THE EFFECT OF SHORT STORIES ON THE STUDENTS' READING COMPREHENSION AT MADRASAH TSANAWIYAH ISLAMIYAH MEDAN

A SKRIPSI

Submitted to the Tarbiyah Faculty UIN- SU Medan as a Partial Fulfillment of the Requirements for S-1 Program

By:

<u>KHOIRUNNISA HASIBUAN</u>
NIM 34.15.1.004

DEPARTEMENT OF ENGLISH EDUCATION
FACULTY OF TARBIYAH AND TEACHERS TRANING
STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA
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DEPARTMENT OF ENGLISH EDUCATION

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STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA

MEDAN

2019

Nomor : Istimewa

Lam : -

Perihal : Skripsi

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Medan, 24 Juni 2019

Kepada Yth,

Bapak Dekan Fakultas Ilmu

Tarbiyah dan Keguruan UIN

Sumatera Utara

Di

Medan

Assalamu'alaikum Wr. Wb.

Dengan Hornat

     Setelah membaca, meneliti, mengoreksi, dan memberi saran-saran perbaikan seperlunya terhadap skripsi mahasiswa a.n. **Khoirunnisa Hasibuan** yang berjudul **THE EFFECT OF SHORT STORIES ON THE STUDENTS' READING COMPREHENSION AT MADRASAH ISLAMIYAH MEDAN,** maka kami menilai skripsi ini sudah dapat disetujui untuk diajukan dalam sidang Munaqasyah Skripsi pada Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara.

Wassalamu'alaikum Wr. Wb.

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PERNYATAAN KEASLIAN SKRIPSI

Saya yang bertanda tangan di bawah ini:

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Judul : **The Effect of Short Stories on The Students' Reading Comprehension at MTs Islamiyah Medan**

Menyatakan dengan sebenar-benarnya bahwa skripsi yang saya serahkan ini benar-benar merupakan hasil karya sendiri, kecuali kutipan-kutipan dari ringkasan-ringkasan yang semuanya telah dijelaskan sumbernya. Apabila kemudian hari terbukti skripsi ini hasil jiplakan, maka gelar dan ijazah yang diberikan batal saya terima.

Medan, 20 Juli 2019

Yang Membuat Pernyataan

Khoirunnisa Hasibuan
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ABSTRACT

Name	: Khoirunnisa Hasibuan
NIM	: 34.15.1.004
Faculty/Department	: Faculty of Tarbiyah and Teachers Training
Title	: The Effect of Short Stories on the Students' Reading Comprehension at Madrasah Tsanawiyah Islamiyah Medan.

Keywords : Short Story, Reading Comprehension, Narrative Text

This research aimed to find out the effectiveness of short story on the students' reading comprehension of narrative text at the second grade students of MTs Islamiyah Medan. In order to achieve the objective of this reserch, the writer designed an experimental research and chose pre-test post-test control group. The writer took two classes, one as an experimental class and the other as control class. $VIII_1$ was experimental class that consist of 33 students were taught by using short story of narrative text, and $VIII_2$ was control class that consist of 32 students were taught by using non short story. After analyzing the data, the writer found the mean value of the experimental class was 73.9, while mean value of control class was 34.06. Then the data was analyzed by using *T-test* formula. The result showed that t-observed was higher than t-table, t-observed = 5.6 and t-table = 1.99 at at the level of the significance 0,05. This means that the alternative Hypothesis (Ha) was accepted. Moreover, it can be concluded that there was a significant effect on students' reading comprehension by short story of narrative text.

ACKNOWLEDGEMENT

Thanks to Allah SWT. who has given the writer his blessing and chance to complete this skripsi. Praise and blessing to the Prophet Muhammad SAW, who has been my figure to serve Allah SWT.

The title of the skripsi is **THE EFFECT OF SHORT STORIES ON THE STUDENTS' READING COMPREHENSION AT MADRASAH ISLAMIYAH MEDAN.** It is submitted to the Department of English Education, Faculty of Tarbiyah and Teachers Training State Islamic University of North Sumatera Medan as partial fulfillment of the requirements of the degree S.Pd.

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

1. Prof. Dr. K.H. Saidurrahman Harahap, M.Ag, as a Rector of State Islamic University of North Sumatera (UIN SU).

2. Dr. Amiruddin Siahaan, M.Pd as a Dean of Faculty of Tarbiyah and Teachers Training State Islamic University of North Sumatera and all of the administration staff.

3. Dr. Sholihatul Hamidah Daulay, S.Ag, M.Hum as Head of English Educational Department.

4. My advisor I, Dr. Abdillah, M.Pd and advisor II, Drs. H. A. Ramadhan, M.A, for your time, kindness, motivation, guidance, and to finish this skripsi.

5. For all of lecturers in Faculty of Tarbiyah Science and Teacher Training State Islamic University of North Sumatera, especially in English Department.

6. My beloved father Ismail Hasibuan, my beloved mother Ainun Mardia Nasution, my beloved sister Purnama Dewi and brothers Mhd. Zakir and Rahman Pratama who always given me advice, suggestion, spirit and finishing this final task and also their prayer as the greatest power on earth that makes me easy to do this skripsi, big thanks for your endless love.

7. The principal of MTs Islamiyah Medan, Rustam Hsb, S.Pd.I and Mr. Abdan Ebin Purba, SP.d as the English teacher and all Students of MTs Islamiyah Medan, who help me to do this research.

8. My beloved friends Anisah, Jannah, Mega, Muhajir, Henri, GG Friends, who motivated me to finish this research.

9. My beloved friends from PBI-2 and for all who helped and gave me spirit when doing this thesis.

The writer realizes that this paper is far from being perfect and need suggestion and correction. It is a great pleasure for the writer to receive critics and suggestions for making this skripsi better.

Medan,   Juni 2019
Researcher

Khoirunnisa Hasibuan
34.15.1.004

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CHAPTER I

INTRODUCTION

A. The Background of Study

Language has important role for all people in the world. The language can not be separated from people because it is people's means of communication. The people use it to communicate with others as a social human. Beside that it is also used to express peoples' idea, and feeling with others. Language is more than just communication tool, it is the primary method by which we do things together by sharing meaning of common ground. The people need to communicate in doing daily activities and making an interaction to other people in their lives. One of the popular languages used is English.

English is a purely foreign language in Indonesia. That is why, Indonesian students, especially those of Junior High School find difficulties in learning English. There is no way for them except trying to learn English if they want to adapt themselves in this era. The success of someone in learning is often supported by his willingness to read a lot. It does not matter whether he or she reads scientific writings (journal or books on social or natural sciences) or popular writing (magazines, newspaper, or novels). All of that give a lot of advantages to the reader to increase his or her knowledge. The student's interest in reading is very important for improving their achievement.

The unwillingness in reading and the need to achieve a success in English among Junior High School students create a problem. They want to improve their English, but they are not really willing to read English. They consider that English is difficult to learn before eventually trying to learn it.

The students really need a material that are simple, easy, authentic, educational, interested, motivated, and enjoyable to learn reading comprehension of narrative text. Narrative text tells us about an interesting story that can make students enjoy. As stated by Pamela J. Farris "Reading narrative text is often referred to aesthetic reading because one reads it for enjoyment and pleasure."[1]

The material that has the ideal features is short story. Lazar said that stories provide the teaching and learning material which is motivating, authentic and great educational value, enjoy, fun and etc.[2] Based on the statement, it means the use of literary texts can be an alternative material in teaching reading because the features that it has.

According to Ghasemi and Hajizadeh said that the short stories have the unique characteristics thus making the learners especially suitable to be used in reading comprehension.[3] The aim is easy to understand by the students, and also can be developed any kind of teaching material so that the reading learning will not become monotonous and boring. The reason why choosing short stories as materials of reading learning is literary work is often more interesting than the text found in course books. It supported by Setyani define that the short story is interesting, can also help to stimulate the students' curiosity toward the target culture and language.[4] Then, the short story is one of the modern prose forms. In addition, the short story becomes an interesting thing for learners to read and talk.

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[1] Pamela J. Farris, (2004), *Teaching Reading : A Balanced Approach for Today's Classroom,* New York : McGrAW-Hill, p.477

[2] G. Lazar, (1993), *Literature and Language Teaching: A Guide for Teachers and Trainers,* Cambridge: Cambridge University Press, p.14-15

[3] Ghasemi. P and Hajizadeh. R., (2011), Teaching L2 Reading Comprehension through Short Story.*International Conference on Languages, Literature and Linguistics.* Singapore: IACSIT Press.

[4] Setyani, S.G., (2009), *The Use of Short Stories to Develop Student's Reading Comprehension Skill. Thesis.* Semarang: State University. Jepara

The function of the short story it owns is to entertain and to develop the reading comprehension related to students' opinion.

Mastering reading is the key in English, because many books are written in English such as academic book, magazine, and newspaper. Reading becomes essential because it can develop our knowledge, through reading we get a lot of information, enjoyments, and even problem solutions. Therefore, the ability to read the text in any forms will give many advantages in our life. But, mastering reading is difficult because reading comprehension is remarkably comple, this activity involves many processing skills that are coordinated in very efficient combination.[5] It means that reading is an action work, which is the readers need a lot of skills to be coordinated well in getting the comprehension of the text which they read.

Reading according to Grellet. P. quoted by Hasbaini and Abdul Manan that reading was one of four English language skills that the students strive to master in learning English language and reading was a key of knowledge or the window of world.[6] Based on the quotation above, reading itself can enrich the students' knowledge and experience because they not only accept what the text says but also the students understand what they have already read.

Reading comprehension means the ability to read text and understand the writer's intention. It involves using prior knowledge, making predictions, and drawing out valuable information among other factors. Reading comprehension is considered as the real core for reading process. Durkin assumes that

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[5] Nida Husna, *Step by Step to Reading Skills 1ˢᵗ Ed.,* Jakarta: Pusat Bahasa dan Budaya UIN Syarif Hidayatullah, p.7

[6] Hasbaini & Abdul Manan, (2017), *Teaching Reading Comprehension by Using Short Stories*, Banda Aceh : Syiah Kuala University, English Educational Journal, p.2

comprehension is the peak of the reading skill and the base for all reading processes.[7] It can be concluded that the comprehension is the important part of reading skill.

Before conducting the research, the writer observed the students of Madrasah Tsanawiyah Islamiyah Medan dealing with the ability of reading in English class. Based on the observation, the writer got the information that there were still many second grade students whose English reading scores were still low. They can be seen from the average students' reading scores. The students still have inadequate vocabulary although they have learnt English since they were in Elementary School. As the consequence, most of the students just have an ability to read the text without knowing the message. And then, the writer also got information from some students of Madrasah Tsanawiyah Islamiyah Medan that reading was a boring activity.

The writer is interested in using short story to develop students' reading comprehension. The writer wants to find whether the use of short story can develop students' reading comprehension skill. Research by Hendra in Journal concluded that comprehending short story can improve the students' reading skill of the second year students of SMANegeri 2 Malusetasi.[8] Addition to related research by Naeemeh Kharaghani the results were analyzed using T-tests. It was found that the group which received short stories as their reading text outperformed the other group in the effect of short stories on reading

[7] Rubin, D., (1993), *A Practical Approach to Teaching Reading*, Boston, MA: Allyn and Bacon, p.32

[8] Mutakhirani Mustafa, (2018), *Improving Reading Comprehension by Using Short Story to the Tenth Grade of SMA Negeri 1 Bulukumba,* Indonesia : STKIP Muhammadiyah Bulukumba, International Journal of Management and Applied Science, Vol.4, p.2

comprehension ability of iranian EFL learners.[9] So, based on research above can improve reading comprehension by using short story.

Based on the reason above, the writer aims to determine the effect of short stories on the students' reading comprehension. The reading level and learning strategy hence the impact of materials can facilitate as a learning tool. Regarding students' difficulties in reading comprehension to achieve the base competence. Therefore, the writer interested in conducting a research on the tittle "The Effect of Short Stories on the Students' Reading Comprehension at Madrasah Tsanawiyah Islamiyah Medan".

B. The Identification of Study

Based on the background of study above, the identification of study can be identified as follows are :

1. The students have been taught the reading comprehension but they still got the difficulties in understanding the text.

2. The students have learnt English since they were in Elementary School but students still have inadequate vocabulary.

C. The Limitation of Study

Based on the background of study the writer limits the study on students' achievement in reading comprehension of narrative text by using short story. This research is only conducted to the VIIIth year of Madrasah Tsanawiyah Islamiyah Medan in the academic year of 2018/2019.

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[9] Kharaghani, Naeemeh, (2013), *The Effect of Short Stories on Reading Comprehension Ability of Iranian EFL Learners.* Department of English, Quchan Branch, Islamic Azad University, Quchan, Iran, Proceeding of the Global Summit on Education (GSE2013).

D. The Formulation of Study

This research is aimed to find the answer to the following research question :

1. What is the significant effect of using short story on the students' reading comprehension?

2. What is the difference in teaching reading comprehension between using short stories and using conventional study?

E. The Objective of Study

Based on the research question, the objective of study is :

1. To investigate the effect of using short stories on the students' reading comprehension.

2. To find out the difference in teaching reading comprehension between using short stories and using conventional study.

F. The Significance of Study

The findings of this study are expected to have both theoretical and practical importance as a process and product especially the framework of reading.

1. Theoritical Significance

Theoritically, the result of this study may give valuable information and enrich the knowledge to develop reading comprehension skill by teachers in teaching and learning process.

2. Practical Siginificance

Practically, this study is expected to be beneficial for :

a. The English teachers, they can use short story to develop the students' reading comprehension at Madrasah Tsanawiyah Islamiyah Medan.

b. The students of Madrasah Tsanawiyah Islamiyah Medan, they can develop their reading comprehension using short story.

c. The readers, have the basic information of the use of short story to develop students' reading comprehension.

CHAPTER II

THEORITICAL REVIEW

A. Theoritical Framework

The theoritical review is aimed to give a clear concept in this research. This concept leads to be better analysis of variable taken. So, the writer tries to clarify the terminologies used in this study in order to avoid misinterpretation of the terms between the writer and the reader.

1. Short Story

a. The Definition of Short Story

The use of literature had been known since the nineteenth century. It was mostly used as material when English language was taught by using Grammar Translation Method. One of the literature is short story. According to MacMillan, "short story is a brief work of prose narrative."[10] It means that short story is a short prose narrative that usually can be read in short time. In other word, the reader does not need much time to comprehend what the short story tells about.

Keegan defines short story as a narrative, rarely over 1.000 words or below 500 words, more commonly 1500-5000 words-a single-sitting read, but with enough time and weight to move the reader. In common, short story consists of about 1.500 until 5.000 words that has a clear beginning, middle, and ending.[11]

Meanwhile, Lazar said that short story is a work of fiction. It tells one event in a very concentrated way, describes something at moment of crisis, introduces people who are told do not really exist, has plot and characters who are

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[10] MacMillan Literature Series, (1985), *Introducing Literature, Signature Edition,* New York : Glencoe/McGrowHill, p53

[11] Keegan, A. 2003. *What is A Short Story?* London: Writers Write, Inc.

somehow connected with each other.[12] From the definition above, it is clear that story is a simple literary text which can be considered to be used as material in learning language because of its distinctive features.

Considering the statements above, short story is defined as a short fictional narrative in prose that can be read in short time. Beside that, it also has some distinctive features that will make the reader be more enjoyed in reading it than others.

b. Benefits of Short Stories

Some materials such as textbook are needed to enhance reading skills, such as word analysis, structural analysis, dictionary use, and learning the meaning of words from the context. Short stories could be beneficial since literature has the quality of being universal and short stories will allow the teacher to deal with human problem. The advantages for pedagogical advantages of short stories over other literary texts:[13]

1. Short stories makes the students' reading task easier because it is simple and short Give learners a better view of other people and other cultures.

2. Requires more attention and analysis helps students to be more creative andraise the critical thinking skills.

3. Raise cultural awareness

4. Reduce students anxiety and helps them feel more relax.

5. Short story is good for multicultural contexts because of its universal Language.

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[12] Gillan Lazar, (1993), *Literature and Language Teaching: A guide for teachers and trainers,* Cambridge: Cambridge University Press, p.73

[13] Omid Pourkalhor and Nasibeh Kohan, (2013), *Teaching Reading Comprehension through Short Stories in Advance Classes,* Islamic Azad University, Asian Journal Sciences and Humanities, Vol. 2 No.2, p. 3

6. Offers a fictional and interesting world.

There are several benefits of short stories including motivational, cultural and higher-order thinking benefits.

c. The Elements of Short Story

As the same as other fiction works, short story also has its own elements. But, some experts have different opinions about how many the short stories' elements are. Gordon and Kuehner said that the story has six elements.[14] Meanwhile Diyanni said that there seven elements of the short story. The differences include, irony and symbol. According to Diyanni the irony and symbol are elements that will help the reader to compress a great deal of meaning into a brief space and understand the works. However, both of these books still have same explanation when they elaborate the other elements such as plot, setting, character,point of view and tone, theme, and style. In this study, the writer explains the elements that are only in the Gordon and Kuehner's book. The elements are as follows :

1) Plot

Plot is the author's arrangements of the events in a narrative to get a desired effect. It is a series of actions that are usually organized in chronologically order. There are two aspects that construct a plot: causality and conflict. Causality is needed to substitute of two or more events. A conflict is an internal or external fight betweem the main character and the opposite character. When a story includes internal conflict, it means that the main character is in conflict with

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[14] Jane Bcahman Gordon, Karen Kuehner, (1999), *Fiction: The Elements of Short Story,* New York : McGraw-Hill, p.247

himselfor herself. It contrastes, an external conflict happen between the main character and another character, society, or natural forces.

Furthermore, the plot structure is devide into six events: expoisition, initiating, incident, rising action, climax, failing action, and resolution. Exposition is giving description of the situations that the reader need to comprehend the story. The initiating incident is the event that changes the situation that is developed in exposition. The rising action means some events happened that develop complication in the story. Then, climax is the point of the greatest conflict, the emotional high point, the turning point in the plot, or the point where the opposite character gains the advantage. It is the event where the main character must choose some action that will make his/her situation may be worse or better. The events that follows the climax are known as falling action. Then, falling action leads into resolution of the story.

2) Setting

Setting is to describe time and place in the story. It can be general, specific, or every detailed. It may serve some purposes, such as influencing action, defining character, or contributing to mood.

3) Character

Character is a person created for work of fiction. It may autobiographical versions of the author, the people that author knows, the people that may the author has observed or overheard. The character is devided into two categories, major and minor characters. The major characters are protagonist and antagonist characters. Meanwhile, the minor characters are confidant and confidante, foil, a streotyped character, and piece of furniture character. These are the characters that

support to develop plot of the story. Another way to classify the character is the terms of active and static characters. The active characters are one who changes because of what heppen in the story. Then, the static characters are the characters have same at the beginning until the end of the story.

4) Point of View and Tone

Point of view is where the author places her/him in the story. There are two main points of view: first person (I) nad third person (he, she, they). The first person of view is the author creates a person or mask through which she/he tells the story. The first person of view may be a character in the story, the observer of events. The tird person of view is devided into two parts: omniscient, and limited omniscient. The omniscient means the author knows the thoughts of all characters in the story. Meanwhile, the limited omniscient means the author just knows and focuses on a character in the story.

5) Theme

Theme is an author's insight or general observation about human nataure or the human condition that is delivered by characters, plot, and imagery. There is rule to put theme in the story. But, in can be identified in the factual details of plot, characters, and setting.

6) Style

Style is an author's characteristic way to sya things in the story. It is devided into three components: diction, imagery, and symbols, and syntax. The first component is diction. It is the author's choice on using words. It can be chosen as general or specific, formal or informal, abstract or concrete, common, jargon, and etc. The second component is imagery and symbol. Imagery is a term

of sense. It involves sight, tastes, smell, touch, and hearing. It also associates with figure of speech like smile, metaphor, personification, hyperbole, and others. Then, a symbol is concrete anything like an object, a place, a character, and an action. The last component is syntax or sentence structure. It is the individual's pattern or arrangement of words and phrases.

Based on the description above, it can be concluded that short story has six basic elements. They are plot, setting, character, point of view, theme, and style. It relates each other to make complete story.

2. Reading Comprehension

a. The Definiton of Reading Comprehension

Haris and Sipay explained that reading was the meaningful interpretation of written verbal symbol. Reading was a result of interaction between the perception of graphic symbol that represent language and reader's language skill's language and knowledge of the world.[15] From the explanation above, reading is about taking the meaning of the text.

Reading according to Kustaryo quoted by Mutakhirani Mustafa that reading was a complex process in which recognition and compression of written symbol are influenced by reader's language background, mind sets, and reasoning abilities, and they anticipate meaning on the basic of what has been read.[16]

[15] Haris, Albert, and Sipay, Edward R., (1980), *How to Increase Reading Ability.A Guide to Development and Remedial Methods*, New York: Longman inc.

[16] Mutakhirani Mustafa, (2018), *Improving Reading Comprehension by Using Short Story to the Tenth Grade of SMA Negeri 1 Bulukumba,* Indonesia : STKIP Muhammadiyah Bulukumba, International Journal of Management and Applied Science, Vol.4, p.273

Richards says reading is a skill that is highly valued by students and teachers alike.[17] Reading is one of the most important elements of a language. Through reading the people can also obtain information which can help them understand and solve various problems which come constantly in their live, live wise the students at college or university should conceive of how important reading in learning.

Based on the definition of reading above, it will be concluded that reading is a process or activity to get meaning of materials whether printed or written and verbal symbol. Reading skills is the ability of process the written material from what was been read and improve a construct of ideas depend on the experience or prior knowledge of the reader.

In Islam, reading is also considered as one of important skills, our beloved Prophet Muhammad SAW. got the revelation from Allah SWT through Gabriel that reflect an instruction to read (Iqra').

Surah Al-Alaq (The Clot) verse 1-2:

Meaning : *(1) Proclaim!(or read) in the name of the Lord and Cherisher, (2) Created man, out of a (mere) clot of congealed blood .[18]*

Based on those verses, In the first verse Allah SWT asks Prophet Muhammad SAW to read. Then, there are various objects to be read, they are the

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[17] Richards, Jack. C., (2002), *Methodology in Language Teaching*. Cambridge: University Press, p.273

[18] Abdullah Yusuf Ali, (1987), *The Holy Quran :* The King Fahd Holy Quran Printing Complex, p.320

verses of Allah SWT that written in the Quran and the verses of Allah SWT that does not written in the Quran such as in the universe with all the law of causality inside and what inside the men. The second verse gives information about the important of understanding the origin the process of human being with all potency inside them. Expert educates agree that the comprehension of human being as the important thing in formulating various policy related to the formula of educational purpose, material of education, and educational method. So, it means reading in Islam is significant, like from the first verse Allah SWT asks Prophet Muhammad SAW to read.

Surah Ali 'Imran verse 190 :
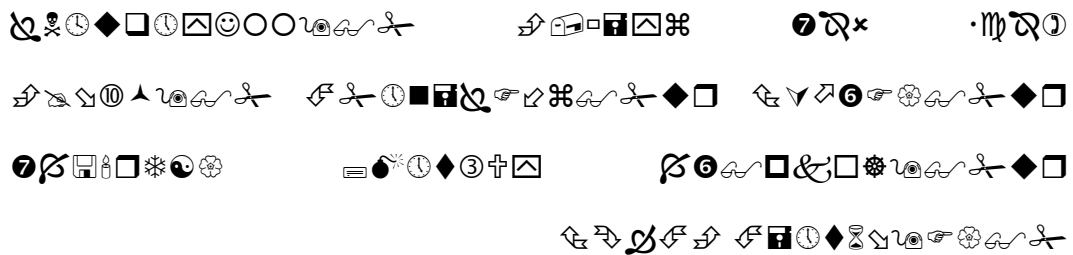
Meaning : *Behold! In the creation of the heavens and the earth, and the alternation of night and day, there are indeed Signs for men of understanding.*[19]

It means the surrounding environmet is the largest book that contains various kinds of knowledge. Nature present various information. Information that can only be digested by people who open their eyes, not only the eyes, but also the eyes of the heart.

Comprehension is an active process that involves the child integration of prior knowledge with information the text in order to comprehend that text. Among the major goals of reading instructions today is the development of learners who understand. Students need these abilities to understand concept

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[19] Ibid, p.33

presented in print, to think about materials, read, and to use, that which is read for relevant purpose.

Comprehension is as the process by which a person understand the meaning of the written or spoken language.[20] It means that someone can understand the meaning of written or spoken language through the process oflistening seriously, and it can make him to be understood the meaning of the written or spoken language.

Comprehension is the relationship among the elements of reading skills, they are competence, reading techniques, and good comprehension.[21] It means it is dependent on several cognitive processes, including decoding, word recognition, and knowledge.

Reading comprehension is complex skill that requires an active interaction between text elements and the reader. The reader is an active participant with a text and the reader makes sense of how ideas based on the text relate to one another by interpretive interactions between what the reader gleans from the text and what the reader already knows. From the statement, it is clearly understood that comprehension is the most important in reading. Since comprehension of the text is the ultimate goal in reading. Understanding comprehension processes is crucial to the study of reading.

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[20] Jack Richards, John Platt, and Heidi Weber, (1998), *Longman Dictionary of Applied Linguistics.* Harlow, essex, England: Longman, p.558

[21] Sukirah Kustaryo, (2000), *Reading Technique for College Students.* Jakarta: Publication Ltd, p.67

According to Grabe and Stoller, reading comprehension is an ability to understand or to gain the information from a text.[22] Furthermore, Partnership for reading defined reading comprehension as the understanding of a text that is read, or the process of constructing meaning from a text.[23] It means that a reader must be able to interpret what the meaning of the text well.

Otto Wayne states reading comprehension is as an interaction between thought and language.[24] It means that an interaction in reading, it can produce a thought and then we are thinking, and we has a question for asked to someone, that called is language.

b. Kinds of Reading

There are two different kinds of reading. They are extensive reading and intensive reading:

1. Extensive reading.

Extensive reading is as skimming and scanning activities, that exposing learners to large quantities of meaningful and fascinating materials and activities will have a significant impact on the learners' knowledge of L2.

2. Intensive reading.

Intensive reading deals with the study of those features of language, syntactical and lexical, which he reader draws on in order to decode the message. Intensive reading is also concerned with related skills, such as developing strategies of expectation and guessing meaningfrom context, as well as with using

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[22] Grabe William, and Fredricka L Stoller., (2002), *Teaching and Researching Reading.* New York: Longman, p. 7

[23] Parthenership for Reading. Http://www.nifl.gov/partnershipforreading/". Accessed on January 5th 2017.

[24] Otto, Wayne, (1979), *How to Teach Reading.* Philippines: Addison-Wesley Publishing Company, Inc. p. 70

dictionaries. The major objective of intensive reading is developing the ability to decode messages by drawing on syntactic' and lexical clues, and the emphasis as in all reading is on skills for recognition rather than for production of language features.[25]

c. The Purposes of Reading

Reading is an activity with a purpose. A reader may read a text to gain information or verify existing knowledge. A reader may also read for enjoyment or to enhance knowledge of language which is being read.

Rivers and Temperly suggest that second language learners will want to read for the following purposes :

> 1) To obtain information for some purpose or because we are curious about some topic; 2) To obtain instructions on how tp perform some task for our work or daily life; 3) To act in a play, play a game, do a puzzle; 4) To keep in touch with friends by correspondence or to understand business letter; 5) To know when or where something will take place or what is available; 6) To know what is happening or hashappened; and 7) For enjoyment or excitement.[26]

This definition show determine purpose of the reading is very crucial step that should be done before starting reading. When the purpose of reading is determined certainly it will ease the reader to determine what kinds of text that reader wants to read and what kinds of technique that reader have to use. So, information that the reader wants will be easy to be obtained.

d. The Principles of Reading

According to Jeremy Harmer, there are some principles of reading :

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[25] Christina Bratt Paulston and Mary Newton Bruder, (1976*), Teaching English as a Second Language: Techniques And Procedures*, United Stated of America : Winthrop Publishers, Inc, p.163

[26] David Nunan, (1989), *Designing Tasks for the Communicative Classroom,* Cambridge: University Press, p.34

1. Encourage students to read as often and as much as possible;

2. Students need to be engganged with what they are reading. During the lesson, teachers should also do the best to ensure that the students engganged with the topic and the activities they are asked to do while dealing with it;

3. Encourage students to respond the content of a text (and explore their feelings about it);

4. Prediction as a major factor in reading. When someone reads a text, reader usually have a good idea of the content before reader actually stars reading. Book covers can give the readers a clue what is in the book, photographs, and headlines hint at what article is about before reading a single word.

5. Match the task to the topic when using intensive reading texts. Teachers need to choose good reading tasks, the right kinds of question, appropriate activities before during and after reading, and useful study exploitation when the topic of reading has been set.

6. Good teachers explot reading texts to the full. Good teachers can integrate the reading text into interesting lesson sequences, using the topic for the discussion and further tasks, using the language for study and then activation, and using range of activities to bring the text to life.[27]

In summary, the goal of teaching reading is to help students to understand the text. These principles are to help the teachers to design teaching reading effectively.

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[27] Jeremy Harmer, (2007), *How to Teach English,* Kuala Lumpur : Pearson Education, p.101-102

e. Strategies for Reading Comporehension

According to H. Douglas Brown, there are ten strategies that should be understood by students when they want to improve their reading comprehension. Each of the strategies can give good tricks about what they should do when they read English text. The strategies are :

> 1) Identifying the purpose in reading; 2) Using graphemic rules and pattern to aid in bottom up decoding (especially for the beginning level learners); 3) Using efficient silent reading techniques relatively rapid comprehension comprehension; 4) Skimming the text for the main ideas; 5) Scanning the text for specific information; 6) Using semantic mapping or clustering; 7) Guessing when you are not certain; 8) Analyze vocabulary; 9) Distinguish between literal and implied meaningsl; 10) Capitalize on discourse makers to process relationship.[28]

3. Narrative Text

a. The Definition of Narrative Text

There are some kinds of the texts, such as descriptive, recount, argumentative, explanation, spoof, fables, cartoon strips, folk tale, persuasive, news item, and procedure and narrative text. Generally, the students like to read the legends text of the country or fairy tales of the world, for examples are: Snow white, Cinderella, Timun Emas, Sangkuriang, Roro Jonggrang, etc. The people know that these kinds of texts are narrative. Narrative text is a piece of writing that tells a story. The story can be imaginary or based on a real incident. A narrative always deals with some problems which lead to the climax and then turn into a solution to the problem. Furthermore, according to Keraf cited by Novita Hidayanti said that narrative is a form of discourse which attempted to narrate an

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[28] H. Douglas Brown, (2000), *Teaching by Principles : An Interactive Approach to Language Pedagogy 2ⁿᵈ Ed.,* New York : Longman, p.310

event or events that it seems as if the reader see or experience the events. Therefore, the most important element in a narrative is the element of the act or acts.[29]

Based on all definitions above, the researcher can conclude that Narrative is a text about story that can be in the form of: folklore, animal story (fable), legend or short story, novels, etc. There are some kinds of conflict, social problems amusement in narrative text. So readers would be amused or tense when reading them. Narrative has dealing with social problematic events or that has to find solution besides amusement.

b. **Purposes of Narrative Text**

Many people like to read story, narrative text enables the writer to read or an incident. Every time, someone tells another person about something that happened or occurred, he or she is reading a narrative or a story. Narration is a story that can amuse or entertain and give good lesson to the people. The purpose of narrative text as follows:

1. To tell a story about something or someone

2. To amuse or entertain the readers or listeners

3. To obey the moral lesson from the story.

c. **Organization of Narrative Text**

According to Setiyadi, the organization of narrative text are:

1. Orientation

Sets the scene (where and when the story happen) an introduced the participants of the story (who and what is involved in the story).

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[29] Novita Hidayanti, 2017, *Teaching Reading Comprehension by Using Story Mapping Technique on Narrative Text,* a Thesis, p.32

2. Complication

Tells the beginning of the problem which lead to the crisis (climax) of the main participants.

3. Resolution

Provides solution to the problem either in a happy ending or in a sad (tragic) ending.

4. Re-orientation

Gives a closing remark to the story. It consist of a moral lesson or advice.

4. Conventional Teaching

Teaching today's generation calls for a change in education approach from conventional to a more comprehensive, communicative and technological way. According to Felder and Silverman quoted in Malaysian Online Journal said that conventional teaching methods make students uninterested in class, discouraged, bored, stop trying in accomplishing tasks given, and do poorly in tests.[30] It means that conventional teaching is not good to apply to the students. In many conventional classes students have been asked to memorize English grammar rules and vocabulary and apply their translation skills.

Moreover, conventional teaching forces students to demonstrate knowledge and content mastery via a test which can be jeopardizing to their learning because they only have minimal control over this matter. This is because what they produce will not be what they know about the language, rather it will be

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[30] Farha Alia Mokhtar, Rethinking Conventional Teaching In Language Learning And Proposing Edmodo As Intervention: A Qualitative Analysis, Malaysian Online Journal of Educationak Technology, Vol.4, p.1

what they memorize. Planned, restricted, gradual and artificial are the types of exposure to second language learning. Instead of permitting students to acquire target language using natural and communicative approach, teachers emphasize teaching of sounds where the goal of instruction is to acquire native like pronunciation. Krashen argues that the best language learning pedagogy is not when lessons are grammatically sequenced and provided abundantly, rather the input supplied should be arousing, comprehensible, relevant and accessible.[31]

B. Conceptual Framework

Reading is one of language skills that have to be mastered by the students in learning English because through reading we can get a lot of information and develop our knowledge. And Reading comprehension is important task which demanding students' creativity on the processing of English language skills, interpretation, and understanding in materials selection used. Furthermore, the language learning more interesting when the students interest and engage during the learning process.

It supported by Woolley define that reading comprehension is the process of making meaning from text. Furthermore, the reading comprehension performance can be developing when the learners are taught inferential reading comprehension strategies involving both verbal and visual.[32]

Meanwhile, the literature such as the short story materials is one of the factors that influence on the ways in testing reading comprehension. So, the writer interests to use the short story to develop the students' reading comprehension.

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[31] Ibid, p.1

[32] Wolley G., (2010). *Developing reading comprehension: combining visual and verbal cognitive processes*, Australian Journal of Language and Literacy.33 (2)108–125

Short story is story that shorter than novel. Short story is about 500-5000 words. The reader can read the story in short time.

C. Related Studies

In this research, the writer summarizes some relevant previous studies that deal with teaching reading comprehension by using short story.

The first previous study, entitled "*Utilizing Short Story to Improve the Students' Reading Comprehension Achievement*." The objectives of this research is to investigate (1) whether there is any significant difference of the students' reading comprehension through Short Story, (2) the aspects of reading is mostly affected by Short Story, and (3) the students' reaction through Short Story. The population of this research was the second year of SMAN 1 Sindang Indramayu consisting of 30 students. One group time series design was carried out to analyze the significant difference. Besides that, questionnaire and interview were given to see the students' reaction through Short Story. The means of the pre-tests are 52.5, 56.6, and 57. While the means of post-tests are 49, 58, and 73.1. The significant (2-tailed) value was (p=0.000, p<0.05), it showed that the hypothesis was accepted. The specific information was analyzed as the most increase and the students had positive reactions after being taught through Short Story. Therefore, Short Story can be applied and recommended as a material to teach English in reading class.

The second previous study, is conducted by Setyani the opinion in her research on the use of short stories to develop student's reading comprehension skill for the eighth grade students at SMP Negeri 4 Jepara in the academic year of 2008/2009. Suggested, that the short stories can be used by the teachers to

develop the students' ability in reading comprehension. Therefore, the researcher concluded that use of the short stories can developing the teaching-learning process, the students are enthusiastic to be involved in learning, and have more creative and imaginative ideas in English. Undeniably, in the materials that reading comprehension can be interesting by using short stories.[33]

The third previous study that the writer has read from journal, entitled "*Teaching Reading Comprehension through Short Stories in Advance Classes*" was written by Omid and Nasibeh Kohan. They studied how the use of short story can give many benefits in Language class, especially in teaching reading comprehension. In their research,they used a quasi experimental research. It means that they used two classes. The classes are experimental and controlled class. In the experimental class the writers taught reading by using collection of short stories. Whereas in the controlled class, thw writers taught reading by using reading books, internet, magazine (without using short stories). To get the data, the writers used test as the instrument. Then, the writers analyzed the data gotten by using T-tests. The writers got t-value (4,693) is bigger than t-table (2,02) at 40 degrees of freedom. It means that students in the experimental class did better on the comprehension test than those in controlled class.[34]

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[33] Setyani, S.G., (2009), *The Use of Short Stories to Develop Student's Reading Comprehension Skill*. *Thesis*. Semarang State University. Jepara

[34] Omid Pourkalhor and Nasibeh Kohan, (2013), *Teaching Reading Comprehension through Short Stories in Advance Classes, Asian Journal of Social Sciences and Humanities,* Vol. 2, 2013, p.52-60

D. Hypothesis

The hypothesis of this study can be formulated as :

H_a : there is a progress of using short story to develop students' reading comprehension.

H_0 : there is no a progress of using short story to develop students' reading comprehension.

CHAPTER III

METHODOLOGY OF RESEARCH

A. The Location of Study

This research was conducted at Madrasah Tsanawiyah Islamiyah Medan which is located on Jl. Suluh No.71 D, Sidorejo Hilir, Medan Tembung, Kota Medan, Sumatera Utara 20222. The reasons to choose this location because of some reasons. They are: 1) The school was not too far from the researcher's house, 2) The students were difficult in understanding the text.

B. Method and Design

The method of this study refers to quantitative research with two variables. Then design of this study is experimental which uses two classes as experimental class and controlled class. Only the students in experimental class will teach by using short story during the reading process as the treatment of the study. The data are occupied from pre test and post test score. The design of experimental and controlled class as follows :

Table 3.1

Test Experimental Design

Group	Step I	Step II	Step III
Experimental	Pre-test	Short story treatment	Post-Test
Controll	Pre-test	Non short story	Post-Test

The table 3.1 shows that both classes are given a pre test and post test, but the difference is in giving the treatment. In experimental class, short story was given as a treatment to the students in the learning process. In dissimilarity, for the

controlled class, there was no treatment implemented in teaching reading comprehension. Afterwards, a post test was administered in order to investigate the result of the treatment.

C. Population and Sample

The population of this research were all second year students of Madrasah Tsanawiyah Islamiyah Medan 2018/2019, consist of three classes. The number of the population are 88 students in which 33 students of $VIII_1$, 32 students of $VIII_2$, and 23 students of $VIII_3$.

The sample of this research consist 33 students in the class $VIII_1$ (controlled class) and 32 students in the class $VIII_2$ (experimental class) in the second year of 2018/2019.

D. Operational Definitions of Variables

The title of this study is "The Effect of Short Stories on the Students' Reading Comprehension".

Teaching is defined as an activity of transferring knowledge and skill from the teacher to the students. It means that teaching is a process that is done by the teacher to make the students understand the lesson. Reading is a process to get a lot of information and develop our knowledge. Reading comprehension is the process of making meaning from text. The indicates that learners are expected to explore the ideas and make them into a good reader in comprehension.

In this study there are two variables, they are independent variable and dependent variable. The independent variable or variable X is using short story and dependent variabel or variable Y is developing of the students' reading comprehension.

E. Technique of Data Collection

In data collection, the instrument were given in pre-test and post-test. Type of the test is multiple choice test. The purpose of the tests is to find out the effect of using short story towards students' reading comprehension. The pre-test and post test were applied for the experimental and controll class.

a. Pre-test

In the pre-test stage, the students of experimental and controll class were instructed to answer questions of some stories in sixty minutes. Then, in the next meeting, the students of the experimental class were given a treatment which was a material to teach short story in narrative text.

b. Post-test

Lastly, in the following meeting it was conducted the post test in both experimental and controlled class to see progress of using short story towards students' reading comprehension.

As it has been known that in giving test to the students, validity is the extent to which it measue what it is supposed to measure. Meanwhile, reliability refers to the extent to which test scores are free of measurement errors. To measure the validity that use was correlation product moment as follows :

$$r_{xy} = \frac{n\sum XY - (\sum X (\sum Y)}{\sqrt{\{n\sum X^2 - (\sum X)^2\}\{n\sum Y^2 - (\sum Y)^2\}}}$$

Explanation :

r_{xy} = correlation coeeficient between X and Y

X = total post-test of control class

Y = total post-test of experimental class

N = Total of students

Scoring the Test

For scoring the test, the score ranging from 0-100 are use. The rule is by counting the correct answer by using this following formula:

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

Where:

S   = the score

R   = the number of correct answer

N   = the number of questions

F. Technique of Data Analysis

To find out the differences means of scores of the test between the experimental and control class, the researcher used the test formula. To know the statistical hypothesis t, the researcher use the statistical analysis. The formulation of the "t" test is[35]

$$\frac{M1 - M2}{\sqrt{\left(\frac{X1 + X2}{N1 + N2 - 2}\right)\left(\frac{N1 + N2}{N1.N2}\right)}}$$

Where :

M_1 = the mean of experimental group

M_2 = the mean of Control Group

X_1 = the standard deviation of experimental group

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[35] Anas Sudijono, (2011), *Pengantar Statistic Pendidikan*, Jakarta : Raja Grafindo Persada,p.314

X_2 = the standard deviation of control group

N_1 = the total number (sample) of experimental

N_2 = the total number (sample) of control group

CHAPTER IV

RESEARCH FINDINGS

A. **Research Findings**

1. **The Description of the Data**

After conducting the research, the writer got the data from the students' scores in pre-test and post-test from both experimental and control class. The pre-test and post-test that the writer gave were about narrative text. Each class was given a pre-test and pos-test. The students at experimental group were taught by using short story of narrative text in teaching while the students at control group were taught by using conventional teaching. The population of this research was the students of MTs Islamiyah Medan. The experimental class was $VIII_1$ consisted of 33 students and the control class was $VIII_2$ consisted of 32 students. The data were described into some tables that consist of students' scores of pre-test and post-test score. The tables were made to see the differences of students' scores before and after treatments. Here the descriptions:

a. **The Data of Experimental Class**

Table 4.1.

Students' Score of Experimental Class

No	Initial Name	Pre-test	Post-test	Gained Score
1	AAK	20	70	50
2	AAS	10	60	50
3	ANZ	10	40	30
4	ADR	60	70	10
5	AA	70	80	10
6	AH	60	90	30
7	CP	20	70	50
8	CC	30	50	20
9	DA	60	90	30

No	Initial Name	Pre-test	Post-test	Gained Score
10	DA	60	80	20
11	DA	20	50	30
12	ESY	70	100	30
13	FFA	10	60	50
14	FS	70	60	10
15	FA	40	70	30
16	FA	40	80	40
17	JSSA	60	90	30
18	LH	60	100	40
19	MNS	70	90	20
20	MRS	60	60	0
21	MRA	50	80	30
22	MAP	40	70	30
23	MRB	60	70	10
24	N	30	70	40
25	NS	30	70	40
26	NN	60	70	10
27	NR	40	70	30
28	RR	60	100	40
29	RUE	60	90	30
30	RAS	0	40	40
31	RF	60	100	40
32	SP	20	60	40
33	YM	70	90	20
	Total	1480	2440	980
	Mean	44.8	73.9	29.7

Based on the description above, it showed that the mean of pre-test was 44.8 and the mean of post-test was 73.9. Therefore the average of gain score is 29.7. The lowest score of pre test was 10, the highest score of pre test was 70. After getting treatment or using short story, the lowest score of post test was 40, the highest score of post test was 100 and the average of post test was 73.9.

From the description above, it can be concluded that the students in the experimental class got the improvement of using short story in narrative text.

Therefore, the score of the students in the post-test is better than in the pre-test. It proves that most of the students can increase their reading skill after they are taught by using short story in the class.

b. **The Data of Control Class**

Table 4.2.

Students' Score of Control Class

No	Initial Name	Pre-test	Post-test	Gained Score
1	AFH	20	10	10
2	AB	20	50	30
3	ATM	20	40	20
4	AA	60	50	10
5	AA	20	30	10
6	AS	30	30	0
7	BSH	40	60	20
8	DA	0	20	20
9	DAS	40	40	0
10	FKH	30	30	0
11	IA	40	30	10
12	IF	10	10	0
13	IS	20	30	10
14	KSHL	20	50	30
15	LR	40	60	20
16	MFR	30	20	10
17	MNR	20	30	10
18	MI	40	50	10
19	NW	20	30	10
20	NA	20	20	0
21	NDA	50	30	20
22	NF	50	80	30
23	N	10	20	10
24	NAS	20	30	10
25	NZ	30	50	20
26	RW	10	40	30
27	RRS	10	40	30
28	SA	30	30	0
29	SOV	30	20	10

30	SM	10	20	10
31	S	10	30	20
32	VA	20	10	10
	Total	820	1090	430
	Mean	25.6	34.06	13.4

Based on the description above of data in control class above, it showed that the mean of pre-test 25.6 and the mean of post-test was 34.06. Therefore the average of gain score was 13.4. The lowest score of pre test was 0, the highest score of pre test was 60. Furthermore, the lowest score of post test was 10, the highest score of post test was 80.

Based on the result analysis, it can be concluded that using of non short story didn't make a high improvement or effect to the students' reading comprehension.

B. Data Analyzing

The data were taken from a computation result of the test that was analyzed. It's aimed to find out the significant effect of short story on the students' reading comprehension .The analysis was conducted both to establish the reliability of the research instrument and to test the hypothesis.

The validity of the test

Table 4.3.

The Calculation of Validity of the Test

No	X	X^2	Y	Y^2	XY
1	10	100	70	4900	700
2	50	2500	60	3600	3000
3	40	1600	40	1600	1600
4	50	2500	70	4900	3500

5	30	900	80	6400	2400
6	30	900	90	8100	2700
7	60	3600	70	4900	4200
8	20	400	50	2500	1000
9	40	1600	90	8100	3600
10	30	900	80	6400	2400
11	30	900	50	2500	1500
12	10	100	100	10000	1000
13	30	900	60	3600	1800
14	50	2500	60	3600	3000
15	60	3600	70	4900	4200
16	20	400	80	6400	1600
17	30	900	90	8100	2700
18	50	2500	100	10000	5000
19	30	900	90	8100	2700
20	20	400	60	3600	1200
21	30	900	80	6400	2400
22	80	6400	70	4900	5600
23	20	400	70	4900	1400
24	30	900	70	4900	2100
25	50	2500	70	4900	3500
26	40	1600	70	4900	2800
27	40	1600	70	4900	2800
28	30	900	100	10000	3000
29	20	400	90	8100	1800
30	20	400	40	1600	800
31	30	900	100	10000	3000
32	10	100	60	3600	600
33			90	8100	0
	X= 1090	X^2= 45100	Y= 2440	Y^2= 184500	XY= 79600

Based on the table, it can be seen that :

$\sum X$ = 1090 $\sum Y$ = 2440

$\sum X^2$ = 45100 $\sum Y^2$ = 184500

$\sum XY$ = 79600

Knowing the correlation between experimental class and group class in post test applied by the statistical analysis of product moment correlation, as following :

$$r_{xy} = \frac{n\sum XY - (\sum X)(\sum Y)}{\sqrt{\{n\sum X^2 - (\sum X)^2\}\{n\sum Y^2 - (\sum Y)^2\}}}$$

$$r_{xy} = \frac{(65)(79600) - (1090)(2440)}{\sqrt{\{65x45100 - (1090)^2\}\{65x184500 - (2440)^2\}}}$$

$$r_{xy} = \frac{5174000 - 2659600}{\sqrt{\{2931500 - 1188100\}\{11992500 - 5953600\}}}$$

$$r_{xy} = \frac{2514400}{\sqrt{(1743400)(6038900)}}$$

$$r_{xy} = \frac{2514400}{\sqrt{10528218260000}}$$

$$r_{xy} = \frac{2514400}{3244721.6}$$

$$r_{xy} = 0.77$$

The calculation shows that the coefficient of validity of the Objective Test was 0.77. It means that the validity of the test is high, as following :

0.800-1.000   : very high

0.600-0.790   : high

0.400-0.590   : significant

0.200-0.390   : low

0.00-0.190   : very low

Table 4.4.

Calculation of t-test Experimental Class

No	Initial Name	Pre-test	Post-test	Deviation X_1	Squared Deviation $(X_1)^2$
1	AAK	20	70	50	2500
2	AAS	10	60	50	2500
3	ANZ	10	40	30	900
4	ADR	60	70	10	100
5	AA	70	80	10	100
6	AH	60	90	30	900
7	CP	20	70	50	2500
8	CC	30	50	20	400
9	DA	60	90	30	900
10	DA	60	80	20	400
11	DA	20	50	30	900
12	ESY	70	100	30	900
13	FFA	10	60	50	2500
14	FS	70	60	10	100
15	FA	40	70	30	900
16	FA	40	80	40	1600
17	JSSA	60	90	30	900
18	LH	60	100	40	1600
19	MNS	70	90	20	400
20	MRS	60	60	0	0
21	MRA	50	80	30	900
22	MAP	40	70	30	900
23	MRB	60	70	10	100
24	N	30	70	40	1600
25	NS	30	70	40	1600
26	NN	60	70	10	100
27	NR	40	70	30	900
28	RR	60	100	40	1600
29	RUE	60	90	30	900
30	RAS	0	40	40	1600
31	RF	60	100	40	1600
32	SP	20	60	40	1600
33	YM	70	90	20	400
	Total	1480	2440	980	34800

	Mean	44.8	73.9	29.7	1054.5

$M_1 = \frac{\Sigma X1}{N} = \frac{980}{33} = 29.7$

$X_1 = ((\Sigma X_1)^2) - \frac{(\Sigma X_1)^2}{N}$

$X_1 = 34800 - \frac{(980)^2}{33}$

$X_1 = 34800 - \frac{960400}{33}$

$X_1 = 34800 - 29103.03$

$X_1 = 5697$

Table 4.5.

Calculation of t-test Control Class

No	Initial Name	Pre-test	Post-test	Deviation X_2	Squared Deviation $(X_2)^2$
1	AFH	20	10	10	100
2	AB	20	50	30	900
3	ATM	20	40	20	400
4	AA	60	50	10	100
5	AA	20	30	10	100
6	AS	30	30	0	0
7	BSH	40	60	20	400
8	DA	0	20	20	400
9	DAS	40	40	0	0
10	FKH	30	30	0	0
11	IA	40	30	10	100
12	IF	10	10	0	0
13	IS	20	30	10	100
14	KSHL	20	50	30	900
15	LR	40	60	20	400
16	MFR	30	20	10	100
17	MNR	20	30	10	100
18	MI	40	50	10	100
19	NW	20	30	10	100

20	NA	20	20	0	0
21	NDA	50	30	20	400
22	NF	50	80	30	900
23	N	10	20	10	100
24	NAS	20	30	10	100
25	NZ	30	50	20	400
26	RW	10	40	30	900
27	RRS	10	40	30	900
28	SA	30	30	0	0
29	SOV	30	20	10	100
30	SM	10	20	10	100
31	S	10	30	20	400
32	VA	20	10	10	100
	Total	**820**	**1090**	**430**	**8700**
	Mean	**25.6**	**34.06**	**13.4**	**271.9**

$$M_2 = \frac{\Sigma X2}{N} = \frac{430}{32} = 13.4$$

$$X_2 = ((\Sigma X_2)^2) - \frac{(\Sigma X_2)^2}{N}$$

$$X_2 = 8700 - \frac{(430)^2}{32}$$

$$X_2 = 8700 - \frac{184900}{32}$$

$$X_2 = 8700 - 5778.1$$

$$X_2 = 2921.9$$

From the data above, it is obtained that:

$M_1 = 29.7$ $X_1 = 5697$ $N_1 = 33$

$M_2 = 13.4$ $X_2 = 2921.9$ $N_2 = 32$

Therefore, the calculation of t-observed is:

$$t = \frac{M1 - M2}{\sqrt{(\frac{X1 + X2}{N1 + N2 - 2})(\frac{N1 + N2}{N1.N2})}}$$

$$t = \frac{29.7 - 13.4}{\sqrt{\left(\frac{5697 + 2921.9}{33 + 32 - 2}\right)\left(\frac{33 + 32}{33.32}\right)}}$$

$$t = \frac{16.3}{\sqrt{\left(\frac{8618.9}{63}\right)\left(\frac{65}{1056}\right)}}$$

$$t = \frac{16.3}{\sqrt{(136.8)(0.06)}}$$

$$t = \frac{16.3}{\sqrt{8.2}}$$

$$t = \frac{16.3}{2.9}$$

$$t = 5.6$$

The calculation shows that the statistic data of both experimental and control group in pre-test and post-test. The result of calculation showed that t-observed is higher than t-table (5.6 > 1.99, p = 0.05). This means that the alternative Hypothesis (Ha) is accepted.

C. Testing Hypothesis

To prove hypothesis, the data obtained from experimental and control class, were calculated by using t_{test} formula.

The criteria of testing hypothesis in this research were :

1. If $T_{observed} > T_{table}$ in significantdegree of 0.05 the hypothesis will be accepted.

2. If $T_{observed} < T_{table}$ in significant degree of 0.05, the hypothesis will be rejected.

From the calculation above, it was known the degree of freedom (df) was 63.

1. T_{obs} with degree of freedom 63 which is shown at significant level 5% is 5.6

2. T$_{table}$ with degree of freedom 63 which is shown at significant level 5% is 1.99.

Comparing t-observation (5.6) and t-table (1.99), it was known that t-observation was higher than t-table. The result was 5.6 > 1.99. therefore, it could be concluded that alternative hypothesis (H$_a$) was accepted.

D. Discussion

In the description of the data was taken from 33 students of experimental class and 32 students of control class. The experimental class which had the mean of pre-test was 44.8 before the implimentation of short story that were given as treatments. After the students were given treatments in experimental class by using short story, the mean of post-test was 73.9 and the mean of gained score was 29.7.

Meanwhile, the score of contol class as follows, the mean of pre-test was 25.6. In control class, there was no implementaion of short story in teaching narrative text. The mean of post-test was 34.06 while the mean of gained score was 13.4. Short story could be alternative material to help the students in understanding the narrative text.

The short story significantly affects on the students reading comprehension, because t-observed was (5.6) is higher than the t-table df (63) at the level of (0.05) was (1.99). It shows that t-observed> t-table (5.6 > 1.99). This findings shows that hypothesis of the study is true. Therefore, can be concluded that the application of short story significantly affect of reading comprehension.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

1. According to the statistic calculation which was analyzed in the research finding, the writer concluded that the use of short story has significant effect on the students' score of reading comprehension than that of conventional teaching.

2. The difference in teaching reading comprehension between using short stories and using conventional teaching is the students who were taught through using short stories achieve a better attainment compared to the students who were taught by using conventional teaching. The mean of the pre-test of experimental class is 44.8 and the post-test is 73.9 then the mean of pre-test of control class is 25.6 and post-test is 34.06. The calculation showed that t-observed 5.6 was higher than t-table 3.33 at the significant level of 0.05. It means that Ho was rejected and Ha was accepted. There was a significant effect short story on the students' reading comprehension.

B. Suggestion

Based on the conclusion above, the writer would like to give some suggestions related to this reseach. The suggestions are as follows:

1. The principle of MTs Islamiyah Medan can suggest the English teacher to apply short story as the material in reading comprehension.

2. The teacher should select some aspects of short story first before using it in teaching narrative text. The aspects include vocabulary, length, language, story, and so on.

3. Every student should be more active and communicative in every activity provided. So, the communicative ability can be built in themselves.

4. The students should bring their dictionary to help them in learning activity.

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LESSON PLAN
(Experimental Class)

School Name   : Madrasah Tsanawiyah Islamiyah Medan

Subject   : English Language

Class/ semester   : VIII$_2$ / II

Time Allocation   : 4 X 40 Minutes

Main Material   : Narrative Text (Short Story)

Skill   : Reading

A. Core Competencies

K1   respect and appreciate the teachings of religion.

K2   Respect and appreciate the honest behavior, discipline, responsibility, caring (tolerance, mutual assistance), courteous, confident, in interacting effectively with the social and natural environment within the reach of the association and its existence.

K3   Understanding knowledge (factual, conceptual, and procedural) is based on his/her curiosity about science, technology, art, culture related phenomena and evens that appear to the eye.

K4   Trying, processing, and presenting in a concrete realm (using, parsing, assembling, modifying, and making) and abstract realm (writing, reading, computing, drawing and composing) as learned in school and other similar sources in point of view / theory.

B. Basic Competencies

1.1 Being grateful for the chance that they able to learn English as an International Languange that is accomplished in the learning enthusiasm.

2.3 Showing responsibility, care, cooperation and peace in doing the functional communication.

3.14 Analyzing social function, text structure, and language feature in narrative text.

4.18 Grasping the meaning of spoken and written narrative text, by paying attention to social function, text structure, and language feature.

C. Indicators of Competence Achievement

1. Explain about the definition of narrative text.

2. Mention the information about narrative text.

3. Find the main idea in narrative text.

4. Answer the question about narrative text.

D. Learning Objectives

After students learning is expected to be :

1. Mention the information about narrative text.

2. Find the main idea in narrative text.

3. Answer the question about narrative text.

E. Learning Materials

1. Definiton of Narrative Text

Narrative text is a text which is written to entertain people and to tell a story, contains about story fiction, non fiction, tales, folktales, fables, myths, epic and its plot consists of climax of the story (complication) then followed by the resolution.

2. Purpose of the text/social function

To amuse/entertain readers with a story that deals with complications or problematicevents.

3. Generic structure/text organization

a. Orientation : when and where the story happened and introduce the participants of the story.

b. Complication : telss the beginning of the problems which lead to the crisis (climax) of the main participant.

c. Resolution : the problem (the crisis) is resolve, either in happy ending or sad ending.

4. Language features

a. Past tense, e.g. we went to the zoo, she was happy, and etc.

b. Time connectives and conjunctions, to sort the events (then, before that, soon, and etc.

c. Adverbs and adverbial phrases to show the place of event, e.g. here, in the mountain, happily ever after, and etc.

d. Action verbs in past tense, e.g. stayed, climbed, and etc.

e. Saying verbs, e.g. said, told, promised, and thinking verbs, feeling verbs, verbd of senses, e.g. thought, understood, felt, and etc.

f. Adjectives that form a noun phrase, e.g. long black hair, two red apples, and etc.

g. Noun as pronoun, stepsisters, housework, and etc.

Example

The Monkey and The Crab

Long ago, at the foot of a mountain, lived a crab. On a warm spring day, the crab walked leisurely along a nearby river. Suddenly a big rice ball dropped in front of her. "Oh my God! What a good thing I found", she said to herself.

Then a greedy monkey came. He wanted to have the rice ball, so he said, "Hey, let's trade the rice ball with my fruit seed. This seed is better than that rice ball. When you eat the rice ball, it disappears, but if you put this seed on the groun, it will grow and produce a lot of of fruits." The crab agreed to exchange the rice ball. Then she took the seed home and planted it.

Soon the seed grew into a smaal bud and became a big tree. It made a lot of red fruits. The crab wanted to eat the fruit, but she could not climb the tree. Then the monkey came again, climbing the tree and eating the fruits. The crab begged the monkey to pick some for her and her kind. Yet, the selfish monkey took a hard green fruit and threw it to the crab. She was smashed very hard.

The crabs kid started to cry and their noise attracted other animals. They soon found out what happened. The king of the animals decided to give the monkey a punishment.

1. Why did the crab beg the monkey for some fruits?
   a. She was greedy
   b. She couldn't climb the three

    c. The monkey was a kind animal

    d. The monkey had not eaten lots of fruits

2. What did the monkey offer to trade with rice ball?

    a. Fruit

    b. Plant

    c. Fruit seed

    d. Seed ball

3. What important lesson can be taken from the text?

    a. Nobody is perfect   d. Good deeds never help

    b. Honestly is everything   you

    c. Bad deeds are punished

F. Learning Methods

Group strategy

G. Learning Media, Tools, and Sources

1. Media : paper about short story of narrative text .

2. Tools : whiteboard markers and eraser.

3. Lesson sources : English Think Globally Act Locally, Rangkuman Bahasa Inggris, and dictionary.

H. Learning Activities

Pre-test

Teacher conducts pre-test. Students are given a pre-test before getting treatment. The test is answer the question of multiple choices.

Meeting learning activities I

No.	Stages	Activity		Time
		Teacher	**Students**	
1.	Activity Introduction	1. Greetings, ask to take a prayer and check the presence of the students. 2. Doing introduction. 3. Delivering the material to be discussed.	1. Greetings, take a prayer, and answer the teacher. 2. Doing short intro-duction. 3. Listen to the explanation from	10 minutes

No.	Stages	Activity		Time
		Teacher	Students	
		4. Deliver the objectives of today's meeting learning.	teacher.	
2.	Core Activity	5. Deliver the text in the form of narrative. 6. Give the example of narrative text. 7. Devide the students into some groups. 8. Ask every groups to identified of narrative text that given by teacher. 9. The students comprehend and identified narrative text.	4. Pay attention to the teacher's explanation. 5. Pay attention to the teacher. 6. The students seat on groups. 7. The students read the narrative text. 8. The students comprehend the text.	60 minutes
3.	Closing Activity	10. Give the chance to the students to ask about narrative. 11. Summarize the material that have been discussed. 12. Close with greetings.	9. Ask about narrative text. 10. Pay attention to the teacher's explanation 11. Answer the greetings	10 minutes

Meeting learning activities II

No.	Stages	Activity		Time
		Teacher	Students	
1.	Activity Introduction	1. Greetings, ask to take a prayer and check the presence of the stu-dents. 2. Delivering the material to be discussed. 3. Deliver the objectives of today's meeting learning. 4. Give some question about previous metting of narrative text.	1. Greetings, take a prayer, and answer the teacher. 2. Listen to the explanation from teacher. 3. Answer to the teacher's question.	10 minutes
2.	Core Activity	5. Devide the students into some groups. 6. The teacher reviewed the previous lesson. 7. Ask the students to read the story. 8. Give the task to the students. 9. Ask to the students to collect the paper.	4. The students seat on groups. 5. Pay attention to the teacher's explanation. 6. Read the story. 7. Do the task from the teacher. 10. The students collect the paper.	60 minutes

3.	Closing Activity	10. Give the chance to the students to ask. 11. Summarize the material that have been discussed. 12. Closing with greetings.	13. The studensts give respond.	10 minutes

I. Assesment

1. Technique of assessment : test

2. Form of instrument : assessment of written test is multiple choice.

$$\text{students score} = \frac{\text{the number of correct answer}}{\text{Maximal score}} \times 100$$

Medan, April 15th 2019

Researcher

Be cognizant of

English Teacher

Khoirunnisa Hasibuan

Abdan Ebin Purba, S.Pd

Be cognizant of

Headmaster

Rustam Hsb, S.Pd.I

LESSON PLAN

(Control Class)

School Name : Madrasah Tsanawiyah Islamiyah Medan

Subject : English Language

Class/ semester : VIII$_1$ / II

Time Allocation : 2 X 40 Minutes

Main Material : Narrative Text

Skill : Reading

A. Core Competencies

K1 respect and appreciate the teachings of religion.

K2 Respect and appreciate the honest behavior, discipline, responsibility, caring (tolerance, mutual assistance), courteous, confident, in interacting effectively with the social and natural environment within the reach of the association and its existence.

K3 Understanding knowledge (factual, conceptual, and procedural) is based on his/her curiosity about science, technology, art, culture related phenomena and evens that appear to the eye.

K4 Trying, processing, and presenting in a concrete realm (using, parsing, assembling, modifying, and making) and abstract realm (writing, reading, computing, drawing and composing) as learned in school and other similar sources in point of view / theory.

B. Basic Competencies

1.1 Being grateful for the chance that they able to learn English as an International Languange that is accomplished in the learning enthusiasm.

2.3 Showing responsibility, care, cooperation and peace in doing the functional communication.

3.14 Analyzing social function, text structure, and language feature in narrative text.

4.18 Grasping the meaning of spoken and written narrative text, by paying attention to social function, text structure, and language feature.

C. Indicators of Competence Achievement

1. Explain about the definition of narrative text.

2. Mention the information about narrative text.

3. Find the main idea in narrative text.

4. Answer the question about narrative text.

D. Learning Objectives

After students learning is expected to be :

1. Mention the information about narrative text.

2. Find the main idea in narrative text.

3. Answer the question about narrative text.

E. Learning Materials

1. Definiton of Narrative Text

Narrative text is a text which is written to entertain people and to tell a story, contains about story fiction, non fiction, tales, folktales, fables, myths, epic and its plot consists of climax of the story (complication) then followed by the resolution.

2. Purpose of the text/social function

To amuse/entertain readers with a story that deals with complications or problematicevents.

3. Generic structure/text organization

   a. Orientation : when and where the story happened and introduce the participants of the story.

   b. Complication : telss the beginning of the problems which lead to the crisis (climax) of the main participant.

   c. Resolution : the problem (the crisis) is resolve, either in happy ending or sad ending.

4. Language features

   a. Past tense, e.g. we went to the zoo, she was happy, and etc.

b. Time connectives and conjunctions, to sort the events (then, before that, soon, and etc.

c. Adverbs and adverbial phrases to show the place of event, e.g. here, in the mountain, happily ever after, and etc.

d. Action verbs in past tense, e.g. stayed, climbed, and etc.

e. Saying verbs, e.g. said, told, promised, and thinking verbs, feeling verbs, verbd of senses, e.g. thought, understood, felt, and etc.

f. Adjectives that form a noun phrase, e.g. long black hair, two red apples, and etc.

g. Noun as pronoun, stepsisters, housework, and etc.

F. Learning Methods

Conventional strategy

G. Learning Media, Tools, and Sources

1. Media : paper about of narrative text .

2. Tools : whiteboard markers and eraser.

3. Lesson sources : English Think Globally Act Locally, Rangkuman Bahasa Inggris, and dictionary.

H. Learning Activities

Meeting learning activities I

No.	Stages	Activity		Time
		Teacher	**Students**	
1.	Activity Introduction	1. Greetings, ask to take a prayer and check the presence of the students. 2. Doing introduction. 3. Delivering the material to be discussed. 4. Deliver the objectives of today's meeting learning.	1. Greetings, take a prayer, and answer the teacher. 2. Doing short intro-duction. 3. Listen to the explanation from teacher.	10 minutes
2.	Core Activity	4. Deliver the text in the form of narrative. 5. Teacher asks to the students to read the text. 6. Ask the students to find out the difficult words in the reading text and look for the meaning in the dictionary.	4. Pay attention to the teacher's explanation. 5. Read the text. 6. Find out the difficult words in the reading text and look for the meaning in the dictionary	60 minutes

3.	Closing Activity	7. Ask the students to summarize the material that have been discussed. 8. Close with greetings.	9. Summarize the material that have been discussed. 10. Answer the greetings	10 minutes

I. Assesment

1. Technique of assessment : test

2. Form of instrument : assessment of written test is multiple choice.

$$\text{students score} = \frac{\text{the number of correct answer}}{\text{Maximal score}} \times 100$$

Medan, April 15th 2019

Researcher

Be cognizant of

English Teacher

Khoirunnisa Hasibuan

Abdan Ebin Purba, S.Pd

Be cognizant of

Headmaster

Rustam Hsb, S.Pd.I

APPENDIX III

TEST

Name :

Class :

Date :

Text 1

Read following the text to answer questions 1 to 3

Once upon a time there was a nervous little chipmunk. She was afraid that something bad would happen to her. One day she heard a little noise. It was actually the sound of an apple that fell to the ground, but the little chipmunk was petrified and shouted, "The sky is falling down." Then she ran away as fast as she could.

Soon all animals were shocked and ran in different directions making a chaos in the jungle. The lion saw this and the pulled out the little chipmunk. He said "What made you think the sky would fall down?" She replied, "I heard and saw it near my tree house." After they checked what really happened near the tree house, the lion smiled and said, "You woory too much about everything. Let other animals know what had really happened. Youa are responsible for it." **Source (UN 2016 P1).**

1. Why did the chipmunk run away?
   a. She saw a big lion
   b. She met large animals
   c. She fell down from a tree
   d. She tought the sky wa falling down

2. Where did the chipmunk hear a little noise?
   a. On the sky   c. Outside the jungle
   b. Behind the lion   d. Near her tree house

3. The important lesson from the story is that we have to ....
   a. Help other people sincerely

b. Respect weak and old people

c. Believe what our friend say

d. Check and recheck any information

Text 2

The following the text is for questions 4 to 6

The Monkey and The Crab

Long ago, at the foot of a mountain, lived a crab. On a warm spring day, the crab walked leisurely along a nearby river. Suddenly a big rice ball dropped in front of her. "Oh my God! What a good thing I found", she said to herself.

Then a greedy monkey came. He wanted to have the rice ball, so he said, "Hey, let's trade the rice ball with my fruit seed. This seed is better than that rice ball. When you eat the rice ball, it disappears, but if you put this seed on the groun, it will grow and produce a lot of of fruits." The crab agreed to exchange the rice ball. Then she took the seed home and planted it.

Soon the seed grew into a smaal bud and became a big tree. It made a lot of red fruits. The crab wanted to eat the fruit, but she could not climb the tree. Then the monkey came again, climbing the tree and eating the fruits. The crab begged the monkey to pick some for her and her kind. Yet, the selfish monkey took a hard green fruit and threw it to the crab. She was smashed very hard.

The crabs kid started to cry and their noise attracted other animals. They soon found out what happened. The king of the animals decided to give the monkey a punishment. **Source (UN 2016 P3)**

4. Why did the crab beg the monkey for some fruits?
   a. She was greedy
   b. She couldn't climb the three
   c. The monkey was a kind animal
   d. The monkey had not eaten lots of fruits

5. What did the monkey offer to trade with rice ball?
   a. Fruit   c. Fruit seed
   b. Plant   d. Seed ball

6. What important lesson can be taken from the text?
    a. Nobody is perfect
    b. Honestly is everything
    c. Bad deeds are punished
    d. Good deeds never help you

Text 3

The following the text is for questions 7 to 10

Once upon a time, there lived a father with his two beautiful daughters in a village. His wife, the daughter's mother had already died. The father reaised the daughter by himself. He loved them very much.

The father liked hunting very muuch. He often went to the forest to hunt deer, rabbit or many kinds of birds in the forest. but the two girls disliked it. They didn't want their father killed animals. The father tried hard to stop his hobby as the girls wanted.

One day, when the father went around the village. He met his friend. They talked about many white birds which came to the lake. They said it was good time to hunt the birds. The men asked the father to hunt the birds. The father couldn't help himself. He forgot his promise not to hunt anymore. The father went home to take his gun.

Knowing his father's plan to go hunting, the eldest daughter said to her sister that she would wear long whit clothes and go to the lake. She pretended to be a white bird so that the father would kill her and would stop hunting. When the eldest daughter went away wearing long white cloth, the younger daughter wearing the same clothes, followed her sister.

The two daughters ran away to the lake. The father who had already in the lake saw them. He tought that they were birds. He shot both of them. How shocked he was, when they cried in pain. He ran to them but it was too late bot of his daughters had already died. The father was shocked since then he never hunted animals. **Sources (UN 2017)**

7. What does the text tell us about?

   a. The sadness of two daughters

   b. The effort of two daughters

   c. The love of a father to his daughters

   d. The regret of a father

8. What was the main problem of the story?

   a. The father hunted animal again

   b. The daughters were shot by the father

   c. The daughters pretended to be while birds

   d. The father raised the daughter by himself

9. What would happen if the girls didn't wear long white cloth?

   a. They would not go to the lake

   b. They would be safe and still alive

   c. Their father would not be shocked

   d. Their father would not shoot the birds

10. How can could you describe the girls

    a. They obeyed to their father

    b. They were animal lovers

    c. They hated their father

    d. They dislike their father's friend

APPENDIX V

ANSWER SHEET

1. D

2. D

3. D

4. B

5. C

6. C

7. D

8. A

9. B

10. B

APPENDIX VII

DOCUMENTATION
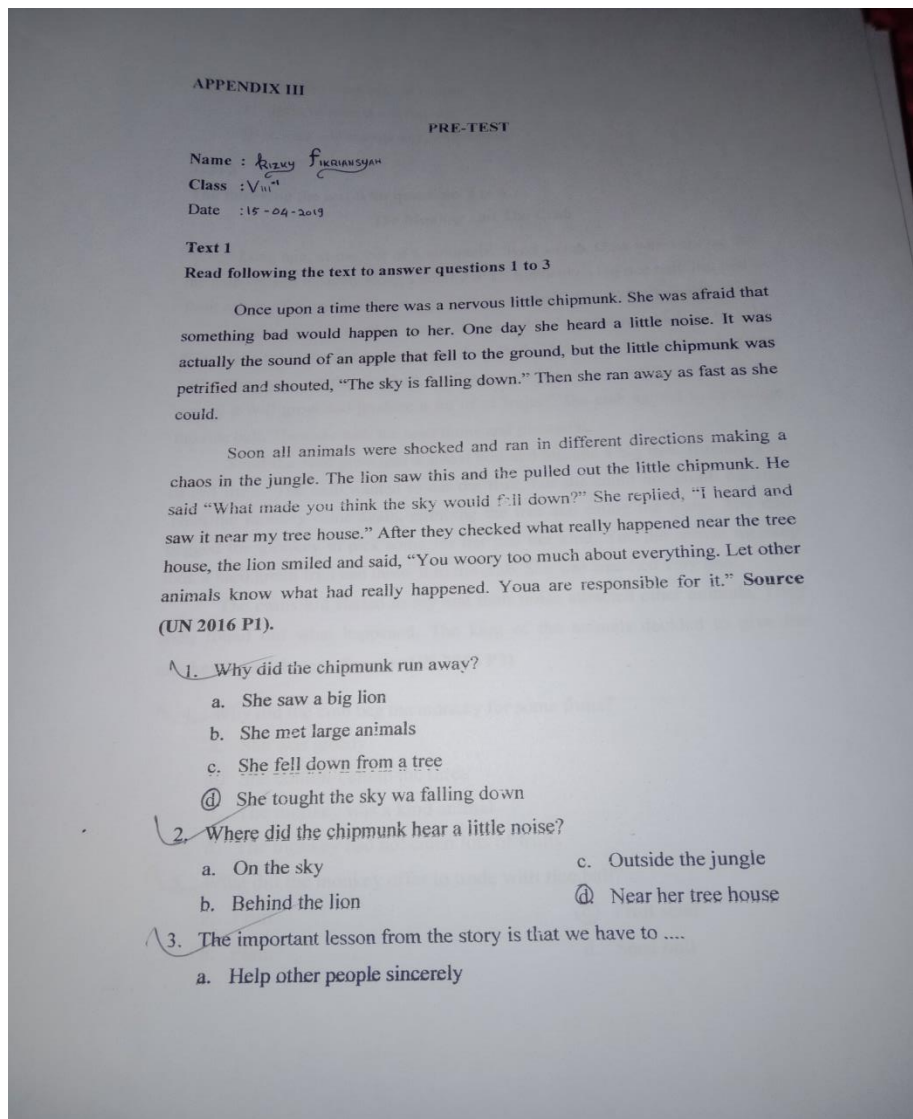
Picture 1. Student's answer sheet of experimental class

APPENDIX IV

POST-TEST

Name : Budi
Class : VIII²
Date : 20-04-2019

Text 1
Read following the text to answer questions 1 to 3

Once upon a time there was a nervous little chipmunk. She was afraid that something bad would happen to her. One day she heard a little noise. It was actually the sound of an apple that fell to the ground, but the little chipmunk was petrified and shouted, "The sky is falling down." Then she ran away as fast as she could.

Soon all animals were shocked and ran in different directions making a chaos in the jungle. The lion saw this and the pulled out the little chipmunk. He said "What made you think the sky would fall down?" She replied, "I heard and saw it near my tree house." After they checked what really happened near the tree house, the lion smiled and said, "You woory too much about everything. Let other animals know what had really happened. Youa are responsible for it." **Source (UN 2016 P1).**

1. Why did the chipmunk run away?
   a. She saw a big lion
   b. She met large animals
   c. She fell down from a tree
   d. She tought the sky wa falling down

2. Where did the chipmunk hear a little noise?
   a. On the sky
   b. Behind the lion
   c. Outside the jungle
   d. Near her tree house

3. The important lesson from the story is that we have to ....
   a. Help other people sincerely

Picture 3. Attendance list of experimental class (VIII$_1$)

Picture 4. Attendance list of control class (VIII$_2$)

Picture 5. While the students test in class (experimental class)

Picture 6. Teaching and learning in control class

Picture 7. Teaching and learning process

Picture 8. Teaching and learning process

APPENDIX VIII

T TABLE

Titik Persentase Distribusi t (df = 41 – 80)

Pr / df	0.25 / 0.50	0.10 / 0.20	0.05 / 0.10	0.025 / 0.050	0.01 / 0.02	0.005 / 0.010	0.001 / 0.002
41	0.68052	1.30254	1.68288	2.01954	2.42080	2.70118	3.30127
42	0.68038	1.30204	1.68195	2.01808	2.41847	2.69807	3.29595
43	0.68024	1.30155	1.68107	2.01669	2.41625	2.69510	3.29089
44	0.68011	1.30109	1.68023	2.01537	2.41413	2.69228	3.28607
45	0.67998	1.30065	1.67943	2.01410	2.41212	2.68959	3.28148
46	0.67986	1.30023	1.67866	2.01290	2.41019	2.68701	3.27710
47	0.67975	1.29982	1.67793	2.01174	2.40835	2.68456	3.27291
48	0.67964	1.29944	1.67722	2.01063	2.40658	2.68220	3.26891
49	0.67953	1.29907	1.67655	2.00958	2.40489	2.67995	3.26508
50	0.67943	1.29871	1.67591	2.00856	2.40327	2.67779	3.26141
51	0.67933	1.29837	1.67528	2.00758	2.40172	2.67572	3.25789
52	0.67924	1.29805	1.67469	2.00665	2.40022	2.67373	3.25451
53	0.67915	1.29773	1.67412	2.00575	2.39879	2.67182	3.25127
54	0.67906	1.29743	1.67356	2.00488	2.39741	2.66998	3.24815
55	0.67898	1.29713	1.67303	2.00404	2.39608	2.66822	3.24515
56	0.67890	1.29685	1.67252	2.00324	2.39480	2.66651	3.24226
57	0.67882	1.29658	1.67203	2.00247	2.39357	2.66487	3.23948
58	0.67874	1.29632	1.67155	2.00172	2.39238	2.66329	3.23680
59	0.67867	1.29607	1.67109	2.00100	2.39123	2.66176	3.23421
60	0.67860	1.29582	1.67065	2.00030	2.39012	2.66028	3.23171
61	0.67853	1.29558	1.67022	1.99962	2.38905	2.65886	3.22930
62	0.67847	1.29536	1.66980	1.99897	2.38801	2.65748	3.22696
63	0.67840	1.29513	1.66940	1.99834	2.38701	2.65615	3.22471
64	0.67834	1.29492	1.66901	1.99773	2.38604	2.65485	3.22253
65	0.67828	1.29471	1.66864	1.99714	2.38510	2.65360	3.22041
66	0.67823	1.29451	1.66827	1.99656	2.38419	2.65239	3.21837
67	0.67817	1.29432	1.66792	1.99601	2.38330	2.65122	3.21639
68	0.67811	1.29413	1.66757	1.99547	2.38245	2.65008	3.21446
69	0.67806	1.29394	1.66724	1.99495	2.38161	2.64898	3.21260
70	0.67801	1.29376	1.66691	1.99444	2.38081	2.64790	3.21079
71	0.67796	1.29359	1.66660	1.99394	2.38002	2.64686	3.20903
72	0.67791	1.29342	1.66629	1.99346	2.37926	2.64585	3.20733
73	0.67787	1.29326	1.66600	1.99300	2.37852	2.64487	3.20567
74	0.67782	1.29310	1.66571	1.99254	2.37780	2.64391	3.20406
75	0.67778	1.29294	1.66543	1.99210	2.37710	2.64298	3.20249
76	0.67773	1.29279	1.66515	1.99167	2.37642	2.64208	3.20096
77	0.67769	1.29264	1.66488	1.99125	2.37576	2.64120	3.19948
78	0.67765	1.29250	1.66462	1.99085	2.37511	2.64034	3.19804
79	0.67761	1.29236	1.66437	1.99045	2.37448	2.63950	3.19663
80	0.67757	1.29222	1.66412	1.99006	2.37387	2.63869	3.19526