893	6.869
6		1.440	1.943	2.447	3.143	3.707	4.317	5.208	5.959
7		1.415	1.895	2.365	2.998	3.499	4.029	4.785	5.408
8		1.397	1.860	2.306	2.897	3.355	3.833	4.501	5.041
9		1.383	1.833	2.262	2.821	3.250	3.690	4.297	4.781
10		1.372	1.812	2.228	2.764	3.169	3.581	4.144	4.587
11		1.363	1.796	2.201	2.718	3.106	3.497	4.025	4.437
12		1.356	1.782	2.179	2.681	3.055	3.428	3.930	4.318
13		1.350	1.771	2.160	2.650	3.012	3.372	3.852	4.221
14		1.345	1.761	2.145	2.625	2.977	3.326	3.787	4.140
15		1.341	1.753	2.131	2.602	2.947	3.286	3.733	4.073
16		1.337	1.746	2.120	2.584	2.921	3.252	3.686	4.015
17		1.333	1.740	2.110	2.567	2.898	3.222	3.646	3.965
18		1.330	1.734	2.101	2.552	2.878	3.197	3.610	3.922
19		1.328	1.729	2.093	2.539	2.861	3.174	3.579	3.883
20		1.325	1.725	2.086	2.528	2.845	3.153	3.552	3.850
21		1.323	1.721	2.080	2.518	2.831	3.135	3.527	3.819
22		1.321	1.717	2.074	2.508	2.819	3.119	3.505	3.792
23		1.319	1.714	2.069	2.500	2.807	3.104	3.485	3.768
24		1.318	1.711	2.064	2.492	2.797	3.090	3.467	3.745
25		1.316	1.708	2.060	2.485	2.787	3.078	3.450	3.725
26		1.315	1.706	2.056	2.479	2.779	3.067	3.435	3.707
27		1.314	1.703	2.052	2.473	2.771	3.057	3.421	3.690
28		1.313	1.701	2.048	2.467	2.763	3.047	3.408	3.674
29		1.311	1.699	2.045	2.462	2.756	3.038	3.396	3.659
30		1.310	1.697	2.042	2.457	2.750	3.030	3.385	3.646
31		1.309	1.695	2.040	2.453	2.744	3.022	3.375	3.633
32		1.309	1.694	2.037	2.449	2.738	3.015	3.365	3.622
33		1.308	1.692	2.035	2.445	2.733	3.008	3.356	3.611

34		1.307	1.691	2.032	2.441	2.728	3.002	3.348	3.601
35		1.306	1.690	2.030	2.438	2.724	2.996	3.340	3.591
36		1.306	1.688	2.028	2.434	2.719	2.991	3.333	3.582
37		1.305	1.687	2.026	2.431	2.715	2.985	3.326	3.574
38		1.304	1.686	2.024	2.429	2.712	2.980	3.319	3.566
39		1.304	1.685	2.023	2.426	2.708	2.976	3.313	3.558
40		1.303	1.684	2.021	2.423	2.704	2.971	3.307	3.551
42		1.302	1.682	2.018	2.418	2.698	2.963	3.296	3.538
44		1.301	1.680	2.015	2.414	2.692	2.956	3.286	3.526
46		1.300	1.679	2.013	2.410	2.687	2.949	3.277	3.515
48		1.299	1.677	2.011	2.407	2.682	2.943	3.269	3.505
50		1.299	1.676	2.009	2.403	2.678	2.937	3.261	3.496
60		1.296	1.671	2.000	2.390	2.660	2.915	3.232	3.460
70		1.294	1.667	1.994	2.381	2.648	2.899	3.211	3.435
80		1.292	1.664	1.990	2.374	2.639	2.887	3.195	3.416
90		1.291	1.662	1.987	2.369	2.632	2.878	3.183	3.402
100		1.290	1.660	1.984	2.364	2.626	2.871	3.174	3.391
120		1.289	1.658	1.980	2.358	2.617	2.860	3.160	3.373
150		1.287	1.655	1.976	2.351	2.609	2.849	3.145	3.357
200		1.286	1.652	1.972	2.345	2.601	2.839	3.131	3.340
300		1.284	1.650	1.968	2.339	2.592	2.828	3.118	3.323
500		1.283	1.648	1.965	2.334	2.586	2.820	3.107	3.310
		1.282	1.645	1.960	2.326	2.576	2.807	3.090	3.291

Source: https://www.medcalc.org/manual/t-distribution.php